

**PRACTICES AND CHALLENGES OF INSTRUCTIONAL
SUPERVISION: THE CASE OF GOVERNMENT PRIMARY
SCHOOLS OF HARAMAYA WOREDA, IN EAST HARERGHE
ZONE, OROMIA REGIONAL STATE.**

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Dedication

This research work is dedicated to my loving Mother W/ro Nafisa Umer Ali and Father Ato Dawid Hamid for their emotional, physical and moral support. I needed to grow up to maturity and sustain myself in life by means of the education they painfully financed.

Declaration

I here under declare that, this thesis is my original work and has not been presented for a degree in any other university. All information obtained from other source used for the thesis have been properly acknowledged. This thesis, which entitled “**The Practices and Challenges of Instructional Supervision: The case of government primary of Haramaya Woreda**” is approved as the original work of Hamza Dawid.

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This thesis has been submitted for examination with my approval as university advisor

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Abbreviations/Acronyms

ANOVA: -Analysis of Variance

ETP: - Education and Training Policy

EDPME:-Educational Planning and Management.

HWEO: -Haramaya Woreda Education Office

HERTO: -Haramaya Education Radio Transmission Office

MOE: -Ministry of Education

OREB: -Regional Education Bureau

SD: -Standard Deviation

SPSS: -Statistical Package for Social Sciences

UNESCO: -United Nations Educational Scientific and Cultural Organization

Abstract

The purpose of this study was to assess the practices and challenges of instructional supervision in primary schools of Haramaya Woreda. Descriptive survey design was employed to see the actual facts and practices in the existing situation and to forward possible suggestions. 159 teachers out of 284 teachers and 15 principals, 15 cluster supervisors were identified and involved in the study. Teachers were selected from 15 schools using simple random sampling techniques. While school's principal and cluster supervisors were selected via availability sampling. Furthermore; purposive sampling technique was employed to select 5 HWEO teacher development experts. Thus, 186 respondents filled and returned the questionnaires. An interview was held with 5 HWEO teacher's development experts. Data were collected using questionnaire, semi-structured interview and document analysis to maintain reliability. Quantitative data collected through closed ended questionnaires were analyzed using mean scores and "F" test by using SPSS version 20. The data gathered through open ended question, semi-structure interview and document analysis were qualitatively analyzed to triangulate the quantitative data obtained. The finding of the study revealed that the practice of instructional supervision in major function of supervision and clinical supervision instructional supervisors were not in a position of shouldering their responsibility sufficiently. Besides to that lack relevant training, lack of transparent communication between supervisors and teachers, lack of supervision guidelines and the supervisors are overloaded with classroom activities and administrative tasks are identified as the major problems. Based on the result it recommends that, conducted class room observation, open discussion between supervisors and teachers has to be made on the practice, supervision option, provision of training for supervisors and teachers and developed clear guidelines on instructional supervision.

Keywords: Instructional supervision, primary government schools, Practices and challenges.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of Study

Everything in school system is intended for the purpose of providing adequate opportunity of teaching and learning for the students. Instructional supervision is one of the schools planned for such a purpose to provide service for teachers in order to improve instruction, curriculum and teacher professional development for ultimately to benefit students. For Glanz, (2007) instructional supervision is assistance given to teachers for the improvement of instruction, involving teachers in instructional dialogue for subsequently promoting student academic achievement. To achieve these purpose instructional supervisors, play their role in schools which include guiding, directing, coordinating, advising, evaluating, and supporting in-service teachers. They further render providing real opportunities for continuous evaluation and appropriate feedback and providing pleasant, stimulating environment in which teachers will want to work and feel secure (Musaazi, 2002). Instructional supervisors also can reinforce and enhance teaching practices that will contribute to improve student learning.

The responsibility of the instructional supervisor in the past was performed on control and inspection, searching for defects of performance and practice of revenge. The concept of supervision has developed at our present time, and modern styles were raised in the instructional supervision and aims at developing learner's performance and the educational operation at complete elements through developing teachers and their performance, improving instruction and curriculum development (Qusoud, 2001).

Moreover, instructional supervision aimed at preparing and organizing professional development programs such as trainings, workshops and seminars for providing guidance, support and continuous assessment for their professional development and improvement in the teaching-learning process (Arong & Ogbadu, 2010). Supporting to this, Chanchalew (2005) stated that instructional supervision is important in promoting teacher's professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skills to promote better teaching-learning process. According to Abebe, (2014) in Ethiopia educational inspection which was later replaced by supervision, was started in 1941. The shifting of inspection to supervision in 1962 was to improve the teaching learning process

through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers. Supporting this, MoE, (2012) state that, the role of instructional supervision ensuring curriculum implementation, providing direct technical support to teachers, conducting program evaluation, monitoring and coordination in the way that contributes for the improvement of instruction quality. Instructional supervision constitutes the leverage point for instructional improvement, teacher's efficiency in the educational system while an unsupervised instruction may mar the standard of education (Omemu, 2017). De Grauwe (2001) in his study of trends of school supervision service in four African countries pointed out that supervisors provide in service training for the teachers; support curriculum development; hold conferences, and meetings with school staff and monitor teachers' resource centers. This shows that supervision is a quality monitoring tool in schools. Instructional supervisors are responsible for ensuring that decisions about instructional strategies; assessment technique, curriculum and staff development based on sound research (MoE, 2012). To achieve this responsibility, instructional supervisor should play their role in practice several instructional supervisory option to ensure instructional quality delivery by the teachers.

In this regard materialized educational goals by in large lies on the teacher's shoulder, it will be necessary to care about raising the teacher's efficiency as considered the basic pillar in improving instruction. And the instructional supervision has a significant role in developing the performance of teachers and developing their teaching competence and preparing the best opportunities for their success and their performance improvement (Al-Taani, 2005). So practice of instructional supervision is very important for raising the profession of the teacher, improvement of instruction, curriculums development through truthful cooperation between the teacher and the instructional supervisor. Consequently, it is necessary to see instructional supervision as provision of adequate and appropriate professional support to teachers and schools in the area of instruction.

In similar way, instructional supervisors are supposed to be professionally competent and able to provide technical support required in their schools, (De Grauwe, 2001). In this regards, studies conducted on the instructional supervision indicated that the inappropriate selection and appointment of supervisors results in ineffectiveness in

discharging responsibilities. Roul, (2015) on his part stated that, the practices of supervision in relation to instructional, curriculum and staff development were below the expected performances. Unless the supervisory practices focus on instructional curriculum and staff development, it might not be helpful and work for the improvement teaching-learning. Moreover; instructional supervisors are found to focus more on administrative issues than pedagogical aspects. At the same time, it is deemed that lack of necessary skills and training to provide support for teaches are additional constrains to supervisory practice (MoE, 2001). Despite the fact that the government of Ethiopia has been providing various trainings to strengthen the supervisors' capacity in order to enhance their supervisory skills and improve their practices, their contribution to enhancing of teaching and learning quality has found to be low (MoE, 2001). Then, the researcher could argue that supervisors do not seems as effective in assisting teachers professionally.

On the other hand, supervisory functions in Ethiopia has two fields of application such as pedagogic and administrative (MoE, 2012). In the context of this study, educational supervision conducted by schools based supervisors is conceptualized as aspects of supervision such as instructional improvement and staff, curriculum development.

When teachers are not well supervised, effectiveness in instruction will be adversely affected and the instructional purposes may not be well realized. Lack of attention in the improvement of instruction through improper instructional supervisory practices in school by supervisors may go on without being detected. This in turns may lead to low quality of instruction and invariably teachers' lack of commitment to their job (Nakpodia, 2011). Un doubted up such problem are overcome when supervisors practice the various of supervisory option for provides professional guidance to teachers in order to improve the conditions which affect teacher's development and students learning.

For this reason, it is crucial that, the researcher was conducted the study to assess how Haramaya Woreda primary schools were practicing instructional supervision and seek out the persistent challenges that faced in practicing instructional supervision. Though the education and training policy strategy seeks supervisory efforts to contribute to curricular, and instructional improvement as well as professional development, the actual practice of the supervisory activities at the study site did not seem consistent to

the desired demand. The present study strived to explore the practice and challenges of instructional supervision in primary schools of Haramaya Woreda.

1.2. Statement of the Problem

Instructional supervision is concerned with improving instructions by helping teachers to reflect on their practice to learn more about what they do through self-evaluation, through experience sharing with peer-groups what they know with others (Roul, 2015). This shows that supervision refers to educational activities that focuses not only on the provision of support to teachers to improve students' performance but also to support management of the curriculum, professional development schemes and instruction to improve quality of educational service in school (Tadele & Bekele, 2017). Supporting this, Sergiovanni and Starratt, (2007) states that, instructional supervision become effective when instructional supervisors focus their attention on building the capacity of teachers, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students be competent learners. These responsible partners should involve themselves in the practice of instructional supervision and the organizing of short-term training and experience sharing to maximize teacher's profession. For theses reason, the stakeholder should give attention for instructional supervisory practice at school level.

Generally, the purpose of instructional supervision is to help teachers; proficiency improvement specifically this could include what teachers know, the improvement of teaching skills to make more informed professional decisions (*ibid*). This shows that, instructional supervision is to enhance the continuous professional development of teachers through provision of immediate feedback on the basis of effective classroom practice. In order to achieve this objective, instructional supervision should be well planned, organized and based around the interest and needs of teachers, students and parents.

Consisting to this Sergiovanni and Starratt (2002) stated that the instructional supervision is important in promoting teacher's professional development as they are designed to identify and exemplify various effective classroom techniques and teacher's skill to promote better teaching learning with their outcome. Thus, instructional supervision mainly focused on the total improvement and quality of education provided for the learner, support for teachers to improve their practice of teaching. Therefore, the realization of teaching profession with competence of teachers

and quality of instruction remains questionable without instructional supervision effectively practice.

Even though, the Ethiopian government introduced the new instructional supervision practices in the schools, teachers are not properly supported by supervisors in tackling instructional problems to improve quality instruction. The supervisors are not capable enough to identify problems of teachers, there is no well-designed and organized systematic follow up and support system in schools (Haile-Selassie, 2007). Furthermore, teachers are not properly supported by instructional supervisors in instructional problems, in implementation of new curriculum and new instructional approaches (Paulos, 2001). Referring the same view; Wanzare (2001) pointed out that teachers did not get feedback and follow up on matters regarding supervision of instruction and supervisors were not taking much time when they visit classroom are the other challenges.

Likewise, Daksa, *et. al* (2017) state that the practice of instructional supervision is not well planned, coordinated, organized and poorly practiced. As the result, teachers have not got professional support for their professional development in their instruction delivery. Furthermore; supervisors are not putting the necessary effort in providing in-service training to enhance teacher's efficiency. Supporting this Abebe, (2014) in his research in titled as "an assessment on the statues of school base instructional supervision in secondary schools of western Arsi Zone of Oromiya region concluded that, the instructional supervisory practice was not effective in facilitating teacher work, in preparation and provision of teaching manuals and materials, in evaluating the existing curriculum, in implementing curriculum and adapting curriculum to the school context. As he concludes, due to this reason schools were in effective in improving instructional practice of teachers, solving instructional problems and in facilitating teacher-parent partnership." Consisting to this, research example related to the past instructional supervisory practices in both primary and secondary schools of different regions and zones of our country have shown that, there was lack of awareness on conducting classroom observation practice and employing instructional supervisory options, lack of relevant continuous trainings for instructional supervisors who are supposed to carry out supervisory activities at school level. It was claimed that there was inadequate classroom observation to help teachers' instruction improvement procedures and skill of supervisors are inefficient to improve the quality of teachers and

the achievement of learners (Chanchalew, 2005; Catherine,2014; Million, 2010 and Negesso, 2016). From this we can realize that, the practice of instructional supervision in schools has faced a number of challenges. Nevertheless, the studies presented above were mostly carrying out in secondary schools.

Similarly, from the considerable span of teaching and leadership experiences the researcher noted that the practices of instructional supervision at primary schools of Haramaya Woreda have been exposed to multiple problems. Importantly, the researcher informally identified from the base line observation that primary school teachers they do not receive what they expect of instructional supervisory practice.

The problem of the study emanated from the practical observation in that the real supervisory engagement/practice tend to deviate from the intended supervisory function and the study investigated how this constrains the instructional supervision efforts. Moreover, to the best of the knowledge of the researcher, there was no research conducted on the practices and challenges of instructional supervision in the primary schools of Haramaya Woreda. Consequently, it can be argued that there is a gap that needs to be studied about the practice of instructional supervision in primary schools of Haramaya Woreda.

That is why; the researcher was initiated to conduct the study to explore about the status of the current supervisory practices such as proper practice of instructional supervision options, function of instructional supervision, perception of teachers to ward instructional supervision and to identify the existing challenges in the government primary schools of Haramaya Woreda. The study further sought for the possible measure to minimize the challenges facing instructional supervisors during practicing instructional supervision.

1.3. Basic Research Question.

The present study has attempted to answer the following basic research questions.

1. To what extent major function of instructional supervision are developed by instructional supervisors in their instructional supervision implementation in primary schools of Haramaya Woreda?
2. What are the nature of instructional supervision options being implemented by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?
3. What are perception of teacher toward implementation of instructional supervision in primary schools of Haramaya Woreda?
4. What are the challenges that affect the implementation of instructional supervision in primary schools of Haramaya Woreda?

1.4. Objective of the Study

1.4.1. The General and Specific Objective

The general objective of this study was to explore the practice and challenges of instructional supervision and to forward possible recommendation how to enhance the supervision practice in the primary schools of Haramaya Woreda. Notably, the study attempted the following specific objective.

1. To investigate the extent to which instructional supervisors develop supervisory functions in their supervisory practices in primary schools of Haramaya Woreda.
2. To pinpoint the nature of supervisory options by instructional supervisors in carrying out their supervisory roles in the primary schools of Haramaya Woreda.
3. To assess perception of teachers toward supervisory practices in primary schools of Haramaya Woreda.
4. To analyze the challenges that affect the practice of instructional supervision in Haramaya Woreda primary schools.

1.5. Significance of the Study

The result of the study is expected to have the following contributions: It might help instructional supervisors to have awareness about supervisory functions, classroom supervisory techniques, in the provision of professional assistance to teachers so as to improve quality of instruction. This study might inform institutions training supervisors to have information regarding problems in the level of awareness of supervisors on major supervisory activities to be carried out at the primary schools and provide training to them accordingly. It helped those interested with policy formulation and implementers gain better insight into the state of instructional supervision in public primary schools in Ethiopia. The study might also encourage other researchers to conduct study on the area.

1.6. Delimitation of the Study

The study was delimited to 15 governmental primary schools in Haramaya Woreda. Because of the problems on the practices of instructional supervision in Primary schools highly observed in this Woreda as noted from observation. The other is that, it is less problematic to gather adequate data because accessibility to be considered related cost, budget and time. The study was delimited to the variable such as supervisory option as mostly applied by the supervisors in the school, the functions of instructional supervision, perception of teachers toward instructional supervision, the challenges in the practice of instructional supervision and the suggests to alleviate the problems. The study was delimited to questioner, interview and document analysis as tools for data collection. It was also delimited to the practice and challenges of instructional supervision in the sample schools.

1.7. Limitation of the study

Although the researcher exerts maximum effort to manage the study, he has come across some of problems that have due impact on the research work. Unwillingness of some respondents, in filling the questionnaires and return on time would be some of the problems researcher have encountered while conducting this study. Again, some respondents were not responded carefully particularly in open ended questions. Most sample school will be inaccessible for transportation. Furthermore, member of Woreda education office expert would always be too busy. All these might have its own effect on the findings of the study.

1.8. Operational Definition

Challenges: problems like lack of instructional resource, supervision training, good communication, knowledge of supervisory skill and excess workload that hinder the practice of instructional supervision.

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

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

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

Supervisory Option: refers to the various forms of instructional supervisions important for teachers' professional development.

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

External Supervision: refers to professional support for teachers provided by experts of WEO, ZEO, and REB from outside of the school.

Governmental 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.

1.8. Organization of the Study

This study contained five chapters. The first chapter deals with the introductory part of the study that consists background of the study, statement of the problem, basic questions, objectives, significances, delimitations, and limitations of the study as well as some operational definitions of key terms. The second chapter focuses on the review of related literature that provides a basic framework for the study. The third chapter treats the research design and methodology employed to conduct the study. The fourth chapter provides data presentations, analysis, and discussion. Finally, chapter five presents brief summaries of the findings and conclusions followed by possible recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. The Concepts of Instructional Supervision

The effectiveness and reliability of educational system mainly be achieved through supervision; therefore, different scholars define instructional supervision in different ways. To mention few of them, Kochlar (2005), sees instructional supervision as those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils, and that whatever is done to improve on the teacher's ability to deliver lessons to improve pupils' learning. In a related research study conducted by Nwaogu (2000) supervision of instruction is viewed as a process or an activity by which an individual or a group of individuals by means of advising and stimulating interest in teachers and pupils help to improve teaching and learning situations in educational institutions. Supervision can be regarded as one of the most influential factors in the quality of education, as it plays an important role in the improvement of teaching and learning by taking on the responsibility of professionally developing teachers and enhancing the academic achievement of students (Dickson, 2011).

Beach and Reinhartz (2000:8), defined supervision of instruction as “a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers”.

Likewise, Moswela, (2010) considered instructional supervision to be an integral part of curriculum so that it is continuous and developmental processes to support teachers demand for collegial instructional systems. Moreover, MoE, (2005) rephrase instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system.

2.2. Purposes of Supervision

The overall purpose of instructional supervision is to help teachers improve, and this could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Sergiovanni and Starratt, 2007). Within the literature addressing the purpose of supervision, two main themes were evident. The main purposes of supervision were identified as helping to

(a) meet the needs of teachers and (b) guide the teachers in meeting the needs of students (Glickman, 2002). Instructional supervision is primarily concerned with improving classroom practices for the benefit of pupils irrespective of what may be entailed either curriculum development or staff development (Glickman, 2007). In other reflection (Abebe, 2014) also stressed that instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement.

2.3. The Majors Functions of Instructional Supervision

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

2.3.1. Instructional Improvement

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According Gagne, (2000), cited in Omemu, (2017) instruction means arranging the conditions of learning that are external to the learner. These conditions need to be constructed in a stage-by-stage fashion, taking due account at each stage of the just previously acquired capabilities of the learner, the requirements for retention of these capabilities and the specific situation needed for the next stage of the learning. From the above definitions, it is seen that instruction is purposeful in directing learning process. It is a vitally important classroom activity that involves both the teacher (as the instructor) and students (as learners). Therefore, it makes the need to supervise instruction more important and inevitable to achieve educational goals.

In doing this supervisor are expected to play supervisory roles in different areas of instruction: in planning, presenting, evaluating and classroom management phase (Roul,2015). Hence, the instructional supervisors in carrying out their duties assist the teachers to perform effectively in the areas of preparation of lesson plan and lesson notes before lesson delivery, good use of instructional methods and teaching aids, keeping and maintaining of school records, classroom management, among others (Ekpoh, & Eze, 2015). Through supervision the supervisors can provide meaningful

feedback and direction to teachers that can have profound effect in the learning that occurs in the classroom. Therefore, supervisors play their role to assisting teachers planning instruction, developing instructional strategies, evaluation of student and classroom movement by providing feedback and direction of teachers.

2.3.2. Curriculum Development

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

2.3.3. Staff Developments

The other basic function of instructional supervision is for the continuous professional development of teachers. On the other hand, Hofman and Tadele, (2014) cited it is virally any experience that enlarges a teacher's knowledge appreciation skills and understanding of his or her work falls under the domain of professional development. This refers helping teachers to grow and develop in their understanding of teaching and learning process and improving their teaching skills.

It is therefore critical to bringing together the organizational goals in line with the needs of the teachers for the improvement of teaching and consequently student achievement (Cayetano, 2011). Therefore, one of the most important aspects of instructional supervision is to provide the necessary condition to promote ongoing staff development

(Panigrahi, 2012). For enhancing teacher professional development, supervisors should emphasize providing teachers with the opportunity and the resource they need to reflect on the practice and to share their practice with others (Sergiovanni, and Starratt 2002).

2.4. Instructional Supervisory Options for Teachers

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

2.4.1. Clinical Supervision

Clinical supervision is a sequential, cyclic and systematic supervisory process which involves face-to-face interaction between teachers and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth (Panigrahi, 2012). The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. It involves several phases which range from the initial planning of the lesson with the supervisor through to the conference phase and lastly, planning for the next lesson to be observed. However, the phases will depend on the nature of classroom activities, the time factor and the beliefs of the teacher and of the supervisors (*ibid.*).

As Geleta, (2013) states that clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. Clinical supervision is carried out through a series of stages that are repeated to form an ongoing cycle. The five stages are pre-observation conference, observation, analysis and strategy, post observation (supervisory conference) and post conference analysis. Each of stages is briefly described below.

2.4.1.1. Pre-observation Conference

The purpose of the pre- observation conference is to review the student- teacher's teaching plan, including the lesson goal, objective, strategies/methodology, and assessment (Chan, 2012). The pre-observation conference provides an opportunity for

the supervisor and the teacher to establish relationship mutual trust and respect. According to Glickman (2002), this is the preparatory stage where the supervisor meets with the teacher and determine (a)the reason and purpose of the observation, (b) the focus of the observation, (c) the method and form of observation to be used, (d) the time of observation, and (e) the time for post-conference. These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire. The purpose of the observation provides the criteria for the remaining decisions on focus, method, and time of observation.

2.4.1.2. Classroom Observation

The next step, observation, is the time to follow through with the understandings of the pre-conference. The observation is the link between the plans made during pre-conference and actual practice. In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching (Panigrahi, 2012).

According to Ekaette & Eno, (2016) classroom observation has two concerns, the first being the teacher's task to teach the lesson so well or as well as possible and the second is the supervisor's task to invent or document the occurrence during the lesson as accurately as possible. He also described several ways data can be collected and recorded in a classroom observation: Verbatim recording where the supervisor records everything that is said and done by the teachers as accurately as possible, specific verbatim where the supervisor selects specific areas to record in as much detail as possible, general observation where the supervisor selects areas that he/she will record and focus on during the observation.

