

**PRACTICES OF CLINICAL SUPERVISION AND ITS ROLES
IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS IN
GOVERNMENT PRIMARY SCHOOLS OF YEKA SUB CITY,
ADDIS ABABA**

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
EDUCATIONAL LEADERSHIP AND MANAGEMENT

BY
TEGEGN ERSINO

ADDIS ABABA UNIVERSITY
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ADDIS ABABA

DECLARATION

I the under signed, declare that this thesis is my original work and has not been presented for degree in any other university and that all sources of materials used for the thesis have been duly acknowledge.

Name: Tegegn Ersino

Signature _____

Date _____

This thesis has been submitted for examination with my approval as University Advisor

Name: Dr. Kenenissa Dabi

Signature: _____

Date: _____

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ADDIS ABABA

By

Tegegn Ersino

APPROVED BY BOARD OF EXAMINERS

Chairman, Department head's name

Signature

Date

Advisor's name

Signature

Date

Kenenissa Dabi (Ph.D)_____

Internal examiner's name

Signature

Date

External examiner's name

Signature

Date

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Abbreviations/Acronyms

ACAEB:	Addis Ababa City Administration Education Bureau
ADEA:	Association for the development of education in Africa
CPD:	Continuous professional development
CRC:	Cluster resource center
ESDP:	Education sector development program
ICT:	Information communication technology
MoE:	Ministry of Education
SD:	Standard deviation
SIP:	School Improvement program
SPSS:	Statistical Package for Social Science
UNESCO:	United nation Educational and Scientific and Cultural Organization

Abstract

The purpose of the study was to assess practices of clinical supervision and its roles in the professional development of teachers in government primary schools of Yeka subcity administration. To accomplish this purpose, a descriptive survey method was employed. The study was carried out in three stratified randomly selected woredas of Yeka subcity and in all the six available primary schools of the selected woredas. Accordingly, 68 teachers and 70 clinical supervisors (principals, Cluster Resource Center /CRC/ supervisors, department heads and senior teachers) were selected by using proportional simple random sampling, availability sampling techniques. Data was also collected from four principals and two cluster supervisors through an interview. Self-administered questionnaire was the main instrument of data collection. Interview and document analysis were also utilized to substantiate the data gained through the questionnaire. Frequency, percentage, Mean, weighted mean, standard deviation and t- test were utilized to analyze the data from the questionnaire by using an SPSS version 22 computer program. The data obtained through open-ended questions, interview and document analysis were analyzed through narration for the purpose of triangulation. The finding of the study revealed that supervisors were not properly performing their role as clinical supervisors; the class observation being practiced was not effective in carrying out the procedures of clinical supervision; the contributions made by the clinical supervisors for the teachers' development was practiced poorly since the problems observed during classroom observations were not improved by using different mechanisms. Being overloaded with administrative task other than pedagogical task of clinical supervisors and lack of relevant skills on supervision, were among the major challenges that hinder the effectiveness of clinical supervisors' on their role. The study concluded that the procedures of clinical supervision were not emphasized by clinical supervisors and also the clinical supervision practice was not directly connected with teachers' development and/or instructional improvement. Therefore, this study recommends that the Sub city Education Offices should build capacities of the clinical supervisors by providing them with the necessary supervision training, Clinical supervisors are also encouraged to pay due attention to the five steps of clinical supervision and relate to the teachers' development in continuously assisting and providing constructive feedbacks. This in turn will help fill the skill gaps of the teachers for the better improvement of instruction.

Key words: clinical supervision, primary schools

Chapter 1

Introduction

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

1.1. Background of the Study

Education is fundamental to development and growth. For countries to have the benefits of development and growth from education, they need to create a favorable environment for cultivating the potential of the human mind. There is no better tool for doing this other than education. Gall (2009) noted that *“from numerous considerations, it must be evident, that education claims the first rank among the sciences...”* (p.3). The Kothari Education Commission (1964) also noted the following with this regard: *“The destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people.”* In support of this argument, Ayalew (1999) stated that the future of a nation is by large determined by the quality of education that it is able to provide to its citizen as education is more crucial to the society as compared to other public services. These all suggest that proper attention should be given for the quality of education.

As it is stated in Education Sector Development Program V (ESDP-V) document, the education sector in Ethiopia takes education as the major instrument and the foundation for achieving the long-term vision of transforming Ethiopia into a middle-income country. Although, modern education was introduced to Ethiopia more than century ago, the education and training offered during these long years had inadequate positive impact on the lives of the people and national development. The education offered has not enabled to solve the problems of farmers, pastoralist, and changed the lives of the overwhelming majority of the people (MoE, 2002).

Hence, the concern for quality education becomes the main agenda in almost all education systems across the globe, and consequently supervision has received significant attention by national policy makers as a tool for monitoring the quality of education (De Grauwe, 2001).

As a result, almost all countries installed school supervision services into their education system (International Institute for Educational Planning -IIEP).

On this regard Ethiopia needs to do more on improving the quality of education so as to support the country's development and growth. It is clear that one of the major problems in Ethiopian education is "quality". The MoE (2015) has recognized the existence of such problem as stated in the following ESDP IV goal statements:

"Two main goals were identified. The first was to improve access to quality primary education in order to make sure that all children, youth and adults acquire the competencies, skills and values that enable them to participate fully in the development of Ethiopia. The other was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher level human resources." (P.14)

Thus, schools are expected to improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools. Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning.

When we talk about education we should never forget the key agents: teachers. They play vital roles in the lives of the students in their classrooms. Brady (Bollington, et al, 1990:41) emphasizes that:

"...the single most significant factors in child's learning is the teacher... Teachers are also the most expensive resources...Teachers need and deserve support, reassurance and encouragement to go on extending their skill and exploring the frontiers of their knowledge."(P.41)

In the same way (Cangelosi,1997:352) suggests that the success of instructional practice depends on teachers' further developing those competencies from in- service experience. Moreover, many educational researches have repeatedly identified teacher "effectiveness" as the most important factor in student learning. On the other hand, UNESCO's forth education world report declares that changing teachers for a changing world. This also shows that how teachers' role is most important.

Educational researches show that almost in all countries, supervision and support services have, throughout their long history, become complex and intricate systems, undergoing various changes and reforms, the direction of which is not yet fully clear (Gebriel Carron and Anton De Grauwe, 1997). And in Ethiopia Education system supervision has its own historical background. According to Ato Hiwot Hidaru (1969): one of the pioneer inspector showed that primary school inspection began in 'Tikimit 19, 1934 Ethiopian calendar. During that time the target of the inspection were not focusing on the teaching learning process in the class room but collecting and compiling data like number of teachers, students, class rooms and other educational inputs.

According to the Ethiopia Education Training and Policy of 1994, Educational administration is decentralized and democratic supervision is encouraged in which the participation of all concerned bodies to improve the quality of teaching learning process. Accordingly, MoE reorganized the education sector into Central, Regional Education Bureaus, and Zonal as well as Woreda education offices. Moreover; educational supervisors are assigned from central level up to school level in order to meet the two aims; to maintain the quality and standard of education and to provide the necessary professional and technical support to affect the education objectives.

One of the supervisory approaches, which designed to help teachers improve on instruction and increase the professional growth of teachers, is clinical supervision. On this regard, Sergiovanni and Starratt (2007), defined clinical supervision as "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth". It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). Clinical supervision is best suited to help teachers develop those aspects of professionalism that concerns non routine problems and the skills, systematic knowledge, and ethical judgment needed to solve them effectively. In fact, these concerns are at the heart of clinical supervision (Acheson and Gall, 2003).

Goldhammer, Anderson and Karjewski (1980) described that the structure of clinical supervision includes the following key components: Pre-observation conference, classroom observation, analysis and interpreting the collected data, post-observation conference with the

teacher, and critique of the previous four steps/ post-conference analysis. To achieve the expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging well-trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to learners.

Here, the researcher is going to investigate Practice of Clinical Supervision And Its Role in Teachers' Professional Development in Government Primary Schools of Yeka Sub City Administration (YSA) in Addis Ababa and also will find out the common challenges of the Clinical Supervision services in order to suggest possible interventions.

1.2. Statement of the Problem

According to Carron, De Grauwe and Govinda (1998), education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners. In this regard even though, many educational researches stated that the supervision services practiced in most countries, it fails to meet this aim. School supervision services have existed in most countries for many decades and occupy a pivotal position in the management of education, between the schools and central offices, in practice these services are facing a number of problems which make their work difficult and seriously limit the positive impact which they should have on the quality of the education system. In many countries, supervisory services have been weakened by a shortage of resources, and are at the same time overwhelmed by the volume and the variety of tasks to be accomplished.

According to Snow-Gerono (2008) the intention of clinical supervision is “*to provide support to teachers (to assist) and gradually to increase teachers' abilities to be self-supervising*” (p. 151). Clinical supervision is a “*specific cycle or pattern of working with teachers*” (Sergiovanni & Starratt, 1993, p. 222). Nevertheless, the idea of using clinical supervision for evaluation purposes seems untenable considering the models intent to improve teaching, not judge teachers (McFaul & Cooper, 1984). Acheson and Gall (1977) and Haileselassie (1997),

quoted clinical supervision refers to face-to-face contact of the supervisor and the teacher with the intent of improving instructions and increasing professional growth. It is assumed that a one- to one correspondence exists between improving classroom instruction. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. 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.

In our country Ethiopia Research findings related to the past instructional supervision in schools indicated that there are problems with the practices of educational supervision. For instance research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers. And research conducted on practice of instructional supervision of primary schools at national level recommended further investigations regarding the problems that impede supervisory practices (Gashaw, 2008).Moreover there are some researches which were studied in Addis Ababa and different regions by Atiklt (2008), Haile (2006), Chanyalew (2005), and Getachew (2001) on practices of instructional supervision in primary and secondary schools is concerned.

Regardless of practice of clinical supervision in the knowledge of the researcher there is no study conducted at the national level of Ethiopia. However; we can find a study on Practice and Problems of Clinical Supervision and Teachers Development in Secondary Schools of Jimma Zone which was conducted by Amanuel (2015).The study discovered that the clinical supervision was negatively affected by many problems such as, competency of the clinical supervisors not enough to support other teacher, administrative task is given priority than the clinical supervision, lack of immediate feedback, inadequate budget to run the supervision services and lack of interest in the teachers side to be observed are some of the problems.

Thus, having a practical experience in teaching as well as school administrator the researcher was interested to study practices of clinical supervision and its roles in the professional development of teachers in government primary schools in Yeka sub city administration. To

the knowledge of the researcher couldn't find a recent research on the selected research area. The researcher got an opportunity to hear complaints from the teachers and the supervisors' sides. Some of the complaints from the teachers include as the supervision services do not add any new technical support rather than providing a routine report to concerned bodies. On the other hand supervisors complain on workload, busy schedule with unplanned meeting and teachers' negative attitude towards the practice of clinical supervision service.

Therefore, the researcher is interested in finding out the current practices of clinical supervision and its roles in the professional development of government primary schools teachers in Yeka Sub City Administration of Addis Ababa. On this regard, the following basic questions were discussed.

1. How do supervisors and teachers apply the procedure of clinical supervision?
2. To what extent does the clinical supervision contribute to the professional development of teachers?
3. What are the challenges involved in exercising clinical supervision in primary schools of Yeka Sub City Administration?

1.3. Objective of the Study

General objective

The general objective of the study was to examine Practice of Clinical Supervision and Its Role in the Professional Development of Teachers in Government Primary Schools in YSC of Addis Ababa.

Specific objective

Specifically the study attempted:

1. To explore the extent to which the procedures in clinical supervision employed in primary schools.
2. Identify the extent to which the clinical supervision tasks contribute to the professional development of primary school teachers in YSA.
3. To identify the challenges that negatively affects in exercising the clinical supervision practices.

1.4. Significance of the Study

The study is expected to have the following significances;

1. It may help the responsible educational officers of the study area to be aware of the practices involved in clinical supervision.
2. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.
3. It may help all school leaders and teachers to identify the strengths and weaknesses of clinical supervision activities. And at the same time it may help them to take remedial measures against the challenges that primary schools face in implementing clinical supervision services
4. It may serve as a starting point to other researchers who will be interested to do their research on the title.

1.5. Delimitation of the Study

The study was carried out in Addis Ababa City Administration Yeka sub city primary schools. This sub city was selected because of the researcher has a practical experience in teaching and in school administration that gives an opportunity to colleagues with some primary school supervisors, teachers and principals. In order to make the study more manageable and feasible it was delimited to only government primary schools. On the other hand, among the 12 (twelve) woredas in the study area which have government primary schools 3 (three) or 25% of them are taken as a sample of the study area. Moreover; the content of the study is delimited to assess the current practice of clinical supervision and its role in the professional development of teachers. It gives emphasis to what practices involved in clinical supervision, the procedures of classroom observation/clinical supervision implemented in the school, the challenges in practice of clinical supervision and the means to improve the problems.

1.6. Limitation of the Study

The researcher faced certain limitations in the process of this study. In the first case some of the selected clinical supervisors did not attend in the interview activity because of their busy schedule. On the other hand some teachers were not tolerating to complete the questionnaire. Moreover, the result might not be represent all the government primary schools in the study

area because there were only three woredas (25%) selected as a sample due to limitation time and other resources.

1.7. Operational Definition of Key Terms

Operational and contextual definitions of the selected terms used as it is in the study are as follows:

Supervision: In this study supervision considered as service for teachers that eventually results in improving instruction, learning, and the curriculum.

