# TEACHERS' PERCEPTION ON THE PRACTICE OF INSTRUCTIONAL SUPERVISION IN GOVERNMENT SECONDARY SCHOOLS IN METEKEL ZONE
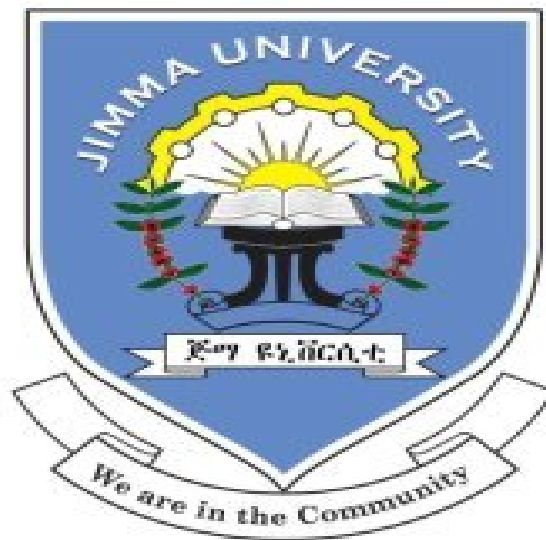
## BY

## GETACHEW ADAMIE



## JIMMA UNIVERSITY

## INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES
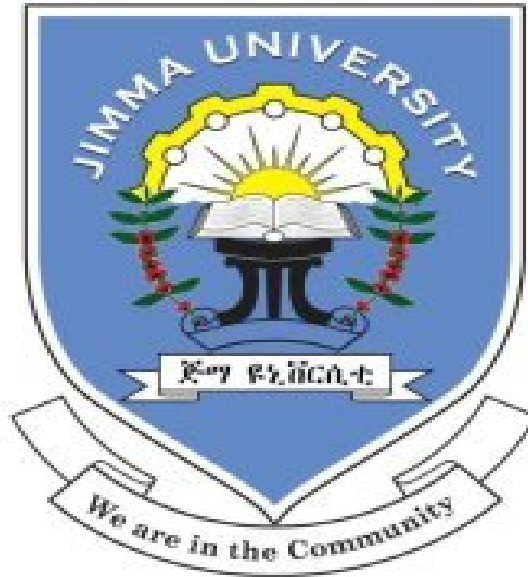
## DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

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**A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTERS IN EDUCATIONAL LEADERSHIP**

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I, the under signed graduate student, here by declared that this thesis is my original work, and that all sources of the materials used for this have been duly acknowledged.

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## List of Acronyms and Abbreviations

ADEA = Association for the Development of Education in Africa

BGREB/ BGR = Benishangul Gumuz Regional Education Bureau

CPD= Continuous Professional Development

CSA=Central Statistical Agencies

ESDP = Education Sector Development Program

ETP= Education and training

ICT= Information and communication technology

KETB= Keble Education and Training Bored

MOE = Ministry of Education

PTA= Parent Teacher associations

SPSS = Statistical Package for Social Science

TESO= Teacher Education System Overhaul

UNESCO= United Nations Educational Scientific and Cultural Organization

USAID= United States Agency for International Development

WEO = Woreda Education Office

ZED = Zonal Education Department

# Teachers Perception on the Practice of Instructional Supervision in Secondary Schools of Metekel Zone

## Abstract

*The purpose of this study was to examine teachers' perception on the instructional supervisory practices in Government Secondary Schools of Metekel Zone. The study particularly treats teachers' perception on instructional supervision function in improving instruction, promoting teachers professional competence, supervisory communication skills and the instructional leadership qualities of the supervisors in improving the overall instructional activities in their respective schools. To accomplish this, the study employed a descriptive survey method, which is supplemented by qualitative research approach to collect and analysis the data. The study was carried out in randomly selected 10(55.6%) secondary schools of Metekel Zone. The study involved 130 teachers who were selected using random sampling techniques. All the 10 principals, 10 vice principals and 4 secondary school supervision coordinators were also taken part in the study for interviewing. Questionnaire was the main instrument of data collection. Interview was also utilized to substantiate the data gained through the questionnaires. Frequency, percentage, and mean values were computed and utilized to analyze the questionnaires. The qualitative data obtained through interview was analyzed using narration. The result of the study reveals that the instructional supervisory practices in promoting instructional improvement activity in the schools were ineffective. Instructional supervisors were involved in the difficult task of supervision without having prior trainings to promoting staff development activities in the schools. Due to this, they were not capable in promoting professional competence of teachers. Furthermore, the study reveals that, work load, shortage of budget and inadequate communication skill of supervisors hinder proper implementation of instructional supervision in secondary schools of the study areas. Finally, based on the major findings, this study suggests the following recommendations. Accordingly, Woreda education office and Metekel Zone education desk in collaboration with schools and other voluntary governmental or NGOs should organize training for instructional supervisors on a collegial, teacher-oriented model of supervision that presents direct assistance to teachers and at the same time provides teachers and supervisors with different options for professional growth to improve school performance.*

## CHAPTER ONE

## 1 THE PROBLME AND ITS APPROACH

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitation of the study, definition of basic terms and organization of the study

### 1.1 Background of the Study

Education is a complicated process that brings various facets in to play. In this process the role of a teacher cannot be underestimated (Glatthorn cited in Kutsyuruba, 2003). In addition, improving teaching is a complex process in which many elements should interact. Hence, teachers' acceptance and interaction with the supervisory practice; i.e. the techniques, methods, models or processes used by supervisors at schools provide a catalyst for any supervisory success. The way teachers view the instructional supervision is that they are undergoing and think about it as very important in the outcomes of the supervision process. Instructional supervision is an interactive process that depends on the source of supervision, the supervisor, and the teacher. Therefore, knowing teachers opinions about the supervisory practices is important in implementing successful supervision (Abdulkareem, 2001).

As Beach & Reinhartz (2000) teachers differ in their preferences and choices for supervision. Meaning, there are teachers who would like to be left alone to do their job of teaching and others would be grateful for comments about their teaching (Augustyn, 2001). To improve their instructional performance, the instructional supervisor should also work with them in flexible and collaborative style. Thus, in order to bring effective education through the improved teaching learning process, instructional supervisors should be democratic, cooperative and should get serious attention in the school. Research by Beach and Reinhartz (2000) emphasized the importance of the collaborative effort of all participants involved in the supervisory process. This will help in improving the way supervisory practices are introduced and avoid any potential conflict.

# Teachers Perception on the Practice of Instructional Supervision in Secondary Schools of Metekel Zone

For about ten years, the field of supervision has been suffering from unfriendly and unstable relations between teachers and supervisors (Sullivan & Glanz, 2000). Among the reasons are the different ways of seeing or perceiving things that take place at school as part of the supervisory activities. How supervisors should behave while working with teachers was the focus of the discussion in the field of instructional supervision, and was a main drive for developing the different supervision models because different supervision models produced different practices. The aim was to enrich the best method by which supervisors could best improve the teachers' performance, provide them with the needed assistance for the total school improvement and providing quality education for the learner.

Having this, MOE (2003) mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim, supervisors usually employ several supervisory practices. But, MOE (2002) mentioned that, in previous years, the Woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they went to school; they do nothing except collecting information from the hands of school principals. Because of this, teachers' perception toward the practice of instructional supervision is another problem in ensuring quality education.

Many research works indicate that teachers do not always readily accept the practice of instructional supervision by supervisors. For example, Curtis' cited in Kutsyuruba (2003) indicate that, none of the principals studied believed teachers viewed supervision as a positive process, and that for many teachers; supervision was a meaningless exercise that had little value to them other than completion of their evaluation forms. Similarly, Sergiovanni and Starratt (2002) observed that, teachers' encounters with their instructional supervisory lead directly to evaluative judgments based on the skim pies of evidence. Such encounters, they argued, are destructive of autonomy, self-confidence and personal integrity. Similarly, Sullivan and Glanz (2000) noted that, the evaluation

function of instructional supervision is rooted in bureaucratic inspectional type of supervision which is to fulfill organizational requirements to measure and access teaching effectiveness. Although teaching and supervision are theoretically distinct, they are in fact both bound together and mutually reflect and reinforce one another. There is a pressing need to know how supervisors view their performance while working with teachers. Simultaneously, there is a similar need to know how teachers view their supervisors' performances (Abdulkareem, 2001). Therefore understanding teachers' perception is an essential step in the process of educational improvement effort.

Education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MOE (2004) the Ethiopian government has now shifted its attention to improve quality. It has started quality education initiative called 'General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues. Among others, educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation are the main components (MOE, 2002). This current movement demands the process of instructional supervision undergo a movement of reform and renewal.  In this movement, it seems essential to take the teachers' perception of instructional supervisory practices into account. Working in supervision reform without having this kind of knowledge is a great deficiency that might misguide the efforts for improvement.

Therefore, this study aims to investigate the perception of teachers in secondary schools of Metekel Zone regarding the actual instructional supervisory practices implemented by supervisors at schools. That is as Oja and Reiman cited in Kutsyuruba (2003) teachers need to have a choice among supervisory styles available for their academic growth. Thus, personal and professional development is the outcome of the effective instructional supervision. Accordingly, the main purpose of this study was based on the belief that the instructional supervisory process should be a collaborative effort reflecting the

professional concerns of individual teacher. Thus, this study aimed at examining the perception of teachers in secondary schools of Metekel Zone concerning the instructional supervisory practices implemented by supervisors at schools.

## 1.2 Statement of the Problem

Instructional supervision is a leadership process whose ultimate purpose is to improve instructional quality and thereby facilitate and promote successful student learning (Geogrgia, 2000). As Mohanty cited in Gashaw (2008) instructional supervision as all efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction which involves the stimulation of professional growth and development of teachers, the selection and revision of education, methods of teaching and evaluation of instruction. Therefore, in effort of improving the educational quality, more focus should be put on teachers and organizational aspects that affect their work at school. This focus is based on the assumption that understanding the factors that influence the teachers' performances will increase our knowledge about how to improve schools (Wu & Short cited in Abdulkareem, 2001).

In addition, the fundamental and enduring improvements in quality comes only with fundamental changes in the way an organization was structured and the way people are viewed and professionally supported (Duffy cited in Abdulkareem, 2001). This shows that the primary purpose of instructional supervision is to focus on teachers' instructional improvement which in turn improves student academic achievement as (Wanzare & da Costa cited in Zachariah, 2011).

However, pedagogical support and advice which form the core part of instructional supervisors' mandate are overshadowed by routine administrative tasks. Some of has little or nothing to do with their official work description (Carron & Grawe, 1997). Similarly, as MOE (2002) in previous years, the Woreda education experts who were assigned for instructional supervision at school were not able to solve school problems. Sometimes they go to school; they do nothing except collecting information from school principals. Furthermore, Paulos (2001) illustrated that; many teachers have been hardly

complaining that conferences and workshops at grassroots level are nonexistent. Moreover, teachers are not properly supported by instructional supervisors in tackling instructional problems as well as in implementation of new curriculum and new instructional approaches. As cited by Sergiovanni and Starratt (2002) in order to be effective, supervision policy cannot rely exclusively on one model. But, it should combine their best characteristics as each process has different qualities that can contribute to teachers' growth and development as they seek to improve instruction. Because the problems and issues of teaching and learning, teachers practice, need and interest are different. Therefore, the instructional supervision processes must meet the unique needs of all teachers being supervised. Because matching instructional supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

Research findings related to the past instructional supervisory practices in secondary schools in our country indicated that there are some problems with its practice and various activities that push teachers to perceive supervision in different ways. To list some UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice.  In addition, as MOE (2002), Getachew  (2001), Chanyalew (2005) and Million (2010) pointed that there were in adequacies of opportunities that help to improve teaching and learning process, training programs were not relevant to real professional development of teachers, there was no systematic follow up and support systems designed properly.

As far as the practice of instructional supervision in primary and secondary schools is concerned some research conducted in different regions of our country such as Chanyalew (2005), Getachew (2001), Million (2010), and Desalege (2012). Nearly, all of the above studies examine supervisors' techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. These studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the

quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness.

However, the researcher observed and understands the presence of insufficiency of studies which mainly focused on teachers' perception towards the instruction supervisory practice in secondary schools in general and Metekel Zone in particular. Besides the existing gap of research in the profession of instructional supervision practice with particular to perception of teachers, the researcher has been teaching for four years in secondary school of the study area. Due to this reason, the researcher recognized that, there is a need for in depth investigation about teachers' perceptions on the practice of instructional supervision in secondary schools of Metekel Zone. Moreover, the researcher has an opportunity to get adequate information on the educational system and knowledge of the area as very significant factor for this research study. Thus, these conditions initiated the researcher to launch a study on the issue. Therefore, the purpose of this study is to examine secondary school teachers' perceptions on the instructional supervisory practice in terms of supervisory functions (instructional improvement and staff development), instructional supervisory skills and instructional leaders' leadership roles in Metekel Zone.