2.4.1.3. Analysis of the Observations

As Glickman (2002) describe the analysis and interpretations of the observation and the determination of approach are now possible. The supervisor leaves the classroom with the recorded observations and seeks solitude in an office or a corner to study the information. Regardless of the instrument, questionnaire, or open-ended form used, the supervisor makes sense out of a large mass of information. Moreover, the classroom data is analyzed and appropriate strategies are developed that will lead to an improvement in the instructional process. Data from the observation provide a framework and content for the post-observation conference (Ekaette & Eno, 2016).

2.4.1.4. Post-Observation Conference

According to Ekaette & Eno, (2016) the post-observation conference is grounded in the reality of the teacher's world-the classroom, where learning occurs for both students and teachers. At its core, the post-observation conference presents forum where teacher and supervisor talk about the events of the classroom observations, targeting areas for improvement or enrichment, and developing an action plan for continuous improvement performance.

In this regard Geleta, (2013, p.42) concludes that:

The post observation conference is a time for the supervisor to provide feedback to the teacher about the observation, for supervisor and teachers to formulate strategies jointly for dealing with problems, to raise issues of concern to offer specific help if appropriate, to explore the rewarding and satisfying aspects of the teacher's performance and to plan for the next observation.

2.4.1.5. Post-conference Analysis

Post-conference Analysis is the time when the teacher and the supervisor meet alone to discuss the observation and the analysis of data relative to the teacher's objectives. It is necessary to furnish the teachers with the feedback of their observation. The supervisor determines whether or not the teacher understands and agrees with the follow-up and improvement targets (Ekaette & Eno, 2016). In sum, to make the observation scheme successful and beneficial for the teachers, the observers need to be qualified trainers who know what to look for, how to provide effective feedback and how to keep the subjectivity factor to a minimum.

2.4.2. Collegial Supervision

Ghatcharn (1990 as cited in Baffour, 2011) describes collegial supervision as “cooperative professional development process which fosters teacher growth through systematic collaboration with peers” (p. 38). He asserts that this process includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and action research. Partnership, collegial and collaborative relationships, coaching and monitoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Ghatcharn 1984 cited in Abebe (2014) viewed collegial supervision as “a moderately formalized process by which two or more teachers agree to work together for their own professional growth usually by observing

each other's classroom, giving each other feedback about the observations and discussing shared professional concerns". The collegial supervision practice indicates the existence of high levels of collaboration among teachers that is characterized by mutual respect and discussions about teaching and learning which is ideal for continuous development of the teachers teaching skills and competences (Reuben & Sithulisiwe, 2016)

2.4.3. Self-Directive Supervision

Self-directed supervision is a kind of supervision in which the teachers take responsibility for their own professional development. In self-directed supervision as it is noted in Glickman et al. (2004), is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. In this supervisory option of supervision, the role of the supervisor is little involvement. That is to assist the teacher in the process of thinking through his or her actions.

2.4.4. Inquiry-Based Supervision

Inquiry-based supervision comprises a kind of action research whereby individual teachers or teams of teachers collaborate to solve certain problems (Abebe, 2014). Inquiry based supervision is an action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem (Sergiovanni & Starratt, 2002).

2.4.5. Informal Supervision

Sergiovanni and Starratt (2002) suggested that, informal supervision comprises the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers' classrooms, conversation with teachers about their work and other informal activities. Blasé (1998) cited in Abebe (2014), also states that informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

2.5. Perceptions of Teachers Toward Instructional Supervision

Sullivan and Glanz (2000) stated that “the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision” (p. 22). In Ethiopia, many teachers resent or even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 2002).

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

2.6. Challenges Related to the Practice of Instructional Supervision

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

2.6.1. Lacks of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Alhammad cited in (Abdulkareem, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga, (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. Carron and De Grauwe, (1997) expressed little about that advisers, inspectors and other such staff need regular training,

but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors need regular training but they are seldom provided with pre-service or in-service training.

To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique of instructional supervision. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

2.6.2. Teacher-Supervisory Relationship

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

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

2.6.3. Excessive Workload

The major challenge facing instructional supervisors is lack of time for instructional supervision as a result of overload of work caused by many other responsibilities that head teachers carry out in schools. Combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction. When a choice is to be made between administrative and pedagogical duties, the latter suffers (De Grauwe, 2001). De Grauwe contends that supervisors may focus their attention to administration rather than pedagogy, because they have much power over administrative decisions. De Grauwe (2001) conceives the

situation to be worse in developing countries than the developed ones, because the latter (developed countries) can offer to employ several staff (e.g. administrative as opposed to pedagogic supervisors), so that the work load of each officer becomes less heavy and responsibilities become much clearer. Carron and De Grauwe (1997) observed that countries such as Spain, France and Guinea which separate administrative duties from pedagogical supervision do not experience such problems. Thus combining administrative and supervisory duties is a challenge to instructional supervision. On the other hand, combining supervision with other duties is a situation where head teachers by virtue of their position, are administrators, financial managers and instructional supervisors. Such head teachers have relatively little time for supervision of instruction (Mohammed, 2014).

2.6.4. Lack of Adequate Knowledge in Supervision skill

There are also problems emanated from the supervisors that impede the successful practice of supervision. According to Glickman (2004), for those in supervisory role, the challenge to improving students learning is to apply certain knowledge interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach in collective and purposeful manner. Thus, for the successful effectiveness of supervision practice, supervisors are required to be equipped with adequate educational and interpersonal knowledge and technical skills. Roul, (2015) also concluded that supervisors were not competent, well trained, equipped with supervisory knowledge, and they were unable to arrange workshops, seminars and related trainings which will have a power of improving the instructional process. As well as communication between supervisors and teachers didn't smooth.

Therefore, in order to solve all these gaps and ensure the effectiveness of supervisory practices all the stakeholders of the school should work together cooperatively.

2.8. Conceptual Framework

The purpose of the study was to investigate the practice and challenges of instructional supervision in primary schools of Haramaya woreda. Figure 1 illustrates the conceptual framework of practice and challenges instructional supervision.

Independent Variable

Dependent Variable

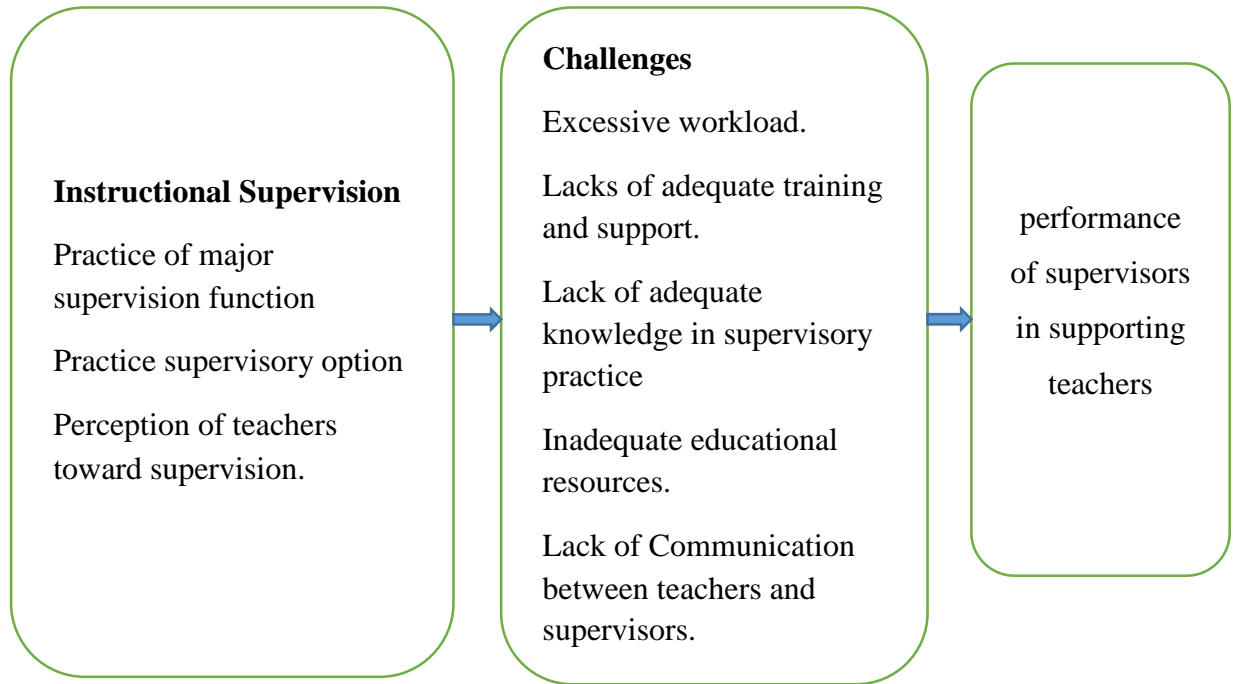


Figure 1: Conceptual Framework.

Source: Researcher (2018)

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

Considering the nature of the study, the descriptive survey design was employed for this study because it helps to achieve the objectives of the study and describe and interpret the prevailing factors that associated with the practice and challenges of instructional supervision in government primary schools of Haramaya Woreda. As Fraenkel and Wallen, (2000) stated that, descriptive survey design has the potential of providing a lot of information from a large number of individuals in the study. Hence, it was employed to carry out the study because the design can enable the researcher to obtain evidence from a large group of respondents concerning the topic under study. Moreover, descriptive survey 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 (Cohen, 2007).

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

3.2. The Study Site

The study was conducted in Haramaya Woreda. It is one of the 21 woreda of East Haraerghe Zone of Oromia Regional State. The woreda is bordered by Kurfa Chale woreda in the south, Kersa woreda to the west, to the north by Dire Dawa, to the east by Kombolcha, and by the Harari National Region State to the south east.

3.3. Sources of Data

Both primary and secondary source of data were used for this study. Primary data were obtained from teachers, principals, cluster supervisors and HWEQ teachers development expert who had direct contact with the study issue through questionnaire

and interview. These sources of data helped the researchers to acquire firsthand information of the situation under the study and to draw valid conclusion while the secondary source of data was collected by direct access to the education office and record offices of the primary schools to obtain information through document analysis. For this purpose, the documents of instructional supervision practice such as supervisory plans, checklists, reports etc. in each school and woreda education offices had consulted to draw the vivid picture about the current practice and challenges of instructional supervision in the primary schools of study area.

3.4. Sample Frame, Sample Size and Sampling Technique

3.4.1. Sample Frame

According to data obtained from the HWEO (2010), there are 68 government primary schools which grouped under 15 cluster resource centers in the woreda. The statistical population of this study were teachers, principals and cluster supervisors working in these 68 primary schools. Evidently the 68 primary schools comprise 840 teachers, 68 principals and 15 assigned cluster school supervisors are working in the primary schools of Haramaya Woreda. Hence, teachers, principals and cluster supervisors were the population (sample frame) of the study to which the target population and samples were drawn. Accordingly, 284 teachers, 15 principals, and 15 cluster supervisors and 5 WEO teacher's development expert were selected as the target population.

3.4.2. Sample Size and Sampling Technique

At the beginning of all tasks of sampling, listed of all cluster center resource schools with their primary school were taken from the HWEO. In case, there are 15 cluster centers in the woreda which contains about 3-6 schools in one cluster. Accordingly, all 15 (100%) cluster center were taken using cluster sampling techniques to reach all area of the woreda. Next to the above procedure all 68 primary schools in the 15 cluster centers were listed by their name and arranged under their cluster. From each cluster school center one (1) school was selected using simple random sampling method. Accordingly, 15 (22%) primary schools were selected out of 68 (100%) primary schools in the woreda in order to reach all geographical area of woreda. This sample method gives equal and independent chance to the population to be included in the sample (Singh, 2006). This percentage is advocated for by Mugenda and Mugenda (1999), who states that for descriptive survey studies, a range of between 10-20% is reasonable

enough for the researcher to draw generalizations about the population of this study. It is on this strength that the researcher obtained the 15 primary schools.

Regarding the selection of the sample teachers, out of 284 (100%) teachers working in 15 sample primary schools of Haramaya Woreda, 159 (56%) teachers were selected by employing simple random sampling method through lottery system based on Cohen et al., (2007) table for determining sample size from a given population. Consequently, the researcher calculated the size of the sample teachers in each schools through the following way to keep the proportionality as recommended by (Barreir and Albandoz, 2001):

$$n_i = n \times N_i/N$$

Where: n_i is sample required from each schools.

n is the sample size of 15 selected schools.

N_i is the population in each school.

N is the total population in 15 selected schools.

Similarly, 15(100%) cluster supervisors and 15 (100%) primary school's principals were selected through availability sampling according to their role and responsibility to provide supervision activities for teachers. At the same time, they are not only vitals source of data for the study but their number are also easily manageable. Because as Singh, (2006) states, the availability sampling is applied to those samples that are taken because the researcher is unable to employ more acceptable sampling methods. In addition to this 5 (100%) HWEO teacher's development expert were selected through purposive sampling for interview.

Table 1: Summary of Samples Schools and Teachers.

No	Primary sample	schools Teachers Population (N)	Samples teachers		Sampling Techniques
			N	%	
1	Gobole	14	8	56	Simple random sampling particularly lottery to select teachers from one school & proportional sampling from each school.
2	Harajitu	14	8	56	
3	Adele	38	21	56	
4	Finqile	25	14	56	
5	Qarsa halo	18	10	56	
6	Kuro	18	10	56	
7	Dire qabso	18	10	56	
8	Gobe salama	18	10	56	
9	Simbile	15	8	56	
10	Ifa baate	14	8	56	
11	Utulu	19	11	56	
12	Sharif kalid	18	10	56	
13	Ugaz	18	10	56	
14	Lagambo	21	12	56	
15	Qarsa qajima	16	9	56	
Totals		284	159	56	

Table 2: Summary of Sample Respondents and Techniques.

Types of Respondents	Totals population (N)	Sample size		Sampling Techniques
		n	%	
Teachers	284	159	56	Simple random sampling method through lottery method considering their proportion
Principals	15	15	100	Availability sampling
Cluster supervisors	15	15	100	Availability sampling
HWEQ teachers development expert	5	5	100	Purposive sampling.
Totals		320	194	64

3.5. Instruments and Procedures of Data Collection

3.5.1. Data Collection Instruments

Questionnaire, interview, document analysis, were the instruments used for data gathering in the present study. Therefore, employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003).

3.5.1.1. Questionnaires

In this study questionnaire was the major data gathering tool. Because, questionnaire is flexible and can be used to gather information on almost any topic involving large or small numbers of people. According to Audrey, (2004), collection of data through questionnaire enables researchers to collect information from a large size of residents within manageable time, and provides a wide coverage of data. The questionnaires were prepared, in English Language from the theoretical literature and previous studies and translate to Afan Ormo by the aid of Afan Oromo teachers in Jiren secondary schools, and it was administrated to respondents.

Accordingly, both open and closed ended items were employed in this study. Closed type items of the questionnaires were adopted in the form of Likert-scale by which the researcher had a chance to get a greater uniformity of responses of the respondents that helped him to make it easy to be processed. The questionnaire was consisted of Likert-scale items. It was grouped under 6 parts which contained closed ended item and open-ended items. They were background information of respondents, major function of instructional supervision, option of instructional supervision, perception of teachers toward practice of instructional supervision and challenges that faced practice of instructional supervision.

Participants were asked to respond to each item using 1-5 point Likert scale and open-ended questions. Thus, a total of 189 questionnaires containing fifty-four items were distributed to 15 sample primary school's teachers, principals and cluster supervisors respectively. But 159 (100%), 15 (100%) and 12(80%) questionnaires were properly filled and returned from teachers, principals and cluster supervisors respectively. The remaining three questionnaires were excluded in the analysis, due to the problems to be returned from cluster supervisors respondents. Generally, questionnaires were distributed to 189 respondents and 186 copies were returned back.

3.5.1.2. Interview

The interview conversation was used to obtain qualitative evidence for the study. This is because interview provides better ground for the interviewer to extract more relevant information for the inquiry. Semi-structured interview question was preferred by the researcher, as they permit greater flexibility and much freedom to talk about the problem under investigation for interviewee (Yalew, 2006). Semi-structured interview was prepared in English. However, the interview would have conducted in Afan Oromo makes communication easier. Semi-structured interview was designed to gather data from 5 HWEO teacher's development experts for ten to fifteen minutes. Semi-structure interviews were held with 5 teacher development expert in the study area. The interview guide question sited for respondents and had one part, which target to obtained information relate to the basic research questions. Finally, interview notes were taken; summarize and translate into English.

3.5.1.3. Document Analysis

Documents like file containing feedback given for teachers, and checklists in relation to the practice of supervision available at the sampled schools were used for the study. The overall instructional supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were assessed. Supporting this Best and Khan, (1989) have noted that document analyses are important and relevant sources of data, useful in yielding information, and exploring educational practice.

3.5.2. Procedure of Data Collection

the researcher went through series of data gathering procedures, in order to collected relevant data through questionnaires, interviews and document analysis. To accomplish this task formal latter of clearance and recommendation were granted from Jimma University and WEO for getting permission. Before administering the questionnaire to respondents, a pilot test was conducted at Geda primary school with twenty teachers and one principals. At the end of all aspects relate to pilot test, the researcher had contacted the principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes during their free time. Then the questionnaires were administered to sample teachers, principal, within each selected schools and cluster supervisors. The participants allowed giving

their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires were collected back at the right appointment. The interview was conducted at HWEO proved to lesson communication barriers during in depth discussion with HWEO teacher development expert. Moreover; the data available in document forms related to instructional supervision were gathered from written materials, in the sample schools and HWEO.

3.6. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject will be the core to assure the quality of the data (Yalew, 2006). To ensure validity of instruments, initially the instrument was prepared by the researcher and then English language teachers of Jimma University were personally consulted for comment for the improvement of the research instruments. Based on the comments, the instruments were improved before it was administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made cleared.

To this end, Pilot study were conducted in Gada primary School for 20 teachers and 1 principal to check the reliability of items prior to the final administration of the questionnaires to the respondents. Gall, Borg and Gall (1996) have stressed the need for pilot-testing of survey instruments before administering the instruments to the respondents. The result of the pilot testing was statistically computed by the SPSS computer program version 20. The Cronbach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for fifty four item. The researcher found the Coefficient of Alpha (α) to be 0.903, as Cohen, L, et al. (2007) suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor.

Table 3: Reliability Test Results with Cronbach's alpha

N	Variable	Items	Cronbach's Alpha
1	To what extent major function of instructional supervision being developed by instructional supervisors in their instructional supervision practices in primary schools of Haramaya Woreda?	16	0.733
2	To what extent nature of instructional supervision option being practiced by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?	23	0.753
3	What are perception of teacher toward practice of instructional supervision in primary schools of Haramaya Woreda?	5	0.822
4	What are the major challenges that affect the practice of instructional supervision in primary schools of Haramaya Woreda	10	0.716
Totals reliability		54	0.903

3.7. Method of Data Analysis

The data were analyzed both quantitatively and qualitatively based on the responses which obtained through questionnaires, interview and document analysis. The data collected through closed ended questions were tallied, tabulated and filled in to SPSS version 20 by consulting statistician and interpretation was done using percentage, mean, standard deviation and one-way ANOVA. Depending on the nature of the basic questions, gathered data were analyzed using different statistical tools. Accordingly, the respondents report and the nature of the basic questions required the following statistical techniques: Frequency and percentage distribution were used to analyze various characteristics of the respondents such as sex, year of service, education qualification and field of study while mean score, and standard deviation were computed for quantitative variables against each item score to identify the extent of practice and challenges of instructional supervision; One-way ANOVA were employed to test statistically significant difference between the mean scores of the respondents as such as teachers, principals and cluster supervisors. The existing response differences were tested at $p=0.05$ level of significance.

Table 4: Summary of Basic Research Question, Its Source of Data, Its Instrument of Data Collection and Its Method of Analysis.

No	Basic question	Respondents						Method of data analysis			
		Teachers	Principals	Supervisor	Questionnaire	Interview	Documents	Quantitative			Qualitative
								Descriptive	Inferential	Statistical	
P	M	SD	OWA								
1	To what extent major function of instructional supervision are developed by instructional supervisors in their instructional supervision practices in primary schools of Haramaya Woreda?	X	X	X	X	X	X	X	X	X	X
2	What are nature of instructional supervision option being implemented by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?	X	X	X	X	X	X	X	X	X	X
3	What are perception of teacher toward practice of instructional supervision in primary schools of Haramaya Woreda?	X	X	X	X			X	X	X	
4	What are the major challenges that affect the implementation of instructional supervision in primary schools of Haramaya Woreda?	X	X	X	X	X		X	X	X	X

X-emphasis for the indicated criteria. Key: P- percent, SD- is standard deviation, M- mean, OWA- is one way ANNOVA.

Then based on the five point Likert rating scales from very high to very low or strongly agree to strongly disagree, mean value of individual respondents and totals mean value of respondents from 1.00-1.80 very low, 1.81-2.60 as low, 2.61-3.40 as medium, 3.41-4.20 as high and 4.21-5.00 as very high of implementation of the items. For the case of analysis very high and high indicate effective implementation of each item, and moderate presents neither positive nor negative agreement and similarly very low and low indicate ineffective practice of items of the practice and challenges of instructional

supervision. On the other hand, the data collected through open ended question, semi-structured interview and document analysis was analyzed qualitatively to supplement the data gathered through questionnaire, and categorized and discussed in line with questionnaire. The qualitative analysis was done as follows. First, organizing and noting 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 recommended.

3.8. Ethical Consideration

During the planning, collection and processing of data, the researcher followed a number of research guidelines to maintain ethical standards which included. As Oliver (2007) noted that, a central feature of social science research ethics is the principle that the participants should be fully informed about a research project before they agree to take part. This principle is usually known as informed. The researcher tried to follow the following ethical considerations during the study. Firstly, the researcher seek permission from woreda education office to gain contact to select primary schools and this were followed by officially writing to the principals requesting them to allow the researcher to conduct the study. Secondly, the researcher explained the objectives and significance of the study to the respondents and encouraged them to participate voluntarily. Thirdly, the researcher also informed the participants that the information they provide only for the study purpose and it cannot be stored, categorized and reported by using their names and their specific addresses (Anonymity). Fourthly, the respondents were assured about the information they provided were kept confidential (not disclosed to the third Party).

