



OF ED

COLLEGE UCATION AND BEHAVIORAL STUDY  
DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT (EDPM)

FACTORS AFFECTING INSTRUCTIONAL SUPERVISION IN THE PRIMARY SCHOOLS  
OF WATHOA WOREDA, GAMBELLA PEOPLE NATIONAL REGIONAL STATE

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JUNE 2024 G.C  
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A Research Submitted to the College of Education and Behavioral Studies in Partial Fulfillment  
of the Requirement of Master of Arts (MA) Degree in EDPM

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**Approval of thesis proposal**

I hereby certify that I have supervised, read, and evaluated this thesis titled “factors affecting instructional supervision in the primary schools of Wanthoa woreda “by Stephen Khor Chol prepared under my guidance.

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## **ACKNOWLEDGEMENTS**

First, I want to convey my heartfelt gratitude to my punctual Advisor, Kenenissa Dabi (PhD). I honestly cannot express how appreciative I am for everything he has done for me. I truly thank him for everything he has taught me, as well as his professional advice and constructive feedback on my efforts to make this work a success.

I'd want to offer my heartfelt gratitude to my beloved spouses Nyathak Koang and as well as my children, whose love, support, and encouragement have served as a source of inspiration and shared all of my life's hardships throughout my graduate studies.

Finally, I'd want to thank all instructors and school principals for supplying the data needed for this study.

Everything was created by God, and nothing was created without Him, for which I am grateful!

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## **ACCRONMY**

<b>ESDP IV</b>	Education Sector Development Program IV
<b>GEQIP</b>	General Education Quality Improvement Package
<b>MOE</b>	Ministry of Education
<b>NGOs</b>	Non-Governmental Organizations

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## **Abstract**

*The goal of this research was to explore the factors that influence instructional supervision in Wanthoa Woreda's primary schools. A Descriptive survey design was used to explore the actual facts and practices in the current situation and to make potential solutions. The survey included 98 out of 130 teachers and four directors. Simple random sampling was used to pick teachers from four of the eleven schools. While directors were chosen through selective sampling in those four schools. Thus, 102 respondents completed and returned the surveys. To ensure dependability, data were obtained by a questionnaire, semi-structured interviews, and document analysis. Quantitative data gathered via closed-ended surveys were analyzed using frequency and percentages. The data gained through open-ended interviews and document analysis were subjectively examined to supplement the quantitative data obtained. In addition, the key issues noted are a lack of necessary training, a lack of transparent communication between supervisors and teachers, a lack of supervisory rules, and supervisors who are overburdened with classroom activities and administrative tasks. Based on the findings, it is recommended that classroom observations be undertaken, an open discussion between supervisors and teachers about practice and supervision options be held, supervisor and teacher training be provided, and clear instructions on instructional supervision be written.*

**Keywords:** Influences, Instructional supervision, Primary schools,.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

Acknowledging the significance of educators in the learning process is crucial (Glatthorn cited in Kutsyuruba, 2003). Furthermore, improving education is a challenging process where many factors need to work together. This growth technique places a strong emphasis on the teachers. Therefore, by winning the support and acceptance of teachers for the supervisory practice, the techniques, methods, models, or processes used by supervisors in schools operate as the catalyst for any supervisory achievement. How instructors perceive and understand the instructional supervision they are receiving from instructional supervisors, as well as how they receive professional assistance from them, have a significant impact on the outcomes of the supervision process. The communication between the supervisor and the instructor.

In order to implement successful supervision, it is crucial to evaluate the practices and difficulties of instructional supervision (Abdulkareem, 2001). About 35 years after the introduction of the modern (western) style of education in the nation around 1934 E.C., education inspection was implemented in Ethiopia's educational system. There are factors, according to the literature, that made school inspections necessary. First and first, the empire's primary and secondary schools are expanding quickly. Next, the curriculum needs to be coordinated. Finally, and most crucially, support for teachers in the classroom activities. From 1955 E.C the twenty or so year's old inspection was replaced by supervision.

Today, all throughout the world, emphasis is placed on raising the standard of education. The national authorities heavily rely on school monitoring to monitor quality (De Grauwe, 2001a:13). Depending on the type of company and the clients served, quality can mean different things (Certo, 2006:7). According to Dittmar, Mendelson, and Ward (2002:30), education quality is primarily "the provision of good education by well-prepared teachers". However, not all teachers are sufficiently qualified, therefore they require support from supervisors (Giordano, 2008:11).

The instructional supervisors should collaborate with instructors in a fixable manner in order to enhance their performance as educators. Hence, in order to improve teaching-learning processes and deliver successful education, instructional supervisors need to be democratic, cooperative, and given serious consideration in the classroom. In their studies, Beach and Reinhartz (2000) stressed the value of everyone involved in the supervisory process working together. This would assist in improving the introduction of this technique and prevent any potential disagreement.

Thus, the Ministry of Education's Education Sector Development Program IV [ESDP IV] underlined the significance of providing quality-based instructional supervision to enhance the quality of education in conjunction with the creation of school clusters (MoE, 2010:10). The idea of instructional supervision is different from school inspection in that the former focuses on advice, support, and ongoing evaluation given to teachers for their professional development and improvement in the teaching-learning process, whereas the latter provides teachers with feedback on their teaching methods. The Techniques and Problems in Educational Supervision emphasis on monitoring and assessing school improvement based on goals established by external parties outside the educational system. The major goal of instructional supervision is to assist teachers reflect on their practices, understand why they do what they do, and grow as professionals in order to improve schools (Sergiovanni and Starratt, 2007).

The profession of instructional supervision has been plagued by tense and unreliable relationships between teachers and supervisors for roughly 10 years. The debate over the field of instructional supervision at the school level focused on how supervisors should help teachers professionally. This debate served as a major inspiration for the creation of various supervision models because different models led to varied practices. The goal was to find the best way for managers to help instructors perform better, give them the support they need, and enhance the school as a whole while giving students a high-quality education. As a result, MOE (2003: 3) said that the primary goal of instructional supervision is to support teachers and to strengthen their position as important professional decision-makers in the practice of teaching. Supervisors typically use a variety of supervisory approaches to accomplish this goal. However, MOE, (2002) noted that in past years, the woreda education specialists assigned to oversight at the school level were unable to address academic issues. When they go to school, they frequently do nothing but gather data from the principals' desks. With this in mind, MOE, 2003, noted that the primary as a result, supervisors did not encourage teachers to fix their educational shortcomings.

A better model for assisting teachers and school leaders to increase their knowledge and competence has instead been developed at the school level; this research's main focus. Instructional supervision, which is a cycle of activities between a supervisor and a teacher with the goal of improving classroom performance in order to improve student achievement, is similar to how Dawson, (2002) describes a teacher's performance in the classroom as implementing curriculum, planning, classroom management, and instructional techniques.

Yet, supervisors are more trusted with horizontal interactions and have a privileged role to play in identifying and disseminating new ideas and best practices between schools. This expands the scope of their liaison job. Especially when major reform initiatives are The Techniques and Problems in Educational Supervision Yet, their liaison role extends beyond the vertical; once the reform is launched, they play a crucial role in ensuring its seamless implementation at the school level. According to studies, instructional supervisors play a significant role in connecting their schools with the community, NGOs, and individuals to address the school's material and financial needs and achieve the goal of stakeholder participation in school improvement initiatives. Yet, they absolutely neglect to perform this function at the moment in the framework of Matar primary school supervisory procedures.

The purpose of instructional supervision, according to instructional supervisors working at educational institutions, is to help students reach their specific improvement goals. It is the interaction between a teacher and a supervisor with the aim of raising student performance. In order for people to advance and collaborate towards the school's vision, instructional supervision serves as a link between teacher needs and institutional goals (Glickman, 1990). Most studies on educational quality place a strong emphasis on the crucial contribution of educators and school administrators to improving education. But because not all educators are qualified, they require assistance from instructional supervisors (Giordano, 2008:11).

Similar to this, Ethiopian education is going through a phase of transition from a focus on quantity to one on quality. The Ethiopian government, according to MOE, (2004), has lately focused on raising educational standards. The "General Education Quality Improvement Package (GEQIP) of 2007" is a new initiative to improve the quality of education. A couple of its initiatives were a program for school improvement and ongoing teacher professional development. Several factors affect the quality of education, including educational management, planning, student effort, teacher competence, instructional monitoring, and the teaching-learning environment in the classroom (MOE, 2002). This current trend calls for a movement of reform and renewal in the process of instructional supervision. Examining the methods and difficulties of instructional supervision seems crucial in this movement.