In line with this, the study seeks to answer the following basic research questions:

1. How do the secondary school teachers' in Metekel Zone perceive the effect of instructional supervision practices in improving school instruction?
2. What is the secondary school teachers' perception about the contribution of instructional supervision in improving staff development in Metekel Zone?
3. How do the secondary school teachers' in Metekel Zone perceive the communication between teachers' and supervisors in fostering instructional improvement?

4.  What is the view of secondary school teachers' about the instructional supervisory leadership activities in encouraging them to do their share in improving school instruction?

## 1.3 Objective of the Study

### 1.3.1 General Objectives

The general objective of this study was to examine secondary school teachers' perception towards the instructional supervision practice in government secondary schools of Metekel Zone.

### 1.3.2 Specific Objectives

1. To identify secondary schools teachers' perception on the practice of instructional supervision for instructional improvement in Metekel Zone.

2. To examine secondary school teachers perception towards the instructional supervisory practices in terms of staff development activate in Metekel Zone.

3. To identify the understanding of secondary school teachers on the instructional supervisors communication skills in Metekel Zone.

4. To explain the understanding of secondary school teachers on the instructional supervisory practices of leaders' professional skills in Metekel Zone.

5. To identify secondary school teachers opinion on the instructional supervisory practices in terms of leadership quality in Metekel Zone.

## 1.4 Significance of the Study

Instructional supervision is ve1ry crucial to promote teaching learning process and to maintain the quality of education. For several years, examining the practice of instructional supervision has been the concern of many educators all over the world. The main purpose of this research study is exploring secondary school teacher's perceptions on the instructional supervision practices in Metekel Zone that they are experienced and their views of what these practices should be great importance for the supervision process in the schools. Hence, this study has the following significance

1. Understanding teachers' views of what was being done for them and their reaction to them and provision of important information for planning and implementing successful school supervision practice.

2. This study provide information for Regional, Zonal and Woreda educational officials on teachers' perception towards the actual instructional supervisory practices and help them to do their best in improving the instructional supervisory role in schools.

3. The study also gives relevant and timely information to secondary school instructional supervisors in Metekel Zone concerning the existing system and teachers' perception on the supervision practice.

4. Provides information on the existing supervision practice and what teachers think it should be help supervisors to evaluate themselves, and reconsider their ways of implementing supervision activity.

5. It may serve as a starting point for other researchers who are interested to do their research on the same issue.

## 1.6 Delimitations of the Study

Even if the practice of instructional supervision programs in secondary schools are encountered by many problems and difficulties. But, to make the study more manageable and feasible the study is delimited on the opinions or perceptions of the secondary school teachers who are currently employed in 10(55.5%) sample government secondary schools (9-12) in Metekel zone. These are Galessa, Dibati, Bullen, Mambuk, Alimu M,5, Berber, Gilgel Beles,M,2,K,2, Pawi K,2,M,7 Gublak and Eganembo and Ekonti secondary schools. Thus, the findings from these sample schools could not be apply to other kind of schools teachers such as primary schools, vocational and technical school in the study areas.

Furthermore, out of many aspects of instructional supervision to be considered this study is on teachers' perception of the instructional supervisory practices concerning their functions (instructional improvement and staff development), supervisory skills

(communication and professional level skills) of instructional supervisors and their leadership role.

## 1.7 Limitations of the Study

It is obvious that research work can be not totally free from limitation. To this end, some limitations were also observed in this study. One apparent limitation was that most of secondary school principals, vice principals, teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also reluctant to fill in and return the questionnaire as per the required time. Another limitation was lack of recent and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible.

## 1.8 Operational Definitions of Basic Terms

**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.

**Perception:-**The definition of perception is the process of interpretation. In this study the student researcher focused on secondary school teachers' perception or understanding about the concepts of instructional supervision and supervision practices.

**Supervisory practices:-**The techniques, methods, models, or processes used by instructional supervisors when conducting teacher supervision at schools.

**Supervisor:-**A mostly qualified person who is appointed by the Ministry of Education to inspect, supervise and evaluate teachers and the instructional process on a regular basis.

## 1.9 Organization of the Study

This research paper is organized in to five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance, scope and limitation of the study. The second chapter deals with review of literature pertinent to the research. The third chapter discussed about research methodology. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The fifth chapter summarizes the research and forward conclusion and recommendation on the findings of the study. Reference and appendix which include questionnaire, interview format, and other related materials will be part of the document.

## CHAPTER TWO

## 2 REVIEW OF RELATED LITERATUR

### Introduction

As Glickman et al. cited in Kutsyuruba (2003) teachers are in the forefront of successful instruction; supervision is in the background, providing the support, knowledge, and skills that enable teachers to succeed.

The purpose of this study is to explore the secondary school teachers' perceptions on the instructional supervisory practices in Metekel Zone. Therefore, this chapter focuses on a review of related literature in order to obtain a general background for this study. This chapter consists: the definition of supervision, instructional supervision and its function, historical development of supervision, instructional supervision in Ethiopia, and the modern approaches of supervision. Different approaches will be presented briefly in an attempt to trace and explore the various ways which are undertaken by different approaches and models used to work with teachers.

### 2.1 The Concept and Principles of Supervision

### 2.1.1 The Concept of Supervision

The term supervision has been given different definitions, but from an educational view, the definitions imply supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. It is 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 the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision indicates a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. In addition as, Abaya and Tamiru (2009) supervision is one of the mechanisms through which governments at national, regional or local levels influence what is going on in schools and make sure that

standards of quality education are being kept within their education system.

According to Nolan and Hoover (2008) teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students.

As Sullivan and Glanz (2000) supervision is a school-college based activity, practice or process that engages teachers in meaningful, non-judgmental and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. As, ADEA (1998) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Supervision is also defined as helping teachers to exercise their right, and their responsibility, to promote continued growth (Nolan & Hoover, 2008). Furthermore, according to Blasé and Blasé cited in Zachariah (2011) supervision as a combination of supervisory beliefs and educational philosophies with the purpose of building trust, empowering teachers and fostering reflection. They maintained that supervision should be inquiry orientated, and it should encourage teachers' voices as well as acknowledges the context and complexity of teaching (Blasé & Blasé cited in Zachariah, 2011). Thus, supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects for the attainment of stated aims, objectives and goals of an education system at a given level.

The dictionary of education as cited in Benjamin (2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction.

# Teachers Perception on the Practice of Instructional Supervision in Secondary Schools of Metekel Zone

Educational supervision is a means of ensuring improvement of instruction, curriculum, teacher and school administration. Meaning it is a service provided to teachers for maintaining and improving instructions with the students as the ultimate beneficiary. Similarly, USAID AED/BESO II Project (2004) educational supervision is an important aspect of educational management is envisaged as democratic educational leadership that may seek the participation of all concerned in all spheres of educational establishment in terms of decision making, planning and development of objectives and teaching strategies, in an effort to serve the beneficiaries i.e. students through the continuous improvement of teaching and learning process.

In general inherent to these definitions is that educational supervision is viewed as a set of services and processes aimed at improving the effectiveness of instruction and the professional development of the teachers. Teachers and administrators must actively engage in the process of supervision. In addition supervision as a task assigned to all individuals who possess supervisory position to stimulate and coordinate staff development and growth as well as to influence mainly teachers for the betterment of instructional performance. Both parties must understand the characteristics of effective supervision and enthusiastically enter into the process (Glatthorn, 1990). As Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps to remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

Therefore, it is clear that these definitions revolve around helping teachers, facilitating, and improving instruction. This, obviously, indicates that there are two interacting aspects of the supervisory process i.e. the supervisor and the teacher. Theoretically there is not much difference in defining supervision. However, applying these theoretical frames takes different forms. Much of the differences and the problems of supervision stem from the applications of the concept of supervision.

# Teachers Perception on the Practice of Instructional Supervision in Secondary Schools of Metekel Zone

Various authors have defined instructional supervision in different ways. Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach & Reinhartz, 2000). The focus of this improvement, according to Sergiovanni and Starratt (1998) may be on a teachers' knowledge, skills and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers' instructional improvement permits to achieve higher quality of learning. On the other hand, Igwe cited in Enaigbe (2009) indicated that to supervise means to direct, oversee, guide to make sure that expected standards are met. Therefore, supervision in educational institution is working with teachers, school administrators and in general with school communities in supportive and helpful manner to provide advice and counsel including other educational resources that lead effective and efficient teaching-learning process.

Similarly, Beach and Reinhartz (2000) viewed instructional supervision as a process that caters for instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance. According to Wanzare and da, Costa cited in Zachariah (2011) the purpose of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement. Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. As, Glickman (1990) views instructional supervision as the actions that enables teachers the quality to improve instructions for students and as an act that improves relationships and meets both personal and organizational needs. In the same way, Sergiovanni and Starratt (2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. In addition, as Yavuz cited in Garubo and Rothstein (2010) instructional supervision is a method of teaching staff to act in more conscious ways and

its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations.

Likewise, the project monitoring unit, MOE in ESDP (2005) defined 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. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision. Today, in Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

## 2.1.2 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, it is a sub-system of school organization, all teachers have a right and the need for supervision, it should be conducted regularly to meet the individual needs of the teachers and other personnel, it should help to clarify educational objectives and goals for the principal and the teachers, it should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

In general, since supervision is a process that concerns about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities

to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity.

**Qualities of a Good instructional Supervisor**

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he or she needs to possess certain qualities that will put him over those under his supervision; He or she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he or she must be strong willed, consistent and fair in his dealings with other people; He or she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that will encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert, 2005).

## 2.2 Approaches and Functions of Supervision

### 2.2.1 Approaches of Supervision

For many years educators have been searching for new methods and approaches for effective supervision of teachers. These methods and approaches vary according to the different views of teaching, teachers, and the process of supervision itself. Writers differentiate between several models of supervision upon which educational leaders or supervisors and teachers can draw. In order to be effective, supervision policy cannot rely exclusively on one model, but should combine their best characteristics, as each process has different qualities that can contribute teachers' growth as they seek to improve instruction. Because, the problems and issues of teaching and learning those teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt,

2002). Thus, instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing motivation and commitment of teachers at work (Benjamin, 2003). By supporting the necessity of alternative supervisory models for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency.

Similarly, as (MOE,2003) basically there are various supervisor approaches that would help in serving individual differences among teachers and educational officials and promote supervision in leading through these differences in seeking different approaches to teachers inclination and needs. In addition, as Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory approaches to educational supervision that helps the administrative, curriculum and instruction in educational system. These supervision options are: clinical, collegial/peer, self-directed, informal and inquiry-based supervision. likewise, as Abaya and Tameru (2008) in considering how classroom should be organized, with teaching styles to use, working arrangements for teachers, scheduling options and methods of supervision, priority should be given to diversity than uniformity of approaches. Diversity in teaching styles, patterns of classroom organization, and interpretations of curriculum, increases the range of possibilities and encourages learning among teachers bring differences to their work. Accommodating these differences requires abandoning commitment to a one best supervisory and evaluation system. A plan for supervision should includes at least the above five options.

### 2.2.1.1. Clinical supervision

As, Pajak (2002) it was first developed by Morris Cogan at Harvard University in the 1970s. The word "clinical" is intended to suggest the meaning of face-to-face interaction between the teacher and supervisor. It indicates that a key element of the supervisory process is to collect data in the actual classroom where the teachers work. It is the rational practice designed to improve the teacher's classroom performance. Further, it

gives specific emphasis on supervision related to classroom observation, analysis of events taking place within the classroom and the in-class behavior of teachers and students. The major goal of this model is to provide opportunity for teachers to give feedback would allow them to improve their teaching skills as (Markos cited in Gashaw, 2008). Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. Thus, as teachers teaching method improves, students will become more motivated, classroom management will be improved and favorable classroom environment will created for promoting student learning. As Abdulkareem (2008) Clinical supervision is a powerful way to provide significant feedback to classroom teachers. The model may be used only when teachers and supervisors share a fundamental respect for each other.

But as Daresh and Playko cited in Abdulkareem (2001) Clinical supervision, will not cure all of the current problems of instruction, however, it offers some very useful strategies for the improvement of the supervisory practices. As Gliekman et al. (2004) clinical supervision is characterized as follow; it is technology for improving instruction; is deliberate intervention into the instruction process, is goal oriented; combining the school needs with the personnel growth needs of teachers. It assumes professional working relationships between teachers and supervisors and requires high degree of mutual trust, as reflected in understanding support and commitment to growth. It is systematic, although it requires a flexible and consciously changing methodology. It creates productive (i.e. healthy) tension for bringing the gap between the real and ideal. And also it requires both pre-service training and continuous in-service reflection on effective approaches.