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of data obtained from school teachers, school principals and cluster supervisors. The first part the background of the respondents, whereas the second part describes about the practices and challenges of instructional supervision in primary schools of Haramaya Woreda. As this data gathered via questionnaire, semi-structured interview and document analysis were analyzed and interpreted to draw findings.

4.1. Background of the Respondents

The three groups of respondents were asked to indicate their background information through questionnaires. The details of the characteristics of the respondents are given in table 5 below.

Table 5: The Background Information of the Respondents

N o	Item	Respondents						Totals		
		Teachers		principals		Supervisors		N	%	
		N	%	N	%	N	%			
1	Sex	Male	100	63	14	93	11	92	125	67
		Female	59	37	1	7	1	8	61	33
		Totals	159	100	15	100	12	100	186	100
2	Year of service	1-5	70	44	3	20	-	-	73	39
		6-10	36	23	10	67	2	17	48	26
		11-15	34	21	2	13	9	75	40	22
		16-20	6	4	-	-	1	8	12	6
		21 & above	13	8	-	-	-	-	13	7
	Totals	159	100	15	100	12	100	186	100	
3	Educational qualification	Certificate	11	7	-	-	-	-	11	6
		Diploma	126	79	7	47	5	42	138	74
		First degree	22	14	8	53	7	58	37	20
	Total	159	100	15	100	12	100	186	100	
4	Field of study	EDPM	-	-	-	-	3	25	3	2
		Social science	63	40	4	27	2	17	69	37
		Natural science	68	43	8	53	2	17	78	42
		Others	28	17	3	20	5	41	36	19
		Totals	159	100	15	100	12	100	186	100

As Table 5 above shows, 100(63%) of the teachers were males and only 59 (37%) were females. Thus one can conclude that most of the teachers in the study area were males. Concerning principals and cluster supervisors 14(93%) and 11(92%) were male respondents respectively. But one principal and one cluster supervisors were female. Totally 125(67%) respondents were male, while 61(33%) respondents were female in the study area. This shows that the essential data was mainly obtained from male respondents. Moreover, one can understand that the number of females in the teaching profession is much lower when compared to males in primary schools of Haramaya woreda.

Regarding the experience of respondents, the majority of teachers 70(44%) had work experience between 1-5 years, 36(44%) of teacher respondents had between 6-10 years' experience and 34(21%) of them had work experience between 11-15 years. The remaining 6(4%), 13(8%) of teachers had work experience of 16-20 years and 21 and above years respectively. Likewise, 3(20%), 10(67%) and 2(13%) of principals had work experience ranging 1-5, 6-10, and 11-15 years respectively. On the other hand, 2(17%), 9(75%) and 1(8%) of cluster supervisors had work experience 6-10, 11-15 and 16-20 years respectively. All the cluster supervisors highly experienced in working. Among the 5 interviewee, one of respondents had work experience between 6-10 years. However, the rest 4 had between 11-15 years of work experience. From this, one can conclude that, cluster supervisors and principals were relatively less experienced than teachers in primary schools of Haramaya woreda.

The results of Table 5 item 3 also shows that majority of the study participants i.e. 11(7%) of teachers were certificate holder. Whereas 126(79%), 7(47%) and 5(42%) of teachers, principals and cluster supervisor's respondents had diploma respectively. And also 22(14%), 8(53) and 7(58) of teacher, principals and cluster supervisor respondents had first degree respectively. Totally, 138(74%) participants were professionally trained with diploma. The teachers, principals and cluster supervisors of primary schools are expected to have diploma to work in primary schools (OREB 2007). Hence, most of the respondents in this study are professionally qualified and this can have its own influence for effective supervision and quality of education. Moreover, all 5(100%) interviewee of HWEO teachers' development expert were first degree holder with high work experience.

As can be noted from the same Table item 4, teacher respondents had relatively close distribution among the three fields of studies (Social Science, Natural Science and others) which were represented by 63(40%), 68(43%) and 28(17%) respectively. On the other hand, 4(27%) of the principals were social sciences while each of the natural science and others field of studies represented by 8(53.1%) and 3(20%) of principals respectively. This implies that teachers have good distribution on the fields of study.

In this connecting it was disclosed that no one was qualified in the EDPM of principals. Still refer to policy requirement for principals post sizing. Concerning, the cluster supervisors' field of study, only 3(25%) them trained professionally in EDPM while the remaining studied other fields. This can be a result of the guideline which allows teachers from different field can work as a cluster supervisor because of their experience. In the OREB supervision manual any teachers with five-year work experience from any field can be a cluster supervisors of primary schools.

4.2. Supervisory Practice in promoting Instruction, Curriculum and Staff Development.

The major function of instructional supervision is instructional improvement, curriculum and staff development. The first basic question of this study “ To what extent major function of instructional supervision are implemented by instructional supervisors in their supervisory practices in primary schools of Haramaya Woreda?”. To address this question, teachers, principals and cluster supervisors were asked to rate on a 5-point Likert scale (ranging from very high to very low) items depending on the degree of implementation in their schools. The extent to which instructional supervisors carried out instructional supervision function was measured at three levels: in improving instruction, curriculum and staff development. The results for each of these component areas are summarized as follows.

4.2.1. Practice in Instructional Improvement.

Table 6: Supervisory Practices in Instructional Improvement

No	To what extent supervisors:	Respondent	N	M	SD	F	P
1	Supports teachers in preparing lesson plan?	Teachers	159	2.8	1.44	0.72	0.489
		Principals	15	3.0	1.41		
		Supervisor	12	3.3	1.49		
		Totals	186	2.8	1.44		
2	Supports teachers to use modern teaching methods?	Teachers	159	2.4	1.29	3.75	0.025*
		Principals	15	2.9	1.33		
		Supervisors	12	3.4	1.16		
		Totals	186	2.5	1.31		
3	Helps teachers to develop skills of applying different assessment techniques through training?	Teachers	159	2.9	1.19	0.02	0.978
		Principals	15	2.9	1.48		
		Supervisors	12	2.8	1.19		
		Total	186	2.9	1.21		
4	Encourage teachers in using of appropriate teaching aids?	Teachers	159	2.8	1.24	0.78	0.459
		Principals	15	3.2	1.44		
		Supervisors	12	3.0	1.04		
		Totals	186	2.8	1.25		
5	Help teachers in identifying instructional problems?	Teachers	159	2.9	1.27	0.61	0.545
		Principals	15	3.2	1.38		
		Supervisors	12	3.0	0.90		
		Totals	186	2.9	1.26		
6	Supports teachers to use different techniques of classroom management?	Teachers	159	2.3	1.10	0.05	0.955
		Principals	15	2.2	0.70		
		Supervisors	12	2.2	1.14		
		Totals	186	2.3	1.08		

NB: * indicates a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05). Mean scores (1.00-1.80) =very low, (1.81-2.60) =low, (2.61-3.40) = medium, (3.41-4.20) =high and (4.21-5.00) =very high

As it can be observed from Table 6 of item 1, respondents were asked whether or not instructional supervisor support teachers in preparing lesson plan was rated medium as indicated in the mean score of ($X=2.8$, $SD=1.44$), ($X=3.0$, $SD=1.41$) and ($X=3.3$, $SD=1.49$) by teachers, principals and cluster supervisors with ($X= 2.8$, $SD=1.44$) total mean. This show that instructional supervisors did not properly support teachers in preparing lesson plan. For this reason, supervisors have made more effort to provide professional support for teachers in preparing lesson plan properly. The computed one-way ANOVA result $F(2,183) = 0.72$, $P=0.489 > 0.05$ reflects that there was no statistically significant difference among the response of respondents. There was no difference in the opinion of respondent groups. Supporting this, Roul, (2015) indicated in his study that the provision of assistance to teachers to plan their lesson was found below the expected performance.

With respect to the issue of whether or not the instructional supervisor supports teachers to use modern teaching methods. Regarding this, the principals and cluster supervisors mean score ($X=2.9$, $SD=1.29$) and ($X=3.4$, $SD=1.33$) were in the range of medium respectively. But teacher mean score ($X=2.45$, $SD=1.16$) appear low. Hence, based on the total mean value ($X=2.56$, $SD=1.31$) it is possible to conclude that instructional supervisors did not support teachers to use modern teaching method. Since the computed one-way ANOVA result $F(2, 183) = 3.75$, $P=0.025 < 0.05$, indicate that there was statistically significant difference among the response of the respondents. This shows that more principals and cluster supervisors tend to agree with the item, whereas teachers did not agree with item.

In modern teaching method the students participate in the teaching-learning process, especially in planning, organizing and performing the different tasks under the guidance of their instructor(s) is very high. However, in the study area this situation was not appeared because supervisors did not encourage teachers to use modern teaching method instead of traditional teaching method.

As data shown in Table 6, item 3, the respondents were asked to give their opinion whether or not instructional supervisors help teachers to develop skills of applying different assessment and measurement techniques through training. It was found that the teachers, principals and cluster supervisors with ($X=2.9$, $SD=1.19$), ($X=2.9$, $SD=1.48$) and ($X=2.8$, $SD=1.19$) mean score reported as medium respectively with ($X=2.9$, $SD=1.21$) total mean score. This show that, instructional supervisors were not appropriately assisting teachers to develops skills of apply different assessment and measurement techniques through training. The analysis shows that the instructional supervisors and teachers were not in a position of performing activity in a sufficient way. Therefore, it needs more effort of supervisors to organized in-service training for support teachers on the above issue. The computed value of one-way ANOVA $F(2,183) = 0.023$, $P=0.97 > 0.05$, indicate that there was no statistically significant difference among the response of respondents. This indicated the teachers, principals and cluster supervisors have the same opinion on issue.

As it is shown on item 4 table 6, respondents were asked whether or not instructional supervisors were encouraging teachers in using teaching aids. In this regard teachers, principals and cluster supervisors with ($X=2.8$, $SD=1.24$), ($X=3.27$, $SD=1.44$) and

($X=3.0$, $SD=1.04$) mean scores respectively reported at medium level with ($X=2.8$, $SD=1.23$) total mean score. This implies that teachers were not properly getting the benefits of instructional supervision in using teaching aids. Therefore, instructional supervisors required more effort in order to helping teachers in using teaching aid. The computed value of one-way ANOVA $F(2, 183) = 0.78$, $P=0.489 > 0.05$, shows that there was no statistically significance difference among the response of respondents. Teachers, principals and cluster supervisors believed that instructional supervisors were not helping teachers in using teaching aids as expected.

The claim of this study is consistent with the finding of Nakpodia, (2011) noted that majority of teachers do not use teaching aids because they are not available in the school. Even though teaching aids are essential in teaching and teachers' tasks as they will definitely help teachers to perform well.

As presented in Table 6 of item 5, respondents were asked whether the instructional supervisors help teachers in identifying instructional problems or not. Accordingly, teachers, principals and supervisors with ($X=2.9$, $SD=1.27$), ($X=3.2$, $SD=1.38$) and ($X=3.08$, $SD=0.90$) mean scores respectively reported at medium level including the totals mean score with ($X=2.95$, $SD=1.26$). Hence, based on this result it is possible to say that instructional supervisors did not effectively supporting teachers in identifying instructional problems. The calculated value of one-way ANOVA $F(2,183) = 0.61$, $P=0.545 > 0.05$, shows that there was no statistically significance difference among the response of respondents.

The data obtained from the interview indicated that, instructional supervisors do not always support teachers to solve instructional problems faced.

To sum up, the above finding indicate that instructional supervisors did not effectively encourage teachers to identify and to solve instructional problems.

On the Table 6 item 6, the respondents were requested whether or not instructional supervisors support teachers to use different techniques of classroom management. To this end teachers, principals and supervisors with ($X=2.3$, $SD=1.1$) ($X=2.27$, $SD=0.70$) and ($X=2.25$, $SD=1.14$) mean score show low level practice respectively with ($X=2.3$, $SD=1.08$) totals mean score. This indicate that instructional supervisors did not support teachers to use different techniques of classroom management. As results, instructional

supervisors were not able to play their role to identifying causes of behavioral problems of students. These low performances were indicators of low practice of instructional supervisors to help teachers in classroom management. The computed value of one-way ANOVA $F(2,183) = 0.046$, $P = 0.95 > 0.05$, indicate that there was no statistically significance difference among the response of respondents. The statistical test indicates that the teachers, principals and cluster supervisors believed that similar on instructional supervisors did not support teachers to use different techniques of classroom management.

Generally, the responsibility of supervisor in instructional improvement as view of respondents was in the range of medium based the totals mean score of item 1,3,4 and 5 but the extent to which instructional supervisors supports teachers to use modern teaching methods, supports teachers to use different techniques of classroom management were rated low as observed from the totals mean score.

Furthermore, the data obtained from interview and open ended question indicate that, the respondents understand instructional supervision as to serves in assisting teachers for instructional improvement but the current practice of instructional supervision was only limiting for appraising of teacher's performance rather than helping teacher in instructional improvement in study area. One of interviewee said that:

Instructional supervisors rarely discuss with and informs teachers to prepare lesson plan, evaluate it and provide feedback. As well as they did not discuss with their teachers on how to apply different assessment techniques, preparing and selecting instructional aid. (PIS 1, March 2, 2018).

This shows that the supervisors were not effectively carrying out supervisory practice for instructional improvement. Consistent with this findings, Sintayehu (2011), cited in Roul, (2015), showed in his study that, school based supervision didn't focus on and facilitates instruction, provide teachers with up to date methods of enhancing their classroom instruction support teachers to identify and solve instructional problems by undergoing preventive and corrective measures.

Based on the above evidence, it possible to say that, instructional supervisors did not assist teachers in instructional improvement rather than appraising teacher's performance in the study area.

4.2.2. Practice in Curriculum Development

Regarding to supervisory practices in curriculum development, respondents were asked different supervisory activities to indicate their view.

Table 7: Supervisory Practices in Curriculum Development

No	To what extent supervisors:	Respondent	N	M	SD	F	P
1	Assists teachers in the implementation of the new curriculum?	Teachers	159	2.9	1.26	4.10	0.018*
		Principals	15	3.8	0.74		
		Supervisor	12	3.3	0.88		
		Totals	186	3.0	1.23		
2	Helps teachers to identify students and community need so as to improve the curriculum?	Teachers	159	2.8	1.19	3.40	0.035*
		Principals	15	3.6	1.24		
		Supervisors	12	2.7	0.78		
		Total	186	2.8	1.17		
3	Helping teachers in use of appropriate instructional materials?	Teachers	159	2.0	1.06	0.31	0.74
		Principals	15	2.1	0.99		
		Supervisors	12	2.3	0.98		
		Total	186	2.1	1.02		
4	Encourage teachers in the curriculum development process?	Teachers	159	3.1	1.23	0.59	0.552
		Principals	15	3.4	0.98		
		Supervisors	12	3.3	0.98		
		Totals	186	3.1	1.19		
5	Providing assistance for teachers on the use of time in relation to content to be cornered	Teachers	159	2.9	1.30	3.1	0.046*
		Principals	15	3.7	1.33		
		Supervisors	12	3.5	1.37		
		Totals	186	3.0	1.33		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05). Mean scores (1.00-1.80) =very low, (1.81-2.60) =low, (2.61-3.40) = medium, (3.41-4.20) =high and (4.21-5.00) =very high

As it can be observed from Table 7 for item 1, respondents were requested whether or not instructional supervisors assist teachers in the implementation of the new curriculum. Accordingly, teachers and cluster supervisors with ($X=2.97$, $SD=1.26$) and ($X=3.33$, $SD=0.88$) mean score were in the range of average respectively. But the mean values of principals ($X=3.86$, $SD=0.74$) showed high levels. Based on the totals mean score ($X=3.06$, $SD=1.23$) one can have concluded that instructional supervisors moderately assist teachers in the implementation of the new curriculum. This indicate that instructional supervisors did not effectively assist teachers in the implementation of the new curriculum. The calculated value of one-way ANOVA $F(2, 183) = 4.103$, $P=0.018 < .05$, reveal that there was statistically significance difference among the

response of respondents. The principals responded instructional supervisors assists teachers in the implementation of the new curriculum high. But teachers and cluster supervisor's response show medium. Therefore, there were differences among the responses of teacher, principals and cluster supervisors.

This finding was consistent with the claim of Million (2010), supervisors did not well assist teachers in implementing the new curriculum and in evaluating the existing curriculum so as to take corrective measures effectively.

Regarding item 2 of Table 7, the respondents were requested whether or not the instructional supervisors help teachers to identify students and community need to improve the curriculum. In this regard, teachers, and cluster supervisors with ($X=2.8$, $SD=1.19$) and ($X=2.7$, $SD=0.78$) mean score show medium for provided item. But the mean value of principal ($X=3.6$, $SD=1.24$) show high. The totals mean ($X=2.8$, $SD=1.17$) indicate that, instructional supervisors did not appropriately help teachers to identify students and community need in order to improve the curriculum. Therefore, instructional supervisors have to work better on this area. The computed value of one-way ANOVA $F(2,183) = 3.40$, $P=0.035 < 0.05$, show that there was statistically significance difference among the response of respondents. The statistical test indicates that, the principals believed more than teachers and cluster supervisors on the point. instructional supervisors help teachers to identify students and community need to improve the curriculum in the study area.

As it can be observed from Table 7 for item 3, respondents were asked whether or not instructional supervisors are helping teachers in use of appropriate instructional materials. Accordingly, teachers, principals and cluster supervisors respectively with ($X=2.1$, $SD=1.06$), ($X=2.1$, $SD=0.99$) and ($X=2.3$, $SD=0.98$) mean score including totals mean score ($X=2.11$, $SD=1.02$) show that, instructional supervisors were not helping teachers in use of appropriate instructional materials. The computed value of one-way ANOVA $F(2,183)=0.31$, $P=0.74 > 0.05$, show, that there was no statistically significance difference among the response of respondents. The statistical test indicates that the teachers, principals and cluster supervisors believed the extent to which instructional supervisors help teachers in use of appropriate instructional materials low.

As shown in item 4 of Table 7, instructional supervisors encourage teachers in curriculum development process was rated medium by teachers, principals and cluster supervisors with ($X=3.1$, $SD=1.23$) ($X=3.4$, $SD=0.93$) and ($X=3.3$, $SD=0.98$) mean score respectively with ($X=3.1$, $SD=1.19$) mean score, indicate that instructional supervisors did not effectively encourage teachers in the curriculum development process. The computed value of one-way ANOVA $F(2,183) = 0.59$, $P=0.55 > 0.05$, shows that there was no statistically significance among the response of respondents.

As it can be noted from Table 7 of item 5, poses question whether the instructional supervisors assist teachers on the use of time in relation to content to be cornered or not. The mean value of principals and cluster supervisor response were found to be ($X=3.7$, $SD=1.33$) and ($X=3.5$, $SD=1.37$) both being among high range but the mean value of teachers was ($X=2.9$, $SD=1.19$) which lies in the range of medium. Accordingly, the totals mean score ($X=3.1$, $SD=1.33$) which failed at medium level, indicate that instructional supervisors did not properly assist teachers on the use of time in relation to content to be cornered. The computed value of one-way ANOVA $F(2,183) = 3.1$, $P=0.046 < 0.05$, shows that there was statistically significance difference among the mean score of respondents. The statistical test indicates that the variation of respondents shows that, principals and cluster supervisors have high but teachers has medium in instructional supervisors providing assistance on the use of time in relation to content to be cornered.

As it was tested in the study the result revealed that all the above activity regarding the curriculum development were not well done by instructional supervisors.

More over the data obtained from interview indicated that instructional supervisors usually discuss with teachers in evaluating instructional materials like student's text book and teacher's guides. However, most of teachers did not participate in evaluating students text books.

From observed data regarding curriculum development, supervisor did not support teachers in the implementation of the new curriculum, to identify students and community need so as to improve the curriculum, in use of appropriate instructional materials, in the curriculum development process, on the use of time in relation to content to be cornered.

4.2.3. Practice in Staff Development

The three groups of respondents were asked to indicate their views on the extent to which the instructional supervisor play their role to help teachers in staff development.

Table 8: Supervisory Practice in Staff Development

No	To what extent supervisors:	Respondent	N	M	SD	F	P
1	Providing the latest information of teaching theories to enhance teachers professional?	Teachers	159	2.2	1.18	0.83	0.43
		Principals	15	2.5	0.99		
		Supervisor	12	2.6	0.98		
		Totals	186	2.3	1.16		
2	Facilitate mentoring and induction programs for newly assigned teachers?	Teachers	159	2.9	1.36	0.44	0.64
		Principals	15	3.1	1.59		
		Supervisors	12	3.2	1.21		
		Totals	186	2.9	1.37		
3	Facilitate experience sharing programs between teachers ?	Teachers	159	2.9	1.24	0.64	0.52
		Principals	15	3.3	0.70		
		Supervisors	12	3.0	1.16		
		Total	186	2.9	1.23		
4	Supporting teachers in their attempt to plan self-development professionally?	Teachers	159	2.8	1.24	1.01	0.36
		Principals	15	3.0	1.43		
		Supervisors	12	3.4	1.16		
		Totals	186	2.9	1.25		
5	Facilitating condition for short term training at school level to enhance teachers profession?	Teachers	159	2.5	1.35	1.08	0.34
		Principals	15	2.8	1.37		
		Supervisors	12	3.0	0.90		
		Totals	186	2.6	1.33		

NB: * indicates significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05). Mean scores (1.00-1.80) =very low, (1.81-2.60) =low, (2.61-3.40) = medium, (3.41-4.20) =high and (4.21-5.00) =very high

On item 1 of Table 8, respondents were asked to give their opinion whether or not the instructional supervisor contribute to enhance professional competence of teachers by providing the latest information on the teaching theories. Accordingly, teachers and principals with ($X=2.3$, $SD=1.18$) and ($X=2.5$, $SD=0.99$) mean score suggesting low level of accomplishment. However, the mean score of cluster supervisors ($X=2.7$, $SD=0.98$) slightly exhibited medium on the issue. The overall mean score ($X=2.3$, $SD=1.16$) show low practice. Therefore, instructional supervisors did not contribute to enhance professional competence of teachers by providing the latest information on the teaching theories. This implies that the effort of instructional supervisors did not

suitable for the teachers to progress their level of competencies in the desired way. Eventually, this condition affects classroom instructions. Meanwhile, the computed value of one-way ANOVA $F(2,183) = 0.83, P = 0.438 > 0.05$ show, that there was no statistically significance difference among the response of respondents. The statistical test indicates that the teachers, principals and cluster supervisors believed on the instructional supervisors did not contribute to enhance professional competence of teachers by providing the latest information on the teaching theories.