According to MOE (2002). focusing on supervision reform without having this kind of information seems to be a major shortcoming in this movement that could lead to efforts for

improvement being misdirected. Consequently, the purpose of this study is to evaluate the actual instructional supervision procedures carried out by supervisors at schools, as well as the obstacles of instructional supervision, in primary schools in the Wanthoa Woreda. Hence, the result of successful instructional supervision is personal and professional development.

It is thought that without bettering teacher education, enhancing schools would not be possible. The availability of sufficient supervision and support from supervisors determines the caliber of instructors' education. If proper focus isn't put on implementing school-based instructional monitoring programs successfully by different level education officials, the realization of teachers' professional competence and the quality of education will continue to be in doubt. The Techniques and Problems in Educational Supervision

### **1.2 Statement of the Problem**

The main duties of instructional supervisors are to assist in the progress of students toward the established criteria and to promote the development of diverse educational formats. Consequently, supervisors should ensure that teachers are utilizing data from a range of trustworthy and appropriate sources before they begin creating lesson plans. As various academic works have demonstrated, instructional supervisors are essential to the effectiveness of school administration. Teachers should use different teaching methodologies that take into account students' backgrounds, academic levels, and interests, as well as other data from students' records to a certain academic needs and to facilitate planning for appropriate initial learning (Certo, 2006)..

According to a study by Gashaw (2008) on instructional supervision practices in primary schools a current method has exposed many issues, including inadequate professional support for newly hired teachers, fewer classroom visits to provide teachers with instructional enrichment and peer coaching, and supervisors' focus on administrative rather than academic issues. Less mutual professional trust between supervisors and teachers; the practices and challenges of instructional supervision (supporting and assisting teachers).

Also, research findings about previous school supervision revealed several issues with its application. To name a few, there were insufficient possibilities to enhance the teaching and learning process, training programs that did not truly prepare instructors for the profession, and

poorly planned systems for systematic follow-up and support (Getachew, 2001 & Chanyalew, 2005).

The way teachers view instructional supervision in classrooms and schools, according to Oliva (2005), is a key component in determining the effectiveness of the supervision process. Also, past studies and publications showed that less experienced teachers had more negative opinions of the practice of instructional supervision than more experienced teachers due to its evaluative techniques. They view instructional supervisors as fault-finders; they are concerned that supervisors will disclose their deficiencies to the school administrator; they view supervision as a task-controller who will punish them for their mistakes.

Oliva (2005) claims that the manner in which teachers Ineffectiveness of primary school supervisors in supporting teachers was revealed by Gashaw's (2008) research on primary school supervisor practice at the national level. Therefore, further research into the issues preventing effective supervisory practices was advised by research on the national level practice of instructional supervision in elementary schools (Gashaw, 2008).

The researcher examined the gaps that prevent the improvement of quality education on the side of instructional supervision practices as; education officers and principals did not make significant efforts for the success of instructional improvement of teachers with the help of instructional supervisors; instructional supervisors did not develop various interventions to help teachers improve their limitation pedagogical shortcomings; novice teachers did not use student-centered/active learning/ teaching methodologies rather than merely using lecture methods, and instructional supervisors did not connect the schools with the nearby NGOs, communities, and other stakeholders to solve and obtain financial problems.

Additionally, the researcher looked closely at the difficulties instructional supervisors faced, such as being overloaded with other tasks, sharing credit with teachers while being held to a higher standard of responsibility, being rejected by teachers or having teachers challenge them to accept criticism, and not receiving support from woreda education officers due to a lack of sufficient instructional guidelines. Hence, constant efforts were made to address the listed issues in order to ensure that instructional supervision was successful. A large number of primary school supervisors appeared to spend the majority of their time in routine statistical data report activities rather than systematic identifications of teachers' skill gaps and support of teachers on

their instructional activities, according to the researcher's eight years of personal teaching, head teacher, and cluster supervisor experience. Also, the researcher's decision to focus on the topic under discussion was further justified by the present initiative for the quality of education, as supervision served as a tool for quality control. In fact, it was because of these circumstances that the researcher decided to investigate the problem.

Due to this, the researcher aimed to evaluate the procedures and difficulties associated with instructional monitoring in the primary schools of the wanthoa wereda.

### **1.3 Objectives of the Study**

#### **1.3.1 General Objective**

This study's main objective was to find out factors affecting instructional supervision in the primary schools of wathoa woreda, gambella people national regional state.

#### **1.3.2 Specific Objectives**

Specifically, the study attempted;

- ✓ To determine the degree to which instructional supervisors recognize instructors' supervision in the classroom so that a suitable intervention can be designed.
- ✓ To evaluate the professional assistance that instructors received from their supervisors to enhance their teaching abilities.
- ✓ To determine the primary obstacles that instructional supervisors encounter when implementing instructional supervision, as observed by educators.

#### **1.4 Research questions**

1. To what extent professional assistant do school supervisors provide teachers to help them become better instructors?
2. What is the perception of teacher's instructional roles of supervisors in elementary schools?
3. What are the factors affecting the instructional supervision practices?

#### **1.5 Significances of the Study**

The study is expected to have the following significances;

- Teachers, supervisors, and other responsible officers may find it useful to know how much instructional supervision is being used. National and local policy makers and program designers may find it useful to have this information as they continue to rework and create programs that are appropriate.
- It's also possible to hope that by involving accountable parties in a school development program, the study helped the school communities reach their goal of having the highest possible student achievement.
- If other researchers are interested in studying the title, it would be a good place to start.

### **1.6.Scope of the Study**

The research was done in the Wanthoa woreda town of Matar. Wanthoa woreda was selected for this study due to the woreda's numerous problems with the methods used by primary schools to carry out their instructional monitoring procedures. The researcher might locate relevant data fast by doing this. The study was restricted to assessing supervisors' efforts to pinpoint teachers' instructional problems and strengths as part of its conceptual framework. It also looked at the different strategies supervisors had created to assist teachers in overcoming their constraints.

### **1.7. Definitions of Key Terms**

**Challenges:** issues that impact the instructional supervisors in primary schools.

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

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

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

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

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

**School Based Supervisors:** Are internal supervisors i.e principals, vice principals, and school based supervision committee members (department heads, senior teachers and unit leaders) The Practices and Challenges of Instructional Supervision

### **1.8.Organization of the Study**

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. The Concepts of Instructional Supervision**

The effectiveness and reliability of educational system mainly be achieved through supervision; therefore, different scholars define instructional supervision in different ways. To mention few of them, Kochlar (2005), sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and that whatever is done to improve on the teacher's ability to deliver lessons to improve pupils' learning. In a related research study conducted by Nwaogu (2000) supervision of instruction is viewed as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. Supervision can be regarded as one of the most influential factors in the quality of education, as it plays an important role in the improvement of teaching and learning by taking on the responsibility of professionally developing teachers and enhancing the academic achievement of students (Dickson, 2011). Beach and Reinhartz (2000:8), defined supervision of instruction as "a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers". Likewise, Moswela, (2010) considered instructional supervision to be an integral part of curriculum so that it is continuous and developmental processes to support teachers demand for collegial instructional systems. Moreover, MoE, (2005) rephrase instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system.

#### **2.2. Purposes of Supervision**

The overall purpose of instructional supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). Within the literature addressing the purpose of supervision, two main themes were evident. The main purposes of supervision were identified as helping to (a) meet the needs of teachers and (b) guide the teachers in meeting the needs of students (Glickman, 2002). 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 (Abebe, 2014) also stressed that instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement.

### **2.3. The Majors Functions of Instructional Supervision**

According to Oliva and Pawlas (1997), any school officials who assist teachers in improving curriculum, instruction and develop teachers' profession is supervisor. Having these points as a beginning the three major function of instructional supervision are: staff, curriculum and instructional development.

### **2.4. Instructional Improvement**

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According Gagne, (2000), cited in Omemu, (2017) instruction means arranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the specific situation needed for the next stage of the learning. From the above definitions, it is seen that instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals. In doing this supervisors are expected to play supervisory roles in different areas of instruction: in planning, presenting, evaluating and classroom management phase (Roul,2015). Hence, the instructional supervisors in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others (Ekpoh, & Eze, 2015). Through supervision the supervisors can provide meaningful feedback and direction to teachers that can have profound effect in the learning that occurs in the

classroom. Therefore, supervisors play their role to assisting teachers planning instruction, developing instructional strategies, evaluation of student and classroom movement by providing feedback and direction of teachers.