As Gliekman, Gordon, and Ross-Gordon (2004) the structure of clinical supervision is divided in five sequence steps.

The per-conference with teacher: this step the supervisor sites with the teacher and determines the following points. The reason and purpose for the observation, the focus of

the observation, the method and form of observation to be used, the time of observation and the time for post conference.

Observation of classroom is the time to follow though the understanding of preponderance. Accordingly, observable behaviors are recorded and data are collected as they relate to greed up on questions. An entire lesson is rarely observed, but rater, sampling is observed and analyzed to understand teaching decisions and the impact on the students' performance.

Analysis and Interpretation is the supervisor lays out the recorded pages of the observation and studies the information. The specific tasks include, counting up frequencies, looking for recurring patterns, isolating a major occurrence or discovering which performance indicators were present and which were not. The supervisor makes interpretations based on the analysis of the description.

Post Conference with Teacher is held to discuss the analysis of observation and finally to produce a plan for instructional improvement. The observer provides feedback and interpretation relating to the agreement. At the same time productive teaching behaviors are needed to be organized and reinforced these alternatives promising behaviors are identified.

Post Observation Critique is the time for reviewing whether the formal and procedures from preponderance through post conference repeating the sequence. Behavior patterns are cited for each stage, reinforcing those which functioned well, while alternative promising behaviors are discussed for other areas. The critique might be held at the end of post conference or in separate conference after a few days.

### 2.2.1.2. Collegial or Peer Supervision

This approach as stated by USAID AED/BESO II Project (2004) is a cooperative professional development in which teachers agree to work together for their own

professional development, usually by observing each other's classroom and giving feedback about observation. As, Sergiovanni and Starratt (2002) shared the above idea as in collegial or peer supervision teachers agree to work together for their own professional development by observing each other's teaching followed by analysis and discussion. As cited by Beach and Reinhartz (2000) partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers. As cited by Sergiovanni and Starratt (2002) collegial supervision extends well beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing  lessons and provide other support to one another. When teachers supervise themselves, principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about what is going on, how effective it is and what do we do now. By supporting this, MOE (2002) indicated that, the school is responsible to create conducive environment for the competent and exemplary teachers in order to give professional support for their colleagues to improve teaching learning activities.

### 2.2.1.3. Self-Directed Supervision

As, 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. In this, approach teachers work alone by assuming the responsibility for their own potential development. That may be when they develop yearly plan that includes targets or goals driven from an assessment of their own needs. This plan might then be shared with supervisors or other designated individuals.

Similarly, Sergiovanni and Starratt (2002) stated this supervisory option is efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options. Furthermore, this option is particularly suited to competent, experienced teachers who are able to manage their time well. Supervisors are expected to ensure that the plan

and selected improvement targets are both realistic and attainable and at the end of specific period, supervisors and teachers meet to discuss the teachers' progress in meeting professional development targets. Here, the role of the supervisor is little involvement; meaning; he or she is responsible to assist the teacher in the process of thinking through his or her actions.

### 2.2.1.4. Informal Supervision

As Sergiovanni and Starratt (2002) informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers' in classrooms, conversations with teachers about their work, and other informal activities. Typically no appointments are made and classroom visits are not announced. Accordingly as cited by, Blase cited in Zepeda (2003) informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

### 2.2.1.5. Inquiry Based Supervision

Inquiry based supervision in the form of action research is an approach that can represent an individual initiatives or collaborative effort as pairs or teams of teachers work together to solve instructional problems. As, Florence et al. cited in Sergiovanni and Starratt (2002) describe 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.

### 2.2.2. Major Functions of Supervision

Many scholars like William H. Burton and B.M. Harris as cited in Million (2010) they have identified three main functions of supervision: Instructional improvement, professional development and curriculum development.

**Instructional Improvement**

Most educators would agree on the improvement of teaching-learning as fundamental to school reform. According to Wanzare and da Costa cited in Zachariah (2011), the purpose of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement. By supporting this Chanyalew (2005) noted that the aim of supervision is the improvement of teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the supervisors' works in close collaboration with the school for bringing about improvement in teaching learning process. Similarly, Adms and Dickay cited in Million (2010) pointed out that; the supervisor is concerned with facilitating and stimulating teachers to improve instruction. This educational service is in fact concerned with the improvement of all activities of the school.

As stated by Pajak (2002) the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decisions through workshops and trainings at school level. In service program, teachers should get help to cope with the greater student diversity and, thus, to bring about improvement on the students' achievements. Improving teaching learning process is the basic task of educational supervision. As, Singhal et al. cited in Gashw (2008) noted that one of the most embarrassing explanations for the current poor reputation of schools, and the presumed failure of many excellent innovations, is that teachers have not had adequate, well informed and direct supervision to help understand and implement new practice.

In addition as, Zachariah (2011) the purpose of instructional supervision is to offer personal leadership improvement of educational expertise for pupils; at the same time it emphases on the improvement of professional techniques and procedures. Alike this he also stated that a person who receives supervisory feedback will at least know what he must do to improve instruction. This show that lack of supervisory feedback usually creates frustration in teachers and this frustration often has negative impact on teachers'

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

Instructional supervision is thus, responsible for assisting teachers with the improvement of instruction; the supervisors should know what is being done and how it is done so as to bring instructional improvement.

**Professional Development**

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill.

Professional development program for teachers should not be something imposed by outsiders. In line with this, Speck and Knipe cited in Million (2010) however, reveal that teachers are often unhappy about professional development that is imposed on them from the top and of which they have ownership. Because, teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short professional development endeavour should be taken as a joint responsibility. Similarly, UNESCO (2001) targeted school heads, department heads and senior teachers are responsible for staff development training program.

Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationships between scholars and research institutions, minimizing the gap between

professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education.

In general, at school level professional development should meet the need of both the individual teacher and the educational system. Professional development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

**Curriculum Development**

Curriculum development has become the major function of instructional supervision. According to Harris cited in Chanyalew (2005) pertains to designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units and instituting new courses are examples of this task area. Similarly, as Spears cited in Getachew (2001) improving every phases of educational program like curriculum revision is the major function of supervision. Her role of instructional supervisor is to provide support and service directly to teachers to help them improve their performance. Such a 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.

Similarly, McNeil and Dull as cited in million (2010) suggested the major responsibilities of supervisors in curriculum development process: assist individual teacher's in-determining more appropriate instructional objectives; aid in goal definitions and selections at local state and federal levels; plan and implement a well established in-service training program; and produce evidence as to the soundness of the innovation in relation to the aims of the school. 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 Supervisory Leadership Styles and Skills for Quality Improvement

There is a growing tendency among educators to view supervisors' as instructional leadership. Improvement, which is the essence of supervision, is a process of change. A study by Pielstick in Gashw (2008) analyzed and synthesized the research literature about transformational leadership and identified seven major ideas that seem to characterize the transformational leader are: creating a shared vision, communicating the vision, building a good relationship, developing a supporting organizational culture, guiding its implementation, and finally, demonstrating quality and achieving results.

Improvement is a process of change and change needs leaders in order to occur in the proper way. The instructional supervisor's guide, MOE (2006) asserts that a major characteristic of school supervision is that it is a leadership process. Instructional leadership was found as an underlying characteristic of effective schools. Having this point Beach and Reinhartz (2000) identified the following qualities for the instructional leader in improving the school system are: have a vision that guides the organization, trust and the use of the interpersonal skills to work with others, an ability to communicate, personal integrity and responsibility identify, select procedures and take risks and at end unite efforts with purpose.

### 2.3.1 Styles of Supervisory Leaderships

The type of supervisor leadership which might be exercised by supervisors is categorized under inspection, laissez faire, authoritarian/coercive, training and guidance and democratic.

**Inspection:** As Shukla and Mohanty cited in Gashsw (2008) inspection is simply a matter of inspecting the work of teachers and punishing the defaulters. It is not a concerted effort to help teachers to instruction. It can be treated as having been designed

to determine whether teachers were doing what they are supposed to be doing. For this reason, teachers usually consider inspection as a faultfinder which brings supervisory efforts ineffective if it is exercised. By supporting this, a study by Grawue (2001) pointed that, most supervisors retain a support function. It is difficult for a supervisor not to offer any advice upon identifying weakness in a school. On the other hand, teachers do not necessarily appreciate the combination of advice and control within the some officer. Therefore, supervision is expected to deal on supports than inspection. Supporting this, Carrol et al. (1998) pointed that, supervisory staff has to play the role of pedagogical activities, guides and supports the school functioning. Thus, the new concept of instructional supervision lays stress on the needs for the replacement of an individual teacher evaluation by support and assistance. This means it is less in control and enhances the supervisory supports.

**Laissez-faire:** this type of supervision is when one observed ignorant of his/her responsibilities. In this approach, little effort is made to help the teachers to improve the instructional work or to develop any consensus among them in respect of philosophy or practice of education (Shukla cited in Gashw, 2008). Similarly, as Betts cited in Gashsw (2008) supervisors need to avoid negligence and assist schools before they fail in to problems. Further, being a leader of instruction they have to be temperamentally suited and far sighted for the tasks solving problems to see potential ones before they arise and to take appropriate early actions.

**Authoritarian or coercive:** As, Mohanthy (1990) discussed as an authoritarian concept, which attributes to some authority of omniscience necessary to make important decisions. Nobody ever questions the validity and feasibility of such decisions. Teachers are to carry on the orders and instruction of the coercive supervision. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them to teach scheduled subject matter on the stereotyped methods.

**Training and guidance**: It is now increasingly recognized that true learning should be based on understanding, interests and active participation of learners, not on rote

memorization, coercion and passive listening (Mohanthy 1990). Instead of trying to compel teachers to adopt certain methods, emphasis is laid on the teaching of teachers. Hence, supervision assumes the role of imparting in service education and training on the job. Similarly, Shukla cited in Gashw (2008) the focus of supervision as training and guidance is improvement in the quality and competence of teachers. To implement activities related to training and guidance, supervisors need to be competent in confidentiality. By supporting this, Betts cited in Gashsw (2008) suggested that instructional supervisors should be, an outstanding member of the group who get easily with people and has above average competences, sets a high standard of performance for himself, keeps to it, and expects a similar performance from others mixes easily with people by understanding them and using, clear and constructive methods of handling everybody's problem, recognizes his responsibilities and uses his authority in a fair and impartial manner.

**Supervisors as Democratic Professional Leadership:** one should not be under the control of others but with mutual understanding. As, Mohanthy (1990) discussed, democracy as the ideal imply belief in common man, recognition of the dignity and worth of the individual, appreciation of the importance of individual differences as well as similarities and the assumption of authority by consent of the group. He further discussed, applied to supervision, democratic ideals do not allow the imposition of the will of the supervision upon teachers. Supervision in this respect then expected to deal with teachers before reaching conclusion regarding matters of instruction. This in turn helps teachers to feel a sense of acceptance. Regarding this, Spear cited in Gashaw (2008) pointed that, hearing about the option beforehand implies, of course, that people will have an opportunity to make their views known and will expect to have them taken in to account, so that there is a real opportunity to modify or change the final decision. Otherwise, outright autocracy leads to resentment and unwillingness' to exercise initiative on the part of workers.

## 2.3.2 Supervisory Leadership Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As, Glickman, Gordon, and Ross-Gordon (2004) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should posses are:-

**Human Relation or Interpersonal Skills: -** these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Lowery cited in Million, 2010). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a Kay role in initiating people to work effectively and efficiently together.

The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to -day relationship with teachers. As, Dull cited in Gashaw (2008) visualize humanism as being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others. Thus, supervisors need to establish a worm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy.

Hence, supervisors have to leader for teachers' voice and give appropriate recognition. For this reason, teachers' performance will be enhanced. In relation to this Eckles et al. cited in Gashaw (2008) workers may have a better solution to a problem than the

supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important. On the other hand regarding recognizing ones work Eckles et al. cited in Gashaw (2008) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop.

**Conceptual Skills**: - A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in Gashaw (2008) a supervisor needs reasonableness, judgment and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates. According to Ayalew (1999) this skill relates to the ability to integrate and coordinate the organizations actives. It concerns the ability to see the total picture how different parts of the organization fit together and depend on each other, and how acing in one part of the organization can influence a change in another part.