For item 2 of the same Table, concerning the instructional supervisors facilitate mentoring and induction programs for newly assigned teachers resulted mean score of teachers, principals and cluster supervisors ($X=2.9, SD=1.36$), ($X=3.1, SD=1.59$) and ($X= 3.2, SD=1.21$) were in the range of medium respectively with totals mean was ($X=2.9, SD=1.37$). This implies that instructional supervisors did not appropriately facilitate mentoring and induction programs for newly assigned teachers. The computed value of one-way ANOVA $F(2, 183) = 0.44, P = 0.646 > 0.05$ shows that there was no statistically significance difference among the response of respondents.

However, the primary purpose of an induction program is to support and develop new teachers, but induction programs are also often used to extract good teachers from bad. Most new teachers are not given permanent status until they have been teaching for at least a year, and the stakes associated with supervision tend to be higher during this probationary period (World Bank, 2010). It is therefore, supervisors are responsible to assist teachers to develop their profession through mentoring programs.

In Table 8 of item 3, instructional supervisors facilitate experience sharing programs between teachers was rated medium with ($X= 2.9, SD=1.24$), ($X=3.2, SD=0.70$) and ($X=3.08, SD=1.16$) mean score by teachers, principals and cluster supervisors respectively including totals mean score ($X=2.9, SD=1.23$). This implies that instructional supervisors did not effectively facilitate experience sharing programs between teachers. Therefore, instructional supervisors have to contribute more effort to improve performances of teachers in their school activity by facilitating experience sharing. The computed value of one-way ANOVA $F(2,183) = 0.64, P = 0.527 > 0.05$, revealed that, there were no statistical significance difference among the response of respondents.

However, during the interview, the WEO expertise informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated. One of the interviewee said that:

“The experience sharing programs was not facilitated by instructional supervisors. Teachers in primary schools do not have interest to share their experiences even though they are well experienced.” (PIS 2.March 5, 2018)

The researcher concludes that, facilitating experience sharing between teachers is the main duties of instructional supervisors because teachers have developed different instructional skills through experience sharing. But still the study indicated that there were not done as expected.

From teachers, principals and cluster supervisors' response indicated in Table 8 of item 4, instructional supervisors are supporting teachers in their attempt to plan self-development profession with mean score of ($X=2.89$, $SD=1.24$), ($X=3.0$, $SD=1.43$) and ($X=3.4$, $SD=1.16$) respectively was rated at medium consisting the totals mean score ($X=2.9$, $SD=1.25$). This implies that the instructional supervisors were not properly supporting teachers in their attempt to plan self-development profession. The computed value of one-way ANOVA $F(2,183) = 1.009$, $P=0.367 > 0.05$, show that there were no statistically significant differences among the response of respondents.

As it can be seen from the above Table 8 of item 5, respondents were asked whether or not to indicate their views on instructional supervisors facilitate condition for short term training at school level to enhance teacher profession. The rating to the item showed the mean score of principals and cluster supervisors that range from ($X=2.8$, $SD=1.37$ and $X=3.1$, $SD=0.90$) respectively representing medium degree but the teacher mean score ($X=2.5$, $SD=1.35$) indicated low degree. The totals mean score ($X=2.6$, $SD=1.33$) which show low, revealed that instructional supervisors did not facilitate condition for short term training at school level to enhance teacher professional growth. The calculated value of one-way ANOVA $F(2,183) = 1.084$, $p=0.340 > 0.05$, show that there was statistical significance difference among the response of respondents.

In supporting this, the interviewees in the interview session indicated that there was no professional assistance provided by instructional supervisors in organizing seminars and training programs to enhance the professional development of teachers. Based on this view, one of the interviewee stated that:

Instructional supervisors require their teachers to participate in various staff development activities such as short and long-term training, to sharing best practice between schools, in curriculum evaluation, in continuous professional development, but teacher perception and participation regarding this activities was less in general, the reason beyond that they assume not suit individual needs. (PIS 3, March 6, 2018)

Based on the above data presentation, it is possible to concluded that the instructional supervisor's effort to enhance professional competence of teachers were found to be below the expected level of performances. This indicate that supervisors did not assist in promoting professional development in the study area. Consistent to this result, Amlaku (2011), found in his study state that, teachers were not encouraged to improve their professional development by instructional supervision program and staff development supervisory practices was not implemented successfully.

Based on the above finding of table (6,7 and 8) one can have concluded that instructional supervisors were not in a position of performing the activity in promoting instructional, curriculum and staff development responsibility.

4.3. Practice of Supervisory Option

The second research question of the study was “what are nature of instructional supervision option being implemented by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?” To answer this research question, teachers, principals and cluster supervisors who participated in the study were asked to rate on 1- 5-point Likert scale ranging from strong agree to strong dis agree and from very high to very low. The extent to which principals engaged in instructional supervision option was measured at clinical, collegial, self-direct, inquiry based and informal supervision.

4.3.1. Supervisory Activities Expected During Clinical Supervision

The purpose of clinical supervision is to create a learning climate in which the teacher can attain the skills of teaching. The teacher and supervisor jointly review and analyze the collected data to provide teachers with feedback that is helpful in improving teachers' professional development and growth. Accordingly, the three groups of respondents were asked to indicate their opinion or views about the practice of clinical supervision. The collected data in relation to the pre observation conference,

observation stage, post observational analysis stage and post observation conference stage of clinical supervision were presented as follow.

4.3.1.1. Pre-Class Room Observation Stage

Hence, the main objective of pre class observation conference should be focus on establishing teachers' acceptance and agreement. In this regard, the respondents were asked different supervisory activities of this stage.

Table 9: Supervisory Activity during Pre-Observation Stage

No	Instructional supervisor:	Respondent	N	M	SD	F	P
1	Make agreement with teacher on the objective of classroom.	Teachers	159	2.3	0.90	4.4	0.01*
		Principals	15	2.4	0.74		
		Supervisors	12	3.1	1.51		
		Totals	186	2.3	0.96		
2	Make mutual agreement with teachers on schedule for visiting his/her class room.	Teachers	159	2.5	1.24	0.74	0.47
		Principals	15	2.8	1.55		
		Supervisors	12	2.8	1.33		
		Totals	186	2.5	1.27		
3	Make agreement with the teacher on the method and form of lesson plan that will be observed before actual presentation.	Teachers	159	2.4	0.86	2.16	0.12
		Principals	15	2.7	0.70		
		Supervisors	12	2.8	0.83		
		Total	186	2.4	0.85		
4	Create awareness that classroom observation is helping process and not part of the final appraisal of performance.	Teachers	159	2.5	1.19	2.10	0.12
		Principals	15	3.1	1.19		
		Supervisors	12	2.8	0.72		
		Totals	186	2.6	1.17		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05), Mean scores (1.00-1.80) = strong disagree, (1.81-2.60) = moderate, (2.61-3.40) = moderate, (3.41-4.20) = agree and (4.21-5.00) = strong agree

As it presented in the Table 9 of item 1, respondents were asked whether or not instructional supervisor make agreement with teacher on the objective of classroom. Accordingly, the mean score of teachers and principals ($X=2.3$, $SD=0.9$) and ($X=2.4$, $SD=0.74$) showed disagree. Nevertheless, cluster supervisors with ($X=3.1$, $SD=1.51$) mean score show at a moderate. The totals mean score ($X=2.3$, $SD=0.96$) was in the range of dis agree, which implies that supervisor did not make agreement with teacher on the objective of classroom. The analysis disclosed that practiced carrying out without reaching an agreement with teacher on the objective and purpose of observation. So it is better the teachers and instructional supervisors should work together to improve class room instruction. The computed one-way ANOVA $F(2,183)=4.4$, $P=0.013<0.05$, reveals that there was statistically significant difference among the response of respondents. The variation of respondents mean score shows that, teachers and

principals have disagreed mean score but cluster supervisors has moderate mean score in instructional supervisors make arrangement with teacher on the objective of classroom.

Responses for item 2, in Table 9, shows that the principals and cluster supervisors was rated at moderate with ($X=2.8$, $SD=1.33$) and ($X=2.8$, $SD=1.55$) mean score but the mean score of teachers ($X=2.5$, $SD=1.24$) show disagree. The total mean score ($X=2.5$, $SD=1.27$) indicate that instructional supervisors and teachers did not make mutual agreement on the schedule for observing his/her class room. This implies that instructional supervisors were conducting class room observation without schedule class room observation. The computed value of one-way ANOVA $F(2,183)=0.74$, $P=0.48>0.05$, indicate that there was no significant difference among the response of respondents.

The participants showed a favoring position item 3 of table 9 to ward supervisors co-planning with teacher on the method and form of the lesson plan that will be observed before actual presentation. Accordingly, the principals and cluster supervisors with ($X=2.7$, $SD=0.70$) and ($X=2.8$, $SD=0.83$) mean score showing moderate level but the teachers with ($X=2.4$, $SD=0.86$) mean score felt under disagree. The totals mean score ($X=2.4$, $SD=0.85$) indicate that instructional supervisors and teacher did not make agreement on the method and form of the lesson plan that to be observed before actual presentation. The computed value of one-way ANOVA $F(2,183)=2.16$, $P=0.12>0.05$, display that there was no statistically significance difference among the response of respondents.

As it can be shown in Table 9 for item 4, respondents were asked whether or not instructional supervisors create awareness that classroom observation is helping process and not part of the final appraisal of performance. Accordingly, principals and cluster supervisors with ($X=3.1$, $SD=1.19$) and ($X=2.8$, $SD=0.72$) mean score showed moderate but teachers with ($X=2.5$, $SD=1.19$) mean score showed disagree. The totals mean score ($X=2.6$, $SD=1.17$) indicate that instructional supervisors did not create awareness that classroom observation is helping process and not part of the final appraisal of performance. The computed value of one-way ANOVA $F(2,183)=2.10$, $P=0.124>0.05$, indicate that there was no statistically significance among the response of respondents.

Additionally, the data was collected during interview session indicated that the first step they followed was by posting notice on school board as there is classroom observation. Or they may announce as there will be classroom observation on the staff meeting by the school principals. Moreover, the documents available in the school showed that the schedule for classroom observations were prepared by the school-based supervisors and approved by the school principal without participation individual teachers. This implies that the practice of class room observation take place without reaching on consensus with individual teacher on the objective and purpose of observation.

Furthermore, MoE, (1994) state that every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the teachers before the supervisors carry out classroom observation. These criteria were formulated on the basis of the purpose for the observation and in relation.

However, the finding of the study revealed that the pre-classroom observation conference was not emphasized as part of the procedure of classroom observation by instructional supervisors in the study area. But, this stage is the backbone of the clinical supervision that play a role of minimizing the conflicts may occur during the next procedure of clinical supervision.

4.3.1.2. Class Room Observation Stage

Regarding classroom observation stage, respondents were asked the following two items to indicate their views.

Table 10: Supervisory Practice during Class Room Observation Stage.

No	Instructional supervisor:	Respondent	N	M	SD	F	P
1	Observe the teacher based on areas agreed up on.	Teachers	159	2.6	1.09	4.0	0.02*
		Principals	15	3.1	1.12		
		Supervisors	12	3.4	0.90		
		Totals	186	2.7	1.10		
2	Giving sufficient time to observe the lesson in detail.	Teachers	159	2.7	1.15	1.37	0.255
		Principals	15	2.8	1.16		
		Supervisors	12	3.3	0.79		
		Totals	186	2.8	1.14		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05), Mean scores (1.00-1.80) = strong disagree, (1.81-2.60) = moderate, (2.61-3.40) = moderate, (3.41-4.20) = agree and (4.21-5.00) = strong agree.

As it can be observed in Table 10 of item 1, respondents were asked whether or not the instructional supervisors observe teacher based on areas agreed up on pre-observation stage. Accordingly, principals and cluster supervisors with ($X=3.1$, $SD=1.12$) and ($X=3.4$, $SD=0.90$) mean score showed moderate respectively but the mean score of teachers ($X=2.6$, $SD=1.09$) showed disagree. The overall mean score ($X=2.7$, $SD=1.10$) which indicated moderate implies that instructional supervisors did not properly but moderately observe teacher based on areas agreed up on pre-observation stage. The computed value of one way ANOVA $F(2,183) = 4.0$, $P 0.020 < .05$, confirm that there was statistically significant difference among the response of respondents.

From the data obtained in Table 10 of item 2, instructional supervisors are giving sufficient time to observe the lesson in detail was rated as moderate by teachers, principals and cluster supervisors with ($X=2.7$, $SD=1.15$), ($X=2.8$, $SD=1.16$) and ($X=3.3$, $SD=0.79$) mean score respectively including ($X=2.8$, $SD=1.14$) total mean score. Hence, the result indicate that the respondents were not confident enough to agree with the issue that instructional supervisors are giving sufficient time for observation the lesson in detail to identify teacher's strengths and weaknesses. The computed value one-way ANOVA $F(2,183) = 1.37$, $p=0.255 > 0.05$, show that there were no statistically significant differences among the response of respondents.

The finding indicated that, instructional supervisors cannot give constructive feedback for teachers without spend one full class period during the observation session to collected relevant data.

Regarding the frequency of classroom observation provided for individual teacher, the obtained data from the open-ended items of the questionnaire (86% of the respondent) revealed that classroom observation was conducted twice per a semester for each individual teacher. With the help of document analysis even if the school had a plan to observe teachers one times per month but they are not conducting classroom observation as plan to conduct. Supporting this, one of the interviewee also told that:

Even if the office had a plan to visit schools and support teachers 4 times per year, due to various constraints they could not conducted class observation to support teacher's performance during instruction delivery, as a result they visit the primary schools once in the first semester in this year. (PIS 4, March, 10,2018)

From the above evidence, the researcher could have concluded that the frequency of conducting class room observation was performed inefficient with individual teachers in the study area.

In opposite to the above analysis, the finding of the study conducted in Ukraine showed that, teachers were observed at least five times per year (Benjamin, 2003). Conducting classroom observation once cannot lead to identify the teachers' appropriate implementation of teaching learning activities in the class.

Generally, it is possible to conclude that classroom observation procedure was not properly practiced since supervisors were not observing the teacher based on areas agreed up on. and giving sufficient time to observe the lesson in detail. This may also affect the of teacher's performance in improving their instructional practices.

4.3.1.3. Post Observation Analysis Stage

It is very crucial to arrange and organize the collected data during post observation analysis stage. In this regard, different supervisory activities were asked during this stage for the respondents to indicate their views.

Table 11: Supervisory Practice during Post Observation Analysis Stage

No	Instructional supervisor:	Respondents	N	Mean	SD	F	P
1	Analyze the recorded data in terms of established objectives.	Teachers	159	2.5	1.15	1.08	0.34
		Principals	15	2.8	1.37		
		Supervisors	12	3.0	1.41		
		Totals	186	2.5	1.19		
2	Organizes the recorded data into clear discipline for providing feedback to the teacher.	Teachers	159	2.5	1.11	1.74	0.17
		Principals	115	3.0	1.41		
		Supervisors	12	2.9	1.38		
		Totals	186	2.5	1.16		
3	Develop a plan for the post observational meeting.	Teachers	159	2.3	1.19	0.17	0.83
		Principals	15	2.4	1.35		
		Supervisors	12	2.5	0.79		
		Totals	186	2.3	1.19		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05), Mean scores (1.00-1.80) = strong disagree, (1.81-2.60) = moderate, (2.61-3.40) = moderate, (3.41-4.20) = agree and (4.21-5.00) = strong agree

From Table 11 of item 1, respondents were asked whether or not the instructional supervisor and the teacher analyze the recorded data together in terms of established objectives. Accordingly, the principals and cluster supervisors with ($X=2.8$, $SD=1.37$) and ($X=3.0$, $SD=1.41$) mean score showed moderate. But teachers with ($X=2.54$,

SD=1.15) mean score show disagree. The totals mean score ($X=2.5$, $SD=1.19$ which show disagree, displays that the instructional supervisor and the teacher did not analyze the recorded data together in terms of established objectives. This may result to incorrect interpretation of data and finally it directs to inappropriate feedback provision to the teachers. The computed value of one-way ANOVA $F(2, 183) = 1.09$, $P=0.34 > 0.05$, reveal that there was no statistically significant difference among the response of respondents.

With regard to item 2 of Table 11, respondents were asked whether or not instructional supervisors organize the recorded data into clear discipline for providing feedback to the teacher. Accordingly, the mean value of principals and cluster supervisors ($X=3.0$, $SD=1.41$) and ($X=2.9$, $SD=1.38$) showed moderate but the mean value of teachers ($X=2.5$, $SD=1.11$) indicated disagree with the total mean score ($X=2.5$, $SD=1.16$). This indicate that instructional supervisors did not organize the recorded data into clear discipline to provide constructive feedback for teachers to improve instruction. The computed value of one-way ANOVA $F(2, 183) = 1.744$, $P=0.178 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

On the Table 11 of item 3, respondents were asked whether or not the instructional supervisors have developed a plan for the post observational meeting. The teachers, principals and cluster supervisors mean score ($X=2.3$, $SD=1.19$, $X=2.4$, $SD=1.35$) and ($X=2.5$, $SD=0.79$) with the totals mean ($X=2.3$, $SD=1.19$) reveals that instructional supervisors did not develop a plan for the post observational meeting. This implies that supervisors were not providing appropriate feedback for teachers during post observation conference stage. The computed value of one-way ANOVA $F(2, 183) = 0.175$, $P=0.839 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

Generally, the instructional supervisors did not analyze the recorded data in terms of established objectives, organizes their observation data into clear discipline for provide feedback to teacher and developed a plan for the post observational meeting.

4.3.1.4. Post Observation Conference Stage

The major purpose of post observational conference is to give feedback to the teachers about his/her performance. In this regard, respondents were asked different supervisory activities to indicate their views.

Table 12: Supervisory Practice during Post Observation Conference Stage

No	Instructional supervisor:	Respondent	N	M	SD	F	P
1	Start the post conference by asking teachers to evaluate their performance in the classroom.	Teachers	159	2.7	1.24	1.40	0.24
		Principals	15	3.2	1.26		
		Supervisors	12	3.2	0.96		
		Totals	186	2.8	1.23		
2	Comparing the expected outcomes with actual outcomes for future improvement	Teachers	159	3.0	1.20	0.09	0.91
		Principals	15	3.0	1.16		
		Supervisors	12	3.1	1.40		
		Totals	186	3.0	1.21		
3	Identify the gap between the anticipated and the actual behavior seen upon teachers.	Teachers	159	2.8	1.17	1.99	0.12
		Principals	15	3.2	1.09		
		Supervisors	12	3.3	1.50		
		Totals	186	2.8	1.20		
4	Discuss on ways to improve the lesson for the next observation with teachers.	Teachers	159	2.9	1.21	0.55	0.57
		Principals	15	3.2	0.86		
		Supervisors	12	3.2	1.13		
		Totals	186	3.0	1.18		
5	Provide necessary feedback based on the actual observation for future improvement.	Teachers	159	3.1	1.30	0.33	0.72
		Principals	15	3.4	1.06		
		Supervisors	12	3.3	0.98		
		Totals	186	3.2	1.26		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05), Mean scores (1.00-1.80) = strong disagree, (1.81-2.60) = moderate, (2.61-3.40) = moderate, (3.41-4.20) = agree and (4.21-5.00) = strong agree.

As shown in the Table 12 of item 1, instructional supervisors start the post conference by asking teachers to evaluate their performance in the classroom was rated as 'moderate' by teachers, principals and cluster supervisor with ($X=2.7$, $SD=1.24$), ($X=3.2$, $SD=1.26$) and ($X=3.2$, $SD=0.96$) mean score respectively corresponding the totals mean score ($X=2.8$, $SD=1.23$). This revealed that instructional supervisors did not always starts the post observation conference by asking teachers to evaluate their performance in the classroom. This may affect the effectiveness of post observation conference between teachers and supervisors. As a result, the chance of making

teachers to accept the constructive feedback becomes less. The computed value of one-way ANOVA $F(2,183) = 1.405$, $P=0.248 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

As it can be seen in Table 13 of item 2, instructional supervisors were comparing the expected outcomes with actual outcomes in class room behavior was rated as moderate by teachers, principals and cluster supervisors with means score ($X=3.0$, $SD=1.20$), ($X=3.06$, $SD=1.6$) and ($X=3.1$, $SD=1.40$) respectively including totals mean score of ($X=3.03$). Based on the above data one could have concluded that there is no always a clear discussion between teachers and supervisors on a real classroom behavior of teachers. The computed value of one-way ANOVA $F(2,183) = 0.09$, $P=0.91 > 0.05$ indicate that there was no statistically significant difference among the response of respondents.

In the same Table of item 3, respondents were asked whether or not instructional supervisors identify the gap between the anticipated and the actual class room behavior of teachers. In this regard, teachers, principals and cluster supervisors with ($X=2.8$, $SD=1.17$), ($X=3.2$, $SD=1.09$) and ($X=3.3$, $SD=1.50$) mean score including totals mean score ($X=2.8$, $SD=1.20$) which has justified the implementation as moderate level. This implies that the practices still less. If teachers and instructional supervisors are not in a position of discussing together on a gap of teacher's actual classroom behavior, the likely hood of teachers to minimize the actual gap happened for the next class will be very less. Thus, instructional improvement may not be improved in a desired way. The computed value of one-way ANOVA $F(2,183) = 1.99$, $P=0.12 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

With regard to item 4 in Table 12, respondents were asked whether or not instructional supervisors discuss on ways to improve the lesson for the next observation with teacher. The mean score of teachers, principals and cluster supervisors were computed to be ($X=2.9$, $SD=1.21$), ($X=3.2$, $SD=0.86$) and ($X=3.2$, $SD=1.13$) with the totals mean score ($X=3.0$, $SD=1.18$) which lies moderate range. Due to this teacher did not always discuss with the supervisors on the point. The computed value of one-way ANOVA $F(2, 183) = 0.55$, $P=0.57 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

In the same Table of item 5, respondents were asked whether or not instructional supervisors provide necessary feedback based on the actual observation for future improvement. Accordingly, teachers, principals and cluster supervisors mean score ($X=3.1$, $SD=1.30$), ($X=3.4$, $SD=1.06$) and ($X=3.3$, $SD=0.98$) respectively with the totals mean score ($X=3.2$, $SD=1.26$) felt under moderate. This implies that provision of necessary feedback for teachers is not sufficient. The computed value of one-way ANOVA test $F(2, 183) = 0.34$, $P=0.72 > 0.05$, indicate that there was no statistically significant difference among the response of respondents. In contrast with this Dea, (2016) revealed that the culture of provision of constructive feedback to the teachers after classroom observation were not materialized by the supervisors and the supervisors uses the feedback as evaluation requirement of the teachers. In addition to this during the interview session one of expert said:

After class observation giving immediate feedback may not be possible because, most of the time teachers have continuous classes or the supervisor by himself may have another class observation. So they have to wait until suitable time has come. (PIS 5, March, 15, 2018).