## **2.5. Curriculum Development**

Curriculum development has become the major function of instructional supervision. Glikman et.al. (2004:140) defined curriculum development as the revision and modification of the content, plans, and materials of classroom instruction. Therefore, curriculum development should be conceptualized as the cooperative activities of school personnel that involve three important phases: planning, implementing and evaluation. On the other hand, the task of instructional supervisor with regard to curriculum development is to provide support and service directly to teachers to help them improve their performance (Ekpoh &Eze, 2015). In line with this Glickman, (2004) stated teachers who are involved in making decisions about school curriculum go through changes in their own thinking about teaching. Similarly, supervisors should support curriculum development through the revision and modification of content, plans and materials of classroom instruction. Such support enables teachers and supervisors to examine plans for instruction and analyze instruction with reference to what was planned, what happened and what results were achieved. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

## **2.6. Teachers Developments**

The other basic function of instructional supervision is for the continuous professional development of teachers. On the other hand, Hofman and Tadele, (2014) cited it is virally any experience that enlarges a teacher's knowledge appreciation skills and understanding of his or her work falls under the domain of professional development. This refers helping teachers to grow and develop in their understanding of teaching and learning process and improving their teaching skills. It is therefore critical to bringing together the organizational goals in line with the needs of the teachers for the improvement of teaching and consequently student achievement (Cayetano, 2011). Therefore, one of the most important aspects of instructional supervision is to provide the necessary condition to promote ongoing teacher development (Panigrahi, 2012). For enhancing teacher professional development, supervisors should emphasis providing teachers

with the opportunity and the resource they need to reflect on the practice and to share their practice with others (Sergiovanni, and Starratt 2002).

### **2.7. Instructional Supervisory**

Instructional supervision process must meet the unique needs of teachers being supervised. Because, matching supervisory approaches to individual needs has general potential for increasing the motivation and commitment at work (Benjamin, 2003). According to Sergiovanni and Starratt et.al. (2007) the widely-used approaches to instructional supervision are categorized clinical supervision, collegial supervision, inquiry-based supervision, self-directive supervision, informal supervision

### **2.8. Clinical Supervision**

Clinical supervision is a sequential, cyclic and systematic supervisory process which involves face-to-face interaction between teachers and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth (Panigrahi, 2012). The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. It involves several phases which range from the initial planning of the lesson with the supervisor through to the conference phase and lastly, planning for the next lesson to be observed. However, the phases will depend on the nature of classroom activities, the time factor and the beliefs of the teacher and of the supervisors (ibid.). As Geleta, (2013) states that clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. Clinical supervision is carried out through a series of stages that are repeated to form an ongoing cycle. The five stages are pre-observation conference, observation, analysis and strategy, post observation (supervisory conference) and post conference analysis. Each of stages is briefly described below.

### **2.9. Perceptions of Teachers**

Toward Instructional Supervision Sullivan and Glanz (2000) stated that “the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision” (p. 22). In Ethiopia, many teachers resent or even fear being supervised because of the history of

supervision, which has always been biased towards evaluation or inspection (Haileselassie, 2002). Moreover, Acheson and Gall (1992) said that the hostility of teachers is not towards supervision but the supervisory styles teachers typically receive. Thus, selecting and applying supervisory models aimed at instructional improvement and professional growth is imperative to develop a sense of trust, autonomy, and professional learning culture (Hargreaves & Fullan, 2000). The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Various activities push teachers to perceive supervision in negative aspect. In line with this, researches by (UNESCO, 2007) pointed that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. To sum up, teacher's perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teacher's competence, it is important to consider teacher's perception of supervision.

## **2.10. Challenges Related to the Practice of Instructional Supervision**

There are several factors which tend to influence against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

### **2.10.1. Lacks of Adequate**

Training and Support Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Alhammad cited in (Abdulkareem, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga, (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. Carron and De Grauwe, (1997) expressed little about that advisers, inspectors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors need regular training but they are seldom provided with pre-service or in-service training. To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique of

instructional supervision. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

### **2.10.2. Teacher-Supervisory Relationship**

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

### **2.10.3. Excessive Workload**

The major challenge facing instructional supervisors is lack of time for instructional supervision as a result of overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention to administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the situation to be worse in developing countries than the developed ones, because the latter (developed countries) can offered to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the work load of each officer becomes less heavy and responsibilities become much clearer. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus combining administrative and supervisory

duties is a challenge to instructional supervision. On the other hand, combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction (Mohammed, 2014).

#### **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), 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. Thus, for the successful effectiveness of supervision practice, supervisors are required to be equipped with adequate educational and interpersonal knowledge and technical skills. Roul, (2015) also concluded that supervisors were not competent, well trained, equipped with supervisory knowledge, and they were unable to arrange workshops, seminars and related trainings which will have a power of improving the instructional process. As well as communication between supervisors and teachers didn't smooth. Therefore, in order to solve all these gaps and ensure the effectiveness of supervisory practices all the stakeholders of the school should work together cooperatively.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

#### **3. Research Designs**

The researcher used a descriptive survey designs to analyze the factor affecting instructional supervision in order to meet the study's aims and objective, to characterize the past and how it has affected the present condition of instructional supervision. Studies using a descriptive survey research approach focus on documenting the characteristics of a specific person or group (Gupta, 2007). Additionally, the researcher must be able to describe precisely what they are trying to measure in descriptive studies and must discover appropriate ways to do so, as well as a precise definition of the term "population" (Creswell, 2009). In order to describe the factor affecting instructional supervision this design has made use of time and percentages. Descriptive is a survey of the study positivism research, to exploring social reality based on the philosophical ideas, deduction approach to formulate hypothesis to achieve the aim of objective. Positivists assume that the reality is objectively given and is measurable using properties which are independent of the researcher and his or her instruments; in other words, knowledge is objective and quantifiable (Henning and Smit, 2004).

#### **3.1. Description of Study Area**

The study is conducted at Wanthoa woreda in Gambella Peoples National Regional State. The region is located in the South Western part of Ethiopia and borders two other regions Oromia to the North and east and the Southern Nations, Nationalities and Peoples“ Regional State to the south and South Sudan to the west. Wanthoa woreda is located approximately 140 kilometers away from Gambella capital city in the utmost western part of the region bordering Southern Sudan.