Supervisors: in this study refer to school personnel involved in conducting clinical supervision (principals, department heads, senior teachers, and appointed supervisors).

Clinical supervision: refers the rationale and practice designed to improve the teachers' classroom performance. (Morris L.Cgan, 1973) and based on Goldhammar Clinical supervision is a five-step process designed to improve teaching performance which is increasingly used successfully by principals, mentor teachers, peer coaches, and teacher colleagues who believe that a fresh perspective will help to improve classroom success.

Professional Development: a process of improving and increasing capability of teachers through access to workshop, training, seminar opportunities in the work place through clinical supervision.

Challenges: Problems that affect the primary school instructional supervisors.

Practices: 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.

Sub-city: in Ethiopian case, refers to the government administrative hierarchy next to city administration. It is locally called "Kifle Ketema".

Woreda: District, or **woreda**, (in Amharic: ወረዳ) is the fourth-level administrative divisions of Ethiopia. They are further subdivided into a number of (Kebele) or neighborhood associations, which are the smallest unit of local government in Ethiopia.

1.8. Organization of the Study

This study has five chapters. Chapter one deals with problem and its approach. Chapter two consists of review of related literature. Chapter three deals with methodology and Procedure of data collection. Presentation and analysis of data will dealt with in chapter four. Finally, Chapter five will consists of summary, conclusion and recommendation.

Chapter 2

Review of Related Literatures

2.1. Concept of supervision

Various definitions are given for the word supervision. Without consulting any profession, the term can mean to oversee or manage someone with lesser authority. Bernard and Goodyear (1998) offer the following definition that has come to be accepted within the counseling profession:

Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession.

But from an educational point of view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Reinhartz, 2000). Similarly, Glickman, Gordon, and Ross-Gordon (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teacher supervision is viewed as a function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. Again as Beach and Reinhartz (2000) Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance.

On the other hand, As for, Association for the Development of Education in Africa (ADEA) (1998) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level.

In general, the definitions of supervision mentioned above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

2.2. Historical development of Educational Supervision

Before providing specific issues about educational supervision, it is useful to consider the history of teachers' supervision in which how it emerges slowly in the Global context. For instance in USA in the 1700s, education was not considered as a professional discipline or field of study. According to Tracy (Tracy, 1995, p.320) Clergy were considered logical choices for the position of educational supervision because of their extensive education and presumed ability to guide religious instructions in schools. They make informed judgments about teachers effectiveness and had unlimited power to hire and fire teachers (Burke & Krey, 2005). During this time the teachers were considered as servant of the community.

Next, in the 1800s as large urban areas with more complex school systems demand increased for teachers who held expertise in the specific disciplines and for administrators who could assume complex role. The trend toward specialized role started in urban districts and soon extended to smaller cities and rural areas (Tracy, 1995). At this time Clergy did not necessarily have the knowledge to make informed judgment about the teachers' effectiveness. Blumberg (1985) notes that at this time supervision began to focus on improving instruction. The period from the beginning of formal education in the United States up to the mid -1800s saw the dawning of the awareness that pedagogical skills are necessary component of effective teaching.

In the latter part of 19th century and the early part of the 20th century were dominated by two competing views of education. The first one was included in the writings of John Dewey who was one of the most prolific writer and thinker in the field of education in the early 20th century. He saw democracy, not scientific management as a conceptual foundation of human progress. Dewey espoused as ways of bridging the gap between students' passive role as learners and the active role they would need to play as citizens suggested ideas such as a student-centered education, connecting the classroom to the real world, differentiation based on students learning needs and integration of content areas (Dewey ,1981). The other view of education was included in the work of Frederick Taylor. He was taking the scientific view of management and believed that measurement of specific behaviors of factory workers was powerful means to improve production. In this approach the supervisory process described in terms of raw materials and products. The ideas of Taylor resonated with engineers and business owners, and colleges of engineering and infused his principles into their courses. Furthermore, the principles of Taylor also began to have an impact on K -12 educations.

The tension between the scientific approach to schooling and the approach that focused on social development and democratic values continued through the 1930s. The two perspectives are not innately incompatible. However the tension between these two perspectives sustained through the Great Depression.

However, after the end of World War II the supervisory process began shifted away from the scientific approach to schooling. That mean rather than describing supervisory processes in terms of raw materials and products, the literature began to focus on the teacher *as an individual*. On this regard the January 1946 issue of *Educational Leadership* magazine, published only a few months after the conclusion of World War II, reflects this shift. In an article titled "The Supervisory Visit," Elsie Coleman (1945) stated that "the first fundamental in understanding the teacher is ... that the teacher is a person, different from every other person, living in an environment which affects and in turn is affected by that person" (p. 165).

In spite of the emphasis on the teacher as an individual, the role of the supervisor during this era was defined in rather specific terms. Unfortunately, the list of supervisory responsibilities was quite long and broad. For example, Swearingen (1946) described the role of the

supervisor as including the following areas: the curriculum, teaching personnel, the teaching/learning situation, the emotional quality of the classroom, resources and materials of instruction, auxiliary functions including working with the school lunch service, attendance, distribution of textbooks, public relations, and working with cooperative groups and agencies. In his text *Instructional Supervision: A Guide to Modern Practice*, William Melchoir (1950) described supervision as including individual meetings with teachers, faculty meetings, business meetings, social meetings, workshops and other committee meetings in addition to "classroom visitation for observation and study" (p. 51). While classroom visitation is discussed explicitly in Melchoir's text, its relative importance (based on page count in the book) seems to imply that the supervisor's role was more about management of the physical plant than instructional leadership. For example, 23 pages in the book were devoted to "Beautifying Grounds and Buildings" (pp. 107–130), while only 16 pages were devoted to classroom observation (pp. 364–380). Finally, in her article titled "So Begins—So Ends the Supervisor's Day," Ethel Thompson (1952) added to the growing list of responsibilities by describing the supervisor's role as attending student placement conferences, observing in a classroom, working with parents and principals, completing paperwork, meeting with various school committees, attending student conferences, recruiting new teachers, meeting with various professional organizations, doing demonstration lessons, and acting as a resource to others in the organization.

Although the proliferation of responsibilities for the supervisor was counterproductive at best, one positive outcome from this era was a consensus on the importance and utility of teacher observation. In his article "Teachers Look at Supervision," Matthew Whitehead (1952) described six broad areas of supervision and surveyed teachers as to their perceptions of the importance of each area. Noting the importance of effective classroom observation, he pointed out advances that must be made in observational practices to capitalize on its potential: "Improvements were still needed in following up the visitation with a conference, and in having the principal see the importance of remaining the entire period. It is not fair to teachers to visit them and not hold a conference following the visitation nor is it just to visit in a 'piecemeal' fashion" (p. 102). Whitehead summarized his position by explaining that "administrators should pay more attention to the chief aim of education—effective teaching"

(p. 106). It was the recognition of the importance of classroom observation that laid the foundations for one of the most influential movements in supervision.

2.3. Concept and Procedures of Clinical Supervision

Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: “*the rationale and practice designed to improve the teacher’s classroom performance.*” Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher’s classroom behavior.

In the late 1960s and early 1970s clinical supervisory models spread like wildfire. It was initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students. Goldhammer and Cogan borrowed the term “clinical supervision” from the medical profession, where it has been used for decades to describe a process for perfecting the specialized knowledge and skills of practitioners. Essentially, clinical supervision in education involves a teacher receiving information from a colleague who has observed the teacher's performance and who serves as both a mirror and a sounding board to enable the teacher to critically examine and possibly alter his or her own professional practice. In 1969 Robert Gold hammer based on visits to hundreds of classrooms and hundreds of supervisory conferences proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisor's analysis of notes from the observation, and planning for the post-observation conference; (4) a post-observation conference between supervisor and teacher; and (5) a supervisor's analysis of the post-observation conference.

Despite many variations that have been proposed over the years, the basic five-stage clinical supervision sequence suggested by Gold hammer (1969) remains most widely known. The tasks

of the teacher and the supervisor during each stage and key questions that both ought to consider are summarized below.

Firstly in Stage 1 or in Pre-observation Conference stage *teacher's task expects to be* mentally rehearse and orally describe the upcoming lesson, including the purpose and the content, what the teacher will do, and what students are expected to do and learn. And the *Clinical Supervisor's task will be* to learn about and understand what the teacher has in mind for the lesson to be taught by asking probing and clarifying questions.

Secondly in Stage 2 or during the actual Classroom Observation stage the *teacher's task is* to teach the lesson as well as possible. And the *Clinical Supervisor's task will be* to record events occurring during the lesson as accurately as possible.

Next is Data Analysis and interpretation stage in which the *teacher is expected* to help the supervisor in analysis of the observed data if asked to involve in this stage. The *Clinical Supervisor's task is* to organize and interpret the observed data then prepare for the post observation conference with the teacher.

Then in Stage 4/ post Conference stage the Teacher's task is to critically examine his or her own teaching with an open mind and to tentatively plan for the next lesson. And Clinical Supervisor's Task: To help clarify and build upon the teacher's understanding of the behaviors and events that occurred in the classroom.

Finally, in Stage 5/Post conference Analysis which can be said the critique stage the teacher's task is to provide honest feedback to the clinical supervisor about how well the clinical supervision cycle went. And the Clinical Supervisor's task is to critically examine his or her own performance during the clinical supervision cycle.

If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In lines with this, Acheson and Gall (1987) define clinical supervision as “*supervision focused upon the improvement of the instruction by*

means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification.” The analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student’s learning by improving the teachers classroom observation.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni & Starratt, 2002). Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist.

According to Sergiovanni and S tarratt (2007) clinical supervision is typically formative than summative in its evaluative approach in order to enable beginning teaches “collaborate to research their practices and improve their teaching and learning” (p233). As a result of this the writer further described that the focus of clinical supervision is not on quality control, rather on the professional improvement of the teacher that guarantees quality of teaching and students’ performance (Sergiovanni and Starratt, 2007).

In general, developing the skill of observing serves a dual purpose; it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyze and interpret, an ability that can also be used to improve their own teaching. An observation task is a focused activity to work on while observing a lesson in progress. It focuses on one or a small number of aspects of teaching or learning and requires the observer to collect data or information from the actual lesson (Ruth, 1992).

2.4. Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles:

1. There should be short-term, medium-term and long-term planning for supervision.
2. Supervision is a sub-system of school organization.
3. All teachers have a right and the need for supervision.
4. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
5. Supervision should help to clarify educational objectives and goals for the principal and the teachers.
6. Supervision should assist in the organization and implementation of curriculum programs for the learners.
7. Supervision from within and outside the school complements each other and are both necessary.

In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency

2.5. Major Skills of Educational Supervisor

Kitavi (2005) notes that in education, the term supervision is used to describe those activities which are primarily directed towards improvement of conditions surrounding the growth of both pupils and teachers; therefore, the role of the supervisor is to improve, stimulate, coordinate and make teachers self-directed and cooperative toward personal and institutional goal achievement.

In view of this, Lunenburg (2010) asserts that in order to provide effective supervisory service, supervisors must acquire three basic skills, namely, conceptual skills, technical skills and human relation skills:

Conceptual Skill: According to Lunenburg (2010), it is the ability to acquire, analyze and interpret information received from various sources and to make complex decisions that help in achieving the school's goals in a logical manner.

Conceptual skill allows the principals to think through and work with ideas. Supervisors or school principals with conceptual skills are good at thinking through the ideas that form an

organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding the principles underlying their organization's effectiveness. These leaders are comfortable asking "what if" or hypothetical questions (Northouse, 2010). Sergiovanni (2009) argues that principals need to further develop their conceptual skills to think strategically, that is, to take a broad long term view especially in the area of Teachers' Professional Development. This will enable principals to see what goes on in their work environment and help teachers to act appropriately and reflectively to situations as they arise.

Technical Skill: According to Betts (2000), technical skill is the "capability to apply knowledge, experience, techniques and methods to perform specific tasks with the aid of appropriate machines and equipment" (p.12). Technical skill is concerned with understanding and being able to perform specific tasks and processes, practices and techniques required of specific jobs in an institution effectively (Locke, 2010). It is about understanding the skills needed to advance the organization, whether it is ICT or financial management.

Although the principals may not be required to have all technical answers to problems but they need to have knowledge about their supervisory role in school. Principals need to understand the behavior needed to perform the job and master the skills involved in performing their role especially in the supervision of teachers.

Human Relation Skill: Human relation skill is the ability to motivate, inspire, guide and bring people together and develop them into effective work force as well as improve the wellbeing of individuals and working groups so as to make the best contribution to the success of the school (Lunenburg, 2010). According to Okumbe (2007), "it is the ability to understand the teachers and to interact effectively with them" (p.183). This involves being concerned about teachers and their problems, giving full consideration to their ideas and suggestions, creating the type of staff meeting in which each teacher has an opportunity to make his/her opinion known as encouraging socializing activities that build cordial environment.

It is important for head teachers to maintain and strengthen interpersonal relations. This can be through listening to teachers when they have emotional difficulty in their personal life and

striving to understand them so as to avoid applying general rule that may not be applicable to every teacher in every situation.

Evaluation Skill: This is another crucial skill needed by the principals in his/her supervisory function. Northouse (2010) explains that evaluation skill in education involves the ability to define goals and establish standards by which to judge the amount of change already taken place; making judgment about the worth and value of change.