However, constructive feedback should support teachers in making decisions about what to teach and how to teach to better meet the needs of their students (Sergiovanni & Starrat, 2007).

The practice of the post classroom observation conference activities like start the post conference by asking teachers to evaluate their performance in the classroom, comparing the expected outcomes with actual outcomes for future improvement, identify the gap between the anticipated and the actual behavior seen upon teachers, discuss on ways to improve the lesson for the next observation with teachers, provide necessary feedback based on the actual observation for future improvement were found to be moderate.

Thus, based on above finding one could conclude that the post observation conference was not properly held.

Generally, the finding of this study confirmed that the clinical supervision was not practiced by instructional supervisors based on following procedure of class room observation in study area. So supervisors have to make effort to improve this practice.

4.3.2. Role of Supervisors in Collegial, Self-Direct, Inquiry Based and Informal Supervision.

Table 13: Practice of Collegial, Self-Direct, Inquiry Based and Informal Supervision

No	To what extent supervisors:	Respondent	N	M	SD	F	P
1	<u>Collegial Supervision</u> Assist teachers to develop the essence of collegiality?	Teachers	159	2.5	1.16	1.9	0.15
		Principals	15	2.9	1.09		
		Supervisors	12	3.1	1.08		
		Totals	186	2.6	1.15		
2	Encourage teachers work cooperatively towards their professional growth?	Teachers	159	2.7	1.25	4.43	.01*
		Principals	15	3.3	1.18		
		Supervisors	12	3.5	0.99		
		Totals	186	2.8	1.26		
3	Encourage teachers to work cooperatively on the curriculum improvement at school level?	Teachers	159	2.5	1.24	0.07	0.92
		Principals	15	2.7	1.29		
		Supervisor	12	2.7	1.07		
		Total	186	2.6	1.23		
4	<u>Self-Direct Supervision</u> Encourage effective teachers plan their own and evaluate it by themselves?	Teachers	159	2.8	1.28	1.20	0.30
		Principals	15	3.0	1.19		
		Supervisor	12	3.3	1.15		
		Totals	186	2.8	1.27		
5	Encourage teachers for their own self professional improvement?	Teachers	159	2.5	1.31	0.82	0.43
		Principals	15	2.8	1.3		
		Supervisors	12	2.9	0.67		
		Totals	186	2.6	1.27		
6	Are motivate teachers keep up their moral by promoting sense of responsibility?	Teachers	159	2.5	1.17	1.80	0.16
		Principals	15	2.9	1.49		
		Supervisors	12	3.1	1.39		
		Totals	186	2.6	1.21		
7	<u>Inquiry Based Supervision</u> Show teachers the procedure how to conduct action research in school context?	Teachers	159	2.5	1.2	1.06	0.34
		Principals	15	2.7	1.11		
		Supervisors	12	3.1	1.24		
		Totals	186	2.6	1.25		
8	Encourage teachers to conduct action research to solve the problem of their school?	Teachers	159	2.5	1.11	1.21	0.30
		Principals	15	2.8	1.01		
		Supervisors	12	3.0	1.21		
		Totals	186	2.6	1.10		
9.	<u>Informal Supervision</u> Are obtaining information from teachers informally for decision making to modify teaching programs?	Teachers	159	2.7	2.68	1.32	0.26
		Principals	15	3.1	1.13		
		Supervisors	12	3.0	1.13		
		Totals	186	2.7	2.52		

NB: * indicates a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (f critical= 3.05), mean scores (1.00-1.80) =very low, (1.81-2.60) =low, (2.61-3.40) = medium, (3.41-4.20) =high and (4.21-5.00) =very high.

4.3.2.1. Collegial Supervision

Relating to the practice of collegial supervision three items provided for respondents to check their opinion.

As illustrated in item 1 of Table 13, the respondents were asked whether or not instructional supervisors assist teachers to develop the essence of collegiality. Based on this, principals and cluster supervisors with ($X=2.9$, $SD=1.09$) and ($X=3.1$, $SD=1.08$) mean score show medium respectively but the mean score of teacher ($X=2.5$, $SD=1.90$) show at low level. The total mean score ($X=2.6$, $SD=1.15$) imply that instructional supervisors did not help teachers to develop the essence of collegiality. The computed value of one-way ANOVA $F(2, 183) = 1.9$, $P=0.15 > 0.05$, indicate that there was no statistically significant difference among the response of respondents. The analysis reveals that the extent to which instructional supervisors assist teachers to develop the spirit of collegiality was found to be low as observed from the total.

With regard to item 2 of Table 13, the respondents were asked whether or not instructional supervisors encourage teachers to work cooperatively towards their professional growth. Accordingly, teachers, and principals with ($X=2.7$, $SD=1.25$), ($X=3.3$, $SD=1.18$) mean score show moderate respectively but the cluster supervisors with ($X=3.5$, $SD=0.99$) mean score show high. The total mean score ($X=2.8$, $SD=1.26$) also in the range of medium. This indicate that instructional supervisor did not well practice on the issue. The computed value of one-way ANOVA $F(2, 183) = 4.43$, $P=0.013 < 0.05$, indicate that there was statistically significant difference among the response of respondents.

Thus, from the above information, it is possible to conclude that teachers were not essentially encouraged by supervisors to work cooperatively to improve their profession. Hence, unless arrangement made to improve the situation, it can adversely affect the quality of school based supervision.

As item 3 of the same Table indicate that the mean score of principals and cluster supervisors on the extent to which instructional supervisors encourage teachers to work cooperatively on the curriculum improvement at school level with ($X=2.7$, $SD=1.29$) and ($X=2.7$, $SD=1.07$) slightly moderate respectively but the teachers mean score ($X=2.5$, $SD=1.24$) show low with the total mean score ($X=2.6$, $SD=1.23$).

Based on this total mean score it is possible to deduce that instructional supervisors did not play their role to encourage teachers to work cooperatively towards curriculum improvement. The computed value of one-way ANOVA $F(2, 183) = 0.07$, $P = 0.926 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

Consistent to this during interview session one of the interviewee asserted that:

Instructional supervisor assists teachers to develop the spirit of collegiality to work cooperatively for professional development was less, because most of the time they were busy by school's administrative activities and others activities which are not related with academic issues. (PIS 5, March, 18, 2018).

Generally, based on the above result the extent to which instructional supervisors assisted teachers to develop the spirit of collegiality; encouraged teachers to work cooperatively towards their professional growth and improvement of curriculum cooperatively at school level were found to be inadequate. Hence, from this data analysis, one can easily understand that without helping teachers the problem of one teacher cannot be addressed by other teachers.

4.3.2.2. Self-Direct Supervision

Regarding to the self-direct supervision three items provided for respondents to confirm their view.

Likewise, in item 4 of Table 13, respondents were asked to give their response whether or not instructional supervisors encourage effective teachers to plan their own and evaluate it by themselves. Accordingly, teachers, principals and cluster supervisors mean score were ($X=2.8$, $SD=1.28$), ($X=3.0$, $SD=1.19$) and ($X=3.3$, $SD=1.15$) show medium with the totals mean ($X=2.8$, $SD=1.27$). From this it is possible to conclude that, the instructional supervisors are not in good position to encourage effective teachers plan their own and evaluate it by themselves effectively. For this reason, instructional supervisors did not play their role in helping teachers to develop self-evaluation. The computed value of one-way ANOVA $F(2, 183) = 1.20$, $P = 0.32 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

In item 5 of Table 13, respondents were asked whether or not instructional supervisors encourage teachers for their own self professional improvement. Accordingly, the mean

score of teachers with ($X=2.5$, $SD=1.31$) show low but mean score of principals and cluster supervisors ($X=2.8$, $SD=1.3$) and ($X=2.9$, $SD=0.67$) show slightly medium respectively. However, the totals mean score ($X=2.6$, $SD=1.27$) indicate that instructional supervisors did not encourage teachers for their own self professional improvement. The computed value of one-way ANOVA $F(2, 183) = 4.9$, $P=0.008 < 0.05$, indicate that there was statistically significant difference among the response of respondents. This shows that, there is problem on this area and there is poor professional development.

Table 13 of item 6, the respondents were requested whether or not instructional supervisors are motivating teachers keep up their moral by promoting sense of their responsibility. Based on this principals, and cluster supervisors mean score ($X=2.9$, $SD=1.49$) and ($X=3.1$, $SD=1.39$) show medium level respectively but the teacher mean score ($X=2.5$, $SD=1.17$) show low level with the totals mean score ($X=2.6$, $SD=1.21$) indicated that the instructional supervisors are not motivating teachers to keep-up their moral by promoting sense of their responsibility. The computed value of one-way ANOVA $F(2, 183) = 1.80$, $P=0.16 > 0.05$ indicate that there was no statistically significant difference among the response of respondents.

In addition to this, the interview with HWEO teacher's development expert assured that teachers did not hold the responsibility of their plan for improvement after assess their teaching, teachers were not intentionally evaluating them self for one own self-development and most of them assume that they plan only for the satisfaction of their leaders.

Based on the above finding one could have concluded that instructional supervisors did not encourage effective teachers to plan their own and evaluate it by themselves and motivates teachers to keep-up their moral by promoting sense of responsibility by giving genuine feedback and giving full autonomy to teachers themselves to exercise responsibility on educational quality.

4.3.2.3. Inquiry- Based Supervision

Accordingly, in item 7 of Table 13, the respondents were asked whether or not the instructional supervisors show teachers the procedure how to conduct action research in school context. As a result, the principals and cluster supervisors mean score were ($X=2.7$, $SD=1.11$ and $X=3.1$, $SD=1.24$) reported medium respectively but teacher mean

score ($X=2.5$, $SD=1.27$) show low level. The totals mean score ($X=2.6$, $SD=1.25$) implies that instructional supervisors did not play their role which was expected from them regarding to show teachers the procedure how to conduct action research in school context. The computed value of one-way ANOVA $F(2, 183) = 1.065$, $P=0.347 > 0.05$, implies that, there was no statistically significant difference among the response of respondents.

With regard to item 8 in the same Table, the extent to which instructional supervisors encourage teachers to conduct action research to solve the problem of their school. Accordingly, principals and cluster supervisors with ($X=2.8$, $SD= 1.01$) and ($X=3.0$, $SD=1.21$) mean score show medium respectively but teacher mean score ($X=2.5$, $SD= 1.11$) show low. The totals mean score ($X=2.6$, $SD=1.1$) implies that instructional supervisors did not initiate teachers to conduct action research at school. The computed value of one-way ANOVA $F(2, 183) = 1.21$, $P=0.30 > 0.05$, indicate that there was no statistically significant difference among the response of respondents.

In addition to the above result, all of the interview participants said that most teachers fill unhappy when they were asked to do action research on their teaching. Because they see action research as additional duty given by their leaders.

Based the above finding it possible to say that instructional supervisors were not supporting teachers in alleviating immediate problems of classrooms instruction by engaging in action research that will improve students' learning in study area.

Since inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve school based problems (Sergiovanni and Starratt,2007).

4.3.2.4. Informal Supervision

In the last item of the same Table, the respondents were requested whether or not instructional supervisors are obtaining information from teachers informally for decision making to modify teaching programs. On this issue, teachers, principals and cluster supervisors with ($X=2.7$, $SD=1.68$), ($X=3.1$, $SD=1.13$) and ($X=3.0$), $SD=1.13$) mean scores which show medium respectively with the totals mean score ($X=2.7$, $SD=2.52$) indicate that instructional supervisors inadequately play their role on this point. They are not fully utilizing informal supervision approach in the schools to solve problems and modify educational programs. The computed value of one-way ANOVA

$F(2, 183) = 1.326$, $P = 0.268 > 0.05$, indicate that there was no statistically significant difference among the response of respondents. The analysis shows that the extent to which instructional supervisors take in to regard the information he/she obtained from teachers informally as it necessity for decision making to modify teaching programs was found to be in a medium as observed from the total.

In general, the above finding indicate that the practice of instructional supervision like collegial, self-directed, enquiry based and informal supervision in respective school poor. This implies that instructional supervisors did not familiar with the collegial, inquiry based, self-directed informal supervision.

Totally, the researcher concluded that practice of supervisory option is unsuccessful to address instructional improvement and teachers' professional development in study area. In line with this Haile (2006) stated that the practice of supervision approaches is not as indicated in supervision manual.

4.4. Perception of Teachers to Ward Instructional Supervision.

The third research question of the study was “What are the perception of teacher toward implementation of instructional supervision in primary schools of Haramaya Woreda?” To answer this research question, participants involved in the study were asked to rate on a 5-point Likert scale ranging from strong agree to strong disagree depending on the perception of teachers to ward instructional supervision. The results for each of these areas are presented next.

Table 14: Perception of teachers to Ward Instructional Supervision

No	Items	Respondent	N	M	SD	F	P
1	Instructional supervision creates suitable climate for teachers.	Teachers	159	3.2	1.33	3.09	0.048*
		Principals	15	4.0	0.76		
		Supervisor	12	3.8	1.11		
		Totals	186	3.3	1.30		
2	Instructional supervisors having good skills on supervision techniques.	Teachers	159	3.0	1.18	4.3	0.015*
		Principals	15	3.6	0.91		
		Supervisor	12	3.8	0.83		
		Total	186	3.1	1.17		
3	Instructional supervision teaches sense of personal achievement in the teaching staff.	Teachers	159	3.3	1.31	2.48	0.87
		Principals	15	3.6	1.04		
		Supervisor	12	4.2	0.83		
		Totals	186	3.5	1.28		
4	Instructional supervision help to improve quality of teaching and learning.	Teachers	159	3.5	1.29	0.60	0.549
		Principals	15	3.9	1.06		
		Supervisor	12	3.7	1.36		
		Totals	186	3.6	1.28		
5	Instructional supervision help to develop good staff development programs.	Teachers	159	3.2	1.36	3.98	0.020*
		Principals	15	4.1	1.03		
		Supervisor	12	3.8	0.83		
		Totals	186	3.3	1.33		
6	Teachers perceive supervision as a fault finding than helping activity.	Teachers	159	3.5	1.23	0.36	0.69
		Principals	15	3.5	1.45		
		Supervisor	12	3.7	0.93		
		Totals	186	3.5	1.23		
7	Teachers perceive supervisors as incompetent to the position	Teachers	159	3.5	1.23	0.19	0.824
		Principals	15	3.5	1.36		
		Supervisor	12	3.2	1.42		
		Totals	186	3.5	1.25		
8	Teachers perceive supervision as a tool used to final appraisal.	Teachers	159	3.5	1.27	0.48	0.61
		Principals	15	3.3	0.88		
		Supervisor	12	3.2	1.05		
		Totals	186	3.5	1.22		

NB: * indicates that there is a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (F Critical= 3.05), Mean scores 1.00-1.80 = strong disagree, 1.81-2.60 =disagree, 2.61-3.40 = undecided, 3.41-4.20=agree and4.21-5.00 = strong agree

With regard to item 1 of Table 14, the respondents were asked whether instructional supervision creates suitable climate for teachers or not. Accordingly, the mean scores of teachers with ($X=3.2$, $SD=1.33$) show moderate. However, the mean score of principals and clusters supervisors ($X=4.0$, $SD=0.76$) and ($X=3.8$, $SD=1.11$) which felt under agree. The totals mean score ($X= 3.3$, $SD=1.30$) indicate that teacher perceive instructional supervision creates suitable climate for teachers at moderate level. The

computed value of one-way ANOVA $F(2, 183) = 3.09, P = 0.048 < 0.05$ show that there was statistically significance difference among the response of respondents.

In item 2 of Table 14 the respondents were asked whether instructional supervisors having good skills of supervision techniques or not. Accordingly, the principal and cluster supervisors mean score with ($X=3.6, SD=0.91$) and ($X=3.8, SD=0.83$) respectively show agree. But teachers mean score ($X=3.0, SD=1.18$) show moderate. The totals mean score ($X=3.1, SD=1.17$) indicate that teachers moderately perceive instructional supervisors have good knowledge and skills of instructional supervision techniques. The computed value of one-way ANOVA $F(2, 183) = 4.3, P = 0.15 < 0.05$, reveal that there was statistically significance difference among the response of respondents.

As indicated in the item 3 of Table 14, ($X=3.6, SD=1.04$) and ($X=4.2, SD=0.83$) mean value of principals and cluster instructional supervisors respectively in the range of agree but teachers' mean value ($X=3.3, SD=1.31$) was in the range of moderate while the grand mean ($X=3.5, SD=1.28$) reveal that teachers perceive instructional supervision teaches sense of personal achievement in the teaching staff. The computed value of one-way ANOVA $F(2, 183) = 2.48, P = 0.085 > 0.05$ revealed that there was no statistically significance difference among the response of respondents.

As presented in Table 14 of item 4, respondents were requested whether instructional supervision helps to improve quality of teaching and learning or not. In this respect, teachers, principals and clusters supervisors mean score with ($X=3.5, SD=1.29, X=3.9, SD=1.06$ and $X=3.7, SD=1.36$) respectively consisting the total mean score with ($X=3.6, SD=1.28$) indicated that teachers perceive supervision as helps to improve quality of teaching and learning. The computed value of one-way ANOVA $F(2, 183) = 0.602, P = 0.549 > 0.05$, show that there was no statistically significance difference among the response of respondents.

As it is indicated in item 5 of table 14, respondents were also asked whether or not teachers perceive instructional supervision helps to develop good staff development programs. Based on this principals and cluster supervisors with ($X=4.1, SD=1.03$) and ($X=3.8, SD=0.83$) mean score were rated agree respectively. But teachers mean score ($X=3.2, SD=1.36$) was rated moderate. The totals mean ($X=3.3, SD=1.33$) indicate that teachers moderately perceive instructional supervision helps to develop good staff

development programs. The computed value of one-way ANOVA $F(2,183) = 3.98$, $P = 0.020 < 0.05$, show that there was statistically significance difference among the response of the respondents. This may be due to the fact that teachers had different perception from both supervisors and principals to ward item.

As the same Table item 6, respondents were asked whether or not teachers perceive supervision as a fault finding than helping activity. Accordingly, the mean value of teachers, principals and cluster supervisors who rated agree were found to be ($X=3.5$, $SD=1.23$), ($X=3.5$, $SD=1.45$) and $X=3.2$, $SD=0.93$). The totals mean score ($X=3.5$, $SD=1.21$) indicate that Teachers perceive instructional supervision as a fault finding than helping activity. The computed value of one-way ANOVA $F(2, 183) = 0.36$, $P = 0.69 > 0.05$, disclose that there was no statistically significance difference among the response of respondents.

In the same way data gained from the interview confirmed the above idea. One expert said “some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because; they suspect supervisors as they find out poor performance of teachers” A study conducted on instructional supervision in three Asian countries by Kannan. et al. (2011), revealed that, the role of instructional supervision simply seems to display the completion of paper work and fault finding process.

In similar ways to item 7 of Table 14, question raised to be addressed by participating. In response they perceive supervisors as incompetent to the position. Subsequently, teachers and principals mean score ($X=3.5$, $SD=1.23$) and ($X=3.5$, $SD=1.36$) in the range of agree. Nevertheless, the mean value of cluster supervisors was ($X=3.2$, $SD=1.42$) showed at moderate level about the teachers perceive supervisors as incompetent to the position. Based on The totals mean ($X=3.5$, $SD=1.25$) it possible to conclude that teachers perceive supervisors as incompetent to the position in the study areas. The computed value of one-way ANOVA $F(2, 183) = 0.193$, $P = 0.824 > 0.05$, reveal that there was no significance difference among the response of respondents.

As shown in Table 14 of item 8, respondents were asked to rate their agreement levels on the teachers see supervision as a tool used to final appraisal. Accordingly, principals and cluster supervisors mean score ($X=3.3$, $SD=0.88$), ($X=3.2$, $SD=1.05$) showed moderate. Nevertheless, the mean value of teachers was ($X=3.5$) showed agree. Based

on the total mean score ($X=3.5$, $SD=1.25$) it can be possible to say that teachers see instructional supervision as a tool used to final appraisal in the study area. The computed value of one-way ANOVA $F(2,183)=0.478$, $P=0.621>0.05$, reveal that there was no statistically significance difference among the response of respondents.

4.5. The Major Challenges that Influence the Practices of Supervision.

The fourth research question of the study “What are the major challenges that affect the implementation of instructional supervision in primary schools of Haramaya Woreda?”. The group of respondents were asked to rate from strong agree to strong disagree depending on the degree of challenges that affect practice of instructional supervision.