**Technical Skills:-** This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in Gashsw (2008) the supervisors need to have enough of these skills to perceive that their day-to-day operations are performed effectively i.e, this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand

how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in Gashaw (2008) this skill is a skill basically involved the use of knowledge, methods and technique in performing a job effectively. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers'. Emphasizing this idea, Glickman, Gordon and Ross-Gordon (2004) identified three types of technical skills required for effective supervisory performances.

**Assessing and planning skills:** Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e, his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

**Observing skills:** Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to Glickman, Gordon and Russ-Gordon (2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers tough and commitment about improving the classroom and the school practice, observation should be used as base of information (Sargiovanni and Starratt, 2002). To sum up the point supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers perception toward the practice and finally to judge as well as to infer those happenings and practices.

**Research and evaluation skills:** As principal, one must critically question the success of the instructional programs and determine what changes need to occur. Glickman (1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by

instructional change i.e., teachers should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. Glickman (1990) outlines the functions of three kinds of evaluations. The fidelity or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the unexpected evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

## 2.4 Roles of Instructional Supervisors in the School System

### 2.4.1 Promoting Teachers Professional or Staff Development

The provision of quality education at any level possibly effective when the peoples who have a direct involvement in the instructional process found competent and performing their duties effectively. This is true not only in the context of education but in any kinds of organization. As, Monyatsi (2006) contended that the development of human potential is so valuable to the success of any modern organization that investment towards that goal needs to be directed at identified and proven competences that led to superior performance. He further pointed out; competence refers to the skill, knowledge, attitudes, traits or any individual characteristic that is critical to the effective performance of a job. Similarly, the American Academy of Physician Assistant (2005) indicate that competence represents the totality of knowledge, skills, attributes, behavires and attitudes, as well as the ability to coordinate these competencies in the full range of activities necessary for professional practice.

Thus, since the competent and skillful teachers are a key component of successful school, staff development is a major function of instructional supervision. In the recent years there has been an increasing emphasis among many researchers and educators on the

importance of developing schools' staff as a means for improving instruction. There is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practice. The instructional supervisor's guide represents the view of instructional supervision, states that "developing teachers' educational competencies" is the main aims of supervision. It also lists staff development as one of the major functions of instructional supervision (MOE, 2006).

Accordingly, any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his work falls under the domain of staff development. In his book Renewing America's Schools; he defines it as the formally stipulated, paid, or required activities provided to upgrade the staff's knowledge and skills Glickman (1990). Similarly, Daresh and Playko cited in Gashw (2008) pointed it as a learning process designed to assist the professional staff of a school or district in carrying out their duties more effectively so that children are better able to learn. Staff development and professional development, usually mean the same thing and they are used interchangeably in the supervision literature.

**Characteristics of Successful Staff Development:** - a great deal research and evaluation reports have been carried out to identify the traits of the effective or successful staff development programs. The findings may differ in wording but they usually revolve around certain characteristics. The research has revealed the following characteristics for the effective staff development programs, Glickman et al., 1998, Daresh & Playko 1995; Serjiovanni 1993; Sparks & Hirsh 1997; cited in Abeya (2012): They have clear well defined goals; they are constructed around the teachers' needs; they are based on the principles of adult learning; they should be seen as an ongoing process and a coherent work; they have variety of activities; they have qualified presenters; they are conducted in suitable time for the teachers; they should be accompanied with organization development; teachers are active participants in planning and implementing and school environment should be suitable for implementing the results of the staff development programs.

**The Role of Supervisors in Staff Development:-** As, Stoops, Rafferty and Johnson, 1981; Dull, 1981 cited in Abaya (2012) the important instructional supervisory activities that reflect the role of supervisors in staff development are listed her: exercise leadership over the program of orientation and socialization of new staff, help staff gain an understanding of the latest trends and developments in education and training, help to provide opportunities for staff to visit classes, attend workshops and conferences within and outside school system, plan and direct staff development program for departmental or grade level areas, provide leadership for the establishment and development of teacher center containing book, reports, professional journals, guides and other instructional materials for departmental professional usage by staff members, maintain membership and active participation in professional groups; attend professional meetings and encourage staff to do so, staff development should relate theory and application in such a way to result in measurable change in staff behavior and be speed over long enough period of time to insure that changes in behavior and relatively permanents, it should provide continuation of pre-service training as the beginning of a continuum of development which is the join responsibility of school systems and institutions of higher education, provide activities which are well planned and well executed for maximum benefits to staff members and to students.

In general, the instructional supervisors have to work effectively for effective implementation of the instructional supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out, its purpose and effect on teaching learning process. Supervision within the school can be delivered by the school principals, deputy principals, unit leaders, department heads and senior teachers. According to, MOE (2005) and BGREB (2006) instructional supervisors has the duties to help teachers to improve professionally organized training programs and gives induction orientation to new teachers. Teachers professional development practiced through the exposure of new information and techniques and are varied based on its requirement of the time and place. Thus, different supervisory approaches should be available for

teachers to work towards their professional growth and improvement of students' learning. The most commonly used are presented below.

**Induction:-**According to Mc Birdge (1996) initial teacher training is aimed at developing teachers' initial competences; induction is aimed at helping new developed teachers, develop professionally, identify and come up with an appropriate repertoire of actions and finally to structure their self-directed professional development. The importance of teachers' induction is for both the beginner teachers and the schools. For the very fact that it contributes avoiding unnecessary tension and future malfunction.

Adequate induction program can aid novice teachers to tackle effectively the problems they meet and hence to cope with reality-shock they experience. So induction is useful for new qualified teachers. School instructional supervisory and concerning officials need to plan appropriate induction programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback.

**Mentoring: -**is the form of collegial supervision that aim at orienting new teachers by experienced teachers. As of the authors a mentor is a person, usually another teacher, interested with tutoring, educating and guiding another person who is typically new to teaching or new to a given school. Hence, it is suggested that the mentor teacher is responsible to acquaint the new or beginner teacher to the school culture, to the classroom situations and to the overall work. In this context, we consider mentoring of beginning teachers as a part of the supervision of instruction: i.e. an element in the supervisory service of schools. Mentoring aimed at stimulating the enhancement of quality of educational teachers' performance as well as that of the organization of the school as a whole. According to Moon et al. (2001) it is a multi-faceted concept, i.e. mentoring give at one level a positive support by skilled and experienced practitioners who need to acquire complex new skill.

Another view of mentoring recognizes that growth in teaching is a process over time. A mentor focuses on learning rather than teaching and engages in co-inquiry to encourage reflection on a teaching as a process. Mentoring is also useful for the development of beginner teachers as well as senior teachers. It is the most useful relationship between the mentor and mentee. It is hard to teach without Mentoring (Moon et al., 2001). From these conceptual expressions, what we can understand is that, Mentoring is the process of continuous supervisory support of professional development activities by the experienced teachers who are volunteering to help the beginner teacher during normal school life. Monitors play vital role in the development of the teachers. People selected as mentors should be good models and skillful (Mc Bridge, 1996). Expected role of Mentors are leading whereas mentees is to reflect practices and student achievement, administrating model teaching, helping mentees in planning and analyzing lessons and in classroom management, help in efficient ways of resource utilization (Gansor et al. cited in Haileselasse, 2004).

In addition as, Moon et al. (2001) there are many skill necessary for effective mentoring practiced by many teachers in pre-service school experience do appear to transfer to the domain of professional development. These skills include classroom observation, conducting of review meeting and target setting. Effective mentors create realistic frameworks for support and know how exploit contextual factors. To act these effectively, a mentor must have to master a wide range of interpersonal behaviors and know how to much these behaviors to institutions. It will be clear that mentors to be selected carefully. Also after selection, they will still need substantial training to be able to effectively as mentors in order to foster quality of education.

**Peer Coaching:-**Peer coaching is a process where a person with expertise in the field assist colleague through structured discussions and activities on how to solve their problems or performance tasks better than they would do it without this assistance (Haileselasse, 2004). Similarly, Moon et al. (2001) peer coaching is a confidential process through which two or more professional colleagues work together to reflect up on

current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another. It may include out of class activities and in class activities. Out-of-class activities and in class activities include co-planning, study groups, problem solving and curriculum development. In class-forms of coaching typically involve teachers observing one another teaching. The forms of coaching that will be beneficial according to the points discussed above depend on the needs of particular teachers. If teacher's need is changed, the form of coaching will also be changed. However, peer coaching requires human interpersonal relationships, collegial atmosphere and collaboration.

Thus, well designed and implemented staff development programs should leave impact on staff with learning becoming more significant for students. Therefore, the staff development program should result in new teaching and administration and other competency, broader and deeper up-to-date knowledge of education and instructional competences.

**Common Standard of Teachers Professional Competencies:-** According to Mosley et al. in Gashsw (2008) a standard is a unit of measurement that can serve as a reference point for evaluation of results, properly communicated and accepted by employees and become the bases for the supervisors control activities. In addition, Sergiovanni and Staratt (2002) discussed, standards as the frameworks that help to define what good practice is, help to show how indicators of a good practice related to each others, help teachers and supervisors to talk about the indicators of good practice in meaningful ways and help teachers to use the indicators of good practice to their won teaching.

From what has been discussed, teachers' competence is the characteristics or standards regarding knowledge, skills and interests that teachers' expected to posses or perform a given task of the profession. Thus, some of them can drive from competences such as proficiencies in subject matters (content and methodology), pedagogical competencies, competencies in cooperating with people, competent with respect to reflection and development and etc. Some of these are discussed as follows:

**Competent with the Subject Matter or Content and Methodology: -** concerning this idea, Davidson (2005) indicates that teachers are expected to know the contents appropriate to their teaching specialty and relevant application of these contents. In addition they have to know their subjects considerably beyond the content they are expected to teach.

**Pedagogically Competent**: - A pedagogically competent teacher offers the students a safe learning and working environment, where they find their hold and a structure to social, emotional and moral development (Swachten, 2006). Similarly, Sergiovanni and Starrt (2002) pointed that, teachers are responsible for managing and monitoring learning, create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students. Whereas, the instructional supervisors are expected to help teachers possibly though holding conferences with the groups of teachers after classroom visits. Here individual conferencing may not effective and as the number of teachers and sections even in a single school is very large. In relation to this, Sergiovanni and Starrat (2002) noted: supervisors are challenged to sit down with individual teacher after each individual teacher to discuss specific teaching skills, but more so with groups of teachers to discuss which students are learning at the required level and which are not, to develop and design new ways to foster the required learning.

**Competent in Professional Development and Ethics**: - Teachers meet high ethical standards of practice and engage in professional development activities. They keep the needs of their students at the center of profession thought action and recognize that life-long learning is as integral part of their profession. Similarly as, Darling-Hammond and Nclaughlin cited in Gashsw (2008) supervisory activities regarding professional development has to be enable teachers to become sources of knowledge for one another and learn the important roles of colleagues and learner. Professional learning provides venue for developing and engaging in practice-based research to be carried out collaboratively by teacher and supervisors. This in turn could be effective when planning

and administering of the effective professional development programs grounded by research and best practice of the teaching learning process.

**Competent in Understanding Policies and Curriculum Issues**: - As Dull cited in Gashaw (2008) the supervisors working activities regarding curriculum development indicated, one of the supervisors' duties is ensuring the practices of any extended school programs to be coordinated with those offered in the regular classroom. Further, BGREB (2006) stated, teaches and supervisors required making their schools more effective in integrating the curriculum to make it appropriate to the environment and the promotion of good citizens. These could be practical of course through extended programs of schools. Moreover, MOE (2002) stressed, in order to achieve proper implementation of ETP; teachers need to be well informed about its concepts. Without achieving, teaches' commitment, effective, implementation of the policy will not be succeeded.

In addition, Markos (2004) points that supervisory activity referred selecting and organizing teaching materials like textbooks, teaching aides and etc and making them available for use by teachers. Supervisors' effort in this respect would be focused on showing the direction how to select or prepare relevant teaching materials. By supporting this as, Dull cited in Gashaw (2008) supervisors working activities includes, helping teachers to prepare instructional materials and also they are expected to provide leadership activities over the evaluation and utilization of various instructional materials.

**Competent in Community and School Collaboration: -** Her, Davidson (2005) discussed that, competent teachers' work collaboratively with colleagues, families and the community to support the learning environment. They reach out beyond the school to promote trust and understanding to build partnerships with all segments of the school community involvement in the educing of children.

**2.4.2 Promoting Effective In-service Teachers' Trainings**

Schools are the place where actual teaching and learning process would be practical implemented. Thus, designing and implementing trainings at schools have give great attention by supervisory to promote experience sharing and problem solving skills at school level. By supporting this, TESO (2003) discussed that schools where teachers work together on a daily basis and share their professional experiences, and also obviously a places for the most effective staff development process should be takes place. In-service teacher training at school level is one of the means to achieve professional development of teachers. The instructional supervisors in the schools can deliver the training to all teachers of the school. Thus, through training, teachers could share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. To attain those activities, training programs have to be participatory.