The school principal should establish a standard of appraisal to review teachers' performance in the light of their task as well as the context in which teachers are working. Without principals' skill of evaluation, most teachers will be forced to rely on guess work rather than on systematic evidence of teaching-learning situation. The head teachers should assist each teacher to form a self-rating check which has a set of criteria by which they can judge their work. The teachers should evaluate themselves to know the progress they are making and which procedures decreases or increases their effectiveness (Sergiovanni and Starrat, 2006).

Communication Skill: Communication according to Mbiti (2007) "is a way of letting people (Staff, Parents, Learners, Community, and educational offices) know what is taking place and when such an activity is taking place. It is the lifeblood of an institution such that without communication it is impossible to run any of the activities in an organization" (p. 32). On this regard educational supervisors are expected to establish a sound information network that keep teachers and other educational stakeholders informed about the progress and challenges the schools are experiencing.

The supervisors should be able to communicate their ideas and intentions about organized professional development program to teachers who are the beneficiaries of such program. Through effective communication system in school, teachers will be able to express themselves to the educational supervisors about their job assignments, working conditions and concerns regarding their professional growth. A two-way communication system is fundamental for both the principals and the teachers in order to enhance teachers' growth and effectiveness.

Therefore, it would be through these skills that educational supervisors acquire the competence of carrying out their roles effectively towards the development of the teachers. According to

Ubben, Hughes, and Norries (2001) the following are the major role the principals can perform in relation to the development of teachers in school:

Needs assessment of the school: This is the first step which the principal as an internal supervisor needs to undertake in order to plan meaningfully and carefully before venturing into any form of teachers' supervision activities. He/she needs to assess the areas where there is need for growth and development and then plan on how to improve these areas. The teachers should be involved from this initial stage of assessment of need for development since they are the primary beneficiaries. For example, a need can be identified as new teaching method using ICT. Program design, development and evaluation: Another role of the head teacher is to design an appropriate program to suit the need already established. Here, the program will address such questions like: what learning will be needed? What changes in behavior and performance are expected from the learning? Will the learning be long-term or short-term? What is the economic cost-benefit of the projected solution? Who will participate in the program?

Training and development: After designing the program, the principal organizes training and development activity in form of induction, seminar, internal workshop or outside school workshop for the teachers to acquire the needed and necessary knowledge, competencies and learn positive attitude that improve performance at work. It is equally the responsibility of the principal to bring about school development through the professional development of teachers by improving team work, quality work life for all staff members, encouraging and allowing participative management, job enrichment and job redesign when necessary.

Teachers' career development: The principal also has a role in motivating and encouraging the teachers to embark on personal career development either by going for part-time college training to advance in their career or by attending some important workshops when necessary. It is on this basis that Kamunge report (1988) recognizes the important role of the head teacher when it recommended the training of the head teachers as the first line of inspectors of their schools. It identifies management as one of the underlying causes of current shortcomings in education and suggested that sound management of learning institutions was a prerequisite to efficient and effective utilization of resources in an effort to establish and maintain quality education. The

head teacher is the one person in a school who oversees the entire program. Contributing to the role of principals, Bakhda (2010) asserts that the school principal is “the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school be it academic or administrative” (p. 34). The head-teacher must be at the forefront of school administration to ensure that the school is effectively animated for its objectives to be realized.

McNamara (2010) asserts that supervisory roles of head teachers will demand that the head teacher assigns responsibilities to heads of departments and other junior teachers with clear description of duties and with specified expected results. Unwillingness to delegate, rather than the inability or lack of skills is the main reason for not delegating especially among new or inexperienced managers and supervisors. Bennaars, Otiende and Boisvert (1994) warn that the head teacher who monopolizes all duties in the school is bound to find it difficult to effectively manage everything.

Duties should be assigned to staff members who have the ability and capacity to perform them well following the school principal’s instructions on what is to be done and the expected outcome. Besides saving time, this practice helps share in decision-making, ease the head teacher’s tasks and enable him/her to devote more time to important issues affecting the school thereby making work more effective and efficient by involving other people.

As mentioned above, researchers share the belief that supervision is effective if the supervisor possesses and exhibits qualities and characteristics related to knowledge, interpersonal and technical skills. The importance of acquiring these skills cannot be left to chance. This informs the need to improve on the school principals’ supervisory skills to help enhance teachers’ development. Equally, the acquisition of skills like motivational skill, disciplinary skill and computer skill will help facilitate effective supervision of teachers in particular and adequate management of school in general. The researchers appear to be silent on how the acquisition of these skills can help principals enhance teachers’ professional development. And this study sought to investigate the supervisory role played by principals in facilitating teachers’ professional competence.

2.6. Practice of Educational Supervision in Ethiopia

In Ethiopia, the supervisory services began to be carried out since 1941, with constant shift of its names “Inspection” and “Supervision”. In order to effectively and efficiently achieve the intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is done by school principals, department heads and senior teachers. However, the situation of Addis Ababa, capital city of Ethiopia where this study is conducted, is somewhat different, because there a new approach to supervision called subject area instructional supervision has been promoted to be particularly practiced in government and private schools of its City Administration since the beginning of 2004. It is a type of school based supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers. The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration

Education Bureau (ACAEB) based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

2.7. Role of Clinical Supervision in the Professional Development of Teachers

The major principles of continuous teachers professional development are drawn from the works of Leu, (2004), Giable and Burns, (2005), Gray (2005), Hooker and Weiss, (2010) the content of professional development focuses on what students are to learn and how to address different problem students may face in learning the material. Professional development and Educational development are interdependent both should be based on analyses of differences between actual student performance and goals and standards for student learning.

Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. Professional development and Educational Supervision should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development and Educational Supervision should be continuous and

ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development and Educational Supervision should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

Characteristics of Professional Development

As it is indicated in MoE (2009) document the following are some of the characteristics of effective CPD:

- improving teachers performance in the classroom
- class practice based
- subject content and teaching strategies centered
- clear procedures for identifying and aligning training needs
- Ongoing support and assistance available up on request.

According to Drew Perkins (Aug 29,2018), teachers prefer 7 characteristics of great professional development were identified as follows:

- Relevant to their context
- Help the plan and improve their instruction
- Is teachers driven
- Include hands-on strategies
- Applicable to their class room
- Is highly interactive over time
- Recognizes that the teachers are professionals with valuable insight
- <https://www.teachthought.com/education/8-things-professional-development>

2.8. Challenges of Educational Supervision

The main purpose of supervision is to work collaboratively with teachers by providing them with the necessary assistance, guidance, and support to improve instruction. The following are some of the most common challenges faced by principals as they carry out supervision of teachers:

2.8.1. Lack of Adequate Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to enable them provide the necessary assistance, guidance and support services to teachers for improved classroom practices (Glickman et al, 2004; Holland, 2009). Holland believes that supervisors (principals) must offer evidence that they have the necessary knowledge and skills to make important decisions about supervision, and credentials in the form of degrees and diplomas are form of evidence. However, Holland acknowledges that credentials alone do not inspire trust. It is expected that principals have higher qualifications than their teachers, so that they will be able to provide them with the necessary guidance and support. A higher qualification like Master in Educational Administration is sufficient for persons in supervisory positions in secondary schools.

In a study conducted in Ghana by Oduro (2008) on “increased enrolment does not mean quality education”. The study found out that about 75% of the participants interviewed (head teachers) reported that they received little or no training in leadership and therefore, use trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72% of the heads had some training in leadership and management, but lasted between one day or two days. This study did not mention supervision in relation to teachers’ professional development. The situation however is not totally different in Kitui West district.

Onderi and Croll (2008) carried out a study on the in-service training needs in Gucha district of Kenya. The findings from the study revealed that head teachers lacked the expertise in planning and arranging professional development programs; head teachers also lacked the cooperation from fellow teachers; unavailability of appropriate courses and lack of material resources to run in-service training for teachers.

2.8.2. Multi-tasks Role of the supervisors

Another challenge to supervisory role of educational is a situation where supervisors by virtue of their position assume the role of administrators, financial managers and instructional supervisors. Such supervisors have relatively little time for supervision of teachers. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001).For

instance a study carried out by Bays (2001) in a rural public school district in the US found that, principals performed duties in the areas of management, administration and supervision. Bays observe that administrative and management issues took much of the principals' time and energy and distracted them from providing constant direct supervision to teachers. Thus, combining administrative and supervisory duties was a serious challenge to supervision of teachers.

2.8.3. Teachers' Attitudes and Supervisor's Approach to Supervision

The way teachers react to supervision of instruction is another concern to supervisory practices. Some teachers see supervision as a tool used by principals to control and intimidate them. Ayse (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study observe that the principals' intrusive monitoring and physical presence changed the setting in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and over-reaction on the part of teachers and students during classroom observations.

Bongoko and Otiende (1988) assert that teachers' relationship with supervisors is more on the ground of fear of being victimized and possible losing of jobs than on the grounds of professional expertise. They observe further that most of the supervisors pay more attention to peripheries as procedural matters of teacher behavior and appearance than on instructional activity. They note that many principals feel insecure in supervising some teachers for they are of the same academic standards as the teachers they are supposed to supervise. Therefore, they hardly address themselves to teachers and so this has created a sense of helplessness among many teachers. Also, the principals' approach to supervision can create a challenge to supervision of teachers. Supervisors in Ayse (2002) study of Turkish private primary schools use controlling and intimidating approaches in their supervisory practices. The teachers in the study revealed that they lived in a state of fear and frustration of dismissal due to the system's summative nature. This type of supervisory approach by principals can ruin teachers' confidence and hinder appropriate support and guide that supervision exercise was meant to provide.

2.8.4. Inadequate Basic Instructional Materials

According to Enaigbe (2009), there can be no effective supervision of teachers without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Mito and Simatwa (2012) conducted a study on challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: an analytical study. The purpose of the study was to find out challenges faced by newly appointed principals in the management of public secondary schools in Bondo District, Kenya. The study employed descriptive survey research design.

Findings of the study revealed that newly appointed principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff, inadequate instructional materials and those that arise from parental involvement in school activities. Lack of basic instructional materials which sometimes characterized some schools in Kenya challenges principals' supervisory role in enhancing teachers' professional development.

2.8.5. Lack of Time

According to Ogunu (2005), secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. Some principals give more time to correspondence with the MoE and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing the supervision of teachers and instruction in the schools. Some unscrupulous teachers easily exploit the principal's neglect of supervision to engage in private businesses and personal jobs during official school hours.

These challenges faced by principals' supervisory role in teachers' supervision are not exhaustive. It is on this note that school principals must pay attention to strategic planning that incorporates teachers' professional development as one of the major concerns that should be given prominence in the management of teachers in school.

To sum up education is a key for development and growth. And quality education becomes the main agenda across the globe. On this regard supervision has got a great attention for monitoring quality of education (De Grauwe, 2001). As the past research findings in Ethiopia indicated that there are a number of problems or challenges were identified. Hence the aim of the current study was to assess practices of clinical supervision and its role in the professional development of teachers. Thus based on the review of literature considered as a conceptual frame work the study will be carried out.

Chapter 3

Research Design and Methodology

3.1. Research Design

The purpose of this study is to describe practices of clinical supervision and its roles in the professional development of teachers which exist at the current time in the study area. Thus, descriptive research design was applied. It is relevant to collect detail information regarding current status of practices of clinical supervision. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions.

In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) describes that descriptive research design helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events.

Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or causal relationships. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989)

Descriptive research design help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.

3.2. Research Method

In this descriptive research design, survey method was applied. Because the survey method is one of the most commonly used research methods in social science. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from

all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on practices of clinical supervision and Its role in the professional development of primary school teachers in the study area. To this line, the qualitative approach was incorporated in the study to validate and triangulate the quantitative data. The purpose of triangulation in qualitative research is to increase the credibility and validity of the results. Several scholars have aimed to define triangulation throughout the years. For instance, Altrichter et al. (2008) contend that triangulation "*gives a more detailed and balanced picture of the situation.*" (P.4) And according to O'Donoghue and Punch (2003), triangulation is a "*method of cross-checking data from multiple sources to search for regularities in the research data.*" (p.5)

3.3. Source of Data

In this study, both primary and secondary data sources were employed to obtain reliable information about Practice of Clinical Supervision under the study area. Primary Sources of Data were the key information such as principals, vice principals, department heads, primary schools CRC supervisor, and teachers who have direct involvement in the clinical supervision task. All of them were taken as data source to assess their perception towards Clinical supervision practice in their own school.

Secondary data was collected by direct access to the record of the primary schools plans department head plans *and CRC supervisors plan and any documented records of supervision* to get relevant information through document analysis. These documents help the researcher to check whether clinical supervisors have plan, written feedback, whether the school has a teacher development plan and the common problems observed on teachers' feedback checklist.

3.4. Study Site and Population

The study was conducted in government primary school of Yeka Sub City Administration which is one of the ten sub cities in Addis Ababa City Administration. The population of the study contains woredas, primary school teachers, department heads, school principals, and

cluster supervisors. According to Yeka Sub-City education office, currently in the study site 13 ‘Woredas’, 27 Government primary schools, and 27 CRC supervisors are found.

3.5. Sample Size and Sampling Techniques

The study was conducted in government primary schools of Yeka Sub-City which is selected by using purposive sampling. In order to make the study manageable 3 /three/ or 25% of woredas are selected among the 13 due to lack of time and financial resources. In this regard Gay and Airasian (2003) state that the sample 10% - 20% of the sample population is often used in descriptive research for large population. However; the distribution of schools in each woreda is not the same in number. Thus, the researcher used stratified random sampling techniques to select the “woredas” in the study area. Because this kind of sampling techniques helps to ensure that the target population receives proper representation within the sample. Therefore, among the 13 woredas one has no government primary school where as the 7 woreda have 1 to 2 primary schools and 5 woredas have 3 to 4 schools. In this case the woredas are divided into two strata where one group has 1-2 primary schools and the other group has 3-4 primary schools.