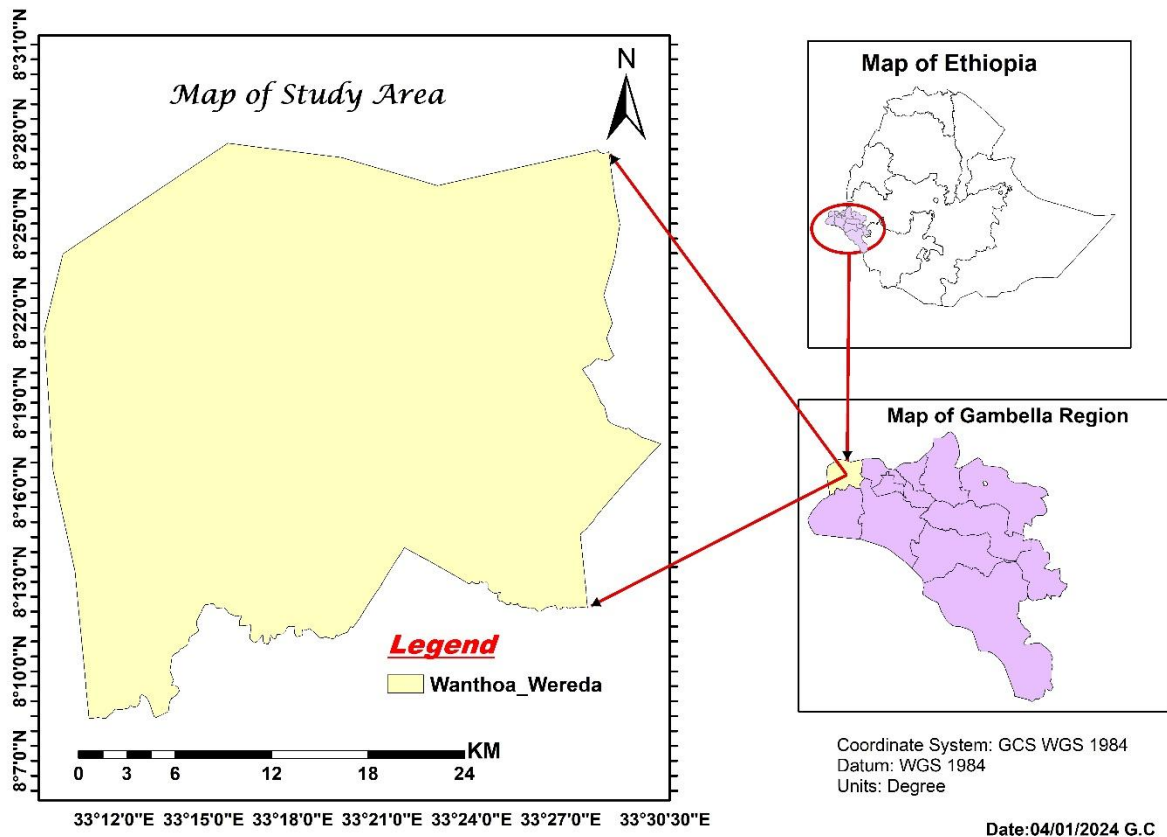


Figure: 1 MAP of study area

Source: AAU GIS, RS and Digital Cartography Lab

### 3.2. Study Approach

Both quantitative and qualitative approaches were employed in present study. However, it more focused on quantitative approach because exploring the current practice and challenges of instructional supervision was more expressed in a quantifiable manner. Thus, it incorporated in the study only to enrich the quantitative data. Questionnaires were distributed to collect quantitative data from teachers, principals, and cluster supervisors. Above all, qualitative research enriches quantitative research as it involves a form of interaction between the researcher and participants (Gay, et al., 2009). Semi-structure interview, open-ended question and document analysis were employed to collect qualitative data in order to validate and triangulate the quantitative data.

### 3.3. Sources of Data

In order to meet its objectives, the study use both primary and secondary source of data. The researcher employed primary data which includes teachers, directors, unit leaders and students

by using descriptive surveying and choosing factor affecting instructional supervision allows for more accurate and reliable results because it's closer to the source. The data was gathered via an in primary data by using questionnaires. While the secondary sources of data were using relevant school's documents to collect data and determine the prevalence of the causes, factor affecting instructional supervision to strengthen and complete the data from primary sources, the researcher also use the secondary sources of information. As a result, it has been gathered from other recorded documents as well.

### 3.4. Target population

Population is a group of individuals, objects, items from which samples will be taken for measurement, or it is an entire group of persons, or elements that have at least one thing in common (Kombo & Tromp, 2009). The target population is drawn from primary schools in Wanthoa woreda. There are 11 primary schools in Wanthoa woreda.

#### 3.4.1. Sample Size and Sampling Technique

The sampling technique that the researchers use to select primary schools is a stratified sampling. In this study, four primary schools have been chosen in Wanthoa woreda. These schools included Toregol Primary School, Cham-Jiok-Gany Primary school, Matar primary school and Rodlony primary school. The total teachers' population in these schools was 130. However, simple random sampling technique was used to randomly choose the sample from the teachers' population. This is done by using sample size determination formula as follow (Kothari, 2004):

$$n = \frac{N}{1 + N (e^2)}$$

Where:  $N = \text{Total population}$

$e = \text{Level of precision} = 0.05$

$n = \text{sample size}$

$$n_0 = \frac{130}{1 + 130(0.0025)} = 98.1132 \sim 98$$

Based on the above formula, the sample size is 98.

Similarly, 4 primary school's directors were selected through purposive sampling according to their role and responsibility to check supervision activities for teachers. At the same time, they are not only vitals source of data for the study but their number are also easily manageable.

**Table 1: Summary of Samples Schools and Teachers**

Primary schools Sample	Teachers Population	Samples Teachers	Sampling Techniques
Toregol	30	23	Stratified
Cham-jiok-gany	32	24	Stratified
Matar	35	26	Stratified
Rot-Lony	33	25	Stratified
<b>Total</b>	<b>130</b>	<b>98</b>	

**Table 2: Summary of Sample Respondents and Techniques**

Types of Respondents	Total Population	Sample Size	Sampling Technique
Teachers	130	98	Simple random
Directors	4	4	Purposive
<b>Total</b>	<b>134</b>	<b>102</b>	

### 3.5. Data Gathering Tools

The researcher consulted a relevant reference books; internet sources and supervision manuals to support the findings of the study and document analysis. Questionnaire, interview and document analysis were the instruments used for data gathering in the present study. Therefore, employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003).

#### 3.6.1 Questionnaires

The researcher uses a questionnaire to collect data from four primary schools' teacher respondents. Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language.

Therefore, for structured question items, Likert scales employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

### **3.5.1. Interview**

The interview conversation was used to obtain qualitative evidence for the study. This is because interview provides better ground for the interviewer to extract more relevant information for the inquiry. Semi-structured interview question was preferred by the researcher, as they permit greater flexibility and much freedom to talk about the problem under investigation for interviewee (Yalew, 2006). Semi-structured interview was prepared in English.

### **3.5.2. Document Analysis**

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

## **3.6. Procedure of Data Collection**

To answer the basic research question raised, the researcher has gone through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, in doing so, having letter of authorization from Addis Ababa University for getting permission; the researcher have introduced his objective and purposes. Then the questionnaires were administered to sample teachers and principals with in selected schools. The participants answered each item independently as needed by the researcher. They closely assisted and supervised by the researcher himself.

## **3.7. Method of Data Analysis**

Based on data types, quantitative and qualitative were employed. The quantitative data were analyzed used descriptive survey such as time, percentage and presented using tables and graphs. Qualitative data were also analyzed through descriptive and organization of the themes and used to supplement data obtained through quantitative instruments.

### **3.8. Ethical Consideration**

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

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1. Background of the Respondents

Through questionnaires, the two responder groups were invited to provide information about their backgrounds. Table 3 below provides specifics about the respondents' attributes.

**Table 3: The Background Information of the Respondents**

Dimension		Respondent			
		Teachers		Directors	
		N	%	n	%
Age	20-30	12	12	-	-
	31-40	45	46	4	100
	41-50	34	35	-	-
	51-60	4	4	-	-
	>61	3	3	-	-
	<b>Total</b>	<b>98</b>	<b>100</b>	<b>4</b>	<b>100</b>
Sex	Male	60	61	3	75
	Female	38	39	1	25
	<b>Total</b>	<b>98</b>	<b>100</b>	<b>4</b>	<b>100</b>
Marital status	Married	83	85	4	100
	Single	8	8	-	-
	Divorced	4	4	-	-
	Widow/widower	3	3	-	-
	<b>Total</b>	<b>98</b>	<b>100</b>	<b>-</b>	<b>100</b>
Level of education	Certificate	0	0	-	-
	Diploma	24	25	-	-
	First degree	72	73	3	75
	Master degree	2	2	1	25
	<b>Total</b>	<b>98</b>	<b>100</b>	<b>4</b>	<b>100</b>

The age distribution of the teacher responders was 12 (12%) between 20 and 30 years old, 45 (46%) between 31 and 40, 34 (35%) between 41 and 50, 4 (4%) between 51 and 60, and 3 (3%) above 60 in the above table. All directors, however, were found to be between the ages of 31 and 40. The data also revealed that school directors and teachers alike comprised the majority of responders. Only 38(39%) of the teachers were female, as Table 5 above demonstrates, with

60(61%) of the teachers being men. Consequently, it can be said that men made up the majority of the study area's teachers. In the study area, 3 (75%) of the respondents were male, and 1 (25%) were female, regarding directors. This demonstrates that male respondents provided the majority of the crucial data. Furthermore, it is evident that there are far less women in the teaching profession than men in the Wanthoa woreda's primary schools.

In terms of respondents' marital status, all 4 (100%) school directors and 83 (85%) teachers were married. However, among the responders, 8 (8%), 4 (4%) and 3 (3%) were single, divorced, or widowed, respectively. Every director (4 out of 100) is married.

The majority of study participants—72 (73%) and 3 (75%) of instructors and school directors, respectively—were degree holders, according to Table 5's data. In contrast, the master's degree, and diploma were held by 2 (2%), and 24 (25%) of the teachers, respectively. Moreover, one school director (or 25%) held a master's degree. Because of this, the majority of study participants had professional backgrounds, which may have an impact on the effectiveness of supervision and educational standards.