In addition, programs have to be supported by variety of teaching materials. Moreover, sharing experiences and communal problem solving activities should be central to the training program (Lue, 2004). In an attempt to achieve effective in-service education as much as possible, supervisors have to think and rethink what has to be done before any training program ready to be delivered. Because, it is an activity brining teachers acquaint with new concepts and skills helpful for improvement of their capacity, supporting this idea, researchers identified, training programs should deal primarily with instructional problems and topics of most interest to teachers.

Therefore, supervisors develop an effective training program by assessing training needs and designing training programs to meet those needs. Thus, school based in-service training usually focused on teaching staff development based on the consideration of student's learning and the objective of the school. As Moon et al. (2001) described, school based staff development as a planned process of development which enhances the quality of pupil learning by identifying; clarifying and meeting the individual needs of staff within a context of the institution as a whole.

In-service training at school level is achieved through variety of means such as conferences, workshops, seminars, facility meetings, study groups, research and projects, visitation to other schools and classrooms. When teaching staff became competent through the practices the overall objectives will be achieved. By supporting this, Monyatsi (2006) reflection that: the only way were going to get from where we are to where we want to be is though staff development in addition when you take about school improvement, you are talking about people improvement in this the school is the people, so when you talk about excellence or improvement, or progress, we are really focusing on the people who make up the building. Training is a task, which is promoted to increase productivity, to improve work result and to enhance quality. The presences of continuous and organized training are very useful to secure quality education. Therefore, an implementing strategy and working modality to enable the concerned bodies to give well organized school centered in-service training is the vital one as (BGREB, 2006).

**2.4.3 Promoting Instructional Improvement and Curriculum in the School**

As Ahmad cited in Gashaw (2008) it refers to the supervisory activities to be carried out for the effectiveness of school. Tasks regarding such supervision may be performed by teachers themselves when opportunities to undertake join planning, to observe each other's lessons, individual and group meeting, workshops, projects, study groups, coaching and team works are facilitated.

Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

## 2.5 Overview of Instructional Supervision

### 2.5.1 World Perspective

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2005). Accordingly as Oliva (2005), the following table discusses the major worldwide periods of supervision.

**Table 1: Major Periods in the Historical Development of Supervision-world Perspectives**

| Period | Types of Supervision | Purpose | Persons Responsible |
|---|---|---|---|
| 1620-1850 | Inspection | Monitoring rules, looking for Deficiencies | Parents, clergy, selectmen, citizens' committees |
| 1850–1910 | Inspection, instructional | Monitoring rules, principals, helping teachers improvement | Superintendents, principals |
| 1910–1930 | Scientific, bureaucratic | Improving instruction & Efficiency | Supervising principals, principals, general and special central-office supervisors, superintendents |
| 1930–1950 | Human relations Democratic | Improving instruction | Principals, central-office Supervisors |
| 1950–1975 | Bureaucratic, scientific clinical, human resources, human relations, Democratic | Improving instruction | Principals, central-office supervisors, school-based, supervisors |
| 1975-1985 | Scientific, clinical, human relations, human resources, collaborative/ collegial | Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events | Principals, central office supervisors, school-based supervisors, peer/coach mentor |
| 1985-Present | Scientific, clinical, human resources, collaborative or collegial mentor | Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events | School-based supervisors, peer/coach/mentor, principals, central office supervisors |

## 2.5.2 Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision/inspection has been passed though four periods. The following table briefly indicated the development of in different periods.

**Table 2: Development of though Different Periods in Ethiopia Content**

| Period | Types of supervision | Purpose | Persons Re |
|---|---|---|---|
| The first Period (1934-1954E.C) | Administrative Inspection | **1.** Direct inspection though visits. Collect and compile satirical data on number of students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education. **2.** Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades. **3.** Staff recruitment: conducting rigorous examinations and interviews to recruit teachers. | Inspector |
| The second period (1955-1973 E.C) | Instructional Supervision | The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels with administrative tasks. | Supervisor |
| The third period (1974-1987 E.C) | Administrative Inspection (re instituted) | Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. However, the major per-occupation of inspectors' was focused on administrative, financial, property and utility management. Processional help were more neglected and attention was given to administrative activities. | Inspector |
| The fourth period (1986E.C to date) | Democratic Educational Leadership | It is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries'(students) through the continues improvement of the teaching-learning process. | Supervisor |

### 2.5.3 Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

**The Roles of School Principal in Supervision:-** The school principal  in his/her capacity as instructional leader, his/her responsibilities   would be; creating a conducive environment to facilitate supervisory activities in the school by  organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of  active participation of staff members and local community at large; coordinating  the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).

**The Roles of Deputy Principals in Supervision: -** Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

**The Roles of Department Heads in Supervision**:- Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services or experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory

functions to be undertaken by the department heads are: coordinating the supervisory activities in their respective departments and evaluating teachers' performance; arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments; initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes; selecting and organizing teaching materials and making them available for use by teachers; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems(MOE, 2002).

**The Roles of Senior Teachers in Supervision: -** According to the career structure developed by MOE (2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department (MOE, 2002).

**2.5.4 Educational Supervisory Practice in Benishangul Gumuz Region**

Instructional supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition it is an activity that is performed for the advantage of students learning achievement. Due to this, the instructional supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of the instructional supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the

improvement of students' learning (BGREB, 2006) .

**Supervisors' Responsibility:-**A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the overall instructional improvement programme in the schools. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement programme and quality education (MOE, 2006).

In addition to the roles and responsibilities of supervisors mentioned by MOE (2002) and BGREB (2006) formulated the following additional responsibilities for the Woreda instructional supervisors. Therefore, in order to strengthen the supervisory activity, the instructional  supervisor are expected to: prepare the discussion and training programs for the selected PTA's and KETB's members of the school clusters; provide professional support for school clusters and schools not classified under clusters in the Woreda, collect and compile necessary data of the whole schools found in the Woreda, organize discussion programs with school cluster supervisors and; level the school clusters/schools under the Woreda based on the formulated and relevant data they have.

### 2.5.5 Factors that Affect Instructional Supervisory Practice in School

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

**2.5.5.1 Teachers Perception on Instructional Supervision**

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

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

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

Similarly Research has revealed on the area of instructional supervision in secondary schools of different regions and zones of our country have shown that, all of the studies examine supervisors' techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort

in providing in-service training to enhance teachers' effectiveness (Chanyalew, 2005; Getachew, 2001; Million, 2010; & Desalegn, 2012)

### 2.5.5.2 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.

### 2.5.5.3 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. For effective instructional supervision there should be good relation between the teacher and supervisor. Hence, supervisors have in opposition to crate smooth communication with teachers by organizing intensive in staff training and in-service training in supporting and helping teachers. To impede factors of supervisory practice believed to be reduced by making supervisory activities professional, well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

## CHAPTER THREE

## 3 THE RESEARCH DESINGN AND METHODOLOGY

**Introduction**

This chapter incorporates the research methodology, the study site, sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, methods of data analysis and finally ethical considerations.

### 3.1 The Research Design

For the purpose of this study, both quantitative and qualitative method of research design was employed. That is to collect extensive data and to substantiate findings from different data instruments. Quantitative research generates statistics through the use of large-scale survey research, by using tools like, questionnaires (Dawson, 2002). As well it was the dominant research design in order to describe and explain features of the reality by collecting numerical data on observable behaviors of samples and by subjecting the data to statistical analysis" (Daniel, 2004). Qualitative research deign on its part explores attitudes, opinions, perceptions, behaviour and experiences through interviews. Farther more it attempts to get in-depth opinion from participants (Dawson, 2002). Thus, as Nolan et al. cited in Kutsyuruba (2003) describing a multi-faceted process like instructional supervision of teachers requires a methodology that is adaptable and sensitive to variables that influence teachers' perceptions of supervisory practices. This is because; it is difficult to fully explore the concept of supervision solely through one research method. So, the researcher was interested to use both quantitative and qualitative research deign to seek out and describe the teachers' perception on supervisory practices in secondary schools and finally, to validate the generalizability of the study.

## 3.2 The Research Method

The main purpose of this study was to investigate teachers' perceptions on the instructional supervisory practice in secondary schools of Metekel Zone. In conducting the study, descriptive survey method was employed with the assumption that it could allow the researcher to describe the current situation of the subjects of the study. In addition, it is the most popular and extensively employed research method in education as (Cohen, Manion & Morrison, 2007 & Sharma, 2000).

## 3.3 Sources of Data

For this study, both primary and secondary sources of data were used to obtain relevant information about teachers' perception on instructional supervisory practice in the study area. The major primary sources of data were teachers, secondary school instructional supervisors (principals, and vice-principals) and Woreda instructional supervision coordinators or expertises are the key sources. Secondary sources of data utilized in this research study were official documents related to the practice of instructional supervision in Ethiopia, Benishangul Gumz Regional Education Bureau and international research works were the major sources to enrich and support the research findings.

## 3.4 The Study Site and Population

Benishangul Gumz Regional state was established in 1994 as one of the nine regional states of Ethiopia. Geographically, it was located between $09^{0}$ 17'N-$12^{0}$ 06'N of latitude and $34^{0}$ 10'E-$37^{0}$ 04'E of longitude with the total area of 50,380 square kilometer. In terms of relative location, the region was located in the western and north western part of the country bordering on the west by Sudan, on the north and north east by the Amhara region, on the south and south east by Oromiya region and on the south west Gambela region.

Administratively, the region is divided in to 3 zones 19 Woredas.  Out of which two are special Woredas (Pawe and Mao-Komo) and 627 Peasant Associations. The Blue Nile

divides the region in to two parts. The Northern part-Metekel Zone and Pawe-special Woreda comprises an area of 26,560 $km^2$, the Southern part-Assosa Zone, Kamashi Zones, Mao-Komo special woreda with an area of 23,820 $km^2$.

Metekel Zone was one of the 3 Zones in the region named after the former Metekel province- It was bordered on the South by Kamashi Zone, on the Southwest by Asosa Zone, on the West by Sudan, and on the North and East by the Amhara Region. Metekel Zone has seven Woredas such as Bullen, Manebuk, Guba, Manedura, Wonebera, Debati and Pawi. This Woredas have with a total of 18 secondary schools and the number of teacher is 445. The capital city or the administrative center of Metekel Zone is Gilgil Beles.

Based on the 2007 Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 276,367, of whom 139,119 are men and 137,248 women. 37,615 or 13.61% of population are urban inhabitants. A total of 58,515 households were counted in this Zone, which results in an average of 4.72 persons to a household, and 56,734 housing units. The five largest ethnic groups reported in the Metekel Zone were the Gumuz (36.78%), the Shinasha (21.6%), the Amhara (17.39%), the Awi (11.33%), a subgroup of the Agew, and the Oromo (11.09%); all other ethnic groups made up 1.81% of the population. Main languages are the Gumuz (36.31%), Oromo (19.89%), Amharic (18.21%), Shinasha (12.81%) and Awngi (10.91%).

According to a May 24, 2004 World Bank memorandum, 8% of the inhabitants of Metekel have access to electricity, this zone has a road density of 28.4 kilometers per 1000 square kilometers, the average rural household has 1.4 hectare of land (compared to the national average of 1.01 hectare of land and an average of 2.25 for pastoral Regions) and the equivalent of 0.6 heads of livestock. 10% of the population is in non-farm related jobs, compared to the national average of 25% and an average of 28% for pastoral

Regions. 93% of all eligible children are enrolled in primary school, and 25% in secondary schools.

Hence, study was conducted in Benishangul Gumz Regional state. The study in particular focused on instructional supervision practices in Mekele zone secondary schools. In Metekel Zone, ten secondary schools were the sites taken. These were Galessa, Dibati, Bullen, Mambuk, Alimu M,5, Berber, Gilgel Beles,M,2,K,2, Pawi K,2,M,7 Gublak and Eganembo and Ekonti secondary schools.

## 3.5 Sample Size and Sampling Technique

Since the researcher has four years of work experience, specifically in Metekel Zone, it was selected purposively among the 3 Zones of BGRS. From 18 secondary schools of Metekel Zone 10(55.6%) are included through simple random sampling technique (lottery method) to provide independent and equal chance of being selected. In addition the researcher believes that all secondary schools are homogeneous or having nearly similar structure or status. At the same time, the sample sizes of 10 secondary schools were representative and can help to compose well-found generalization at the end of the study.