After selecting the woredas primary schools teachers, senior teachers, department heads, vice principals, principals and primary schools cluster supervisors were selected using proportional simple random sampling and purposive sampling techniques.

Table 1: Summary of the Population, Sample and Sampling Techniques

	Population	Sample	Sampling techniques
Sub city	10	1	Purposive
Woreda	13	3	Stratified random sampling
Schools	6	6	Purposive
CRC supervisors	3	3	Purposive
Principals	24	18	Simple random sampling
Department heads	36	20	Simple random sampling
Senior teachers	58	29	Simple random sampling
Teachers	135	68	Proportional Simple random sampling
Total	285	148 /52%/	

3.6. Instrument of Data Collection

In this study, questionnaire, interview and document analysis were used to collect information regarding Practice of Clinical Supervision and Its Role in the Professional Development of Teachers in Government Primary Schools.

Questionnaire

Questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Both open and closed ended items questionnaires were developed as main instrument of data collection from the respondents. The questionnaires were adapted from the previous study on practices and Problems of clinical supervision and Teachers development in secondary schools in Jimma zone which was conducted by Amanuel (2015) and prepared in English Language and administered to all teachers and clinical supervisors (the heads of department, the principals, senior teachers and CRC supervisors with the assumption that they can understand the language. The closed type items of the questionnaires were in the form of Likert-scale by which the researcher has the chance to get a greater uniformity of responses of the respondents that will help him to make it easy to be processed. According to Jackson (2009) many researchers prefer to use a Likert-type scale because it is very easy to analyze statistically. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school based supervision practices in the schools. In supporting the above ideas, Cohen, L., et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

The questionnaire consisted of two parts. The first part deals with the background of the participants having 5 items for teachers and 7 items for clinical supervisors /principals, head of departments, senior teachers and CRC supervisors/. The next and the largest part contained 39 close-ended questions and 2 open-ended question items that address the basic questions of the study.

Interview

Interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), *“the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something”*. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindl of and Taylor, 2002). In order to get detailed accompanying information, an interview session was conducted with six school principals, two CRC supervisors to secure information concerning their experience of clinical supervisory practices. The interview sessions was conducted in the Amharic language, and then translated to English. And the collected information through the interview was paraphrased under the data presentation, analysis and interpretation part in combination and relation with the close-ended questions.

Document Analysis

In this study documents were checked to ensure that the clinical supervisors have a plan for class room observation (clinical supervision).And school improvement program /SIP/ of the school also observed whether it contain the teacher development plan or not. Furthermore, documents like written feedbacks for teachers after class observation, class observation checklists whether it shows the procedure of clinical supervision with the list of possible items in each phases or not.

3.7. Validity and Reliability Check

Checking the validity and reliability of data collecting instruments before providing to the actual study is the core to assure the quality of the data (Yalew,1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisor, who was involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by available English subject specialist teacher. Moreover, the questionnaires were pilot tested at Jacaranda Primary school teachers, principals and department heads that are not included in the main

study. Based on respondents' response additional, omission and modification of question were undertaken.

Most importantly, the reliability of different items of the questionnaires was checked by the help of Cronbachs alpha (Coefficient alpha) calculated through statistical package for social sciences (SPSS) version 22 . Consequently, the reliability statistics was 0.835 for 41 items used to address the basic research questions of the study. According to Tech-Hong & Waheed (2011) cited in Abebe (2014:39) the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Table 2 indicates the computed internal reliability coefficient of the pilot test. Therefore, the result was regarded as reasonable good to use the question for the research.

Table 2: **Reliability test**

	Number of Items	Cronbach's Alpha
Practicing clinical supervision	24	.848
Clinical supervision and professional development	7	.876
Challenges to clinical supervision	10	.780
Total Items	<u>41</u>	-
Average reliability statistics		.835

3.8. Procedure of Data Collection

The researcher went through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. First, after having letters of authorization from Addis Ababa University went to Yeka sub city Education office (for additional supporting letters towards 'Woreda' and schools). After all aspects related to pilot test, the researcher contacted the principals of respective schools for consent. After making a discussion with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires administered to sample teachers in the selected schools. The participants allowed giving their own answers to each item independently. Finally, the questionnaires collected and made ready for data analysis.

Moreover, the CRC supervisors and school principals interviewed, while interview was conducted, the data carefully recorded with a notebook. In addition, the data available in document forms related to supervision was checked from the sample schools. Finally, the data collected through various instruments were analyzed and interpreted.

3.9. Method of Data Analysis

The data collected from questionnaires and interview were analyzed, and presented by the combination of quantitative and qualitative data analysis method. The analysis of the data was based on the responses which was collected through questionnaires, interview and document analysis. The data collected through closed-ended questions was computed and organized using SPSS version 22. Then interpreted with the help of frequency, percentage, mean, standard deviation and independent sample t-test. Because, the percentage use to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al.,2008). The interpretations were made for all one to five point scale measurements on the basis of 1= very low, 2 = low, 3=moderate, 4=high and 5 =very high.

Moreover, the data which was obtained from the document analysis and semi-structured interview were analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and suggested recommendations were forwarded.

3.10. Ethical Consideration

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for a research purpose; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents: and confirm that subject's confidentiality was protected.

In addition to this, they were informed that their participation in the study was based on their consent. The research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been acknowledged.

Chapter 4

Data Presentation, Analysis and Interpretation of Data

This part of the thesis deals with the presentation, analysis and interpretation of the data. Accordingly, presentation, analysis and interpretations were made by making use of the data gathered from three 'woredas' of six government primary schools teachers and clinical supervisors in Yeka sub city Administration. The chapter has two major parts. The first part deals with the characteristics of respondents in terms of sex, age, academic qualification, current position (teacher or supervisor), working experience and attended training relating to clinical supervision. The second part deals with analysis and interpretation of the data which was collected based the basic questions. A total of 138 questionnaires were prepared and distributed to the respondents. Out of the questionnaires distributed to respondents all of them were filled and returned appropriately. The interview questions were administered to the CRC supervisor (2) and school principals (6). Based on the responses obtained from respondents the analysis and interpretations of data were presented.

4.1. Characteristics of the respondents

According to the data shown in table 3, respondents' teacher and supervisor were identified in terms of their sex. Accordingly, there were 68 teacher respondents out of which 53 were males whereas 47 were females. Similarly, it is indicated in the table that out of 70 supervisors 34 were male whereas 36 supervisors were females.

As shown in table-3 item 1, 36 (53%) of the teacher respondents, 34(49%) of the clinical supervisors (main principals, vice principals and department heads) were males, while the remaining 32(47%) of the teachers and 36 (51 %) of the clinical supervisors were female respondents.

With regard to the age distribution of the respondents as indicated under item 2 of table 3, majority of the respondents which is 32 (47%) teachers and 21 (30%) of clinical supervisors, fall into the age ranges of 26-30. Only 10 (7%) of the total respondents fall into the age range of 20-25. Therefore, this figure indicates that the majority of the respondents are matured enough to provide reliable information with regard to the issue under study.

Table 3: Characteristics of Respondents (N=138)

	Teacher		Supervisor		Total	
	f	%	f	%	f	%
Sex of respondent						
Male	36	53	34	49	70	50.7
Female	32	47	36	51	68	49.3
Age categories of respondent						
20-25	4	6	6	9	10	7
26-30	32	47	21	30	53	38
31-35	16	24	15	21	31	22
36-40	8	12	10	14	18	13
41-45	3	4	6	9	9	7
46-50	1	1	6	9	7	5
51-55	4	6	5	7	9	7
56-60	0	0	1	1	1	1
Service year of respondents						
1-5	18	26.5	8	11	26	19
6-10	20	29.4	28	40	48	35
11-15	14	20.6	13	19	27	19.7
16-20	8	11.7	9	12	17	12.4
21-25	2	2.9	0	0	2	1.5
26-30	2	2.9	7	9	7	5.1
>30	4	5.9	6	9	10	7.3
Qualifications						
Diploma	21	31	9	13	30	22
1 st degree	47	69	59	84	106	77
2 nd degree	0	0	2	3	2	1
Training attended related to clinical supervision and other supervisory approaches						
< a week	-	-	17	24.3	17	24.3
1-2 weeks	-	-	10	14.3	10	14.3
3-4 weeks	-	-	7	10	7	10
1-3 months	-	-	7	10	7	10
> 3 months	-	-	10	14.3	10	14.3
Not attended	-	-	19	27.1	19	27.1
Position of clinical supervisors						
Principal	-	-	17	24	17	24
CRC supervisor	-	-	2	3	2	3
Dep't head	-	-	26	37	26	37
Senior teach	-	-	25	36	25	36

f, frequency; %, percent;

With regards to the work experience of respondents in table 3 , 20(29.4%) teachers and 28(40%) supervisors had served between 6-10 years, 18(27%) teachers and 8(11%) supervisors served between 1-5 years, 14(21%) teachers and 13(19%) supervisors served between 11-15 years, 8(12%) teacher and 9(12%) supervisors served between 16-20 years and 7(10%) teachers and 12(18%) supervisors served for 21 years and above.

Regardless of the training attended in relation to supervision, 17(24.3%) of clinical Supervisors were attend training less than one week, 10(14.3%) of clinical supervisors were attend training from the range of 1 to 2 week, 7(10%) of clinical supervisors did attend training from the range of 1 to 3 month. Again 7(10%) of the clinical supervisors did attend more that a three month training. On the other hand, 19(27.1%) of clinical supervisors did not attend a training on clinical supervision in their respective schools.

In terms of level of education, as shown in table 3, the majority of teachers and the clinical supervisors(main principals, vice principals and department heads), 47 (69%) and 59 (84%) are first degree holders respectively; and 21 (31%) of the teachers and 9(13%) of the clinical supervisors are diploma holders. The remaining 2 (3%) and 12(24%) of the supervisors were second Degree holders.

In the table 3 the data shows that 17 (24%) of the supervisors are school principals and 26 (37%) and 25(36%) of the respondents are department heads and senior teachers consecutively. While the remaining 2 (3%) of the respondents are CRC supervisors. Therefore based on the data displayed in table 3 majority of the respondents are the right individuals to provide the information about practice of clinical supervision in their respective school.

4.2. Presentation, Analysis and Interpretation of the Data

This part of the study was devoted to the presentation, analysis, and interpretation of the data obtained from respondents through a questionnaire, interview and document analysis in relation to practice of clinical supervision and its role in the professional development of teachers in government primary schools of Yeka Subcity Administration.

4.2.1. Procedures employed in Practice of Clinical Supervision

The practices of clinical supervision support for the individual teachers particularly, for teachers at beginning to senior levels are also the task of clinical supervisors. These supervisory services provided for teachers aimed to develop their professional skills and finally to improve the teaching- learning process in the class room. Classroom visit enables supervisors not only to identify any shortcomings of teachers and the problems encountered by them, but also to understand what leads to better performance of the teaching learning process (MoE, 1994). Thus five stages in clinical supervision were treated here under. Based on the five point likert rating scales from very high to very low , the mean and weighted mean values less than 1.49 as very low, 1.50- 2.49 as low, 2.50-3.49 as moderate, 3.50-4.49 as high and more than 4.50 as very high in implementation of the items were used for the sake of analysis and interpretation. In respect to the procedures of clinical supervision/classroom observation, respondents were asked whether or not the procedures have been implemented appropriately in their respected school. The results obtained are presented as follows:

4.2.1.1. Pre-observation conference

As it can be observed from table 4 for item 1, teachers and clinical supervisors were asked to what extent they conduct pre-observation conference on a scale of 1(very low) to 5 (very high). The computed mean \pm SD values were 3.19, ± 0.918 and 2.97 ± 1.071 by the teachers and clinical supervisors, respectively, with the overall mean value of 3.08. Although the slightly above average mean scores appear to indicate agreement between the two groups on the extent of conducting pre-observation conference, there was also a significant statistical difference between the two groups' scores ($p < 0.001$). The supervisors score was lower than the teachers on the area of supervisors giving prior notice to supervisee teachers before conducting classroom observation.

In item 2 of table 4, teachers and supervisors were asked whether clinical supervisors create awareness that classroom observation is supporting process and not part of the final appraisal of performance, the mean value (3.51 and 3.28) with the overall mean of 3.4.