Table 15: Challenges Faced by Instructional Supervisors

No	Items	Respondent	N	M	SD	F	P
1	Instructional supervisors have not taken relevant training on the job.	Teachers	159	3.5	1.32	0.38	0.68
		Principals	15	3.3	1.39		
		Supervisor	12	3.2	1.28		
		Totals	186	3.5	1.32		
2	Lack of pedagogical knowledge concerning instructional supervision.	Teachers	159	3.6	1.24	2.12	0.122
		Principals	15	3.1	1.28		
		Supervisor	12	3.2	1.42		
		Total	186	3.6	1.26		
3	Lack of experienced and competent supervisors in the school.	Teachers	159	3.5	1.25	1.91	0.51
		Principals	15	3.3	0.89		
		Supervisor	12	2.8	1.11		
		Totals	186	3.5	1.22		
4	Instructional supervisors unable to support teachers properly on teaching-learning activities.	Teachers	159	3.5	1.24	1.63	0.197
		Principals	15	3.0	1.2		
		Supervisor	12	3.3	1.05		
		Totals	186	3.5	1.23		
5	Lack of transparent communication between supervisors and teachers for providing feedback.	Teachers	159	3.6	1.19	3.17	0.04*
		Principals	15	3.2	1.48		
		Supervisor	12	2.8	1.03		
		Totals	186	3.5	1.23		
6	The supervisors are overloaded with classroom activities and administrative tasks.	Teachers	159	3.8	1.07	0.42	0.657
		Principals	15	3.5	0.99		
		Supervisor	12	3.8	0.83		
		Totals	186	3.8	1.05		
7	Lack of guidelines to conduct supervision.	Teachers	159	3.8	1.04	0.22	0.80
		Principals	15	3.7	1.09		
		Supervisor	12	3.9	0.66		
		Totals	186	3.7	1.02		

NB: *indicates a significance difference at $\alpha=0.05$ level with degree of freedom (2, 183) and table value (f critical= 3.05), mean scores 1.00-1.80 = strong disagree, 1.81-2.60 =disagree, 2.61-3.40 = moderate, 3.41-4.20=agree and4.21-5.00 = strong agree

In Table 15 of item 1, instructional supervisors have not taken relevant training on the job were rated moderate with mean score of ($X=3.3$, $SD=1.39$) and ($X=3.2$, $SD=1.28$) by principals and cluster supervisors respectively. But, teachers mean values with ($X=3.5$, $SD=1.32$) showed agree including the totals mean score ($X=3.5$, $SD=1.32$). It is possible to conclude that instructional supervisors have not taken relevant in-service training. This could lead to a situation where instructional supervisors find it difficult to supervise teachers because there was no difference between the instructional supervisors and the teachers as far as experience was concerned. The computed value of one-way ANOVA $F(2,183) = 0.38$, $P=0.68 > 0.05$ reveals that there was no statistically significant difference among the response of respondents. Furthermore; during the interviews all the interviewees mentioned that there was no any effort made to train the in-built instructional supervisors in the primary schools.

The finding agreed with Mohammed, (2014) found that the inadequacy of pre-service and in-service training were a challenge to educational supervision.

Based on this it is possible to say that supervisors in primary schools of Haramaya Woreda were made to be involved in the complex task of supervision without having any prior training. Thus, the activity of supervision might have been challenging to both teachers and supervisors.

The respondents showed agreement to the item stating lack of pedagogical knowledge concerning instructional supervision. This could be explained by observed mean score of teachers ($X=3.6$, $SD=1.24$) showing agreement on the point where as principals and cluster supervisors mean score were ($X=3.1$, $SD=1.28$ and $X=3.2$, $SD=1.42$) show moderate respectively. At the same time the totals mean score ($X=3.6$, $SD=1.26$) was being the range of agreement. Accordingly, based on the total mean score it is possible to conclude that lack of pedagogical knowledge concerning instructional supervision in study area. The computed value of one-way ANOVA $F(2,183) = 2.12$, $P=0.122 > 0.05$, reveals that there was no statistically significant difference among the response of respondents.

Consistent with these results, Khawaldeh et al. (2012) found that supervisors often lack the skill set that would enable them to be completely aware of their supervisory beliefs, with a resulting contradiction between belief and practice.

As it can be describing in the item 3 of the same table respondents were asked to indicate level of agreement regarding lack of experienced and competent supervisors in the school, principals and cluster supervisors mean score ($X=3.3$, $SD=0.89$) and $X=2.8$, $SD=1.11$) show moderate on the point while the teachers average mean value was ($X=3.5$, $SD=1.25$) showed agree. Hence the total mean score of respondents ($X=3.5$, $SD=1.22$) which indicate respondents' agreement for lack of experienced and competent supervisors in the school. The computed value of one-way ANOVA $F(2, 183) = 1.91$, $P=0.53 > 0.05$, reveal that there was no statistically significance difference among the response of respondents.

Regarding item 4 of the same Table, the respondents were asked whether or not instructional supervisors unable to support teachers properly on teaching-learning activities. Accordingly, principals and cluster supervisors with ($X=3.0$, $SD=1.2$) and $X=3.3$, $SD=1.05$) mean scores shoed moderate respectively. But teachers mean ($X=3.5$, $SD=1.24$) showed agree on the point. The totals mean ($X=3.5$, $SD=1.23$) implies that instructional supervisors were unable to support teachers properly on teaching-learning activities. The computed value of one-way ANOVA $F(2, 183) = 1.63$, $P=0.197 > 0.05$, reveal that there was no statistically significance difference among the response of respondents.

In the item 5 of the same Table, the respondents were asked whether or not lack of transparent communication between supervisors and teachers for providing feedback. Therefore, principals and cluster supervisors with ($X=3.3$, $SD=1.48$) and ($X=2.8$, $SD=1.03$) means score were in the range of moderate respectively but the teachers mean score with ($X=3.6$, $SD=1.19$) was showed agree corresponding to total mean score of respondents ($X=3.6$, $SD=1.23$). This implies that instructional supervisors were lacking communications skills for providing essential feedback to improve the teaching learning process. The computed value of one-way ANOVA $F(2,183) = 3.17$, $P=0.044 < 0.05$, reveal that there was statistically significance difference among the response of respondents.

In the item 6 of Table 15 the respondents were asked to indicate level of agreement whether or not the instructional supervisors are overloaded with classroom activities and administrative tasks. Regarding this, teachers, principals and cluster supervisors with ($X=3.8$, $SD=1.07$), ($X=3.5$, $SD=0.99$) and ($X=3.8$, $SD=0.83$) mean scores

respectively including totals mean score ($X=3.8$, $SD=1.05$) reveals that; instructional supervisors had a big work load which reduces their ability to supervise. For this reason, instructional supervisors did not support teachers during class room instruction appropriately. The computed value of one-way ANOVA $F(2,183)=0.42$, $P=0.65>0.05$, reveal that there was no statistically significance difference among the response of respondents.

Therefore, almost all of the informants who participated in the interview express that big work load is the major problem of instructional supervision. So, they were not support teachers properly by using their maximum efforts.

As it can be seen from Table 15 item 7, respondents were asked whether or not instructional supervisors lack of guidelines and checklist to conduct supervision. Accordingly, teachers, and principals and cluster supervisor with ($X=3.7$, $SD=1.04$), ($X=3.7$, $SD=1.09$) and ($X=3.9$, $SD=0.67$) mean scores respectively consisting the total mean score of respondents was ($X=3.7$, $SD=1.06$) which portrays agreement on the point, reveals that there was lack of guidelines and checklists to conduct supervision in the study area. So it is difficult to help teachers instructionally in good manner without guide line related to instructional supervision. The computed value of one-way ANOVA $F(2, 183) =0.22$, $P=0.80>0.05$, disclose that there was no statistically significance difference among the response of respondents.

Similarly, on open- ended item majority of respondent's expressed that there was no supervision manual in their school which can be used as a guideline for school-based supervisors. Additionally, during interview session one of the interviewee said that:

Almost all schools in the woreda did not have guide line related to instructional supervision. Woreda educational office did not make effort to provide some guide line for each schools. As a result, the instructional supervisors were inefficient on how to support teachers in a proper way and how to gather necessary information when conducting class observation activities. (ISP 5, March, 20, 2018).

Based on the above result, it is possible to say that, lack of guides line of instructional supervision negatively influence the proper practice of instructional supervision in study area.

Moreover, interview held with HWEO teacher's development expert regarding the challenges that affect the practice of instructional supervision indicated that;

Interaction between teachers and supervisors, absence of clear guidelines and standardized data collection tools, lack of training to both teachers and supervisors, lack of respect because of knowledge gaps and the use of unsuitable supervisory approach, lack of meaningful feedback, are some of major challenges. (ISP 6, March, 25, 2018).

Supporting this, Aldaihani, (2017) in his study on supervision practices in secondary schools found a failure of close cooperation between administrative offices and schools, lack of supervision skills in providing teachers with objective feedback, and low readiness of teachers to view positively the comments of supervisors.

4.6. Measure to Improve the Challenges Face by Instructional Supervision

To identify the measure to alleviate the challenges that affect practice of supervision in primary schools, interview conducted with HWEO teacher's development expert what do you suggest as solution to overcome the problems?

During the interviews all the interviewee mentioned that:

“Provide regular in-service training programmed for supervisor, supervisor work load should be reduced, supervisor should be free from prejudice and fault finding, supervisor should be collaborative and friendly with teachers.”(ISP7, March, 30, 2018)

In addition to the above data, the response of open ended question indicate that some measure to alleviate the problem that affect the practice of instructional supervision are providing training for supervisors, supervisors were oriented on how to organize supervisory activities, allocation of fair work load was made for supervisors, adequate budget was allocated for supervisory activities, supervisors were motivated to be successful in their job.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals summary, conclusion and recommendations which are expected to be useful to enhance the practices of instructional supervision in primary schools of Haramaya Woreda.

5.1. Summary

The main purpose of this study was to explore practice and challenge of instructional supervision in primary schools of Haramaya Woreda. To this end, the study attempted to answer the following basic question.

1. To what extent major function of instructional supervision are developed by instructional supervisors in their instructional supervision implementation in primary schools of Haramaya Woreda?
2. what are the nature of instructional supervision options being implemented by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?
3. What are perception of teacher toward implementation of instructional supervision in primary schools of Haramaya Woreda?
4. What are the challenges that affect the implementation of instructional supervision in primary schools of Haramaya Woreda?

In order to deal with these basic research questions, descriptive survey design was employed for it is more appropriate to find out for current practice and challenges of instructional supervision. This research was conducted in 15 primary schools of Haramaya Woreda during 2010 E.C Year. Sample schools and Sample teachers were selected by simple random sampling technique. Similarly, sample principals and cluster school's supervisors were selected by availability sampling method. Also, HWEO teacher's development experts were selected by purposive sampling techniques. Altogether participants of the study comprise 159 teachers, 15 principals, 12 cluster supervisors and 5 HWEO teacher's development expert. The information was obtained from the respondents through questionnaire and interview. Additionally, supervisory documents of the selected schools were analyzed in order to enrich the data obtained through questionnaire and interview. The closed ended questionnaire data were first coded and tabulated; then analyzed by using mean, standard deviation and one-way ANOVA test. The qualitatively data were analyzed by inductive narration. The findings

that directly answered the research questions of the study are summarized based on the research questions such as: major supervisory function practice, nature of supervisory options practiced, the perception of teachers to ward supervision and challenges faced by supervisors in practicing their supervisory roles. Hence, based on the interpretation and analysis of collected data the study came up with draw out the following major finding.

- Concerning the accomplishment of the major function of instructional supervision, in improvement instruction, curriculum development and staff development the respondents agreed that the practices were inadequate.
- ✚ The finding of the study stated that teachers were not frequently supported in instructional improvement activities. As a result, teachers were not properly supported in preparing lesson plan, in using active teaching techniques, in applying different assessment and measurement methods, in preparing teaching aids, in identifying instructional problems and in using techniques of classroom management.
- ✚ The finding of the study indicated that instructional supervisors did not actively help teachers in curriculum development. Here, instructional supervisors did not properly assist teachers in implementing new curriculum, in identifying students and community need so as to improve the curriculum, in selecting appropriate instructional materials, in curriculum development process and in the use time in relation to content to be cornered.
- ✚ The finding of the study indicated that instructional supervisors did not regularly helped teachers in staff development of supervision function. In line to this, instructional supervisors did not properly provide latest information for teachers on the teaching strategies to enhance their professional competence, facilitate mentoring and induction programs for newly assigned teachers, encourage teachers to exchange successful experience with colleague and support teachers in attempt to plan self-development professional. They did not facilitate conditions for short-term training at school level for teachers.
- Concerning the nature of supervisory options practiced by instructional supervisors in the study area, summarized as follow:
 - ❖ The majority of teacher, principals and cluster supervisor respondents including the interviewee of HWEO expert confirmed that the instructional supervisors did not implement the pre-class observation conference in a proper manner to

make agreement with their respective teachers on objective and focus area of observation, and schedule of class room observation takes place. This implies that instructional supervisors did not make effort in carrying out their supervisory role during practice of pre-observation stage of clinical supervision.

- ❖ Regarding the classroom observation stage, the finding of the study revealed that supervisors did not observe teacher based on areas agreed up on. Moreover, as the finding of study revealed, supervisors did not give sufficient time to observe the lesson in detail. This implies that instructional supervisors did not properly practice the class room observation. Furthermore, the finding of the study revealed that classroom observation was conducted only twice a semester for the sake of behaving performance appraisal of teachers rather than that of instructional improvement.
- ❖ The finding indicate that post- observation analysis stage of clinical supervision was not effectively handled. For these reason the data was not well organized for provide effective feedback for teachers.
- ❖ The finding of the study also showed that activities of post observational conference stage of clinical supervision was not well practiced. For this reason, instructional supervisors did not provide necessary feedback for teachers appropriately based on the actual observation for future improvement.
- ❖ The finding of the study revealed that instructional supervisors did not appropriately support teachers through practicing collegial supervision. As a result, teachers were not cooperatively encouraged to work their professional growth practice and to work on the improvement of curriculum at school level.
- ❖ Additionally, teachers were not encouraged for their own self professional improvement and motivated to keep-up their moral by promoting sense of responsibility in directive approach. More over in inquiry based supervision, teachers were not encouraged and appreciated teacher to conduct action research. As the study disclosed that practice informal supervision not properly practiced for decision making by instructional supervisors.
- ▲ The finding of the study approved that teachers perceived supervision as creates a suitable climate where teachers feel free, as supervisors have good knowledge and skills of supervision techniques, helps to teaches sense of personal achievement in the teaching staff, helps to improve quality of teaching and learning, helps to develop good staff development programs. On the other hand,

the result indicated that teachers perceive supervision as fault finding than helping activity in during observation, supervisors as incompetent to the position and as a tool used to final appraisal of teacher's performance. As well as the qualitative data obtained from the open-ended question repose indicated that certain teachers consider classroom supervision as performance appraisal, and not consider as helpful for the improvement of classroom instruction.

- ✓ Practice of instructional supervision was affected by different problems at school. In light of this, ten different item have been raised to identify the major problems that affecting the practices of instructional supervision for three respondents.
- ✚ The finding of the study revealed that instructional supervisors have not taken relevant training on the job, lack of pedagogical knowledge of supervisors concerning instructional supervision, lack of experienced and competent supervisors in the school, supervisors unable to support teachers properly on teaching-learning activities, lack of good communication between supervisors and teachers for providing feedback, big teaching (work) load of instructional supervisors and lack of guideline to conduct supervision.

5.2. Conclusions

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

- ✚ The practices of instructional supervision in relation to the three major function were below the expected performances and instructional supervisors are not carefully carrying out their responsibility to provision of quality instructional supervision in the study site.
- ✚ The finding of this study showed that instructional supervisors were not following the necessary procedures of classroom observation accordingly. Supervisors engaged in low extent to give practical feedback for teachers and also their pre observation discussion with teachers had limitation.
- ✚ And also instructional supervisors did not properly play their role in supervisory options like collegial, self-direct, inquiry based and informal supervision to improve instruction and teacher's professional development in study area. Therefore, it is possible to conclude that teachers were not motivated at work through the practice of these supervisory options. As a result,

instructional supervisor did not support teachers for effectiveness of classroom performance.

- ✚ The finding of study revealed that teachers perceive supervision as means creates a suitable climate where teachers feel free, helps to teach sense of personal achievement in the teaching staff, helps to improve quality of teaching and learning, helps to develop good staff development programs. On the other hand, the result indicated that teachers perceive supervision as fault finding than helping activity in during observation, supervisors as incompetent to the position and as a tool used to final appraisal of teacher's performance. From this, it can be concluded that the teachers' perception towards instruction supervision was doubtful and they did not consider it as help full for the improvement of classroom instruction.
- ✚ Finally, the results of the study discovered that instructional supervision was negatively affected by various problems; such as lack of relevant training on the job, unable to support teachers properly on teaching-learning activities, lack of transparent communication between supervisors and teachers for providing feedback, the heavy workload of instructional supervisors. In addition to this, lack supervision guidelines, teachers perceive supervisors as a fault finder during class room observation, teachers perceive supervisors as incompetent to the position and teachers see supervision as a tool used to final appraisal were also major factors that affect instructional supervision.
- ❖ For these reason instructional supervision was not practiced in providing professional support for teachers and for instructional improvement in the primary schools of Haramaya Woreda. Teachers are not professionally benefited from the current supervisory practices. Since the teachers did not agree with the way supervision practice is conducted in the respective schools. It could be concluded that, instructional supervision is not given due attention as a part of the educational program in the primary school of Haramaya woreda. The practice of instructional supervision as saw throughout the findings in this study simply seems to display the completion of paper work and fault finding process.

5.3. Recommendation

On the basis of finding and conclusion with regard to practice and challenges of instructional supervision the following recommendation would be drawn for proper practice of instructional supervision:

- ❖ The instructional supervisor did not engage themselves in effective responsibility of instructional programs like curriculum, instruction and staff development, and providing feedback on the teaching learning process. This affects the teachers and classroom instruction. This affects the teachers and classroom instruction. Hence, the instructional supervisor should give due attention for the practical of instructional supervision function to influence the teaching learning process in the study area.
- ❖ The purpose of clinical supervision is to create a learning climate in which the teacher can attain the skills of teaching. To this end, conducted classroom observation with prior discussion and knowledge of teachers, teachers and supervisor jointly review and analyze the collected data, follow up activities in clinical supervision techniques. Nevertheless, it is found in the actual practice that major activities to be performed under each step of clinical supervision were not adequately accomplished by supervisors. This may partly happen because supervisors do not have understanding and due attention about the steps to be followed. Thus, it is recommended that REB have to develop clear guidelines on clinical supervision, giving particular attention to activities to be carried out under each step and importance of following the procedures. Therefore, instructional supervisors have to discuss with teachers on how to conduct classroom observation, for what purpose could it be conducted and after classroom observation. Supervisors should give constructive feedback in order to improve the teaching learning and academic achievement of students.
- ❖ The finding reveals that the frequency of classroom observation was mostly carried out twice per semester. This could not be sufficient to see the improvement of instruction and students learning. Therefore, principals and cluster supervisors are recommended to facilitate conditions for practicing peer supervision in their school.
- ❖ Practice of different instructional supervision approaches enhances teacher's professional development when it is practiced properly. However, the finding of the study indicated that instructional supervision was failed to enhance

teacher's profession and improving class room instruction. Therefore, instructional supervisors and teachers should have motivated and trained in conducting different supervisory approaches by assessing their teaching, doing action research on the problem they faced and to work collaboratively to solve their problem. Woreda supervision office should guide and provide direction for instructional supervisors to practice all the options of supervision according to the interest of teachers and classroom setting.

- ❖ The study revealed that the effectiveness of instructional supervisory practice in the primary schools of Haramaya Woreda is hindered by various factors. Therefore, to solve these problems all concerned bodies are recommended to take the following measures:
 - Supervisors workload should be reduced or decentralized to provide sufficient time to participate effectively in their instructional supervisory roles.
 - Trainings, workshops and seminars should be organized for instructional supervisors to familiarizes supervisors with necessary skills and knowledge of instructional supervision to support teachers in classroom activities, in prepare effective lesson plan.
 - OREB have to develop clear guidelines on instructional supervision.
 - Supervisors should have high professional qualifications and a superior knowledge about curriculum and instructional supervision so as to be better role models to their teachers and students.
 - The woreda education office should focus on assigning experienced and qualified experts that support the teaching learning process of primary schools.
 - Educational supervisors should not be interested in finding faults of teachers but more importantly teach by demonstrating the use of instructional strategies during professional development activities.
 - The supervisors are also recommended to strengthen the collaboration among teachers by making them meet, discuss and share experiences being in their departments, study groups, professional dialogues, staff meetings, etc. and reached agreements on how to improve their instructional strategy.
 - The woreda education office, cluster supervisors, and principals have to arrange awareness raising conferences at different levels.

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Appendix -A

Jimma University

College of Education and Behavioral Sciences

Department of Teacher Education and Curriculum Studies

Program: MA in curriculum and Instruction

Questionnaires will filled by teachers, principals and CRC supervisors

Objectives of the questionnaires:

The main objective of the questionnaire is to collect data on the practices and challenges of instructional supervision in government primary schools of Haramaya Woreda Administration. The result can assist to make further improvement in the instruction. Thus, your direct participation in filling the questionnaire is essential. So, you are kindly requested to provide information need objectively and honestly. It is assured that the collected data will be kept confidential and use for research purpose only.

Thank you in advance for your cooperation!

General Direction:

1. Don't write your name.
2. After reading the questionnaire, tick the appropriate item/s corresponding to your answer.
3. For the questions having no alternative response, you are requested to give a \ short and precise response in the space provide.

Part One: Respondents' Background Information

1. School _____
2. Se X: Female _____ Male _____
3. Year of service: 1-5 6-10 11-15 16-20 21 and above
4. Educational Qualification: Certificate Diploma First degree Second degree and above
5. Field of study: Major _____ Minor _____
6. Current position or occupation:
(A) Teacher [] (B) principals [] (C) CRC supervisors []

Part Two: Practice of Instructional Supervision in Instructional Improvement, Curriculum and Staff Development.

Indicate your responses for the following Likert scale items using " X" mark to write in the box corresponding to an action.

Key: Very high(VH)=5, High(H)=4, Medium (M)=3, Low(L)=2, Very low(VL)=1

- I. To what extent major function of instructional supervision being developed by instructional supervisors in their instructional supervision practices in primary schools of Haramaya Woreda?