#### **4.2. Instructional Supervisors' Instruction improvement, Curriculum and Teacher Development support**

Teachers development, curriculum creation, and instructional improvement are the three main focuses of instructional supervision. "To what extent major function of instructional supervision are implemented by instructional supervisors in their supervisory practices in primary schools of Wanthoa Woreda?" is the first fundamental question of this study. In order to respond to this question, educators and administrators were requested to score items based on how much they have implemented in their schools on a 5-point Likert scale that went from very high to very low. Three criteria were used to gauge how well instructional supervisors performed their duties: teacher development, curriculum improvement, and instruction improvement. The following is a summary of the outcomes for each of these component areas.

#### 4.2.1. Enhancement of Instruction

**Table 4: Enhancement of Instruction through Supervisory Practices**

No	Instructional Improvement:	Responses						
		F	SA	A	U	D	SD	Total
1	Assist teachers in preparing lesson plan?	F	12	15	17	28	26	98
		%	10	16	18	29	27	100
2	Assist teachers to use modern teaching methods?	F	11	14	16	30	27	98
		%	11	14	16	31	27	100
3	Encourage teachers to develop skills of applying different assessment techniques through training?	F	13	14	12	34	25	98
		%	14	15	10	35	26	100
4	Assist teachers in identifying instructional problems?	F	13	14	13	32	26	98
		%	13	15	13	32	27	100
5	Assist teachers to use different techniques of classroom management?	F	15	13	14	30	26	98
		%	16	13	14	30	27	100

As is evident from Table 4 of item 1, when asked if instructional supervisors assist instructors in creating lesson plans, teachers gave it a low rating (f = 28 and % = 29). This demonstrates that teachers' lesson plans were not adequately supported by instructional supervisors. Because of this, managers are working harder to give instructors the expert assistance they need to create lesson plans. In line with this, Roul (2015) reported in his research that teachers' performance when given support in lesson planning was found to be below expectations.

Regarding the question of whether the instructional supervisor encourages instructors to employ contemporary teaching techniques, the teachers' highest range (30/31%) was poor. Therefore, it is conceivable to draw the conclusion that instructional supervisors did not encourage teachers to employ contemporary teaching methods based on this principle. This suggested that the teachers had a common viewpoint on the matter. Respondents were questioned about whether or not instructional supervisors supported teachers in using instructional aids, as item 4 table 4 illustrates. Teachers reported a low level of performance in this area (34/35%). This suggests that when using teaching aids, teachers were not fully reaping the benefits of instructional supervision.

As a result, it took additional work from instructional supervisors to support teachers in utilizing teaching. Instructors felt that their supervisors were not providing them with the support they needed to use teaching tools as intended. The study's assertion aligns with Nakpodia's (2011) discovery, which indicated that most educators do not utilize instructional tools due to their

unavailability in schools. Despite the fact that instructional aides are necessary for both teaching and teaching tasks because they will undoubtedly improve teachers' performance.

Respondents were questioned about whether or not instructional supervisors assist instructors in recognizing instructional difficulties, as shown in Table 4 of item 5. As a result, instructors' reporting was low (32/32%). Therefore, it is reasonable to conclude from this result that instructional supervisors did not provide instructors with adequate help when it came to identifying instructional difficulties. According to information gleaned from the directors' interviews, instructional supervisors don't always assist teachers in resolving issues with instruction. In conclusion, the results above suggest that instructional supervisors did not adequately support instructors in recognizing and resolving instructional issues.

The respondents were asked if instructional supervisors encourage instructors to adopt various classroom management strategies in Table 4 item 6. Teachers' scores thus reflect poor practice (30/30%). This suggests that teachers were not given support by instructional supervisors to employ alternative methods of classroom management. As a result, instructional supervisors were unable to fulfill their responsibility of determining the root reasons of students' behavioral issues. These poor results were a sign of how little instructional supervisors were doing to support instructors with classroom management. Based on the respondents' evaluations of items 1, 3, 5, and 6, the supervisor's responsibility for instructional improvement was generally rated as poor. Additionally, the information gleaned from the interviews and open-ended questions shows that while the respondents perceive instructional supervision to aid in teachers' efforts to improve their teaching, the way it is currently implemented primarily limits its use to performance evaluations rather than supporting teachers in their chosen fields of study. One of the interviewees stated:

Rarely do instructional supervisors talk with teachers or give them instructions on how to create lesson plans, assess them, and give feedback. They also failed to consult with their teachers about planning and choosing teaching aids, as well as how to use various evaluation methods.

This demonstrates that the supervisors were not implementing supervisory practices for instructional improvement in an effective manner. In line with these conclusions, Sintayehu (2011), referenced in Roul (2015), demonstrated in his research that school-based supervision did not prioritize instruction and instead supported teachers in identifying and resolving instructional issues through preventive and corrective measures. It also gave teachers access to

modern techniques for improving their classroom instruction. The aforementioned data suggests that, rather than evaluating teachers' performance in the study area, instructional supervisors did not support teachers in improving their instruction.

#### 4.2.2. Curriculum Development Practices

Respondents were asked to share their opinions on various supervisory activities with regard to supervisory methods in curriculum development.

**Table 5: Curriculum Improvement Supervisory Practices**

No	Curriculum Improvement:	Responses						
		SA	A	U	D	SD	Total	
1	Assists teachers in the implementation of the new curriculum	F	13	12	14	32	27	98
		%	13	12	14	33	28	100
2	Encourage to identify students and community need so as to improve the curriculum	F	16	14	15	28	25	98
		%	16	14	15	29	26	100
3	Assist teachers in use of appropriate instructional materials	F	13	13	17	29	26	98
		%	13	13	17	30	27	100
4	Encourage teachers in the curriculum development process	F	18	16	17	24	23	98
		%	18	16	17	25	24	100
5	Providing assistance on the use of time in relation to content cornered	F	15	16	18	25	24	98
		%	15	16	18	26	25	100

As item 1's Table 5 makes clear, respondents were asked if they thought instructional supervisors helped instructors execute the new curriculum. Teachers who scored (32/33%) were therefore in the lower range. This suggests that teachers were not receiving adequate support from instructional supervisors when implementing the new curriculum. According to the results, teachers thought instructional supervisors did not go far enough in assisting them in using the right resources (29/30%). Teachers rated instructional supervisors who support them in the curriculum creation process poorly (24 out of 25), as item 4 of Table 5 illustrates. This suggests that teachers were not adequately supported by instructional supervisors during the curriculum preparation process. The question of whether instructional supervisors support teachers in allocating time in regard to cornered content is raised by Table 5 of item 5. Teachers' value score falls into the low range (25/26%). This suggests that instructional supervisors did not adequately support teachers in managing their time in relation to the subject that needed to be taught.

#### 4.2.3. Practice in Teacher Development Practices

We asked the teacher responders about how much they thought the instructional supervisor should be doing to support instructors in teacher development.

**Table 6: Teacher Development Supervisory Practices**

No	Teacher Development:	Responses						
		F	SA	A	U	D	SD	Total
1	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories	F	16	18	15	24	25	98
		%	16	18	15	25	26	100
2	Facilitate mentoring and induction programs for newly assigned teachers	F	15	16	14	26	27	98
		%	15	16	14	27	28	100
3	Facilitate experience sharing programs between teachers	F	13	15	16	25	29	98
		%	13	15	16	26	30	100
4	Supporting teachers in their attempt to plan self-development professionally	F	15	15	14	29	25	98
		%	15	15	14	30	26	100
5	Facilitating condition for short term training at school level to enhance teachers profession	F	16	19	13	28	22	98
		%	16	19	13	29	23	100

In response to the first item in Table 6, respondents were asked if they believed that an instructional supervisor's provision of up-to-date knowledge on teaching theories helped teachers become more competent professionals. Teachers' scores indicate a very low level of success (25/26<sup>^</sup>). Therefore, by giving instructors access to the most recent knowledge on teaching theories, instructional supervisors did not help to improve the professional competence of teachers. This suggests that the efforts made by instructional supervisors were insufficient to enable teachers to advance their competency levels in the manner that was intended.

Regarding item 2 of the same Table, which deals with how instructional supervisors assist in mentoring and induction programs for recently assigned teachers, the instructors' scores fell into the extremely low level (27/28%). This suggests that mentoring and induction activities for recently assigned teachers were not properly facilitated by instructional supervisors. Though supporting and developing new instructors is an induction program's main goal, it's also frequently utilized to separate good teachers from bad. After teaching for a year or more, the majority of new teachers are not granted permanent status, and during this probationary phase, the stakes for oversight are typically higher (World Bank, 2010). Therefore, it is the duty of supervisors to support instructors in developing their careers through mentorship initiatives.