Table 4: Responses on phase 1 Pre-observation conference

To what extent do you/your supervisor	Respondents' Role	N	Mean	Std. Deviation	Overall mean	p-value
1. Conduct the pre-observation conference?	Teachers	68	3.2	0.918	3.08	<.001
	Supervisors	70	3.0	1.071		
2. Create awareness that the classroom observation is supporting process but not part of the final performance appraisal?	Teachers	68	3.5	.889	3.4	<.001
	Supervisors	70	3.3	.928		
3. Communicate to you the main focus of the class visit clearly?	Teachers	68	3.9	.812	3.63	<.001
	Supervisors	70	3.3	1.060		
4. Check your lesson plan before the class observation?	Teachers	68	4.0	.960	3.62	<.001
	Supervisors	70	3.3	1.163		
5. Make a relevant discussion on the objective of the lesson plan before the actual presentation?	Teachers	68	3.7	1.070	3.45	<.001
	Supervisors	70	3.2	1.009		
6. Make a discussion on the methodology of the lesson before the presentation?	Teachers	68	3.7	1.057	3.19	<.001
	Supervisors	70	3.0	1.104		
7. Plan with you about the specifics of the observation during this phase to have a conceptual framework for the observation?	Teachers	68	3.4	1.123	3.7	<.001
	Supervisors	70	2.8	1.115		
Average	Teachers	68	3.7		3.38	
	Supervisors	70	3.1			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$

Therefore, it can be concluded that there is no agreement between teachers and clinical supervisors on the issue of informing the teachers about the purpose of class visit is for supporting not appraisal. The significance value (p-value) is less than 0.001 shows there is highly significant difference.

between the opinions of the two groups regarding supervisors inform the supervisee teacher before conducting the classroom observation.

As depicted in item 3, teachers and supervisors were asked to what extent to which communicate about the main focus of the class visit. The teachers response mean score 3.95 which is rated high but the supervisors response on the same question mean score 3.31 which is rated moderate with the overall mean vale of 3.63.. The mean score of both respondents indicated that there is a disagreement about the mentioned issue. The supervisors believe that they moderately communicate the teachers about the main focus of the class visits whereas the teacher's response indicated that they were highly communicated about the main focus of the class visit before the actual class observation. The overall mean score 3.63 tells us highly implemented the issue. However; the significance level (p is less than 0.001) this indicates that there is highly significance difference between the opinions of Supervisors and teachers.

In the same way item 4 the teachers and supervisors were asked checking the daily lesson plan before the class visit. The teachers response mean score 3.98 which is rated high but the supervisors response on the same question mean score 3.26 which is rated moderate. The mean score of both respondents indicated that there is a disagreement about the mentioned issue. The supervisors believe that they moderately communicate the teachers about the main focus of the class visit whereas the teachers' response indicated that they were highly communicated about the main focus of the class visit before the actual class observation. The overall mean score 3.62 tells us highly implemented the issue. However; the significance level (p is less than 0.001; this indicates that there is highly significance difference between the opinions of Supervisors and teachers.

The same situation reported in item 5, 6 and 7 where the teachers and supervisors were asked making relevant discussion on the objective and methodology of the daily lesson, set a conceptual framework for the next phases. In all cases the mean score of the teachers 3.75, 3.67 and 3.59 respectively. The responses indicate that the issues implemented highly. But on the same issues the supervisors' response showed a mean value of 3.16, 2.96 and 2.79 respectively. This indicates that the task was implemented moderately. In all the mentioned items the

significance level (p is less than 0.001; this indicates that there is highly significant difference between the opinions of Supervisors and teachers. Therefore, regardless of phase one which is the pre-observation conference as its overall mean average 3.38 rated moderate. Thus it can be concluded that much effort should be applied to improve the pre observation conference activities.

4.2.1.2. During class observation

As it is observed from table 5 item 1, teachers and clinical supervisors were asked the extent to which conducting class observation based on the framework which articulated in phase one. The mean value indicated 3.63 rated high, $SD = 1.139$ and 3.07 rated moderate, $SD= 1.201$ by the teachers and clinical supervisors respectively with the overall mean value of 3.35. Thus, there is a disagreement between the two groups in responding to the extent to which conducting class observation conference which is moderate in the supervisors' side and high in the teachers' side. And the significance value (p -value) is less than 0.001 which shows that there is highly significance difference between the opinions of the two groups regarding supervisors inform the supervisee teacher before conducting the classroom observation.

In item 2 of table 5, teachers and supervisors were asked whether clinical supervisors making frequent class visit to provide support for teachers, the mean value (3.51 and 3.06) of teachers and supervisors responses which is rated high for teachers and moderate for supervisors. This again indicates that there is a disagreement between the two group responses. The overall mean 3.29 shows that moderate on the question of making a frequent class visit. Therefore, it can be conclude that there was no agreement between teachers and clinical supervisors on the issue of making frequent class visit to provide support for the teachers.

As depicted in item 3 of table 5, teachers and supervisors were asked the extent to which recording data of teachers and students activity during class observation. The teachers response mean score 3.99 which is rated high and the supervisors response on the same question mean score 3.56 which is rated also high. The mean score of both respondents indicated that there is an agreement on the mentioned issue. The overall mean score 3.73 tells us highly implemented the issue.

In item 4 the teachers and supervisors were asked attending the class observation from the beginning of the period to the end. The teachers response mean score 4.08 which is rated high and the supervisors response on the same question mean score 3.93 which is rated also high. The mean score of both respondents indicated that there is an agreement about the mentioned issue. The overall mean score 4.0 tells us highly implemented the issue. The significance level (p is

Table 5: Responses on phase two: during class observation

To what extent do you/your supervisor	Respondents' role	N	Mean	Std. Deviation	Overall mean	p-value
1. Conduct the class observation based on the framework articulated in phase 1?	Teachers	68	3.63	1.139	3.35	<.001
	Supervisors	70	3.07	1.201		
2. Make frequent class visit to provide support for the teacher?	Teachers	68	3.51	1.086	3.29	<.001
	Supervisors	70	3.06	1.042		
3. Record data of the teacher's performance and the students' activity?	Teachers	68	3.99	.954	3.78	<.01
	Supervisors	70	3.56	.895		
4. Attend the class observation from the beginning of the period to the end?	Teachers	68	4.08	.950	4.0	.830
	Supervisors	70	3.93	1.026		
5. Focus only on the issues of teachers' teaching behaviors and instructional improvement?	Teachers	68	3.74	1.115	3.6	.322
	Supervisors	70	3.46	1.282		
Aggregate mean	Teachers	68	3.79		3.60	
	Supervisors	70	3.42			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$,

0.830) which is greater than 0.05; this indicates that statistically there is no significance difference between the opinions of Supervisors and teachers.

In Item 5 of table 5 the teachers and supervisors were asked the extent to which the class observation focuses only on the issue of teachers teaching behavior and instructional improvement. The mean score 3.74 which rated high in the teachers side and 3.46 which indicate moderate in the supervisors side. The overall mean score 3.6 rated high. The level of significance

p is 0.322 which is greater than 0.05; this indicates that there is no significance difference between the opinion of teachers and supervisors.

Therefore, as it can be observed from table 5 based on the overall mean result on phase two was exercised at high level. But from mean result of supervisors it can be concluded that still there is a room for the improvement of phase 2 of during class observation activities.

4.2.1.3. Analysis and Interpretation of Data on class observation

Item 1 on table 6 shows teachers and clinical supervisors were asked the extent to which involving teachers in the process of analyzing and interpreting the collected data observed. The mean value 3.3 and 3.5 for teachers and supervisors respectively show there is a slight difference between the group responses. The overall mean value indicated 3.47 rated moderate for both teachers and supervisors. Thus, there is a disagreement in the issue of involving teachers in the process of analyzing and interpreting the collected data from class observation. And the significance value (p-value) is 0.004 which is less than 0.05 shows that there is highly significance difference between the opinions of the two groups regarding the mentioned issue.

In item 2 of table 6, teachers and supervisors were asked whether clinical supervisors organizing the data to give constructive feedback to build the capability of the teachers, the mean value (3.58 and 3.98) of teachers and supervisors responses which is rated high for both the teachers and supervisors. This again indicates that there is an agreement between the two group responses. The overall mean 3.78 shows that high on the question of organize the data to give feedback. The significance value (p-value) is less than 0.001 shows there is highly significance difference between the opinions of the two groups regarding organizing the data to give feedback.

As shown in item 3 of table 6, teachers and supervisors were asked the extent to which having the capability in interpreting and analyzing the observed data. The teachers response mean score 3.46 which is rated moderate and the supervisors response on the same question mean score 3.86 which is rated also high. The mean score of both respondents indicated that there is a disagreement on the mentioned issue. The overall mean value on capability in interpreting and analyzing the data observed from class observation is 3.66 which tell us exercised at high level.

The significance level (p less than 0.001); this indicates that there is highly significance difference between the opinions of Supervisors and teachers.

Table 6: Responses on phase 3 Analysis and Interpretation of observed data

To what extent do you	Respondents' Role	N	Mean	Std. Deviation	Overall mean	p-value
1. Involve the teachers in the process of analyzing and interpreting the collected data?	Teachers	68	3.3	1.02	3.47	<.01
	Supervisors	70	3.5	1.08		
2. Organize the data to give constructive feedback to build the teacher's capabilities?	Teachers	68	3.6	0.81	3.78	<.001
	Supervisors	70	3.9	0.89		
3. Have capability in interpreting and analyzing the observed data?	Teachers	68	3.5	0.85	3.66	<.001
	Supervisors	70	3.9	0.83		
4. Take into account the teachers experience and nature of the lesson before post observation conference?	Teachers	68	3.3	0.86	3.55	<.001
	Supervisors	70	3.8	1.08		
Aggregate mean	Teachers	68	3.5		3.61	
	Supervisors	70	3.7			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$,

In item 4 the teachers and supervisors were asked taking in to account the teachers experience and nature of the lesson before post observation conference. The teachers response mean score 3.33 which is rated moderate and the supervisors response on the same question mean score 3.76 which is rated high. This shows that there is a disagreement between the teachers and the supervisors on the given issue. The overall mean score 3.55 tells us highly implemented the issue. The significance level (p is less than 0.001); this indicates that statistically there is high significance difference between the opinions of Supervisors and teachers.

4.2.1.4. Post observation conference

Teachers and clinical supervisors were asked the extent to which giving immediate face-to –face feedback after classroom observation (Item 1 on Table 7). The mean value indicated 4.38 and 4.21 rated high for both teachers and supervisors respectively. And the overall mean value also 4.3 which also indicate high. Thus, there is an agreement in the issue of giving immediate feedback after class observation. And the significance value (p -value) is less than 0.001 which shows

that there is highly significance difference between the opinions of the two groups regarding the mentioned issue.

Table 7: Responses on phase 4 Post observation conference

To what extent do you	Respondents' Role	N	mean	Std. Deviation	Overall mean	p-value
1. Gives immediate face to face feedback to the teachers after classroom observation?	Teachers	68	4.4	0.713	4.3	<.001
	Supervisors	70	4.2	0.815		
2. Provide well organized feedback on the objective, methods, contents, students' activities and assessments observed during the class visit?	Teachers	68	4.1	0.999	4.05	<.001
	Supervisors	70	4.0	0.924		
3. Give professional feedback/comments for the improvement of the teachers teaching skill?	Teachers	68	4.2	0.950	4.12	<.001
	Supervisors	70	4.0	1.036		
4. Make an arrangement for the next visit if necessary?	Teachers	68	3.8	1.091	3.65	<.001
	Supervisors	70	3.4	1.111		
5. Provide clear feedback about what the teachers do differently for the next class meeting?	Teachers	68	3.8	0.968	3.81	<.001
	Supervisors	70	3.8	1.067		
Aggregate mean	Teachers	68	4.1		3.98	
	Supervisors	70	3.9			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$,

In item 2 of table 7, teachers and supervisors were asked whether clinical supervisors provide well organized feedback on the objective, method, contents, students' activity and assessments observed during the class visit. Here the mean value (4.05 and 4.04) of teachers and supervisors responses rated high for both the teachers and supervisors. This again indicates that there is an agreement between the two group responses. The overall mean 4.05 shows that high on the given issue.

As it is revealed in item 3 of table 7, teachers and supervisors were asked to what extent giving professional feedback or comment for the improvement of teachers teaching skill. The teachers response mean score 4.19 which is rated high and the supervisors response on the same question mean score 4.00 which is rated also high. The mean score of both respondents indicated that there is an agreement on the mentioned issue. The overall mean score 4.12 tells us highly implemented the issue.

In item 4 the teachers and supervisors were asked making an arrangement for the next class visit. The teachers response mean score 3.85 which is rated high and the supervisors response on the same question mean score 3.44 which is rated moderate. This shows that there is a disagreement between the teachers and the supervisors on the given issue. The overall mean score 3.65 tells us highly implemented the issue.

In item 5 the teachers and supervisors were asked providing clear feedback about what the teacher do differently for the next class meeting. The teachers response mean score 3.82 which is rated high and the supervisors response on the same question mean score 3.81 which is rated high. This shows that there is an agreement between the teachers and the supervisors on the given issue. The overall mean score 3.81 tells us highly implemented the issue. The significance level (p is less than 0.001); this indicates that statistically there is high significance difference between the opinions of Supervisors and teachers.

Therefore, according to overall mean result shown in post observation conference the activities implemented at high level.

4.2.1.5. Critique of the previous four steps or post conference analysis

As it is observed from table 8 for item 1, teachers and clinical supervisors were asked the extent to which asking critique about the whole supervisory process for the future improvement. The mean value indicated 2.34 at low level and 2.67 rated at moderate level for teachers and supervisors respectively. And the overall mean value also 2.5 which also indicate at moderate. Thus, the response of both parties showed that there is a disagreement in the issue of asking critique. And the significance value (p -value) is less than 0.001 which shows that statistically

there is highly significance difference between the opinions of the two groups regarding the mentioned issue. The finding shows that there is a problem in asking critique for the future improvement of the whole clinical supervision process in the study area.