No	Items	Scale				
		5	4	3	2	1
	To what extent instructional supervisors:	VH	H	M	L	VL
1	Instructional improvement:					
1.1	Supports teachers in preparing lesson planning?					
1.2	Supports teachers to use modern teaching methods?					
1.3	Help teachers to develop skills of applying different assessment and measurement techniques through training.?					
1.4	Helps teachers in using of appropriate teaching aids?					
1.5	Helps teachers in identifying instructional problems?					
1.6	Support teachers to use different techniques of classroom management?					
2	Curriculum Development:					
2.1	Assists teachers in the implementation of the new curriculum?					
2.2	Helps to identify students and community need so as to improve the curriculum?					
2.3	Helping teachers in use of appropriate instructional materials?					
2.4	Encourage teachers in the curriculum development process?					
2.5	Providing assistance on the use of time in relation to content to be covered?					
3	Staff development:					
3.1	Contribute to enhance professional competence of teachers by providing the latest information on the teaching theories?					
3.2	Facilitate mentoring and induction programs for newly assigned teachers?					
3.3	Facilitate experience sharing programs between teachers ?					
3.4	Supporting teachers in their attempt to plan self-development professionally?					
3.5	Facilitating condition for short term training at school level to enhance teachers profession?					

1. What is the role you have been playing in promoting instructional improvement, curriculum and staff development?

Part Three: Instructional Supervisory Option

Please insert tick mark “X” to show your response from the given Likert scales that describes practice of clinical supervision. Choose from the following rating scales.

Key: Strongly Agree(SA)=5, Agree(A)=4, Moderate (M)=3, Disagree(DA)=2 Strongly Disagree (SD)=1

II. What are nature of instructional supervision option being practiced by instructional supervisors in carrying out their supervisory role in the primary schools of Haramaya Woreda?

No	Clinical supervision.	Scale				
		5	4	3	2	1
1	Before class room observation	SA	A	M	DA	SD
1.1	Make arrangement with on the objective of class observation.					
1.2	make mutual agreement with teachers on the schedule for visiting his/her class room.					
1.3	Supervisor make agreement with the teacher on the methods and form of the lesson to be observed before actual presentation.					
1.4	Supervisors create awareness that classroom observation is helping process and not part of the final appraisal of performance.					
2	Class room observation					
2.1	The supervisor observes the teacher based on areas agreed up on.					
2.2	Supervisors are giving sufficient time to observe the lesson in detail.					
3	Post-observational/analysis stage of clinical supervision					
3.1	The supervisor and the teacher analyze the recorded data in terms of established objective.					
3.2	The supervisor organizes the recorded data into clear discipline for providing feedback to the teacher.					

3.3	Develop a plan for the post observational meeting.					
4	Post conference stage					
4.1	Start the post conference by asking teachers to evaluate their performance in the classroom.					
4.2	Comparing the expected outcomes with actual outcomes for future improvement.					
4.3	Identify the gap between the anticipated and the actual behavior seen upon your teachers.					
4.4	Discuss on ways to improve the lesson for the next observation together with your teachers.					
4.5	Provide necessary feedback based on the actual observation for future improvement.					

How often do you conduct classroom observation for each teacher?

Indicate the items in the following table and mark “X” against each item.

Key: Very high(VH)=5, High(H)=4, Medium (M)=3, Low(L)=2, Very low(VL)=1

No	Item	Scale				
		5	4	3	2	1
1	Collegial Supervision: to what extent	VH	H	M	L	VL
1.1	Instructional supervisors assist teachers to develop the essence of collegiality.					
1.2	Instructional supervisors encourage teachers work cooperatively towards their professional growth.					
1.3	Instructional supervisors encourage teachers to work on the improvement of curriculum cooperatively at school level.					
2	Self-direct supervision: to what extent to					
2.1	Instructional supervisors encourage effective teachers plan their own and evaluate it by themselves.					
2.2	Instructional supervisors encourage teachers for their own self professional improvement.					
2.3	Instructional supervisors are motivating teachers keep-up their moral by promoting sense of responsibility.					
3	Inquiry-based supervision: the extent to which					
3.1	Instructional supervisors show teachers the procedure how to conduct action research in school context.					
3.2	Instructional supervisors encourage teachers to conduct action research to solve the problem of their school.					
4	Informal supervision: the extent to which					
4.1	Instructional supervisor obtained information from teachers informally as it necessity for decision making to modify teaching programs.					

If you experience any other supervisory options in your school please, mention them below _____

Part Four: Perception of Teachers toward Instructional Supervision Practices.

Indicate the following items in the following table and mark “ X” against each item.

Key: Strongly Agree(SA)=5, Agree(A)=4, moderate(M)=3, Disagree(D)=2 Strongly

Disagree (SD)=1

III. What are perception of teacher toward supervisory practices in primary schools of Haramaya Woreda?

No	Item	Scale				
		5	4	3	2	1
1	Perception	SA	A	M	DA	SD
1.1	Teacher perceive instructional supervision creates suitable climate where teachers feel free.					
1.2	Teacher perceive instructional supervisor has knowledge and skills of supervision techniques.					
1.3	Teacher perceive instructional supervision teaches sense of personal achievement in the teaching staff.					
1.4	Teacher perceive instructional supervision helps to improve quality of teaching and learning.					
1.5	Teacher perceive instructional supervision helps develop good staff development programs.					
1.6	Teachers perceive supervision as a fault finding than helping.					
1.7	Teachers perceive supervisors as incompetent to the position					
1.8	Teachers see supervision as a tool used to final appraisal.					

Any other(s) please specify

Part Five: Challenges that influence the practice of Instructional Supervision

Indicate the following items in the following table and mark “ X” against each item.

Key: Strongly Agree(SA)=5, Agree(A)=4, Moderate (M)=3, Disagree(D)=2 Strongly Disagree (SD)=1.

IV. What are the challenges that hinder during practice of instructional supervision in primary schools of Haramaya Woreda?

No	Items	Scale				
		5	4	3	2	1
1	Challenges related to instructional supervision practice	SA	A	M	DA	SD
1.1	Instructional supervisors have not taken relevant training on the job.					
1.2	Lack of pedagogical knowledge concerning instructional supervision.					
1.3	Lack of experienced and competent supervisors in the school.					
1.4	Instructional Supervisors unable to support teachers properly on teaching-learning activities.					
1.5	Lack of transparent communication between supervisors and teachers					
1.6	Instructional supervisors are overloaded with classroom activities and administrative tasks.					
1.7	Lack of guidelines to conduct supervision					

1.11. If there are any other factors that hinder proper practice of school based of instructional supervision in your school, please write them briefly.

What are measures to the challenges of instructional supervision, please list them

Appendix- B

YUNIVERSITHI JIMMMAA

SAGANTAA DIGRII LAMAFFAA, SIRNA BARNOOTATIN.

Gaafannoo barsiisota, dura-bu'oota fi supervayzaroota CRC tiin guutamu.

Qajeelfama Waliigala

- Maqaa keessan barreesuun hin barbaachisu.
- Erga gaaffii dubbistee booda mallattoo “x” bakka deebi agarsiiftu ka’i.
- Gaaffii filannoo hin qabneef deebi yaad keetin ibsi.

Boqqonnaa 1: Odeeffannoo hirmaattotaa.

1. Maqaa mana barumsaa _____
2. Saala: dhira _____ dubara _____
3. Umrii _____
4. Gosa barnoota Mantee _____ Antee _____ YKN _____
5. Bara tajaajila: (A) 1-5 (B) 6-10 (C) 11-15 (D) 16-20 (E) 21 and above
6. Sadarkaa barnoot keeti: (A) Sertefikeeti (B) Dippilooma (C) Degree 1^{ffaa} (D) Degree 2^{ffaa}
7. Gahee hoji ammaa hojjachaa jirtu:
(A) Barsiisa (B) Dura Bu’a (C) Supervayizara CRC.

Boqqonnaa 2: gahee superviishinii: 1 Foyya’insa baru barsiisu, 2 sirna barnootaa guddisuu fi 3 DGOG

Himoota armaan gadii haala waliigaltee kee ibsuun furtuu 1-5 fayyadamun mallattoo “x” barreesuun debisii. **Furtuu:** baaye gadaana=1, gad aana=2, giddugala=3, ol’aana=4, daran ol’aana=5,

- I. Shaakala supervishiinii guyya guyyaa keessattii supervaayizaronnii keessaa hangam takkaa gahee supervishinii hoji irra oolcha jirani?

Lak	Gaaffiilee : hangam takkaaf	1	2	3	4	5
1.1	Barsiisoonni karoora guyyaa fi torbe akka qopheefachuu danda’an gargaara.					
1.2	Mala baruu barsiisu ammayyaatti akka fayyadaman barsiisootaf leenji gaggabaabo kennu.					
1.3	Maloota madaalliitti akka fayyadamanif barsiisootaf leenji gaggabaabo kennun cimsu..					
1.4	Akka barsiisoonni meshaale barnoota filatani ittin gargaaraman gargaaru.					

1.5	Rakkoo barnoota akka adda baasaniif barsiisoota gargaaru.						
1.6	Tooftaa daree itti to'atanii waliin akka barsiisoonni walbaraniif gargaaru.						
2.1	Sirna barnoota haaraya hoji irra oolchuf barsiisoota gargaaru.						
2.2	Sirna barnoota fooyyesuf fedhii barattootaa fi hawaasa adda baasu.						
2.3	Kitaaba barnootatti/silabasiitti akka barsiisoonni sirritti fayyadaman gargaaru.						
2.4	Guddina sirna barnoota keessatti barsiisoonni akka hirmaatan kakaasu.						
2.5	Qabeyyee barnoota yeroon walsimsiisun akka xumuraniif barsiisota gargaaru.						
3.1	Ogummaa barsiisota guddisuf jecha yaada hidama barsiisuu irrati odefannoo waltawa kennuuf?						
3.2	Sagantaan mentorii fi madaqinsi barsiisota haarayaaf akka kennamu taasisu?						
3.3	Muxannoo akka waljjiiraniif barsiisota kakaasu?						
3.4	Akka karoorra CPD of isaanii baafatanif barsiisota gargaaru?						
3.5	Leenji gaggabaaboo akka mana barnoota keessati baru barsiisuu irratti kennamu taasisu?						

Adeemsi baruu barsiisuun akka sirriitti mana barnoot keessatti gaggeefamu gahee kee bahuuf shoorri ati tahpachaa qabdu maali?

Boqonnaa Sadi: gosoota supervishiinii keessaa.

Himoota armaan gadii haala waliigaltee kee ibsuun furtuu 1-5 fayyadamun mallattoo “x” barreesuun debisii. **Furtuu:** 1-siruuma walii hingaluu, 2-walii hingalu, 3-yaada hin qabu, 4- walii ni gala, 5-sirritti walii gala.

- II. Gahe supervishiinii bahuuf supervaayizarrii keessaa fi CRC gosoota supervishiinii keessaa hubachuun hangam takkaa hojii irraa oolchaa jira?

Daawwii Daree

lak k	Gaaffiile: hangam takkaaf	1	2	3	4	5
1.1	Suppervaayizara fi barsiisan kayyoo daawwii daree ni murteysu.					
1.2	Yeroo dawwii fi barannoo dawii irrati walii-galu.					
1.3	Maloota fi karoora barannoo irratti suppervaayizarri barsiisaa waliin waliigatee ni uumu.					
1.4	Dawwiin daree madaalli barsiisoota kan xumura akka hin taane hubannoo ni uumu.					
2.1	Suppervaayizarri akkaata walii-galtee daawwii duraatiin daree ni daawwatu.					
2.2	Barannoo dhiyaatu sirritti hordafuuf yeroo gaha kennuun daree dawwata.					
3.1	Suppervaayizara fi barsiisaan raga argame akkaata kaayyoo barnootaatin dandeetti barattootaatin walqabsiisuun ni ibsu.					
3.2	Duub-deebi kennuuf Suppervaayizarri raga dawwii daree hunda ni qindeeysu.					
3.3	Wal-gahii ittii aanuuf karoora ni baasuu.					
4.1	Danddeettii barsiisaa madaaluf gaaffi gaafachuun mari ni eegalu.					
4.2	Hojiile daree keessatti hojjamee fi kan karoorfame wal-madaalsisuu.					
4.3	Gocha barsiisaan raawwatamee fi kan karoorfame jidduu qawaa jiru adda baasuu.					
4.4	Daawwii itti aanutti akkaata dhiyeessi barnootaa itti fooyya'u irratti barsiisa waliin ni mari'atu.					
4.5	Dub-deebi barsiisaaf ni kenna akka gara fuulduraatii of foyyeesuf.					

Yeroo meeqa suppervaayizarri si daawwate/daawwate?

Haala kamiin dawwiin daree m/b keessaan keessatti gaggeefama?

Himoota armaan gadii haala waliigaltee kee ibsuun furtuu 1-5 fayyadamun mallattoo “x” barreesuun debisii. **Furtuu:** Bayyee gad-aana(BGA)=1, Gad-aana(GA)=2, Giddugaleeysa(G)=3, Ol’aana(O)=4, Baayye Ol’aana (BO)=5,

1	Gaaffile: hangam takkaaf supervaayizarri	1	2	3	4	5
1.1	Akka barsiisoonni superviishinii waliinitti fayyadamii wal gargaaran kakaasu.					
1.2	Akka barsiisoonni ogummaa isaani guddifachuuf akka waliin hojjatan kakaasu					
1.3	Sadarkaa m/b tti barsiisoonni sirna barnoota irratti akka waliin hojjatan kakaasu.					
2.1	Barsiisoonni karoora ofii baafataniin akka of madaalan kakaasu.					
2.2	Barsiisoonni ogummaa isaani ofii akka guddifatan kakaasu					
2.3	Miirri itti gaafatamummaa barsiisa keessatti uumuf hamilee isaani eeguun kakaasu					
3.1	Adeemsa qorannoo gochaa haala m/b irratti hundaa’un akka gaggeesan agarsiisu.					
3.2	Barsiisoonni qorannoo gochaa gaggeesani rakkoo akka furan godhu.					
4.1	Adeemsa baru-barsiisuu fooyyesuf jecha tasa barsiisaa irraa raga fudhatu.					

Gosoota supervishiini kan itti fadamaa jirttan akka mana barnoota keetitti kan biraa yoojiraate barreesi.

Boqonnaa Afur: Ilaalcha barsiisaan superviishiini keessaaf qabu

Himoota armaan gadii haala waliigaltee kee ibsuun furtuu 1-5 fayyadamun mallattoo “x” barreesuun debisii. **Furtuu:** 1-siruuma walii hingaluu, 2-walii hingallu, 3-yaada hin qabu,4- walii ni gala, 5-sirritti walii gala.

III. Ilaalchi barsiisoonni supervishiinii barnootaf qabu maal faa dha?

1	Gaaffilee	1	2	3	4	5
1.1	Superviishiiniin akka barsiisootatti bilisummaan itti dhagahamuuf haala mijawaa uuma.					
1.2	Supervaayizarrii beegumsa maloota superviishiini irratti ni qaba					
1.3	Superviishinin barsiisoonni hojii baru-barsiisu isaani akka galmaan gahaniif ni gargaara.					
1.4	Superviishiinin qulqullinni baru-barsiisuu akka fooyya’uf gargaara.					

1.5	Supperviishiini sagantaan CPD barsiisoota haala gaariin akka guddatan godha.					
1.6	Barsiisaan supparviishiiniin akka dogoggoora barbaadutti ilaala.					
1.7	Barsiisaan supparaayizarii akka dandeettii hin qabneeti ilaala.					
1.8	Baarsiisan supparvishinii akka deeggarsatti dhiisee akka madaallitti ilaala.					

Supervishinii irratti ilaachi biraa yoo qabaate ibsi.

Boqonnaa Shan: Rakkoole raawwii supperviishiinii keessaa mudatan
Himoota armaan gadii haala waliigaltee kee ibsuun furtuu 1-5 fayyadamun mallattoo “x” barreesuun debisii. **Furtuu:**1-siruumaa walii hingaluu, 2-walii hingalu, 3-yaada hin qabu,4- walii ni gala, 5-sirritti walii gala.

1	Rakkoole supperviishiiniin walqabatan	1	2	3	4	5
1.1	Supparaayizarii leenjii supparvishinii hin qabu.					
1.2	Supparaayizarii keessaa ogummaa supparvishinii qaban hin jiru.					
1.3	Supparaayizarii supperviishiiniin irratti muxannoo gaha dhabuu					
1.4	Adeemsa baruu-barsiisuu irratti supparaayizarii sirritti barsiisaa gargaaru dadhabu.					
1.5	Iftoominaa fi walqunnamtii gaariin barsiisa fi supparaayizara giddu hin jiru.					
1.6	Supparaayizara keessaattii hojiin daree fi bulchinsaa itti baayachuu.					
1.7	Qaceelfamaa fi chekliistiin supparvishinii keessaa dhabamuu.					

Rakkoon biraa yoo jiraate barreesi

Malli furmaata rakkoole kana maali jette yaada?

Appendix- C

Jimma University

College of Education and Behavioral Science

Department of Teacher Education and Curriculum Studies

Program: MA in curriculum and Instruction

Guides to interview conduct with HWEQ Teacher's Development expert

Dear respondents

The aim of the interview is to investigate issues relate to practice and challenges of instructional supervision in primary schools Haramaya Woreda. The information obtain from the respondents will help to suggest solutions to the problems encounter during the practice of instructional supervision in the schools. The data obtain will be used for research purpose only.

Thank you in advance for your cooperation

Part I: Back Ground of Respondents

1. Sex _____ 2. Age _____ 3. Qualification _____
4. Experience: As a teacher_____. As a supervisor_____. As expert_____

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

1. How do you feel the effectiveness of instructional supervision?
2. What major roles do you think supervision has to the development of curriculum, staff and instruction?
3. Can you tell me about the supervisory option primary schools supervisors should employ in providing supervisory service to teachers in your Woreda?
4. What are the problems encountered during the practice of instructional supervision in primary schools of your Woreda?
5. What do you suggest as solution to overcome the problems?

Appendix-D

Jimma University

College of Education and Behavioral Science

Department of Teacher Education and Curriculum Studies

Program: MA in Curriculum and Instruction

Document analysis Guideline

Name of School _____

Date of observation _____

No	Item	Available	Not available	Comment
1	Written feedback for teachers			
2	Curriculum time table.			
3	Action research report			
4	Instructional supervision plans.			

Appendix-E

Post Hoc Tests Supervisory Practice in promoting Instruction, Curriculum and Staff Development.

Multiple Comparisons							
LSD							
Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional improvement							
Supports teachers in preparing lesson plan?	teachers	principals	-.16352	.389	.675	-.9319	.6048
		supervisors	-.49686	.4316	.251	-1.348	.3548
	principals	teachers	.16352	.3894	.675	-.6048	.9319
		supervisors	-.33333	.5584	.551	-1.435	.7684
	supervisors	teachers	.49686	.4316	.251	-.3548	1.348
		principals	.33333	.5584	.551	-.7684	1.435
Supports teachers to use modern teaching methods?	teachers	principals	-.47421	.3488	.176	-1.162	.2142
		Supervisor	-.95755*	.38670	.014	-1.725	-.1946
	principals	Teachers	.47421	.34889	.176	-.2142	1.1626
		Supervisor	-.48333	.50027	.335	-1.470	.5037
	supervisors	Teachers	.95755*	.3867	.014	.1946	1.7205
		principals	.48333	.50027	.335	-.5037	1.4704
Helps teachers to develop skills of applying different assessment techniques through training?	teachers	principals	-.04654	.32843	.887	-.6945	.6014
		supervisors	.05346	.36401	.883	-.6647	.7717
	principals	teachers	.04654	.32843	.887	-.6014	.6945
		supervisors	.10000	.47093	.832	-.8291	1.029
	supervisors	teachers	-.05346	.3640	.883	-.7717	.6647
		principals	-.10000	.4709	.832	-1.029	.8291
Encourage teachers in using of appropriate teaching aids?	teachers	principals	-.41132	.33802	.225	-1.078	.2556
		supervisors	-.14465	.3746	.700	-.8838	.5945
	principals	teachers	.41132	.33802	.225	-.2556	1.078
		supervisors	.26667	.4846	.583	-.6896	1.223
	supervisors	teachers	.14465	.37465	.70	-.5945	.8838
		principals	-.26667	.4846	.58	-1.220	.6896
Help teachers in identifying instructional problems?	teachers	principals	-.35472	.34155	.300	-1.028	.3192
		supervisors	-.17138	.37856	.651	-.9183	.5755
	principals	Teachers	.35472	.34155	.300	-.3192	1.028
		supervisors	.18333	.4897	.709	-.7829	1.149

	super visors	Teachers	.17138	.37856	.651	-.5755	.9183
		principals	-.18333	.4897	.709	-1.149	.7829
Supports teachers to use different techniques of classroom management?	teache rs	principals	.06038	.2922	.837	-.5162	.6369
		supervisors	.07704	.3238	.812	-.5620	.7160
	princi pals	Teachers	-.06038	.2922	.837	-.6369	.5162
		supervisors	.01667	.4189	.968	-.810	.8433
	super visors	teachers	-.07704	.3238	.812	-.716	.5620
		principals	-.01667	.4189	.968	-.8433	.8100
Curriculum development							
Assists teachers in the implementation of the new curriculum?	teache rs	principals	-.8981*	.3264	.007	-1.542	-.2541
		supervisors	-.36478	.3617	.315	-1.076	.3490
	princi pals	teachers	.89811*	.3264	.007	.2541	1.542
		supervisors	.53333	.468	.256	-.3901	1.456
	super visors	teachers	.36478	.3617	.315	-.349	1.078
		principals	-.53333	.4680	.256	-1.458	.3901
Helps teachers to identify students and community need so as to improve the curriculum?	teache rs	principals	-.81384*	.3188	.012	-1.442	-.1848
		supervisors	.11950	.3533	.736	-.5777	.8167
	princi pals	teachers	.81384*	.3188	.012	.1848	1.442
		supervisors	.93333*	.4571	.043	.0313	1.835
	super visors	teachers	-.11950	.353	.736	-.8167	.5777
		principals	-.93333*	.4571	.043	-1.835	-.0313
Helping teachers in use of appropriate instructional materials?	teache rs	principals	-.03899	.2766	.888	-.5848	.5068
		supervisors	-.23899	.3066	.437	-.8440	.3660
	princi pals	teachers	.03899	.2766	.888	-.5068	.5848
		supervisors	-.20000	.3966	.615	-.9827	.5827
	super visors	teachers	.23899	.3066	.437	-.3660	.8440
		principals	.20000	.3966	.615	-.5827	.9827
Encourage teachers in the curriculum development process?	teache rs	principals	-.29937	.3235	.356	-.9378	.3391
		supervisors	-.23270	.3586	.517	-.940	.4749
	princi pals	teachers	.29937	.3235	.356	-.3391	.9378
		supervisors	.06667	.4640	.886	-.8488	.9821
	super visors	teachers	.23270	.3586	.517	-.4749	.9403
		principals	-.06667	.4640	.886	-.9821	.8488
Providing assistance for teachers on the use of time in relation to content to be cornered	teache rs	principals	-.74591*	.3548	.037	-1.446	-.0458
		supervisors	-.59591	.3932	.131	-1.371	.1800
	princi pals	teachers	.74591*	.3548	.037	.0458	1.446
		supervisors	.15000	.5088	.768	-.8539	1.153
	super visors	teachers	.59591	.3932	.131	-.1800	1.371
		principals	-.15000	.5088	.768	-1.153	.8539
Staff development							
Providing the latest information of teaching	teache rs	principals	-.22516	.3171	.479	-.8509	.4006
		supervisors	-.35849	.3515	.309	-1.050	.3350

theories to enhance teachers professional?	principals	teachers	.22516	.3171	.479	-.4006	.8509
		supervisors	-.13333	.4547	.770	-1.036	.7639
	supervisors	teachers	.35849	.3515	.309	-.335	1.052
		principals	.13333	.4547	.770	-.7639	1.030
Facilitate mentoring and induction programs for newly assigned teachers?	teachers	principals	-.20881	.3719	.575	-.9427	.5251
		supervisors	-.32547	.4122	.431	-1.138	.4880
	principals	teachers	.20881	.3719	.575	-.525	.9427
		supervisors	-.11667	.5333	.827	-1.169	.9357
	supervisors	teachers	.32547	.4122	.431	-.4880	1.138
		principals	.11667	.5333	.827	-.9357	1.169
Facilitate experience sharing programs between teachers ?	teachers	principals	-.36730	.3459	.29	-1.049	.3153
		supervisors	-.18396	.3834	.632	-.9405	.5726
	principals	teachers	.36730	.3459	.290	-.3153	1.049
		supervisors	.18333	.4960	.712	-.7954	1.162
	supervisors	teachers	.18396	.3834	.632	-.5726	.9405
		principals	-.18333	.4960	.712	-1.16	.7954
Supporting teachers in their attempt to plan self-development professionally?	teachers	principals	-.16730	.341	.625	-.8407	.5062
		supervisors	-.51730	.3783	.173	-1.263	.2291
	principals	teachers	.16730	.3413	.625	-.506	.8407
		supervisors	-.35000	.4894	.475	-1.315	.6156
	supervisors	teachers	.51730	.3783	.173	-.229	1.263
		principals	.35000	.4894	.475	-.6156	1.315
Facilitating condition for short term training at school level to enhance teachers profession?	teachers	principals	-.25283	.3597	.483	-.9627	.4570
		supervisors	-.53616	.3987	.180	-1.320	.2506
	principals	teachers	.25283	.3597	.483	-.4570	.9627
		supervisors	-.28333	.5159	.584	-1.301	.7346
	supervisors	teachers	.53616	.3987	.180	-.2506	1.323
		principals	.28333	.5159	.584	-.7346	1.301
*. The mean difference is significant at the 0.05 level.							