The rating for instructional supervisors who assist instructors in participating in experience-sharing programs was quite low (29/30%) in Table 8. This suggests that initiatives for instructors to share their experiences with one another were not well-facilitated by instructional supervisors.

As a result, by encouraging experience sharing, instructional supervisors must work harder to raise teachers' performance levels in their classroom activities.

Nevertheless, one of the directors revealed during the interview that, despite their repeated requests, no experience sharing programs had been effectively organized. According to one of the interviewees,

Instructional supervisors did not facilitate the experience sharing programs. Despite having a wealth of experience, primary school teachers are not interested in sharing it.

The researcher comes to the conclusion that because experience sharing has helped teachers develop a variety of instructional skills, one of the primary responsibilities of instructional supervisors is to facilitate experience sharing among teachers. However, the study still showed that things were not done as planned.

According to instructors' responses in Table 6 of item 4, instructional supervisors' support of teachers' attempts to prepare for self-development received a low rating (29/30%). This suggests that instructors' attempts to organize their professional development were not being adequately supported by the instructional supervisors.

Table 8 of item 5 above shows that respondents were asked if they would mind sharing their opinions about instructional supervisors' facilitation of short-term training programs at the school level in order to advance the teaching profession. The item's rating (28/29) indicated a low degree. This is corroborated by the respondents' statements that instructional supervisors did not offer any professional help in setting up training sessions and seminars to further instructors' professional development. According to this perspective, one of the interviewees said:

Teachers are expected to participate in a variety of teacher development activities by their instructional supervisors, including short- and long-term training, curriculum evaluation, sharing best practices between schools, and continuous professional development. However, teachers' perceptions and participation in these activities were generally lower, likely due to the assumption that they did not meet each teacher's unique needs.

It is feasible to draw the conclusion that the instructional supervisor's efforts to improve the professional competence of instructors fell short of what was expected of them based on the data presentation above. This suggests that supervisors did not support the advancement of

professional growth within the field of study. In line with these findings, Amlaku (2011) discovered in his research that teacher development supervisory methods were not properly implemented and that instructional supervision programs did not inspire teachers to further their professional development. It is possible to draw the conclusion that instructional supervisors were not in a position to carry out the activity in promoting instructional, curriculum, and staff development responsibilities based on the findings of Tables 4, 5, and 6.

### 4.3. Teachers' Perceptions of Supervision Methods

Mark "X" next to each of the following things in the table. Indicate which items are included. Important: firmly 1 denotes extremely high (VH), 2 high (H), 3 medium (M), and 4 low (L). Five is Very Low (VL).

1. How do teachers feel about the supervision methods used at Wanthoa Woreda primary schools?

"What are the teachers' perceptions toward the implementation of instructional supervision in Haramaya Woreda primary schools?" was the third research question posed by the study. In order to respond to this research question, survey participants were asked to score their perceptions of ward instructional supervision on a 5-point Likert scale that went from strong agree to strong disagree. The outcomes are shown next for each of these categories.

**Table 7: Supervisory Perception of Teacher**

No	Perception of teachers:	Responses						
		SA	A	U	D	SD	Total	
1	Instructional supervision creates suitable teaching learning environment with in the schools.	F	11	15	15	30	27	98
		%	11	15	15	31	28	100
2	Instructional supervisor has knowledge and skills of supervision techniques.	F	12	15	16	28	27	98
		%	12	15	16	29	28	100
3	Instructional supervision teaches sense of personal achievement in the teaching staff.	F	14	13	12	31	28	98
		%	14	13	12	32	29	100
4	Instructional supervisors helps to improve quality of teaching and learning.	F	16	15	14	27	26	98
		%	16	15	14	28	27	100
5	Instructional supervision helps develop schools principles, vices principle, department head, Unite leader and Teachers development programs	F	15	14	16	26	27	98
		%	15	14	16	27	28	100
6	Teachers perceive supervision as a faultfinding than helping	F	30	20	15	16	17	98
		%	31	21	15	16	17	100
7	Teachers perceive supervisors as incompetent to the position	F	32	28	13	12	15	98
		%	32	28	13	12	15	100
8	Teachers see supervision as a tool used to final appraisal.	F	27	25	15	14	17	98
		%	28	26	15	14	17	100

The first question in Table 7 asked respondents if instructional supervision fosters an environment that is conducive to teaching or not. Consequently, instructors' scores (30/31%) indicate a poor level. This suggests that teachers believe that low-level instructional supervision fosters an appropriate learning environment.

As can be seen in Table 7's item 3, instructors' scores fell into the low range (31/32%), indicating that they believe that instructional supervision fosters a sense of personal accomplishment in their colleagues.

Respondents were asked whether or not instructional supervision improves the caliber of teaching and learning, as shown in Table 7 of item 4. Teachers who had a score of (27/28%) in this category said they thought supervision improved the quality of teaching and learning.

Teachers were also asked whether they thought instructional supervision contributed to the creation of effective teacher development programs, as seen in item 5 of table 7. This teacher's score (27/28%) was considered extremely low.

Similarly, information gleaned from the interview validated the aforementioned theory. "Some teachers showed their resistance against the supervisory activities," one expert stated. While they were watching classes, they were absent from their usual teaching duties. Since people suspect managers after learning of teachers' subpar performance.

According to a Kannan et al. (2011) study on instructional monitoring in three Asian nations, the function of instructional supervision appears to be limited to completing paperwork and identifying errors.

Similar to Table 7's item 7, the question posed is one that participants should answer. As a result, they believe supervisors lack the necessary skills for the job. Consequently, the teachers' score value regarding their perception of supervisors' incompetence for the role was extremely high (32/32%). This suggests that teachers believe supervisors lack the necessary skills for their roles in the study areas.

Respondents were asked to rate their degree of agreement with the statement that teachers view monitoring as a technique used to finalize assessments, as indicated in Table 7 of item 8. Teachers' score (27/28%) so demonstrated a very high level. It may be inferred from the score that teachers view instructional supervision as a technique for final evaluation in the subject area.

#### 4.4. The Difficulties of Supervision in Instruction

Mark "X" next to each of the following things in the table. Indicate which items are included. Important: Agree (A) = 2, Undecided (U) = 3, Disagree (D) = 4; Strongly Agree (SA) = 1. Disagree Strongly (SD) = 5

1. What obstacles prevent instructional supervision in Wanthoa Woreda's primary schools?

"What are the major challenges that affect the implementation of instructional supervision in primary schools of Wanthoa Woreda?" is the study's fourth research question. The respondents were asked to rank the degree of problems that affect the practice of instructional supervision on a scale from strong agree to strong disagree.

**Table 8: Challenges Faced by Instructional Supervisors**

No	Challenges related to instructional supervision:	Responses						
		SA	A	U	D	SD	Total	
1	Instructional supervisors have not taken relevant training on the job.	F	30	32	13	12	11	98
		%	31	33	13	12	11	100
2	Instructional supervisors lack of pedagogical knowledge concerning on the schools learning teaching activities.	F	35	32	12	10	9	98
		%	36	33	12	10	9	100
3	Instructional supervisors has lack of experienced and competent supervisors in the school.	F	38	34	10	7	9	98
		%	39	35	10	7	9	100
4	Instructional Supervisors unable to support teachers properly on teaching-learning activities.	F	39	32	11	9	7	98
		%	40	33	11	9	7	100
5	Lack of transparent communication between supervisors and teachers	F	34	37	14	5	8	98
		%	35	38	14	5	8	100
6	Instructional supervisors are overloaded with classroom activities and administrative tasks.	F	25	24	20	15	14	98
		%	26	25	20	15	14	100
7	Lack of guidelines to conduct supervision	F	28	22	17	16	15	98
		%	29	23	17	16	15	100

Teachers gave instructional supervisors who have not completed pertinent on-the-job training a very high rating of (30/31%) in Table 8 of item 1. It is plausible to deduce that supervisors of teaching have not completed pertinent in-service training. Because there was no experience difference between the teachers and the instructional supervisors, this could result in a situation where the supervisors find it challenging to monitor the teachers.

Additionally, every interviewee stated that no attempt was made to teach the instructional supervisors that are already employed in primary schools. The results corroborated those of Mohammed (2014), who observed that inadequate pre- and in-service training posed a problem for instructional oversight.

This suggests that supervisors at Wanthoa Woreda's primary schools were forced to take on the difficult duty of supervision without any prior training. As a result, both supervisors and teachers may have found supervision to be difficult.