Among the supervisory experts, 10 school principals, 10 vice principals and secondary school supervisors' coordinators were selected through purposive sampling for their close assistance to every school activities. In addition, these groups are close supervisors to the everyday in-school activities of teachers and provide relevant information regarding the instructional supervision practice.

Finally, out of 265 teachers in the sample secondary schools of Metekel Zone, 50% (133) of them were selected through simple random sampling technique, particularly by lottery method with the assumption that all teachers have equal chance of being selected and to obtain representative sample. In addition, the researcher believed that the sample of 50% was sufficient to secure the validity of the data obtained from teacher respondents. The number of sampled teachers from each selected secondary schools was determined by

probability proportional number of teachers in each secondary schools. Accordingly, 12 teachers were selected from Galessa, 18 from Dibati, 27 from Bullen, 21 Mambuk, 11 from, Pawi M, 5, 10 Berber, 7 Gilgel Beles, 12 from Pawi K,2,M, 7, 5 from Gublak and finally, 9 from Eganembo and Ekonti were selected.

**Table 3:- Summary of Population and Sample Size in each Selected Schools**

| No | Types of respondents | Population Size | Sample Size | % | Sampling Technique | Justifications |
|----|----------------------|-----------------|-------------|-----|--------------------|----------------|
| 1 | Supervisory Coordinator | 4 | 4 | 100 | purposively | Coordinating Supervision |
| 2 | Principals | 10 | 10 | 100 | >> | Leaders; supervisors |
| 3 | Vice-Principals | 10 | 10 | 100 | >> | Leaders, supervisors |
| 4 | Teachers | 263 | 133 | 50 | Simple random, Lottery method | Equal chance; representative |

### 3.6 Data Gathering Instruments

The data gathering instruments employed in this study were questionnaires and interviews. The tools employing multiple data collection techniques help the researcher to combine the strength, weakness and amend some of the inadequacies for triangulation of the data collected. Accordingly, questionnaires were used as the main data gathering instruments where as Semi-structure interview were used to enrich the data obtained through questionnaires from the participants of the study.

**Questionnaires: -** were believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, the questionnaire was prepared in English language and self- administered to all respondent teachers.  This was with the logic that English is used as a medium of instruction and by assuming that the qualification of teachers and educational level of educational expertise

were adequate enough to understand the questions and respond to it. The researcher preferred questionnaires as the main data gathering instruments because it was easier to handle and simpler for respondents to answer within short period of time (Koul, 2008). Besides, it allows respondents to respond the questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to biases.The questionnaires was two parts. The first part deals with the general background of the participants. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study. Likert Scale was employed to identify the extent to which the respondents agree or disagree. Because it is easy and takes less time to construct; simplest way to describe opinion and provides more freedom to respond. The Likert consists of five scales: 5= strongly agree, 4= agree, 3= undecided, 2= disagree, and 1= strongly disagree.

**Interview**: - Semi-structured interview questions were prepared in English and held in Amharic Language with the school principals, Woreda instructional supervisors' experts to flexibly gather more information. The interview questions were conducted with the interviewee in Amharic Language to reduce communication barriers. Notes were taken; summarized and later on translated in to English. The purpose of semi-structured interview was to get in-depth information that may not be easily secured by the questionnaires and to substantiate or triangulation and to draw out the developing theme and to address the research questions.

### 3.7 Procedures of Data Collection

To answer the research questions raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, and interview analysis. Having letters of authorization from Jimma University to Zone education office (for additional letters towards Woredas and schools) for ethical clearance, the researcher directly went to Bullen preparatory and secondary school for pilot study.

Then, the researcher contacted all Woredas education offices and the principals of respective schools for permission. After making agreement with the concerned participant schools, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in selected schools. The respondents were allowed to give their own answers to each item independently. They were closely assisted and supervised by the researcher. Finally, the questionnaires were collected back at the right appointment. The interview was conducted after participants' individual consent was proved to lessen communication barriers during in depth discussions.

## 3.8 Methods of Data Analysis and Interpretation

For this study, both quantitative and qualitative methods of data analysis were employed. Thus, the data obtained through a questionnaire which is responsible to quantitative data were analyzed by using means and standard deviation, followed by discussion of the most important points. The data gathered through open –ended questions and semi-structured interviews were analyzed qualitatively through descriptive narration for the purpose of triangulation.

Quantitative data: - With regard to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items in the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized, statistically compiled and imported into SPSS 16 to obtain the mean value of each item. Mean score takes all scores into account. Likert Scale was employed to identify to what extent the respondents agree or disagree. The scale consists of five scales: 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

Qualitative:-The data collected from the semi-structured interview and open ended question of the questionnaire were analysed and interpreted qualitatively. The hand written notes of interview were transcribed, categorized and compiled together into

themes; summary sheets were prepared and translated in to English. The result of open-ended questions was summarized and organized with related category. To this end, analysis and interpretations were made on the basis of the questionnaires and interviews. Finally, the overall course of the study was summarized with findings, conclusions, and some possible solutions.

## 3.9 Validity and Reliability Checks

Validity refers to the degree to which an instrument measures what it is supposed to measure and consequently permits appropriate interaction of scores (Muijs, 2004 & Cohen, Manion & Morrison, 2007). Therefore, to be sure of the face validity, in preparing the instrument of data collection preparing, it was done by the close support and help of advisors. Their recommendations and suggestions were taken into consideration and some modifications were made based their comments and suggestions. The feedback from advisers helped the researcher to ensure that the instruments used for this survey were suitable to measure what it was intended to measure. Moreover, to confirm the validity of the instrument, the questionnaire was made to incorporate sufficient number of items to address all the objectives of the study. The participants of pilot test respondent teachers were also asked to review the items of the questionnaire and underline any word or statement that they did not fully understand.

Reliability refers to the degree to which the instrument measures a phenomenon in a consistent manner as (Cohen, Manion & Morrison, 2007). It was necessary to test the questionnaire and allows the researcher to check the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments were enabled the researcher to gather relevant information. In doing so, pilot test was made to make necessary amendments so as to correct confusing and ambiguous questions. Thus, pilot study was conducted on 20 teachers from Bullen preparatory and secondary school teachers' who were not involved in the study population. After the distributed questioner were returned necessary modification on two and complete removal and replacement on four items were made. In addition, the reliability of the instrument was checked by the

help of coefficient alpha (Cronbach's alpha) then computed value of alpha examines internal consistency for each of the variables by SPSS 16 System. The result is as follow:

**Table 4: Reliability Coefficients of the Practices**

| No | Major categories of perception on the practice | Reliability Coefficients |
|---|---|---|
| 1 | Instructional improvement function. | 0.97 |
| 2 | Staff development function. | 0.98 |
| 3 | Instructional supervisors' communication skills. | 0.98 |
| 4 | Instructional leadership. | 0.98 |
| *Average Reliability Coefficient* | | *0.98* |

As can be seen from the above Table, the average reliability coefficient of the instrument is 0.98. Therefore, towards this as (Phyllis, Ross & Brian, 2007) pointed that if the reliability coefficient of the instrument is in between 0.90 and 0.60 we say it is reliable.

**3.10 Ethical Considerations**

As this study involved the acquisition of personal information, ethical principles were considered during the data collection process. Ethical guidelines were followed to ensure that all the participants of the study were treated with respect and consideration.

Before proceeding with data collection and analysis, approval was sought from the Jimma University on ethics. Application for permission to conduct the survey and interviews was directed to the Woreda Education Office and to the sample secondary schools of Metekel Zone from Jimma University Educational Planning and Management Department informing and authorizing them of this student researcher. Based on the prepared letter, the researcher asking permission was obtained from the administrative personnel of the participating schools. The participants were informed of the nature and procedures of the study. They were informed that their participation was voluntary and they had the right to withdraw from the study at any time. Every effort was made to

ensure the confidentiality and anonymity of the participants, including removal of names and details from quotes and descriptions that might reveal the identity of an individual, and by using numeric labels when quoting the participants' statements. After the completion of the interviews, participants were given opportunity to review their responses and to make any changes to their statements.

**CHAPTER FOUR**

**4 PRESENTATION, ANALYSIS AND INTERPERTATION OF DATA**

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires and interviews. Thus, both quantitative and qualitative data analysis was incorporated in this chapter. The qualitative part was supposed to be complementary to quantitative one. Hence, the qualitative data includes the data gathered through open ended and semi-structured interviews. The data was collected from a total of 130 respondents. To this effect, a total of 133 copies of questionnaires are distributed to 133 secondary school teachers and among the distributed questionnaires 130(97.7%) are returned and used or analyzed. Moreover, ten school principals, ten vice principals and four secondary school instructional supervision coordinators are interviewed. As a result, the responses are expected to be sufficient to draw inference for the study.

Thus, this chapter consists of two parts. The first part is concerned with the description of the characteristics of the respondents. Whereas, the second part of the research deals with the analysis and interpretation of the data. Hence, the basic questions raised in the chapter-one were given appropriate treatment.

The purpose of the study was to examine teachers' perceptions on the instructional supervisory practice which are related with the function of instructional supervision (instructional improvement and staff development), communication skills (interpersonal as well as profession level skills) and the leadership quality in secondary school of Metekel Zone.

Thus, the following basic questions served as a guide in this research:

1. How do the secondary school teachers' in Metekel Zone perceive the effect of instructional supervision practices in improving classroom instruction?
2. What is the secondary school teachers' perception about the contribution of instructional supervision in improving teachers' professional competence in Metekel Zone?
3. How do the secondary school teachers' in Metekel Zone perceive the communication between teachers' and supervisors in fostering instructional improvement?
4. How do teachers' perceive the instructional supervisory leadership practices in encouraging teachers to do their share in improving school instruction in the study area?

Thus, in order to pursue teachers' perception of the instructional supervisory practice, it was necessary to elaborate on the research questions and to examine the following five aspects relating to teacher supervision: respondents' demographic information, experiences with instructional supervision, individuals most frequently involved in class room instruction, instructional supervisory beliefs and perceptions regarding supervisory practices.

## 4.1 Characteristics of the Respondents

The general information about the respondents' by, sex, educational qualification and years of teaching experiences were presented for better understanding of their background. The data collected on the characteristics of the respondents are presented in the Table 5 below.

**Table 5: Frequency and Percentage Distributions of the Respondents by Sex, Educational Qualification and Years of Teaching Experiences**

| No | Items | | Teachers | | Instructional supervisors | | Total | |
|----|-------|--|----------|--|----------|--|-------|--|
| | | | N | % | N | % | N | % |
| 1 | Sex | Male | 120 | 92.3 | 24 | 100 | 144 | 93.6 |
| | | Female | 10 | 7.7 | - | - | 10 | 6.4 |
| | | Total | 130 | 100 | 24 | 100 | 154 | 100 |
| 2 | Educational qualification | Diploma | 7 | 5.4 | - | - | 7 | 4.5 |
| | | First Degree | 120 | 92.3 | 21 | 87.5 | 142 | 92.3 |
| | | Masters | 2 | 1.5 | 3 | 12.5 | 5 | 3.2 |
| | | Total | 130 | 100 | 24 | 100 | 154 | 100 |
| 3 | Years of teaching Experiences | 0-5 years | 53 | 40.7 | 1 | 8 | 54 | 37.5 |
| | | 6-12 years | 42 | 32.3 | 7 | 28 | 49 | 31.7 |
| | | 13-16 years | 21 | 16.2 | 6 | 24 | 27 | 17.4 |
| | | >17 years | 14 | 10.8 | 10 | 40 | 24 | 15.4 |
| | | Total | 130 | 100 | 24 | 100 | 154 | 100 |

**NB:** Teachers are categorized by years of experiences based on the national standard of career structure: Accordingly, teachers with experience from 0-5 years are Beginner and Junior Teachers. From 6-12 years experience are teachers and senior teachers. Besides, teachers experience ranging from 13-16 years are Associate Head Teacher and teachers with teaching experience greater than17years are Head Teachers.

As depicted in Table 5 of item 1 represent respondents by their sex categories. Accordingly, 120(93.6%) and 10 (6.4 %) of the respondents were males and females respectively. This means that the majority of respondents were males. So, from this, one

can easily understand that the number of female teachers is lower than that of males in the sample secondary schools of Metekel Zone.

Similarly, all the interviewee participants in this study were males. This implies that the leadership position of secondary schools as well as Woreda supervisory coordinators have been dominated by males. From this, one can conclude that female teachers are not on the leadership position in Metekel Zone. Hence, female teachers should be encouraged to be a leader and be a model for female students in the study areas.