Table 8: Responses on Phase 5: Critique

To what extent do you/your supervisor	Respondents' Role	N	mean	Std. Deviation	Overall mean	p-value
1. Ask your critiques about the whole clinical supervisory process for the future improvement?	Teachers	68	2.34	.940	2.5	<.001
	Supervisors	70	2.67	.974		
2. Receive feedback from you about how well the clinical supervision cycle went?	Teachers	68	2.53	1.072	2.58	<.001
	Supervisors	70	2.63	.951		
3. Discuss with you about to apply a better strategy for the next session of clinical supervision?	Teachers	68	2.63	1.145	2.63	<.001
	Supervisors	70	2.64	.993		
Aggregate mean	Teachers	68	2.5		2.57	
	Supervisors	70	2.65			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$;

In item 2 of same table, teachers and supervisors were asked receiving feedback from you about how the clinical supervision cycle went. Here the mean value (2.53 and 2.63) of teachers and supervisors responses which is rated at moderate levels the teachers and supervisors respectively. This indicates that there is an agreement between the two groups' responses. The overall mean 2.58 shows that at moderate level on the given issue. The significance value (p-value) is less than 0.001 shows statistically there is highly significance difference between the opinions of the two groups regarding receiving feedback from the teacher. Based on the result of both groups it show that the area in which the supervisors receive feedback from the supervisee teachers are not properly implemented.

As it is revealed in item 3, teachers and supervisors were asked to what extent discussing with the teacher about how to apply a better strategy for the next session. The teachers response mean score 2.63 which is rated moderate and the supervisors response on the same question mean

score 2.96 which rated also moderate. The mean score of both respondents indicated that there is an agreement on the mentioned issue. The overall mean score 2.63 tells us moderately implemented the issue. The significance level (p is less than 0.001); this indicates statistically that there is a significance difference between the opinions of Supervisors and teachers. Based on the overall result in critique phase it is not exercised as it is expected.

Besides data collected through interview in regard to the procedures of clinical supervision all the six principals reported that the procedures are not implemented as it is expected most of the time the supervisors conduct class observation without making pre –conference with the teachers. And the report gain from the two CRC supervisors show that still did not follow the five phase of clinical supervision rather they forward a schedule to their assigned school to conduct the class supervision then visited the class without the pre- observation conference. Again in document analysis even though there is a plan for clinical supervision the checklist using for class observation in all observed schools does not properly consider the five clinical procedures.

4.2.2. The Role of Clinical Supervision on Professional development of teachers

This is to confirm that the relationship between the teachers' professional development and the clinical supervision whether the supervisors provide teachers with in-service training in the form of workshops, best practice sharing, conferences, etc to equip the teachers with expertise knowledge or skill as a form of professional development. Based on this concept, the following questions are presented. The results obtained are presented in the following table.

As it can be observed from table 9 for item 1, teachers and clinical supervisors were asked the extent to which providing up-to-date subject matter knowledge. The mean value indicated 2.4 rated at low level, $SD = 0.964$ and 3.29 rated at moderate level, $SD = 1.009$ by the teachers and clinical supervisors respectively with the overall mean value of 2.85. Thus, there is a disagreement between the two groups in responding to the extent to which providing up-to –date subject matter knowledge for teachers. However; the significance value (p -value) is less than 0.001 which shows that there is highly significance difference between the opinions of the two groups regarding providing up to date subject matter knowledge. This shows that the difference between the responses of the two groups is

statistically highly significant. The teachers mean value result in the area of receiving up-to –dated feedback is not functioned properly.

Table 9: Responses on Clinical supervision and professional development of teachers

To what extent do you/your supervisor	Respondents' Role	N	Mean	Std. Deviation	Overall mean	p-value
1. Provide you up-to-date subject matter knowledge support to improve the class room practice?	Teachers	68	2.4	0.964	2.85	<.001
	Supervisors	70	3.3	1.009		
2. Provide you pedagogical support to improve the class room practice?	Teachers	68	2.3	1.011	2.84	<.001
	Supervisors	70	3.4	0.948		
3. Support you to improve classroom problems through CPD activities?	Teachers	68	2.3	0.793	2.8	<.01
	Supervisors	70	3.3	0.944		
4. Work with you individually as well as in group to identify and solve common problems of the teaching learning process in the school?	Teachers	68	2.3	0.801	3.07	<.001
	Supervisors	70	3.7	0.953		
5. Encourage you to be enthusiastic for learning and self-improvement	Teachers	68	2.2	0.887	2.86	<.001
	Supervisors	70	3.5	0.954		
6. Plan, organize and conduct workshop, seminars to improve the teachers' competence?	Teachers	68	3.1	1.041	3.21	<.001
	Supervisors	70	3.3	0.927		
7. Facilitate experience sharing as a means to overcome problems faced in the classroom?	Teachers	68	3.3	0.824	3.32	.306
	Supervisors	70	3.3	0.915		
Aggregate mean	Teachers	68	2.6		2.99	
	Supervisors	70	3.4			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p < 0.05$;

In item 2 of table 9, teachers and supervisors were asked providing pedagogical support to improve the classroom practice, the mean value (2.31 and 3.36) of teachers and supervisors

responses which is rated low for teachers and moderate for supervisors. This indicates that there is a disagreement between the two group responses.

As depicted in item 3 of table 9, teachers and supervisors were asked the extent to which supporting the teachers to improve classroom problems through CPD activities. The teachers response mean score 2.29 which is rated at low level but the supervisors response on the same question mean score 3.30 rated at moderate level. The mean score of both respondents indicated that there is a disagreement about the mentioned issue. The overall mean score 2.80 tells us moderately implemented the issue. However; the significance level (p is 0.006 which is greater than 0.005; this indicates that there is highly significance difference between the opinions of Supervisors and teachers.

In the same way in item 4 of table 9 the teachers and supervisors were asked the extent of working with the teacher individually as well as in group to solve the problems of teaching learning in the school. The teachers response mean score 2.47 which is rated at low level but the supervisors response on the same question mean score 3.68 which is rated at high level. The mean score of both respondents indicated that there is a disagreement about the mentioned issue. The overall mean score 3.03 tells us the issue implemented at moderate level. However; the significance level (p is less than 0.001; this indicates statistically there is highly significance difference between the opinions of Supervisors and teachers.

The response reported in item 5, where the teachers and supervisors were asked encouraging the teachers to be enthusiastic for learning and self-improvement. In this case the mean score of the teachers 2.25 rated at low level. And the supervisors mean score 3.47 indicate that the issues implemented at moderate level. The overall mean score 2.86 which is moderate extent. The significance level (p is less than 0.001; this indicates that there is highly significance difference between the opinions of Supervisors and teachers.

In item 6 of same table, teachers and supervisors were asked planning, organizing and conducting workshop, seminar to improve the teachers' gap, the mean value (3.07 and 3.35) of teachers and supervisors responses respectively which is rated both at moderate level. This

indicates that there is an agreement between the two group responses. The overall mean 3.21 shows that moderately implemented the issue. Therefore, it can be conclude that the issue of planning organizing and conducting workshop and seminar are implemented at moderate level. The significance value (p-value) is less than 0.001 shows statistically there is highly significance difference between the opinions of the two groups.

As depicted in item 7 of table 5, teachers and supervisors were asked the extent to which facilitating experience sharing as a means to overcome problems in the class room. The teachers response mean score 3.35 which is rated at moderate level and the supervisors response on the same question mean score 3.29 which also rated at moderate. The mean score of both respondents indicated that there is an agreement between the groups response about the mentioned issue. The overall mean score 3.32 tells us moderately implemented the issue. However; the significance level (p is 0.306); this indicates that there is no significance difference between the opinions of Supervisors and teachers.

In the interview session School principals and CRC supervisors were asked what they think the clinical supervision practice helps in the teacher's professional development. All the requested principals and CRC supervisors strongly agree that Clinical supervision support in the professional development of teachers. But when we come to the actual practice as they orally reported it is not done as expected.

Generally, from the overall mean result and from the data collected through interview we can say that contribution of clinical supervision in the professional development of teachers is not at level of expected.

4.2.3. Challenges in Practice of Clinical Supervision

There are a number of problems that affect the effective implementation of Clinical supervision in schools. Among them are the problems listed in the table below. Teachers and clinical supervisors were asked to what extent they reflect your school clinical supervision problems in improving instruction and teachers' development.

As it can be seen from table 10 for item 1, teachers and clinical supervisors were asked the extent to which the supervisors competence; knowledge and skill challenges the clinical supervision practice. The mean value indicated 3.85 rated high, SD = 0.902 and 3.45 rated moderate, SD= 0.777 by the teachers and clinical supervisors respectively with the overall mean value of 3.59 rated at high level. Thus, there is a disagreement between the two groups in responding to the extent to which the supervisors' competency affects the clinical supervision practice. However; the significance value (p-value) is 0.019 which is less than 0.05 shows that statistically there is high significance difference between the opinions of the two groups regarding the given issue. This shows that the difference between the responses of the two groups is statistically significant. Based on the mean value of teachers there is a problem in supervisors' competency in giving professional support to teachers.

In item 2 of table 10, teachers and supervisors were asked the extent to which lack of supervision manual, the mean value (2.96 and 3.19) of teachers and supervisors responses which is rated moderate for both the teachers and supervisors. The overall mean 3.00 shows that the issue moderately affects the clinical supervision. Thus it can be observed that there is agreement between teachers and clinical supervisors on the suggested issue. The significance level (p-value 0.653 is greater than 0.05) shows statistically there is no significance difference between the opinions of the two groups. Therefore from the overall result it can be concluded that the lack of supervision manual affects the clinical supervision practice at moderate level in the study area.

As it is described in item 3 of same table, teachers and supervisors were asked the extent to which the teachers' negative attitude affects the clinical supervision practice. The teachers response mean score 3.00 which is rated moderate and the supervisors' response on the same question mean score 3.29 which is also rated at moderate level. The mean score of both respondents indicated that there is an agreement between the groups about the mentioned issue. The overall mean score 3.15 tells us the suggested problem affect the practice moderately. The significance level (p is 0.801); this indicates that statistically there is no significance difference between the opinions of supervisors and teachers.

In item 4 the teachers and supervisors were asked the extent to which supervisors being overloaded with administrative tasks other than pedagogical work affects the clinical supervision

practice. The teachers response mean score 3.96 which is rated at high level but the supervisors response on the same question mean score 3.49 which is rated at moderate level.

Table 10: Responses on Challenges in the practice of Clinical supervision

To what extent do the following problems affect the clinical supervision practice in your school?	Respondents' Role	N	Mean	Std. Deviation	Overall mean	p-value
1. The supervisors' competency (knowledge and skill) of giving professional support to the teachers for the improvement of the teaching learning.	Teachers	68	3.8	0.902	3.65	0.019
	Supervisors	70	3.4	0.777		
2. Lack of supervision manual in the school.	Teachers	68	2.9	1.071	3.06	0.653
	Supervisors	70	3.2	1.061		
3. The teachers' negative attitude towards the clinical supervision activity.	Teachers	68	3.0	1.120	3.15	0.801
	Supervisors	70	3.3	0.956		
4. Being overloaded with administrative tasks other than pedagogical tasks.	Teachers	68	4.0	0.800	3.73	0.169
	Supervisors	70	3.4	0.851		
5. Large size or number of teachers in the school / in the woreda	Teachers	68	3.4	1.078	3.23	0.806
	Supervisors	70	3.2	1.106		
6. Relevancy of the supervisors qualification (field of study) to implement the clinical supervision tasks and providing professional support to the teachers.	Teachers	68	3.4	0.887	3.40	0.388
	Supervisors	70	3.3	1.066		
7. Lack of budget to run the clinical supervision activities.	Teachers	68	3.0	1.112	3.12	0.781
	Supervisors	70	3.2	1.106		
8. The supervisors' skill of human relation to motivate inspires, guide and bring the teachers together to develop effective work force.	Teachers	68	3.8	1.123	3.63	0.985
	Supervisors	70	3.4	0.978		
9. Lack of regular class visit and follow up of the teachers in the clinical supervisors side	Teachers	68	3.7	0.714	3.59	0.132
	Supervisors	70	3.5	0.797		
10. Lack of providing immediate feedback after class observation	Teachers	68	2.9	1.186	3.03	0.992
	Supervisors	70	3.2	1.158		
Mean average	Teachers	68	3.4		3.36	
	Supervisors	70	3.3			

Key: Mean value ≥ 4.50 = very high, 3.50-4.49 = high, 2.50-3.49 = moderate, 1.50-2.49 = low and ≤ 1.49 = very low at $p < 0.05$;

The mean score of both respondents indicated that there is disagreement about the mentioned issue. The overall mean score 3.73 tells us at high level affect the practice of clinical supervision.

The significance level (p is 0.169; this indicates that there is no significance difference between the opinions of Supervisors and teachers. Therefore the clinical supervisors being overloaded with the routine or administrative task other than pedagogical tasks affects the clinical supervision practice at high level in the study area.

The same response reported in item 5, where the teachers and supervisors were asked the extent to which large number of teachers in the school affects the practice of clinical supervision. In this case the mean score of the teachers 3.37 rated at moderate level and also the supervisors mean score 3.23 rated also moderately. The responses of both groups indicate that no difference between the groups on the mentioned issue. The overall mean score 3.23 which is moderate. The significance level (p is 0.806; this indicates that statistically there is no significance difference between the opinions of Supervisors and teachers. Therefore from the overall response it can be generalized that large size of teachers affects the clinical supervision practice at moderate level in the study area.