The item indicating a lack of pedagogical understanding about instructional monitoring was strongly agreed upon by the respondents. This could be explained by the fact that instructors' observed mean score (35/36%) indicated agreement on the point, despite their relatively high scores. Therefore, it is reasonable to draw the conclusion that there is a shortage of pedagogical understanding regarding instructional supervision in the research region based on the overall mean score. Khawaldeh et al. (2012) discovered that supervisors frequently lack the skill set necessary to fully understand their supervisory views, leading to a discrepancy between belief and practice, which is consistent with these findings.

The average score (38/39%) indicates a relatively high degree of agreement regarding the absence of experienced and competent supervisors in the school, as can be seen in item 3 of the same table. As a result, the respondents' score reflects their agreement that the school lacks qualified and experienced supervisors.

The respondents were questioned about whether or not instructional supervisors could adequately assist teachers with teaching-learning activities in item 4 of the same Table. Teachers' average score (39/40%) indicated that they agreed with the statement.

The respondents were asked whether or not there was a lack of open communication between teachers and supervisors when it came to giving feedback in item 5 of the same Table. As a result, the teacher's score (34/35%) indicated strong agreement. This suggests that the communication skills of instructional supervisors were inadequate to provide crucial feedback that would have enhanced the teaching-learning process. Thus, nearly every informant who took part in the interview stated that the main issue with instructional supervision is a heavy workload (25/26%). In other words, they weren't giving teachers the required support by giving it their all. Table 10 item 7 indicates that respondents were asked if instructional supervisors had a checklist and instructions for conducting supervision. Teachers who scored the highest among respondents (28/29%) indicate that there was a lack of instructions and checklists for conducting supervision in the research region. This indicates that teachers agree on the subject. Therefore, without

guidelines pertaining to instructional monitoring, it is challenging to assist teachers in an effective manner.

In a similar vein, the majority of respondents to the open-ended question stated that their school did not have a monitoring manual that school-based supervisors could refer to. Furthermore, one of the interviewees stated the following throughout the session:

Almost all schools in the woreda did not have guide line related to instructional supervision. Woreda educational office did not make effort to provide some guide line for each schools. As a result, the instructional supervisors were inefficient on how to support teachers in a proper way and how to gather necessary information when conducting class observation activities.

Based on the above result, it is possible to say that, lack of guides line of instructional supervision negatively influence the proper practice of instructional supervision in study area. Moreover, interview held with directors regarding the challenges that affect the practice of instructional supervision indicated that;

There were virtually no guidelines regarding instructional supervision in any of the woreda's schools. The Woreda Educational Office did not try to give each school any guidelines. Because of this, the instructional supervisors were ineffective in gathering the information needed for class observation activities and at providing teachers with the requisite support.

The aforementioned findings suggest that the appropriate application of instructional supervision in the research domain is adversely impacted by a lack of guidelines for the practice. Additionally, an interview with directors on the difficulties affecting the practice of instructional supervision revealed that;

In support of this, Aldaihani (2017) discovered in his study on secondary school supervision practices that there was a lack of close collaboration between administrative offices and schools, a lack of supervisory skills in giving teachers unbiased feedback, and a low level of teacher readiness to take supervisors' comments positively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

The summary, conclusion, and recommendations in this section are meant to help improve the instructional supervision procedures in the Wanthoa Woreda primary schools.

#### **5.1. Summary**

This study's major goal was to investigate the challenges and practices surrounding instructional supervision in Wanthoa Woreda's primary schools. In order to do this, the study tried to respond to the following fundamental query.

1. To what extent professional assistant do school supervisors provide teachers to help them become better instructors?
2. What is the perception of teacher's instructional roles of supervisors in elementary schools?
3. What are the factors affecting the instructional supervision practices?

Descriptive survey approach was used to address these fundamental research issues since it is a better way to learn about the difficulties and current state of instructional supervision. During the 2015 E.C. Year, this study was carried out at four Wanthoa Woreda primary schools. A basic random selection strategy using stratified sampling was used to choose the sample teachers and schools. Likewise, the purposive sampling technique was used to choose the sample directors. There are four directors and ninety-eight teachers among the study's participants. Through interviews and questionnaires, the respondents provided the information. Furthermore, an analysis was conducted on the supervisory documents of the chosen schools to enhance the information gathered from the questionnaire and interviews. Data from the closed-ended questionnaire were initially coded and tabulated before being subjected to frequency and percentage analysis. Inductive narrative analysis was used to examine the qualitative data. The conclusions of the study that directly addressed the research questions are summed up in terms of the following: the main supervisory function that is practiced, the type of supervisory options that are practiced, the attitude of teachers toward supervision, and the difficulties supervisors encounter in carrying out their supervisory responsibilities. Hence, the study arrived to the following key conclusion based on the interpretation and analysis of the data gathered.

Regarding the fulfillment of the primary role of instructional supervision in teacher development, curriculum development, and enhancement of instruction, the respondents concurred that the methods were insufficient. The Summary across the key questions are:

- The study's conclusion indicated that instructors were not regularly assisted with activities aimed at improving training. As a result, teachers received insufficient assistance when creating lesson plans, implementing active teaching strategies, applying various methods of assessment and measurement, creating teaching aids, detecting instructional difficulties, and utilizing classroom management approaches.
- The study's conclusions showed that instructional supervisors did not actively assist teachers in creating curricula. Here, the curriculum development process, curriculum implementation, curriculum identification, curriculum improvement through student and community needs, curriculum selection, curriculum development process, and usage of time in relation to cornered content were all improperly supported by instructional supervisors.
- The study's conclusions showed that instructional supervisors did not consistently assist teachers in teacher development related to the supervision role. Accordingly, instructional supervisors failed to properly inform teachers about the most recent teaching strategies that would improve their professional competence, arrange mentorship and induction programs for recently assigned teachers, encourage teachers to share their successful experiences with colleagues, and assist teachers in their attempts to plan professional development. They did not make it easier for teachers to receive brief training at the school level.

According to the study's findings, supervisors foster a work environment that allows teachers to feel comfortable and free. They also assist in instilling in their teacher a sense of personal accomplishment, enhancing the caliber of teaching and learning, and creating effective teacher development initiatives. Conversely, the findings showed that teachers view supervision as more of a means of pointing out problems than of providing assistance during observation, and that they view supervisors as unfit for their role and as a means of making a final judgment on a teacher's performance. Furthermore, the qualitative information gleaned from the open-ended question bank revealed that some educators view classroom monitoring as a type of performance evaluation rather than as a means of enhancing classroom instruction.

The study's conclusions showed that instructional supervisors lack the necessary training to perform their jobs, lack pedagogical knowledge regarding supervision, lack of experienced and qualified supervisors in the school, supervisors' inability to properly support teachers in teaching-learning activities, poor communication between supervisors and teachers regarding feedback, instructional supervisors' heavy workloads, and lack of guidelines for conducting supervision.

## **5.2. Conclusions**

The following conclusions were reached in light of the study's findings mentioned above:

1. Instructional supervisors are not properly carrying out their job to provide high-quality instructional supervision in the research site, and the practices of instructional supervision concerning the three key functions performed below desired performances.
2. According to the study's findings, instructors view supervision as a tool for developing effective teacher development programs, helping to improve the quality of teaching and learning, and helping to foster an environment where teachers feel free. Conversely, the findings showed that teachers view supervision as more of a means of pointing out problems than of providing assistance during observation, and that they view supervisors as unfit for their role and as a means of making a final judgment on a teacher's performance. This suggests that the instructors' opinions of instruction supervision were dubious and that they did not see it as a valuable tool for enhancing in-class learning.
3. Ultimately, the study's findings showed that a number of issues, including instructional supervisors' excessive workload, a lack of appropriate on-the-job training, their inability to adequately support teachers in their teaching-learning activities, and a lack of clear communication between them and teachers regarding feedback, all had a negative impact on instructional supervision. Furthermore, a few other significant factors that impact instructional supervision are the absence of guidelines for supervision, the perception by teachers that supervisors are there to find faults during classroom observations, the belief that supervisors are incompetent for their roles, and the view that supervision is a tool for final appraisal.

For these reasons, instructional supervision was not used in the Wanthoa Woreda elementary schools to help teachers professionally or to improve instruction. The current methods of supervision do not serve teachers on a professional level. Given that the instructors disagreed with the methods used for supervision in their own institutions.

It is possible to draw the conclusion that the educational program at Wanthoa woreda's elementary school does not give instructional supervision enough consideration.