Concerning with the educational qualification of respondents, in the same Table above, 120 (92.3%) and 2 (1.5%) of respondents were first degree and masters degree holder respectively. In line with teachers with diploma holders, 7(5.4%) of teachers were diploma holders. This condition happened due to the shortage of teachers in some subject like ICT and diploma holder were still employed for teaching in secondary schools of Metekel contrary to policy rule.

Regarding the educational level of the interviewees, except for three school principal, with second degree holder (MA) the rest of the interviewees have first degree in teaching. From this, one can infer that there is no more difference between secondary school instructional supervisory coordinators and secondary school teachers regarding their level of education. As per the policy of the MOE teachers of secondary schools are expected to be at least first degree holders. The secondary school principals in Metekel Zone lacked appropriate qualification (master's degree). This situation may have an influence on the instructional leadership effectiveness and quality of education as whole.

The Table also displays the characteristics of respondents' by their teaching experience (service year). Accordingly, 53(40.7%) were with the service year range of 0-5 years, 42(32.3%) of them are the experience range of 6-12 years. Besides, 21(16.2%) and 14(10.8 %) of respondents were with the experience range of 11-15 and 17 & above years of teaching experience respectively. This implies that the majority 53(40.7%) of respondents are in between 0-5 years of teaching experience. This implies that, most of

teachers are in need of support from their senior teachers. In general, the categories of the respondent are beginner, junior and senior teachers.

Moreover, regarding the service year of interviewees 10(40%) participants were 17 and more. In addition, 7(28%), 6(24%) were between 6-12 and 13-16 years of teaching experience respectively. At last, insignificant number of participants has in between 0-5 years of teaching experience. From this, it is safe to conclude that most of the instructional supervisors have 17 and above service years. Therefore, they are in good position to critically respond on the instructional supervisory practices in their respective schools.

### 4.2 Presentation, Analysis and Interpretation of Data

This part of the study is dedicated to the presentation, analysis and interpretation of the data gathered from respondents' on teachers' perception of the instructional supervisory practices in their schools: such as, functions of instructional supervision (instructional improvement, staff development), skills of instructional supervisors and leadership quality in case of Metekel Zone secondary schools. With respect to this, teachers responded to both open and closed-ended questionnaires. The closed-ended items across sub-categories are computed and analyzed by using mean scores.

In addition, items across each category were arranged under the rating scale with five points. These five points scale range from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. Mean scores from data analysis were calculated and interpreted based on the terms of reference forwarded by Fowler (1996). Thus, for the purpose of easy analysis and interpretation, the mean values of each item and dimension have been interpreted as follows. In this study, teachers' perception with a mean value of 0-1.49 strongly disagree, 1.50-2.49 as disagree, 2.50-3.49 unable to decide, 3.50-4.49 agree and 3.50-5.00 as strongly agree with the activity on the selected instructional supervisory practices in the study area. Besides, data from interviews were triangulated to validate the findings.

## 4.2.1 Teachers Understanding about the Meaning of Instructional Supervision

This section presents findings regarding the meaning of instructional supervision based on both open ended questioners and interviews with participants. Thus, according to teachers' response, instructional supervision is a process by which school principals and department heads facilitate teaching and learning in the schools by monitoring teachers' work. The teacher shared that it is simply a means of devices put in place to enhance proper learning process by monitoring each activities. Monitoring here would involve checks put by the school principals as well as department heads in order to ensure that teachers carry on with their teaching-learning process. To support the view above, interview with the instructional supervisors reveals that generally what is taking place within the school in terms of the curriculum and extra-curriculum activities. For example, it is very important to know how teachers attend their lessons, those that are not attending, or the general attendance of teachers in school, and also to find out whether the students are being taught all the subjects. Finally, instructional supervisors pointed out that, instructional supervision as the kind of supervision that is carried out by either the school principal or the vice principals to check the way the teaching – learning process goes on and the way day-to-day instruction is going.

Therefore, from the above analysis it is safe to conclude that, teachers and instructional supervisors have similar concept on the meaning of instructional supervision. In contrast to this, Wanzare and da Costa (2001) pointed that potential problems that may frustrate instructional supervision practice include the lack of agreed upon definition of instructional supervision and insufficient incentives for instructional supervision on the part of school principals. Similarly, as Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps to remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning.

However, professionals agreed that instructional supervision includes strategies put into place by the school principals, vice principals, or head of department to monitor the

teaching and learning process in the school. Thus, instructional supervision has become a key element in improving the quality of instruction in schools. It involves the ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. Similarly, Sergiovanni and Starratt (2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision.

Thus, the researcher argues that having similar concept about instructional supervision may help both teachers and instructional supervisors in order to properly handle their activities for quality education.

**Table 6 Instructional Supervisory Personnel**

*(N= 130)*

| Individuals | N | Percent |
|---|---|---|
| Principals | 18 | 13.8% |
| Vice-Principals | 14 | 10.8% |
| Department heads | 92 | 70.8% |
| Superintendents/inspector | 3 | 2.3% |
| Teacher Colleagues | 3 | 2.3% |

Table 6 above indicates that, the information from teachers about the instructional supervisory personnel. The Table reveal that the personnel who most frequently involved in observing their teaching.  Accordingly, 92(70.8%) teachers response indicated that, they were supervised by the department heads. Besides, 18(13.8%) and 14(10.8%) teacher respondents revealed that they were supervised out by the school principal and vice-principal respectively. Finally, insignificant numbers of teacher respondents indicate that it was supervised by their colleagues and superintendents. By supporting the above idea, literature on the area reveal that a variety of instructional supervisors such as school principal, vice principal and departmental heads can involved in instructional supervision. For example Olivia (2005) observed that, at school level several types of instructional supervisors may be involved in instructional supervision for quality education such as principals, vice principals, curriculum coordinators, and department heads. Therefore, one area in which the questionnaire and interview findings related with the involvement of instructional supervisors in the school shows department head; vice principal and principal were participate in the activities in the research area. The involvement of school principals, vice principals and department heads in particular in instructional supervision is consistent with the recent reports from the literature. To state some Glickman, Herman; Musella & Leithwood; Njeri and Sergiovanni cited in Daniel (2009) indicated effective schools can result when principals as well as vice principals and department heads take leadership roles in instructional process. For example, when principals and vice principals actively involving in monitoring student achievement, curriculum planning, staff development, and the overall instructional issues. These views also supported by MOE (2002) document in that, the job of the school principals, vice principal and department heads is being defined increasingly by matters of teaching and learning that involves selecting, helping, and evaluating teachers, and working with teachers to improve the overall instructional process  in the schools.

Interestingly, the relatively low-ranked type of personnel in terms of existing extent of involvement in instructional supervision is by colleagues. This is also mentioned by interview participants. In contrast to this finding as typically shown in the literature,

supervision by colleagues (peer supervision) is regarded as an important component of professional development of teachers. For example, Zepeda (2007) noted that peer supervision is based on the belief that teachers as professionals have a great deal to offer to one another and this supervisory approach facilitates teachers' professional growth as active participants and contributes to teacher responsibility for self, profession, promotes collaboration, feedback, guidance, and other perspectives of instruction.

In general as can be seen from Table above it is safe to conclude that the instructional supervision of secondary school teachers was seen to be conducted by a variety of individuals.

**Table 7 the Frequency of the Instructional Supervision in supporting Teachers' Classroom Instruction**

*(N= 130)*

| Frequency | N | Percent |
|---|---|---|
| 5 or more times per years | 6 | 4.6% |
| 2-4 times per years | 96 | 73.8% |
| Once per years | 22 | 16.9% |
| On at all | 6 | 4.6% |

As can be seen in Table 7, teachers' were asked their experiences with frequency of the instructional supervision in supporting their classroom instruction. Accordingly, 96(73.8%) of respondents rated as, 2-4 times per year. Similarly, 22(16.9%) and 6(4.6%) of respondents rated as, once and 5 or more time per years respectively. But 6(4.6%) respondents reported as no instructional supervision at all.

Thus, from the above analysis one may conclude that instructional supervision in the secondary schools of Metekel Zone is conducted 2-4 times per years. But, as Sumaiya (2010) stated that instructional supervision has the following principles: supervision

should be conducted regularly to meet the individual needs of the teachers and other personnel, it should help to clarify educational objectives and goals for the teachers and it should assist in the implementation of curriculum programs for the learners.

### 4.2.2 Teachers Perception about the Practice of Instructional Supervision

This part of the study reveals that teachers perception on the functions of instructional supervision which is related with improving instruction, promoting teachers staff development activities, skills of the instructional supervisors(both interpersonal as well as professional level) and finally, the instructional leadership qualities of the supervisors in improving the overall school instruction.

### 4.2.2.1 Perception on Instructional Improvement Function

One of the major functions of instructional supervision is improving the overall school instruction. So as most educators would agree that, improving teaching-learning process is fundamental to school reform. According to Wanzare and da Costa cited in Zachariah (2011) stated that, the function of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement. At the same time, Chanyalew (2005) noted that the aim of instructional supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the instructional supervisors' works in close collaboration with the school for bringing about improvement in teaching learning process. Thus, the items are intended to investigate the teachers' perceptions regarding the supervisory behaviors that are related to instruction and curriculum implementation, such as goals and objectives of teaching, using suitable methods and materials of teaching, and evaluating school curricular and suggesting necessary changes. But, since developing curriculum in Ethiopia is centralized and there is a special department for curriculum development and the curriculum aspect was not emphasized in these items.

**Table 8 Teachers' Perceptions on the role of Instructional Supervision in improving School Instruction**

| No | Items | N | Mean | SD |
|----|-------|---|------|-----|
| 1 | Assist teachers in lesson planning. | | 2.46 | 1.30 |
| 2 | Assist teachers in developing instructional goals and objectives. | | 2.92 | 1.24 |
| 3 | Assist teachers in developing instructional materials. | | 2.46 | 1.07 |
| 4 | Help teachers to evaluate curricula to meet the students' needs. | 130 | 2.33 | 1.20 |
| 5 | Encourage teachers to use appropriate methods of teaching. | | 2.43 | 1.29 |
| 6 | Assist teachers in evaluating student performance. | | 2.39 | 1.17 |
| 7 | Advise teachers about new developments in teaching. | | 2.43 | 1.12 |
| 8 | Coordinate teachers in conducting action research. | | 2.35 | 1.13 |
| | *Overall mean value* | | **2.48** | **0.65** |

**Keys: -** Scale Ranges of Mean Value

0-1.49 Strongly Disagree        1.50- 2.49 = Disagree        2.50 - 3.49 = Unable to Decide

3.50-4.49 Agree                        3.50 - 5.00 = Strongly Agree        SD=Std. Division

As can be seen from the above Table, teachers' are asked to rate their perception about the role of instructional supervision in improving the overall instruction in their respective schools. Thus, teachers' overall mean value 2.48 with a standard deviation of 0.65 reports their disagreement. In other words teachers perceive the role of instructional supervision in improving classroom instruction as ineffective.

Similarly, the response in table 8 vividly indicates the presence of insignificant or low supervisory support to teachers in tackling the day to day problems of classroom instruction. Specifically, except item 2, "instructional supervisors in the secondary schools assist teachers in developing instructional goals and objectives" with mean value 2.92 and standard deviation 1.24 contended teachers' agreement since the mean score

found above the average mean. But, the role of instructional supervision in improving classroom instruction in the rest questions or items is under the scale range of disagreement with mean value below the average mean. This means that the mean value for each item is in between 2.46 and 2.33 which show teachers disagreement.

Furthermore, the data obtained and analysis from the instructional supervisors through interview confirms that these activities are implemented on the department level not on an individual teacher basis. In addition, the interview data analysis assured that instructional supervisors are not capable enough to shoulder their responsibilities in assisting the day to day instructional activities of teachers in the schools. This is due to time constraints and large number of teachers in the schools.

Towards this, Paulos (2001) pinpoint that; teachers are not properly supported by supervisors in tackling instructional problems as well as in implementation of new curriculum and new instructional approaches which affects quality education in the schools. Similarly, MOE (2002) official document indicates instructional supervisors are not engaged in solving school problems because they went to school only to collect information from the hands of school principals.

Besides, the document state that, they do not give necessary support for the school personnel. As Singhal et al. cited in Gashw (2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice in schools.

In general, the data from both quantitative and qualitative analysis results indicates that the perception of teachers on the role of instructional supervision in improving classroom instruction is insufficient. As a result the teachers had not got enough support to improve the day to day classroom instruction. Hence, this might reduce and affect negatively the effectiveness of students and teachers' initiation as well as the schools goal achievement.

### 4.2.2.2 Perception on Staff Development Function

The other basic function of instructional supervision is promoting teachers' professional development in schools. Therefore, since the competent and skillful teachers are a key component of successful school, staff development is a major function of instructional supervision. It is fact that, the role of instructional supervisors is helping teachers to grow and develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002). In addition, as part of the supervisors' work with teachers, it is must to arrange professional development programs to help teachers' professional growth and development.