In item 6 of same table, teachers and supervisors were asked the extent to which the supervisors' field of study affects the implementation of clinical supervision. The mean value (3.44 and 3.33) of teachers and supervisors responses respectively rated at moderate level for both teachers and supervisors. This indicates that there is an agreement between the two group responses. The overall mean of 3.4 indicates that supervisors' field of study perceived to affect the supervisory practice at above average level. There was no statistically significant difference between the opinions of the two groups. From the overall result it can be seen that the relevancy of field of study of the supervisors affects the clinical supervision practice in the study area at more than average level (on a scale of 1 - 5).

As depicted in item 7 of table 10, teachers and supervisors were asked the extent to which lack of budget to run the clinical supervision activity affects the practice. The teachers response mean score 3.04 which is rated moderate and the supervisors response on the same question mean

score 3.05 which is also rated moderate. The mean score of both respondents indicated that there is no disagreement between the groups on the mentioned issue. The overall mean score 3.20 tells us moderately affects the practice. The significance level (p is 0.781; this indicates that there is no significance difference between the opinions of Supervisors and teachers.

As it is reported in item 8, the teachers and supervisors were asked the extent to which the supervisors' human relation skill affects the supervision. In this case the mean score of the teachers 3.81 rated at high level and the supervisors mean score 3.45 rated at moderate level. The responses of both groups indicate that there is a disagreement between the groups on the mentioned issue. The overall mean score 3.63 which shows at high level. The significance level (p is 0.985; greater than 0.05 this indicates that statistically there is no significance difference between the opinions of supervisors and teachers. From the overall mean score value it can be observed that the issue affects the practice of clinical supervision at high level in the study area.

In item 9 of table 10, teachers and supervisors were asked the extent to which lack of regular class visit affects the implementation of clinical supervision. The mean value (3.71 and 3.46) of teachers and supervisors responses respectively which is rated at high level for teachers and at moderate level for supervisors. This indicates that there is a disagreement between the two group responses. The overall mean 3.59 shows the case affects the supervisory practice at high level. The significance value (p -value) is 0.132 which is greater than 0.05 shows statistically there is no significance difference between the opinions of the two groups. Therefore, from the overall response observed that lack of regular class visit and follow up affects the practice at high level.

As depicted in item 10 of table 10, teachers and supervisors were asked the extent to which lack of providing immediate feedback affects the practice. The teachers response mean score 2.9 which is rated at moderate level and the supervisors response on the same question mean score 3.16 which is also rated moderate. The mean score of both respondents indicated that there is no disagreement between the groups on the mentioned issue. The overall mean score 3.11 tells us moderately affects the practice. The significance level (p is 0.992; this indicates that there is no significance difference between the opinions of Supervisors and teachers.

Moreover, data were collected through open ended questions, interview and document analysis in order to triangulate the quantitative data. The common challenges in the practice of clinical supervision are reported by the respondents as follow: lack of regular class visit and follow up, the teachers' attitude towards the clinical supervision, lack of giving immediate feedback, lack capacity in the supervisors' side to give support for the teachers, lack of interest in the teacher side for the class visit.

Similarly, during interview session, some school principals and CRC supervisors reported that the procedure of clinical supervision not applied in their respected school and they said also teachers are not ready in their mind to implement the feedback given after the class visit. On the other hand through the interview the principals reported that as a supervisor in the school everyone is expected to make a class visit 8 times per year for an individual teacher but because of overloaded task and unplanned meetings difficult to fulfill this in their respected school. From the result finding, it is possible to conclude that the practice of clinical supervision is negatively affected by lack of regular class visit, lack of interest in the teachers' side, lack of competency in clinical supervisory skill and being overloaded with administrative tasks in the study area.

Chapter 5

Summary, Conclusion and Recommendations

This chapter provides an overview of this study and includes a brief introduction, a review of the research principal purpose, a review of the research methodology and a summary of the findings and conclusions. Following the summary of findings, this chapter offers conclusions and recommendations.

The principal purpose of this study was to assess the practice of clinical supervision and its role in the professional development of teachers in government primary schools of Yeka sub city. The data collected were used to answer the following three basic research questions:

1. To explore the extent to which clinical supervision procedures employed in the primary schools.
2. Identify the extent to which the clinical supervision tasks contribute to the professional development of primary school teachers in YSC.
3. To identify the challenges that negatively affects in exercising the clinical supervision practices.

The study applied descriptive research design to answer the three research questions. The data were received from the primary school teachers, cluster supervisor and principals, department heads and senior teachers across Addis Ababa City Administration of Yeka Sub City “woreda 4, woreda 5 and woreda 7” governmental primary schools.

After the establishment of complete agreement to work with the school society and brief understanding about the purposes of the data collection in the schools, a total of 138 respondents were selected to answer on the quantitative part of the questionnaire and all of them presented their response.

Besides, interview was conducted with school principals and CRC supervisors to extract information that need clarification. The relevant data gathered through questionnaires, were analyzed and interpreted by using frequency, percentage, mean, weighted mean, average mean, standard deviation and independent sample t-test depending on the result of data presentation and

analysis the following major findings were obtained. The data gathered through interview and document analysis were analyzed using narration mode.

5.1. Summary of the Major Findings

Based on the review of literature and analysis of the data, the study came up with the following findings:

Practices of Clinical supervision

- On the bases of the findings of the study there were seven questions asked to teachers and clinical supervisors to assess the extent to which clinical supervisors conduct pre-observation conference with the teachers before class visit. The mean value of teachers and supervisors' 3.66 and 3.10, respectively. The results of both groups showed that there was significant difference between their opinions. That is teachers gave a higher score than supervisors on the extent of occurrence of pre-observation conference practice.
- Similarly in the second phase of clinical supervision, five questions were asked for both teachers and supervisors. Based on the teachers' response the average mean value was 3.79, showing the activities during class observation practiced at high level but the supervisors' average mean value 3.42 indicated that the extent to which during class observation in involved at moderate level. Still the result shows there is statistically a significant difference between the two groups.
- Regarding the third phase of analysis and interpretation stage in clinical supervision, four questions were asked to assess the extent to which this phase was practiced. The mean values were 3.46 and 3.75 for teachers and supervisors, respectively. The result showed that the issue exercised at moderate and high level for teachers and supervisors respectively. The overall mean value of 3.62 also indicated that analysis and interpretation of observed data were practiced at higher level. But involvement of teachers in the process of analyzing and interpreting the collected data from class observation was rated at average level. Regarding the supervisors' capability in

interpreting and analyzing observed data, the teachers mean value of 3.46 indicated that at moderate level but supervisors mean value for the same issue at high level with the mean value of 3.63. Therefore statistically there is a significant difference between the groups opinion on phase three.

- In order to assess the extent to which the critiques phase which stage 5 there were 3 questions asked to teachers and supervisors. The mean value result in the teachers response was 2.34 at low level practiced. This shows that supervisors did not ask critique from teachers about the whole clinical supervision process. On the other hand receiving feedback how well the clinical supervision cycle went and discussing to apply a better strategy for next session of class visit practiced at moderate level. This shows that there a gap between the teacher and supervisors in implementing the critique stage. Moreover as it was observed in document analysis the checklist which is used by the clinical supervisors during class visit does not consider the five stage of clinical supervision.

The role of clinical supervision in the professional development of teachers

- To examine the extent to which clinical supervision contribute for the teachers professional development seven questions were asked for both teachers and supervisors. The finding indicated that in providing up-to-dated knowledge, in giving pedagogical support to improve classroom activities through CPD activities, and in encouraging teachers for learning and self-improvement practiced at low level with the mean value of 2.4, 2.29 and 2.25 respectively. Moreover as it is reported in the close ended questions lack of providing up-to-dated knowledge and giving pedagogical support for the teachers are some the problems observed in the study area.

Challenges in Practice of Clinical supervision

Based on the questions asked to find out the listed problems to what extent reflects the problem of clinical supervision in their respected school. On the bases of the collected data from the teachers and supervisors, there were four problems identified.

- First, competency (knowledge and skill) of supervisors in providing professional support to teachers reflected a problem at high level with the mean value of 3.85 and the overall

mean value also showed same rate. Moreover the p-value on this case is 0.019 which is less than 0.05 indicate that statistically there is a significant difference between the responses of the two groups.

- The Second major finding in this case is being overloaded with administrative task other than pedagogical tasks. The result verifies that the case shows the problem of clinical supervision at high level with the overall mean value of 3.73. Furthermore the data collected through open ended questions and interview reflect supervisors are busy with administrative tasks than pedagogical tasks.
- Third the data collected on the supervisors' skill on human relation to motivate, inspire, guide and bring the teachers together to develop effective workforce reported that the problem of the schools clinical supervision at high level with the overall mean value of 3.63.
- Fourth according to the data collected on lack of regular class visit and follow up of teachers show that mean value of 3.71 and 3.46 from teachers and supervisors respectively. The teachers result indicated that the problem reflects at high level and at moderate level based on the supervisors' response. The overall mean value 3.59 also verifies that the problem at high level.

5.2. Conclusion

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

- The data collected through questionnaire (closed ended and open ended) and interview confirmed that the practice of clinical supervision in the study area is not exercised properly. The results from the teachers and supervisors on phase 1 phase 2 and phase 4 of the clinical supervision procedures show statistically a significant difference between their ideas. Furthermore the findings of the study on phase 5 of critique disclosed that the supervisors did not ask critique and receive feedback for the improvement of the whole supervisory cycle from the teachers. And the classroom observation checklist does not consider the clinical supervision process.

- It is clear that the main purpose of clinical supervision is to develop the teachers' capacity in the actual class room activity with the target of improving the students learning result. In this case the supervisors are expected to take different actions based on the observed gaps of teachers in the classroom. The finding of this study shows that the contribution of the clinical supervision for the teachers' professional development is not significant. The result in providing up-to –date subject matter knowledge, in giving pedagogical support and in encouraging the teachers for learning and self-development are found at low level.

- Finally, the results of the study confirmed that clinical supervision was negatively affected by many problem; such as Supervisors' inadquate competence to help other teachers, administrative work is given priority than classroom observation, lack of strong immediate feedback, Being overloaded by administrative task other than pedagogical tasks, teachers' lack of interest to be observed, supervisors are not well trained in carry-out classroom observation and there is lack of follow up the activities of teachers by the supervisors. As a result clinical supervision was less supportive for effective teaching and learning process.

5.3. Recommendation

In relation to the major findings and conclusion drawn in this study, the following recommendations are proposed to improve the practice of clinical supervision in primary schools YSA.

- So as to make the clinical supervision practice more effective CRC supervisors, school principals and department heads are strongly advised to keep the five procedures of clinical supervision.
- Clinical supervisors highly advised to ask critiques and receive feedback from the supervisees about how the clinical supervision cycle went well, what should be done to make the practice better. The sub city education officers are encouraged to see how well the clinical supervision exercised in their respected territory.
- Clinical supervisors strongly advised to alleviate problems what they observe during the classroom observation and invest their potential to make teachers professionally competent through different mechanisms. These mechanisms may include facilitate

teachers to learn from another through peer learning, offer seminars in order to fill classroom skill gaps of teacher, making the observed teacher to improve his/her classroom problems through CPD activities, providing teachers with short term trainings in order to alleviate classroom problems that hinder their effectiveness, in assigning mentor to continuously assist the observed teacher in order to alleviate the classroom problems. Clinical supervisors strongly advised to have a plan of teachers development program in their school based on problems observed during the classroom observation. YSE office is also highly encouraged to establish new checklist for the clinical supervisors in considering the clinical supervision procedures.

- Based on the findings from the study effectiveness of clinical supervision practices in YSA primary schools affected by some factors. These are competency of clinical supervisors, lack of regular class visit and follow up of teachers and being over loaded with administrative task other than pedagogical tasks. To improve these problems, the researcher recommends that through providing short time trainings for clinical supervisors or assigning capable supervisors for the position by the school principals and YSA can solve competence problems. It is advisable for clinical supervisors to visit classrooms on a regular basis. Moreover, it is advisable that clinical supervisors be free of teaching loads so as to focus on their primary responsibilities.
- Finally, it can be suggested that further studies need to be conducted in this area with regard to practices of clinical supervision and its roles in the professional development of primary school teachers. On the other hand similar study recommended on problems of clinical supervision on teachers' development of the study area of primary schools; and clinical supervisors and teachers' qualification and work experience level by the sub city education office.

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APPENDIX A
Teachers' Questionnaire
Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management

Teachers' Questionnaire

Dear respondent,

The main purpose of this questionnaire is to gather relevant data to assess the **Practice of Clinical Supervision and Its Role in The Professional Development of Teachers in Government Primary Schools of Yeka Sub City in Addis Ababa**. The response you provide will have a paramount importance for the successful accomplishment of this study. Therefore, you are kindly requested to provide your genuine response. Your response will be used only for a research purpose and kept confidential.

Thank you in advance for your cooperation.

Instruction:

1. Please do not write your name on the questionnaire.
2. Use a tick mark to respond to each close - ended question from the given response options.
3. Write your response to each open-ended question briefly.
4. Please, give appropriate response based on your school experience/context.
5. **CLINICAL SUPERVISORS** represent principals, vice-principals, and heads of department senior teachers and Cluster resource center supervisors who are responsible to carry out supervisory activities in the school.

Part I: General Information / Respondents' Personal Data

Please, put an "X" mark "in the box for your response or give short answers on the blank space.