Post Hoc Tests Supervisory Activities Expected During Clinical Supervision

Multiple Comparisons							
LSD							
Dependent Variable	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Pre-observation conference							
Make agreement with teacher on the objective of classroom.	Teachers	Principals	-.2088	.2549	.414	-.7119	.2943
		Supervisors	-.82547*	.2826	.004	-1.383	-.2679
	Principals	Teachers	.20881	.2549	.414	-.2943	.7119
		Supervisors	-.61667	.3656	.093	-1.338	.1047
	Supervisors	Teachers	.82547*	.2826	.004	.2679	1.383
		Principals	.61667	.3656	.093	-.1047	1.338
Make mutual agreement with teachers on schedule for visiting his/her classroom.	Teachers	Principals	-.32579	.3440	.345	-1.004	.3530
		Supervisors	-.29245	.3813	.444	-1.044	.4599
	Principals	Teachers	.32579	.3440	.345	-.3530	1.004
		Supervisors	.03333	.4933	.946	-.9400	1.006
	Supervisors	Teachers	.29245	.3813	.444	-.4599	1.044
		Principals	-.03333	.4933	.946	-1.006	.9400
Make agreement with the teacher on the method and form of lesson plan that will be observed before actual presentation.	Teachers	Principals	-.31824	.2287	.166	-.7695	.1330
		Supervisors	-.41824	.2534	.101	-.9184	.0819
	Principals	Teachers	.31824	.2287	.166	-.1330	.7695
		Supervisors	-.10000	.3279	.761	-.7470	.5470
	Supervisors	Teachers	.41824	.2534	.101	-.0819	.9184
		Principals	.10000	.3279	.761	-.5470	.7470
Create awareness that classroom observation is helping process and not part of the final appraisal of performance.	Teachers	Principals	-.60503	.3150	.056	-1.226	.0166
		Supervisors	-.30503	.3492	.384	-.9941	.3840
	Principals	Teachers	.60503	.315	.056	-.0166	1.226
		Supervisors	.30000	.4517	.508	-.5914	1.191
	Supervisors	Teachers	.30503	.3492	.384	-.3840	.9941
		Principals	-.30000	.4517	.508	-1.191	.5914
Observation stage							
Observe the teacher based on areas agreed up on.	Teachers	Principals	-.49182	.2915	.093	-1.067	.0834
		Supervisors	-.77516*	.3231	.017	-1.412	-.1376
	Principals	Teachers	.49182	.2915	.093	-.0834	1.067
		Supervisors	-.28333	.4180	.499	-1.108	.5415
	Supervisors	Teachers	.77516*	.3231	.017	.1376	1.412
		Principals	.28333	.4180	.499	-.5415	1.108
Giving sufficient time to observe the lesson in detail.	Teachers	Principals	-.03270	.3076	.915	-.6398	.5743
		Supervisors	-.56604	.3410	.099	-1.238	.1068

	Principals	Teachers	.03270	.3076	.915	-.5743	.6398
		Supervisors	-.53333	.4411	.228	-1.403	.3371
	Supervisors	Teachers	.56604	.3410	.099	-.1068	1.238
		Principals	.53333	.4411	.228	-.3371	1.403
Observation analysis							
Analyze the recorded data terms of established objectives.	Teachers	Principals	-.25912	.3218	.422	-.8942	.3760
		Supervisors	-.45912	.3567	.200	-1.163	.2448
	Principals	Teachers	.25912	.3218	.422	-.3760	.8942
		Supervisors	-.20000	.4615	.665	-1.110	.7106
	Supervisors	Teachers	.45912	.3567	.200	-.2448	1.163
		Principals	.20000	.4615	.665	-.7106	1.110
Organizes the recorded data into clear discipline for providing feedback to the teacher.	Teachers	Principals	-.48428	.3122	.123	-1.100	.1319
		Supervisors	-.40094	.3461	.248	-1.083	.2820
	Principals	Teachers	.48428	.3122	.123	-.1319	1.100
		Supervisors	.08333	.4477	.853	-.8002	.9668
	Supervisors	Teachers	.40094	.3461	.248	-.2820	1.083
		Principals	-.08333	.4477	.853	-.9668	.8002
Develop a plan for the post observational meeting.	Teachers	Principals	-.09182	.3210	.775	-.7252	.5416
		Supervisors	-.19182	.3558	.590	-.8938	.5102
	Principals	Teachers	.09182	.3210	.775	-.5416	.7252
		Supervisors	-.10000	.4603	.828	-1.008	.8082
	Supervisors	Teachers	.19182	.3558	.590	-.5102	.8938
		Principals	.10000	.4603	.828	-.8082	1.008
Post observation conference							
Start the post conference by asking teachers to evaluate their performance in the classroom.	Teachers	Principals	-.40755	.3333	.223	-1.065	.2502
		Supervisors	-.45755	.3695	.217	-1.186	.2715
	Principals	Teachers	.40755	.3333	.223	-.2502	1.065
		Supervisors	-.05000	.4780	.917	-.9932	.8932
	Supervisors	Teachers	.45755	.3695	.217	-.2715	1.186
		Principals	.05000	.4780	.917	-.8932	.993
Comparing the expected outcomes with actual outcomes for future improvement .	Teachers	Principals	-.05409	.3284	.869	-.7021	.5939
		Supervisors	-.15409	.3640	.673	-.8723	.5641
	Principals	Teachers	.05409	.3284	.869	-.5939	.7021
		Supervisors	-.10000	.4709	.832	-1.029	.8292
	Supervisors	Teachers	.15409	.3640	.673	-.5641	.8723
		Principals	.10000	.470	.832	-.8292	1.029
Identify the gap between the anticipated and the actual behavior seen upon teachers.	Teachers	Principals	-.46164	.3198	.151	-1.092	.1694
		Supervisors	-.52830	.3544	.138	-1.227	.1711
	Principals	Teachers	.46164	.3198	.151	-.1694	1.092
		Supervisors	-.06667	.4585	.885	-.9714	.8381
	Supervisors	Teachers	.52830	.3544	.138	-.1711	1.227
		Principals	.06667	.4585	.885	-.8381	.9714

Discuss on ways to improve the lesson for the next observation with teachers.	Teachers	Principals	-.23774	.3209	.460	-.8710	.3956
		Supervisors	-.28774	.3557	.420	-.9896	.4142
	Principals	Teachers	.23774	.3209	.460	-.3956	.8710
		Supervisors	-.05000	.4602	.914	-.9581	.8581
	Supervisors	Teachers	.28774	.3557	.420	-.4142	.9896
		Principals	.05000	.4602	.914	-.8581	.9581
Provide necessary feedback based on the actual observation for future improvement.	Teachers	Principals	-.24277	.3419	.479	-.9175	.4319
		Supervisors	-.17610	.3790	.643	-.9239	.5717
	Principals	Teachers	.24277	.3419	.479	-.4319	.9175
		Supervisors	.06667	.4903	.892	-.9008	1.034
	Supervisors	Teachers	.17610	.3790	.643	-.5717	.9239
		Principals	-.06667	.4903	.892	-1.034	.9008
*. The mean difference is significant at the 0.05 level.							

Post Hoc Tests Role of Supervisors in Collegial, Self-Direct, Inquiry Based and Informal Supervision.

Multiple Comparisons							
LSD							
Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Collegial supervision							
Assist teachers to develop the essence of collegiality?	Teachers	Principals	-.39245	.31018	.207	-1.004	.2195
		Supervisors	-.54245	.3437	.116	-1.220	.1358
	Principals	Teachers	.39245	.3101	.207	-.2195	1.0044
		Supervisors	-.15000	.4447	.736	-1.027	.7275
	Supervisors	Teachers	.54245	.3437	.116	-.1358	1.2208
		Principals	.15000	.4447	.736	-.7275	1.0275
Encourage teachers work cooperatively towards their professional growth?	Teachers	Principals	-.64151	.33300	.056	-1.298	.0155
		Supervisors	-.8915*	.36908	.017	-1.619	-.1633
	Principals	Teachers	.64151	.33300	.056	-.0155	1.2985
		Supervisors	-.25000	.47748	.601	-1.192	.6921
	Supervisors	Teachers	.89151*	.36908	.017	.1633	1.6197
		Principals	.25000	.47748	.601	-.6921	1.1921
Encourage teachers to work cooperatively on the curriculum improvement at school level?	Teachers	Principals	-.10063	.33354	.763	-.7587	.5575
		Supervisors	-.10063	.36968	.786	-.8300	.6288
	Principals	Teachers	.10063	.33354	.763	-.5575	.7587
		Supervisors	.00000	.47826	1.00	-.9436	.9436
	Supervisors	Teachers	.10063	.36968	.786	-.6288	.8300
		Principals	.00000	.47826	1.00	-.9436	.9436

Self- direct supervision							
Encourage effective teachers plan their own and evaluate it by themselves?	Teachers	pricipals	-.22013	.34233	.521	-.8956	.4553
		supervisors	-.55346	.37943	.146	-1.302	.1952
	Pricipals	teachers	.22013	.34233	.521	-.4553	.8956
		supervisors	-.33333	.49087	.498	-1.301	.6352
	supervisors	teachers	.55346	.37943	.146	-1.952	1.3021
		pricipals	.33333	.49087	.498	-.6352	1.3018
Encourage teachers for their own self professional improvement?	Teachers	pricipals	-.31950	.34586	.357	-1.001	.3629
		supervisors	-.36950	.38333	.336	-1.125	.3868
	Pricipals	teachers	.31950	.34586	.357	-.3629	1.0019
		supervisors	-.05000	.49592	.920	-1.028	.9285
	supervisors	teachers	.36950	.38333	.336	-.3868	1.1258
		pricipals	.05000	.49592	.920	-.9285	1.0285
Are motivate teachers keep up their moral by promoting sense of responsibility?	Teachers	pricipals	-.40503	.32655	.216	-1.049	.2392
		supervisors	-.55503	.36193	.127	-1.269	.1591
	Pricipals	teachers	.40503	.32655	.216	-.2392	1.0493
		supervisors	-.15000	.46823	.749	-1.073	.7738
	supervisors	teachers	.55503	.36193	.127	-1.1591	1.2691
		pricipals	.15000	.46823	.749	-.7738	1.0738
Inquiry based supervision							
Show teachers the procedure how to conduct action research in school context?	Teachers	pricipals	-.11950	.33627	.723	-.7830	.5440
		supervisors	-.53616	.37271	.152	-1.271	.1992
	Pricipals	teachers	.11950	.33627	.723	-.5440	.7830
		supervisors	-.41667	.48218	.389	-1.368	.5347
	supervisors	teachers	.53616	.37271	.152	-.1992	1.2715
		pricipals	.41667	.48218	.389	-.5347	1.3680
Encourage teachers to conduct action research to solve the problem of their school?	Teachers	pricipals	-.25283	.2987	.398	-.8422	.3365
		supervisors	-.45283	.33106	.173	-1.106	.2004
	Pricipals	teachers	.25283	.2987	.398	-.3365	.8422
		supervisors	-.20000	.4283	.641	-1.045	.6450
	supervisors	teachers	.45283	.33106	.173	-.2004	1.1060
		pricipals	.20000	.42830	.641	-.6450	1.0450
Informal supervision							
Are obtaining information from teachers informally for decision making to modify teaching programs?	Teachers	pricipals	-.45409	.31970	.157	-1.084	.1767
		supervisors	-.32075	.3543	.367	-1.019	.3784
	Pricipals	teachers	.45409	.31970	.157	-.1767	1.0849
		supervisors	.13333	.45841	.771	-.7711	1.0378
	supervisors	teachers	.32075	.35434	.367	-.3784	1.0199
		pricipals	-.13333	.45841	.771	-1.037	.7711
*. The mean difference is significant at the 0.05 level.							

Post Hoc Tests perception of teachers to ward instructional supervision

Multiple Comparisons							
LSD							
Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional supervision creates suitable climate for teachers.	Teachers	Principals	-.73585*	.34846	.036	-1.4234	-.0483
		Supervisor	-.56918	.38621	.142	-1.3312	.1928
	Principals	Teachers	.73585*	.34846	.036	.0483	1.4234
		Supervisor	.16667	.49965	.739	-.8191	1.1525
	Supervisors	Teachers	.56918	.38621	.142	-.1928	1.3312
		Principals	-.16667	.49965	.739	-1.1525	.8191
Instructional supervisors having good skills on supervision techniques.	Teachers	Principals	-.58742	.31012	.060	-1.1993	.0245
		Supervisor	.82075*	.34372	.018	-1.4989	-.1426
	Principals	Teachers	.58742	.31012	.060	-.0245	1.1993
		Supervisor	-.23333	.44468	.600	-1.1107	.6440
	Supervisors	Teachers	.82075*	.34372	.018	.1426	1.4989
		Principals	.23333	.44468	.600	-.6440	1.1107
Instructional supervision teaches sense of personal achievement in the teaching staff.	Teachers	Principals	-.30189	.34343	.381	-.9795	.3757
		Supervisor	-.80189*	.38064	.037	-1.5529	-.0509
	Principals	Teachers	.30189	.34343	.381	-.3757	.9795
		Supervisor	-.50000	.49244	.311	-1.4716	.4716
	Supervisors	Teachers	.80189*	.38064	.037	.0509	1.5529
		Principals	.50000	.49244	.311	-.4716	1.4716
Instructional supervision help to improve quality of teaching and learning.	Teachers	Principals	-.33836	.34676	.330	-1.0225	.3458
		Supervisor	-.22170	.38433	.565	-.9800	.5366
	Principals	Teachers	.33836	.34676	.330	-.3458	1.0225
		Supervisor	.11667	.49721	.815	-.8643	1.0977
	cruster supervisors	Teachers	.22170	.38433	.565	-.5366	.9800
		Principals	-.11667	.49721	.815	-1.0977	.8643
Instructional supervision help to develop good staff development programs.	Teachers	Principals	-.86541*	.35502	.016	-1.5659	-.1649
		Supervisor	-.63208	.39349	.110	-1.4084	.1443
	Principals	Teachers	.86541*	.35502	.016	.1649	1.5659
		Supervisor	.23333	.50907	.647	-.7711	1.2377
	Supervisors	Teachers	.63208	.39349	.110	-.1443	1.4084
		Principals	-.23333	.50907	.647	-1.2377	.7711
Teachers perceive supervision as a fault finding than helping activity.	Teachers	Principals	-.06792	.33468	.839	-.7282	.5924
		Supervisor	.29874	.37094	.422	-.4331	1.030
	Principals	Teachers	.06792	.33468	.839	-.5924	.7282
		Supervisor	.36667	.47989	.446	-.5802	1.3135

	Supervisors	Teachers	-.29874	.37094	.422	-1.0306	.4331
		Principals	-.36667	.47989	.446	-1.3135	.5802
Teachers perceive supervisors as incompetent to the position	Teachers	Principals	.01761	.33984	.959	-.6529	.6881
		Supervisor	.23428	.37666	.535	-.5089	.9774
	Principals	Teachers	-.01761	.33984	.959	-.6881	.6529
		Supervisor	.21667	.48729	.657	-.7448	1.1781
	Supervisors	Teachers	-.23428	.37666	.535	-.9774	.5089
		Principals	-.21667	.48729	.657	-1.1781	.7448
Teachers perceive supervision as a tool used to final appraisal.	Teachers	Principals	.24906	.34054	.466	-.4228	.9210
		Supervisor	.26572	.37744	.482	-.4790	1.0104
	Principals	Teachers	-.24906	.34054	.466	-.9210	.4228
		Supervisor	.01667	.48830	.973	-.9468	.9801
	Supervisors	Teachers	-.26572	.37744	.482	-1.0104	.4790
		Principals	-.01667	.48830	.973	-.9801	.9468
*. The mean difference is significant at the 0.05 level.							

Post Hoc Tests challenges that affect practice of instructional supervision

Multiple Comparisons							
LSD							
Dependent Variable	(I) occupation	(J) occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional supervisors have not taken relevant training on the job.	Teachers	principals	.20126	.3589	.576	-.5069	.9094
		Supervisors	.28459	.3978	.475	-.5003	1.0695
	Principals	Teachers	-.2012	.3589	.576	-.9094	.5069
		supervisors	.08333	.5146	.872	-.9321	1.0988
	Supervisors	teachers	-.2845	.3978	.475	-1.069	.5003
		principals	-.0833	.5146	.872	-1.098	.9321
Lack of pedagogical knowledge concerning instructional supervision.	Teachers	principals	.61258	.3399	.073	-.0581	1.2832
		supervisors	.42925	.3767	.256	-.3141	1.1726
	Principals	teachers	-.6125	.3399	.073	-1.283	.0581
		supervisors	-.1833	.4874	.707	-1.145	.7783
	Supervisors	teachers	-.4292	.3767	.256	-1.172	.3141
		principals	.18333	.4874	.707	-.7783	1.145
Lack of experienced and competent supervisors in the school.	Teachers	principals	.19497	.3296	.555	-.4555	.8454
		supervisors	.69497	.3654	.059	-.0260	1.4159
	Principals	teachers	-.1949	.3296	.555	-.8454	.4555
		supervisors	.5000	.4727	.292	-.4327	1.4327
	Supervisors	teachers	-.6949	.3654	.059	-1.415	.0260
		principals	-.5000	.4727	.292	-1.432	.4327
Supervisors unable to support teachers	Teachers	principals	.55346	.3314	.097	-.1005	1.2074
		supervisors	.30346	.3673	.410	-.4213	1.0282
	Principals	teachers	-.5534	.3314	.097	-1.207	.1005

properly on teaching-learning activities.		supervisors	-.2500	.4752	.599	-1.187	.6877
	Supervisors	teachers	-.3034	.3673	.410	-1.028	.4213
		principals	.25000	.4752	.599	-.6877	1.1877
Lack of transparent communication between supervisors.	Teachers	principals	.40000	.3280	.224	-.2472	1.0472
		supervisors	.8333*	.3635	.023	.1160	1.5507
	Principals	teachers	-.4000	.3280	.224	-1.047	.2472
		supervisors	.43333	.4703	.358	-.4947	1.3614
	Supervisors	teachers	-.833*	.3635	.023	-1.550	-.1160
		principals	-.4333	.4703	.358	-1.361	.4947
The supervisors are overloaded with classroom activities.	Teachers	principals	.25283	.2838	.374	-.3072	.8129
		supervisors	-.0471	.3146	.881	-.6679	.5736
	Principals	teachers	-.2528	.2838	.374	-.8129	.3072
		supervisors	-.3000	.4070	.462	-1.103	.5031
	Supervisors	teachers	.04717	.3146	.881	-.5736	.6679
		principals	.30000	.4070	.462	-.5031	1.1031
Lack of guidelines to conduct supervision.	Teachers	principals	-.0226	.2784	.935	-.5721	.5268
		supervisors	-.2059	.308	.505	-.8150	.4030
		principals	.02264	.2784	.935	-.5268	.5721
	supervisors	teachers	-.1833	.3993	.647	-.9712	.6045
		teachers	.20597	.3086	.505	-.4030	.8150
		principals	.18333	.3993	.647	-.6045	.9712
*. The mean difference is significant at the 0.05 level.							