The results of this study indicate that the practice of instructional monitoring consists primarily of completing paperwork and identifying errors.

### **5.3. Recommendations**

The following recommendations for appropriate practice of instructional supervision are made in light of the findings and conclusions regarding the practice and difficulties of instructional supervision:

The supervisor failed to effectively assume responsibility for instructional programs such as curriculum, instruction, and teacher development, as well as to provide feedback on the teaching and learning process. This has an impact on classroom instruction and the teachers. This has an impact on classroom instruction and the teachers. In order to impact the teaching and learning process in the research field, the instructional supervisor must thus pay adequate attention to the practical aspects of the instructional supervisory role.

1. Establishing a learning environment where a teacher can develop their teaching abilities is the goal of clinical supervision. To do this, observations of classrooms were made with prior discussion and teacher understanding. Teachers and the supervisor then worked together to examine and analyze the data that was gathered, as well as to follow up on activities using clinical supervision approaches. However, it is discovered in actual practice that supervisors did not fully complete main tasks that were required to be completed under each stage of clinical supervision. This might occur in part as a result of supervisors not paying enough attention to and comprehending the necessary steps. Therefore, it is advised that create precise rules for clinical supervision, paying close attention to the tasks that must be completed at each stage and the significance of adhering to the protocols. As a result, after classroom observation, instructional supervisors and instructors must confer about how to conduct classroom observations as well as why they should be done. Providing constructive criticism to supervisors can enhance their ability to teach, learn, and support students' academic success.
2. When used correctly, practicing various techniques to instructional supervision improves teachers' professional development. The study's conclusions, however, showed that instructional supervision did not succeed in elevating teacher quality or classroom

instruction. As a result, instructors and instructional supervisors must to have received motivation and training in a variety of supervisory techniques, including evaluating their own instruction, performing action research on the issues they encountered, and cooperating to find solutions. The Woreda Supervision Office need to direct and advise instructional supervisors on how to implement all available supervision choices in accordance with the needs of the teachers and the classroom environment.

3. The results of the study showed that a number of issues limit the efficiency of instructional supervisory practice in Wanthoa Woreda's elementary schools. Thus, it is advised that the following actions be taken by all relevant bodies in order to address these issues:
  - Supervisors' workloads be decreased or decentralized in order to provide them enough time to carry out their instructional supervising responsibilities.
  - It is important to arrange trainings, workshops, and seminars for instructional supervisors to equip them with the skills and information needed to help instructors in the classroom and create effective lesson plans.
  - GREB needs to provide precise criteria for overseeing instruction. In order to serve as better role models for their teachers and pupils, supervisors ought to possess advanced professional qualifications and a thorough understanding of curriculum and instructional supervision.
  - The assignment of knowledgeable and experienced specialists to assist primary school teachers should be the main priority of the woreda education office.
  - During professional development events, educational supervisors should not focus on criticizing teachers; instead, they should impart knowledge by exemplifying the application of instructional practices.
  - It is also advised that supervisors encourage greater collaboration among teachers by organizing staff meetings, study groups, professional conversations, and other forums where they can exchange experiences and come to consensus on how to enhance teaching methods.
4. Principals, cluster supervisors, and the woreda education office are responsible for organizing awareness-raising conferences at various levels.

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## Appendixes

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDY**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)**  
**Questionnaire to be answered by concerned respondents**

**Dear respondent**

I am a graduate student of MA in **Department of Educational Planning and Management (EDPM)** in Addis Ababa University. Currently, I am undertaking a research entitled as “**Factors affecting Instructional Supervision in the Primary Schools of Wanthoa Woreda, Gambella – Ethiopia**”. You are one of the respondents selected to participate on this study. Please assist me in giving correct and complete information to present a representative finding on the current status of this study. Your participation is entirely voluntary and the questionnaire is completely anonymous. Finally, I have confirmed it that the information that you share with me will be kept confidential and used only for the academic purpose. No individual’s responses will be identified as such and the identity of persons responding will not be published or released to anyone. All information will be used for academic purposes only. Thank you in advance for your kind cooperation and dedicating your time.

For further information, you can Contact researcher: **Stephen Khor Chuol**

Mobile +251-917485673

Email: [Tharialchuold248@gmail.com](mailto:Tharialchuold248@gmail.com)

**Part One: Demographic Characteristics**

1. Name of school: -----
2. Age of the respondent: 20-30  31-40  41-50  51-60  >61
3. Sex: Male  Female
4. Marital Status: married  single  Divorced  Widow/ Widower
5. Your level of education:  Certificate (TTI)  Diploma  First degree  MA degree
6. Current work position:  Teacher  School principal

**Part Two: Questions for Instruction improvement, Curriculum and Teacher Development**

Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action. 1 = very high (VH), 2 = High (H), 3 = Medium (M), 4 = Low (L) 5 = Very Low (VL)

**5. Instructional Supervisors’ Instruction improvement, Curriculum and Teacher Development support**

1. To what extent do instructional supervisors identify the instructional supervisor of school teachers in the classroom in order to design appropriate intervention in primary schools of Wanthoa Woreda?

No.	Item	Scale				
		VH	H	M	L	VL
<b>1.1</b>	<b>Instructional Improvement:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1.1	Support teachers in preparing lesson plan					
1.1.2	Support teachers to use modern teaching methods					
1.1.3	Help teachers to develop skills of applying different assessment and measurement techniques through training					
1.1.4	Help teachers in using of appropriate teaching aids					
1.1.5	Help teachers in identifying instructional problems					
1.1.6	Support teachers to use different techniques of classroom management					
<b>1.2</b>	<b>Curriculum Development:</b>					
1.2.1	Assists teachers in the implementation of the new curriculum					

1.2.2	Helps to identify students and community need so as to improve the curriculum					
1.2.3	Helping teachers in use of appropriate instructional materials					
1.2.4	Encourage teachers in the curriculum development process					
1.2.5	Providing assistance on the use of time in relation to content to be covered					
<b>1.3</b>	<b>Teachers development:</b>					
1.3.1	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories					
1.3.2	Facilitate mentoring and induction programs for newly assigned teachers					
1.3.3	Facilitate experience sharing programs between teachers					
1.3.4	Supporting teachers in their attempt to plan self-development professionally					
1.3.5	Facilitating condition for short term training at school level to enhance teachers profession					

## 6. Perception of Teachers Toward Supervisory Practices

Indicate the following items in the following table and mark “X” against each item. Key: Strongly 1= very high (VH), 2= High (H), 3= Medium (M), 4= Low (L) 5= Very Low (VL)

2. What are perceptions of teacher toward supervisory practices in primary schools of Wanthoa Woreda?

No.	Item	1	2	3	4	5
<b>2.1</b>	<b>Perception of Teachers:</b>	<b>VH</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>VL</b>
2.1.1	Instructional supervision creates suitable teaching- learning environment with in the schools.					
2.1.2	Instructional supervisor has knowledge and skills of supervision techniques.					
2.1.3	Instructional supervision teaches sense of personal achievement					

	in the teaching practice.					
2.1.4	Instructional supervisors helps to improve quality of teaching and learning.					
2.1.5	Instructional supervision helps develop schools principles, vices principle, department head, Unite leader and Teachers development programs					
2.1.6	Teachers perceive supervision as a faultfinding than helping.					
2.1.7	Teachers perceive supervisors as incompetent to the position					
2.1.8	Teachers see supervision as a tool used to final appraisal.					

### Part Three: Questions for Challenges of Instructional Supervision

Indicate the following items in the following table and mark “X” against each item. Key: Strongly Agree (SA) = 1, Agree (A) = 2, Undecided (U) = 3, Disagree (D) = 4 Strongly Disagree (SD) = 5

3. What are the challenges that hinder instructional supervision in primary schools of Wanthoa Woreda?

No.	Item	1	2	3	4	5
<b>3.1</b>	<b>Challenges related to instructional supervision:</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
3.1.1	Instructional supervisors have not taken relevant training on the job.					
3.1.2	Instructional supervisors lack of pedagogical knowledge concerning on the schools learning teaching activities.					
3.1.3	Instructional supervisors has lack of experienced and competent supervisors in the school.					
3.1.4	Instructional Supervisors unable to support teachers properly on teaching-learning activities.					
3.1.5	Lack of transparent communication between supervisors and teachers					
3.1.6	Instructional supervisors are overloaded with classroom activities and administrative tasks.					
3.1.7	Lack of guidelines to conduct supervision					

#### **Part Four: Interview for Principals in Primary Schools in Wanthoa Woreda**

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