1. School Name _____
2. Sex Male Female
3. Age :20 -25 26-30 31-35 36-40
41-45 46-50 51-55 above 60
4. Qualification: Diploma First degree Second degree
5. Service year : 1-5 6-10 11-15 16-20
21-25 26 -30 above 30

Part II: Procedure of clinical supervision

Clinical supervision is a face –to- face interaction between the teacher and the supervisor with the purpose of instructional improvement and professional growth of the teacher. The clinical supervision may have five phases, these are: **Phase 1** Pre-classroom observation **Phase 2** Classroom observations, **Phase 3** Analysis and interpretation of data, **Phase 4** Post observation conferences and **Phase 5** Critique of the previous four phases. Therefore, to obtain information about the extent of follow-up the phases by supervisors, with the aim of using the clinical supervision approach, the following questions are raised.

Please insert an “X” mark to show your responses from the given Likert scales that show your school clinical supervision practice

KEY: 1= very low 2 = low 3= Moderate 4= High 5= very high

No	Phase 1 Pre-Observation					
	To what extent do your supervisors					
1	conduct the pre-observation conference?					
2	create awareness that the classroom observation is supporting process but not part of the final performance appraisal?					
3	communicate to you the main focus of the class visit clearly?					
4	check your lesson plan before the class observation?					
5	make a relevant discussion on the objective of the lesson plan before the actual presentation?					
6	make a discussion on the methodology of the lesson before the presentation?					
7	plan with you about the specifics of the observation during this phase to have a conceptual framework for the observation?					
	Phase 2 During class observation					
	To what extent do your supervisors					
1	conduct the class observation based on the framework articulated in phase 1?					
2	make frequent class visit to provide support for the teacher?					
3	record data of the teacher’s performance and the students’ activity?					
4	attend the class observation from the beginning of the period to the end?					
5	focus only on the issues of teachers’ teaching behaviors and instructional improvement?					
	Phase 3 Analysis and interpretation of the data					
	To what extent do your supervisors					
1	Involve the teachers in the process of analyzing and interpreting the collected data?					
2	organize the data to give constructive feedback to build the teacher’s capabilities?					
3	have capability in interpreting and analyzing the observed data?					
4	take into account the teachers experience and nature of the lesson before post observation conference?					
	Phase 4 Post observation conference					

To what extent do your supervisors						
1	Gives immediate face to face feedback to the teachers after classroom observation?					
2	Provide well organized feedback on the objective, methods, contents, students' activities and assessments observed during the class visit?					
3	Give professional feedback/comments for the improvement of the teachers teaching skill?					
4	Make an arrangement for the next visit if necessary?					
5	Provide clear feedback about what the teachers do differently for the next class meeting?					
Phase 5 Critiques						
To what extent do your supervisors						
1	Ask your critiques about the whole clinical supervisory process for the future improvement?					
2	Receive feedback from you about how well the clinical supervision cycle went?					
3	Discuss with you about to apply a better strategy for the next session of clinical supervision?					

Part III: Clinical Supervision and Professional Development of Teachers

This is to confirm that the relationship between the teachers' development and the clinical supervision whether the supervisors provide teachers with in-service training in the form of workshops, best practice sharing, conferences, etc. to equip the teachers with expertise knowledge or skill as a form of professional development. Based on this concept, the following questions are presented.

Please put an "X" mark to show your responses from the given response categories that represent the clinical supervision approaches exercised in your school.

KEY: 1= Very Low 2 = Low 3= Medium 4= High 5= Very High

No	To what extent do your supervisors					
1	Provide you up-to-date subject matter knowledge support to improve the class room practice?					
2	Provide you pedagogical support to improve the class room practice?					
3	Support you to improve classroom problems through CPD activities?					
4	Work with you individually as well as in group to identify and solve common problems of the teaching learning process in the school?					
5	Encourage you to be enthusiastic for learning and self-improvement					
6	Plan, organize and conduct workshop, seminars to improve the teachers' competence?					
7	Facilitate experience sharing as a means to overcome problems faced in the classroom?					

Part IV: Challenges in the Practice of CLINICAL SUPERVISION

There are a number of problems that affect the effective implementation of Clinical supervision in schools. Among them are the problems listed in the table below. **To what extent do they reflect your school clinical supervision problems in improving instruction and teachers’ development?**

Please put an “X” mark to show your response from the given response options that describes your school clinical supervisors.

KEY: 1= Very Low 2 = Low 3= Medium 4= High 5= Very High

No	To what extent the following problems affect your school clinical supervision?	1	2	3	4	5
1	The supervisors’ competency (knowledge and skill) of giving professional support to the teachers for the improvement of the teaching learning.					
2	Lack of supervision manual in the school.					
3	The teachers’ negative attitude towards the clinical supervision activity.					
4	Being overloaded with administrative tasks other than pedagogical tasks.					
5	Large size or number of teachers in the school / in the woreda					
6	Relevancy of the supervisors qualification (field of study) to implement the clinical supervision tasks and providing professional support to the teachers.					
7	Lack of budget to run the clinical supervision activities.					
8	The supervisors’ skills of human relation to motivate, inspire, guide and bring the teachers together to develop effective work force.					
9	Lack of regular class visit and follow up of the teachers in the clinical supervisors side					
10	Lack of providing immediate feedback after class observation					

Write your response to each open-ended question briefly

8. If there are other challenges for the supervisory activities in your school, please list down here briefly. _____

9. What solutions would you like suggest solving the problems? _____

APPENDIX A

Principals/Department Heads/Senor teachers/CRC Supervisors’ Questionnaire

Addis Ababa University

College Of Education and Behavioral Studies

Department of Educational Planning and Management

Principals/Department heads/Senior teachers/CRC supervisors Questionnaire

Dear respondent,

The main purpose of this questionnaire is to gather relevant data to assess the **Practice of Clinical Supervision and Its Role in The Professional Development of Teachers in Government Primary Schools of Yeka Sub City in Addis Ababa**. The response you provide will have a paramount importance for the successful accomplishment of this study. Therefore, you are kindly requested to provide your genuine response. Your response will be used only for a research purpose and kept confidential.

Thank you in advance for your cooperation.

Instruction:

- 1. Please do not write your name on the questionnaire.
- 2. Use a tick mark to respond to each close - ended question from the given response options.
- 3. Write your response to each open-ended question briefly.
- 4. Please, give appropriate response based on your school experience/context.
- 5. **CLINICAL SUPERVISORS** represent principals, vice-principals, and heads of department senior teachers and Cluster resource center supervisors who are responsible to carry out supervisory activities in the school.

Part I: General Information / Respondents’ Personal Data

Please, put an “X” mark in the box “” for your response or give short answers on the blank space.

- 1. School Name _____
- 2. Sex Male Female
- 3. Age : 20 -25 26-30 31-35 36-40 41-45
 46-50 51-55 56-60 61 and above
- 4. Service year 1-5 6-10 11-15 16-20 21-25
 26 -30 above 30
- 5. Training attended related to clinical supervision and other supervisory approaches
Less than a week 1-2 weeks 3-4 weeks
1-3 months more than 3 months not attended
- 6. Qualification: Diploma First degree Second degree
- 7. What is your position?
Principal CRC supervisor Department head senior teacher

Part II: Procedure of clinical supervision

Clinical supervision is a face –to- face interaction between the teacher and the supervisor with the purpose of instructional improvement and professional growth of the teacher. The clinical supervision may have five phases, these are: **Phase 1** Pre-classroom observation **Phase 2** Classroom observations, **Phase 3** Analysis and interpretation of data, **Phase 4** Post observation conferences and **Phase 5** Critique of the previous four phases. Therefore, to obtain information about the extent of follow-up the phases by supervisors, with the aim of using the clinical supervision approach, the following questions are raised.

Please put an “X” mark to show your responses from the given response options that represent your school clinical supervision practice

KEY: 1= very low 2 = low 3= Moderate 4= High 5= very high

No	Phase 1 Pre-Observation	1	2	3	4	5
	To what extent do you					
1	conduct the pre-observation conference?					
2	create awareness that the classroom observation is supporting process but not part of the final performance appraisal?					
3	communicate the teacher about the main focus of the class visit clearly?					
4	check the lesson plan before the class observation?					
5	make a relevant discussion on the objective of the lesson plan before the actual presentation?					
6	make a discussion on the methodology of the lesson before the presentation?					
7	plan with the teachers about the specifics of the observation during this phase to have a conceptual framework for the observation?					
	Phase 2 During class observation					
	To what extent do you					
1	conduct the class observation based on the framework articulated in phase 1?					
2	make frequent class visit to provide support for the teacher?					
3	record data of the teacher’s performance and the students’ activity?					
4	attend the class observation from the beginning of the period to the end?					
5	focus only on the issues of teachers’ teaching behaviors and instructional improvement?					
	Phase 3 Analysis and interpretation of the data					
	To what extent do you					
1	Involve the teachers in the process of analyzing and interpreting the collected data?					
2	organize the data to give constructive feedback to build the teacher’s capabilities?					
3	have capability in interpreting and analyzing the observed data?					
4	take into account the teachers experience and nature of the lesson before post observation conference?					

Phase 4 Post- observation conference						
To what extent do you						
1	gives immediate face to face feedback to the teachers after classroom observation?					
2	provide well organized feedback on the objective, methods, contents, students' activities and assessments observed during the class visit?					
3	give professional feedback/comments for the improvement of the teachers teaching skill?					
4	make an arrangement for the next visit if necessary?					
5	provide clear feedback about what the teachers do differently for the next class meeting?					
Phase 5 Critiques						
To what extent do you						
1	ask critiques from the teacher about the whole clinical supervisory process for the future improvement?					
2	receive feedback from the teacher about how well the clinical supervision cycle went?					
3	discuss with the teacher to apply a better strategy for the next session of clinical supervision?					

Part III: Clinical Supervision and Professional Development of Teachers

This is to confirm that the relationship between the teachers' development and the clinical supervision whether the supervisors provide teachers with in-service training in the form of workshops, best practice sharing, conferences, etc to equip the teachers with expertise knowledge or skill as a form of professional development. Based on this concept, the following questions are presented.

Please put an "X" mark to show your responses from the given response categories that represent the clinical supervision approaches exercised in your school.

KEY: 1= Very Low 2 = Low 3= Medium 4= High 5= Very High

No	To what extent do you	1	2	3	4	5
1	Provide the teacher up-to-date subject matter knowledge support to improve the class room practice?					
2	Provide the teacher pedagogical support to improve the class room practice?					
3	Support the teacher to improve classroom problems through CPD activities?					
4	Work with the teacher individually as well as in group to identify and solve common problems of the teaching learning process in the school?					
5	Encourage the teachers to be enthusiastic for learning and self-improvement					
6	Plan, organize and conduct workshop, seminars to improve the teachers' competence?					
7	Facilitate experience sharing as a means to overcome problems faced in the classroom?					

Part IV: Challenges in the Practice of CLINICAL SUPERVISION

There are a number of problems that affect the effective implementation of Clinical supervision in schools. Among them are the problems listed in the table below. **To what extent do they reflect your school clinical supervision problems in improving instruction and teachers’ development?**

Please put an “X” mark to show your response from the given response options that describes your school clinical supervisors.

KEY: 1= Very Low 2 = Low 3= Medium 4= High 5= Very High

No	Items	1	2	3	4	5
1	My competency (knowledge and skill) of giving professional support to the teachers for the improvement of the teaching learning.					
2	Lack of supervision manual in the school.					
3	The teachers’ negative attitude towards the clinical supervision activity.					
4	Being overloaded with administrative tasks other than pedagogical tasks.					
5	Large size or number of teachers in the school / in the woreda					
6	Relevancy of my qualification (field of study) to implement the clinical supervision tasks and providing professional support to the teachers.					
7	Lack of budget to run the clinical supervision activities.					
8	My skill of human relation to motivate inspires, guide and bring the teachers together to develop effective work force.					
9	Lack of regular class visit and follow up of the teachers in my side					
10	Lack of providing immediate feedback after class observation					

Write your response to each open-ended question briefly

8. If there are other challenges for the supervisory activities in your school, please list down here briefly.

9. What solutions would you like suggest solving the problems?

APPENDIX B

Interview questions for CRC supervisors and principals

Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management

Interview questions for educational supervisors

The main purpose of these questionnaires is to gather relevant data to assess the **Practice of Clinical Supervision and Its Role in The Professional Development of Teachers in Government Primary Schools of Yeka Sub City in Addis Ababa**. The response you provide will have constrictive paramount and importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. School _____
2. Sex _____
3. Age _____
4. Level of Education: Diploma _____ Degree _____ 2nd Degree _____
5. Qualification of subject: Major _____ Minor _____
6. Service yea _____

Part II: Please, answer the following questions briefly related to the current practices of Educational supervision in your school context.

1. How often do you practice the clinical supervision procedures in your school?
2. What other procedures do you follow to conduct clinical supervision in your school? Please discuss the step you are exercising.
3. What strategies the schools / the sub city education office/Woreda education office use to strengthen the clinical supervision?
4. Do you think the practice of clinical supervision in your school make a contribution for the professional development of teachers? How?
5. What are the challenges you faced during the implementation of clinical supervision in your school?
6. What should be done to solve the challenges of supervision?

APPENDIX C

Checklist for Document Analysis

**Addis Ababa University
College Of Education and Behavioral Studies
Department of Educational Planning and Management**

Checklist for Document Analysis

1. Does the school have clinical supervision /class observation plan?

2. Is there a written feedback paper for teachers given during the clinical supervision?

3. Is there a teacher development program plan based on the problems observed in the process of clinical supervision?

4. What are the problems of teachers observed in clinical supervision /class observation?