Thus, this is to discuss with teachers' perception regarding the function of instructional supervisors in promoting staff development activity or teachers competency in their schools. So, staff development here is intended to measure teachers' perception on the activities that supervisors usually implement to bring about teachers' professional growth and to help them better perform their work such as in-service programs, educational meetings and workshops.

**Table 9 Teachers' Perceptions about the Role of Instructional Supervision in Promoting Staff Development**

| No | Items | N | Mean | SD |
|----|-------|---|------|-----|
| 1 | Help teachers to improve and handle their job successfully. | | 2.54 | 1.15 |
| 2 | Encourage teachers' professional growth. | | 2.55 | 1.16 |
| 3 | Provide chance for teachers to attend workshops and conferences within and outside school system. | | 2.11 | 1.06 |
| 4 | Conduct induction for socialization of new staff. | | 2.29 | 1.13 |
| 5 | Direct all supervisory activities for teaching improvement. | | 2.43 | 0.96 |
| 6 | Facilitate teachers' access to professional resources. | 130 | 2.37 | 0.93 |
| 7 | Promote the exchange of teaching materials among staffs. | | 2.77 | 1.35 |
| 8 | Encourage peer coaching activity among teachers. | | 2.68 | 1.15 |
| 9 | Provide leadership role for the development of teacher center containing instructional materials for instruction. | | 2.46 | 1.12 |
| 10 | Maintain membership and active participation in teachers and encourage them. | | 2.61 | 1.08 |
| | *Overall mean value* | | **2.47** | *0.60* |

**Keys: -** Scale Ranges of Mean Value

0-1.49 Strongly Disagree    1.50- 2.49 = Disagree    2.50 - 3.49 = Unable to Decide

3.50-4.49 Agree                3.50 - 5.00 = Strongly Agree        SD=Std. Division

As can be observed from Table 9, teachers' are asked to rate their perception about the role of the instructional supervision in promoting staff development activities in their respective schools. Thus, teachers' overall mean value is 2.47 with a standard deviation of 0 .60 shows their disagreement on the functions of instructional supervision in promoting teachers competence and development in the schools. In addition, as Table 9 depicts that teachers' mean values for item 3, 5, 6 and 9 are below the overall mean score value. This means that, the mean value for the items is in between 2.46 and 2.11 which

are under disagreement. Thus, the functions of instructional supervision in promoting staff development activities in secondary schools are not well practiced and hence, teachers perceive low on its effectiveness in their respective schools. But, item 1, 2, 3, 7 and 8 in the same table with mean value 2.54, 2.55, 2.77 and 2.68 respectively shows teachers perceive it as undecided. Similarly, the analysis of qualitative data from interview with the instructional supervisors discovered that group discussion and peer evaluation was not regular and frequent. Accordingly, they conduct such collaborative activities only once or twice in the semester. The analysis confirmed that, these activities are not practiced continuously due to burden of work, budget limitation and lack of competence on the part of instructional supervisors. In addition,  qualitative data analysis from interview shows that there was no close professional support by the instructional supervisors in designing both inter and intra-group collaborative discussion opportunities, training programs, mentoring and peer evaluation in order to make teachers professionally competence.

Thus, it is possible to conclude that the role of instructional supervisors to enhance professional competence of teachers is not almost implemented sufficiently.  In line with this, Alhammad cited in Abdulkarem (2001) identified inability of some instructional supervisors to plan for and implement in-service programs are as the main obstacle for effective instructional supervision that intern leads to negative perception of teachers on the practices. Similarly, instructional 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. Moreover, according to Merga (2007) pointed out that, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle to the practice of instructional supervision in schools. But, as Glickman et al. cited in Kutsyuruba (2003) teachers are in the forefront of successful instruction; supervision which is practiced by the instructional supervisor is in the background, providing the support, knowledge, and skills that enable teachers to succeed. In addition, as MOE (2006) the main aims of staff development is developing the teachers' educational and

practical competencies. It also lists staff development as one of the major function of instructional supervision.

At the same time, Stoops, Rafferty and Johnson; Dull, cited in Abaya (2012) the importance of instructional supervisory activities that reflect the role of supervisors in staff development are exercise leadership over the program of orientation and socialization of new staff, help staff gain and an understanding of the latest trends and developments in education and training. Are they able to provide opportunities for staff to visit classes, attend workshops and conferences within and outside school system, plan and direct staff development program for departmental or grade level areas, provide leadership for the establishment and development of teacher center containing book, reports, professional journals, guides and other instructional materials for departmental professional usage by staff members, maintain membership and active participation in professional groups; attend professional meetings and encourage staff. To do so, staff development should relate theory and application in such a way to result in measurable change in staff behavior and be speed over long enough period of time to insure that changes in behavior and relatively permanents, it should provide continuation of pre-service training as the beginning of a continuum of development which is the join responsibility of school systems and institutions of higher education, provide activities which are well planned and well executed for maximum benefits to staff members and to students.

In general, the result from the analysis of both quantitative and qualitative data asserts that, teachers' perception on the role of instructional supervision in promoting teachers professional competency is inadequate. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth and development. Thus, this might reduce the effectiveness of students and teachers' initiation as well as the schools goal achievement.

### 4.2.2.3 Perception about Instructional Supervisors Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated by Glickman, Gordon, and Ross-Gordon (2007) educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively to students' academic success. Accordingly, the important skills that the educational supervisors' should posses are: - interpersonal, conceptual and technical skills or professional level skills. Therefore, this is to discuss the respondents' perception regarding the instructional supervisors' skill that help them to organize and coordinate their activities to accomplish the common educational goal. This instruction supervision and communication skill was intended to examine the way teachers and supervisors communicate on both interpersonal and professional level skills. In this part, teachers are questioned to rate their perception on the way instructional supervisors' communicate and interact with them to organize and coordinate their day to day activities like transmitting feelings, ideas, facts, and feedback between supervisors and teachers. It is believed that all teachers are to be closely supervised and helped by their instructional supervisors.

**Table 10 Teachers' Perceptions about the Communication Skills of Instructional Supervisor**

| No | Items | N | Mean | SD |
|----|-------|---|------|-----|
| 1 | Provide feedback and offer suggestions for instructional improvement. | | 2.39 | 1.20 |
| 2 | Communicate with administrators about instructional concerns. | | 2.10 | 1.12 |
| 3 | Communicate with teachers about instructional concerns. | | 2.36 | 1.16 |
| 4 | Treat teachers with trust and respect. | 130 | 2.65 | 1.41 |
| 5 | Work with teachers in mutually respectful manner. | | 2.49 | 1.28 |
| 6 | Pay attention in solving day to day school problems. | | 2.30 | 1.04 |
| 7 | Involve teachers in evaluating instructional activities. | | 2.30 | 1.15 |
| | *Overall mean value* | | **2.37** | **0.69** |

**Keys: -** scale ranges of mean value

0-1.49 as strongly disagree      1.50- 2.49 = disagree      2.50 - 3.49 = unable to decide

3.50-4.49 agree          3.50 - 5.00 = strongly agree        SD = Std. Devi

As, can be seen from above Table, teachers' were asked to rate their perception about their instructional supervisors communication skills (both interpersonal as well as professional level skills) in fostering conducive working environment in the schools.

Thus, teachers' overall mean value 2.37 with a standard deviation of 0.69 shows their disagreement on the passion of communication skills of their supervisors in their respective schools. Similarly, the response in Table above briefly indicates the presence of ineffective or low communication between the instructional supervisors' and teachers' in fostering conducive working environment to enhance instructional improvement in the schools. Specifically, except item 4 that "the instructional supervisors in the schools treat teachers with trust and respect with mean value 2.65 and standard deviation 1.41, the rest items shows teachers' perception as dissatisfaction with their instructional supervisors'

communication skills (both interpersonal as well as professional level skills) with mean value in between 2.10 and 2.49.

Therefore, from the above analysis, it could be concluded that instructional supervisory practices which is related with instructional supervisors' communication skills (both interpersonal as well as professional level skills) in Metekel Zone secondary schools are impeded by ineffective communication between teachers and instructional supervisors. Thus, because of this teachers perceive it as low preformed activity. This indicates that teachers believe the instructional supervisory skills such as transmitting feelings, ideas, facts, and feedback between supervisors and teachers needs improvement. Similarly, the data collected from the interview with, the instructional supervisors revealed that majority of the instructional supervisors themselves did not deny in their interviews that, they had no professional trainings different from teachers so as to provide appropriate and timely support and feedback for the teachers. Many of the participants also responded that principals rarely provide appropriate and timely professional assistance and feedback for teachers. In addition most of the time instructional supervisors were not frilly communicate with teachers over time that means they give priority for the administrative activities. Thus, the data obtained from the interviewees indicated that there are numerous co-ordinations of administrative routine tasks which diverted their attention from giving professional assistance to teachers. But, the literature in the area of supervisory communication supports the argument that supervisory communication behaviors are directly linked to organizational effectiveness variables, such as job satisfaction and productivity (Koermer, cited in Abdulkareem, 2001). Similarly, several studies have reported that there is a positive relationship between the quality of organizational communication and job satisfaction and performance (Abdulkareem, 2001). Thus, for effective instructional supervision there should be good relation between the teacher and instructional supervisor.

In general, based on the responses from teachers and literature above it is safe to say that ineffective supervisory communication between teachers and their instructional

supervisors as one major problem in improving the instruction in secondary schools of Metekel Zone.

## 4.2.2.4 Perception about the Instructional Leadership Activities

As far as the existing documents on supervision is concerned, there is a growing tendency among educators to view instructional supervisors' as instructional leaders. This is due to the fact that instructional improvement which is the essence of instructional supervision is a process of change. In addition, improvement is a process of change and change needs leaders in order to occur in proper way. Thus, this is a room to discuss the response of teachers' perception regarding the leadership activities of the instructional supervisors at schools as instructional leaders such as setting instructional goals, motivation, planning, and decision-making.

**Table 11 Teachers' Perceptions about the Instructional Supervisors as Instructional Leadership**

| No | Items | N | Mean | SD |
|---|---|---|---|---|
| 1 | Conduct meetings with teachers to review progress. | | 2.30 | 1.10 |
| 2 | Encourage teachers to assume full responsibility. | | 2.48 | 1.14 |
| 3 | Involve teachers in decision-making process. | | 2.39 | 1.06 |
| 4 | Involve teachers in evaluating instructional activities. | 130 | 2.46 | 1.05 |
| 5 | Motivate teachers to achieve their professional goals. | | 2.49 | 1.14 |
| 6 | Always help teachers to feel they are loved. | | 2.35 | 1.04 |
| 7 | Source of useful information about the instruction. | | 2.30 | 1.04 |
| | *Overall mean value* | | **2.45** | **0.70** |

**Keys: -** scale ranges of mean value,

0-1.49 strongly disagree    1.50- 2.49 = disagree    2.50 - 3.49 = unable to decide

3.50-4.49 agree    3.50 - 5.00 = strongly agree    SD = Std. Devi

As can be observed from Table 11 above, teachers are questioned to rate their perception on the instructional leadership quality of supervisors in the activities like setting

instructional goals, motivating, and decision-making areas in the schools. Thus, the overall teachers' perception shows disagreement based on the computed mean value 2.45 and standard devastation 0.70 which signifies their agreement.

Besides, Table 11 shows that the mean value of each items are in between 2.30 and 2.49 which reflects teachers' disagreement on the issues. Thus, teachers' are not satisfied with the instructional supervisors leadership activities like setting instructional goals with teachers and motivating them in the day to day school activities and decision-making system implemented in their respective schools. Likewise, the response from the rest of the interviewee also confirmed that, there was no enough program arranged for teachers to solve instructional problems in the schools by their instructional supervisors. In addition, many of the participants also responded that instructional supervisors rarely provided appropriate and timely decision on professional issues. But, the modern concepts of instructional supervision tend to present it as instructional leadership (Glatthorn, 1990; Sergiovanni & Starratt, 1998; Beach & Reinhartz, 2000). Similarly, MOE (2005) in its guide asserts that a major characteristic of instructional supervision is that it is a "leadership process" which was found as an underlying characteristic of effective schools. It is important for the supervisors to work as leaders in order to facilitate the desired change.

In general, this study result indicates that, teachers' perception on the instructional supervision leadership activities in setting instructional goals with teachers; planning for instructional improvement; encourage teachers to assume full responsibility and provided appropriate and timely decision on the school instructional issues is ineffective. As the result of this, teachers are not motivated to achieve their professional goals and to be competent enough in improving the day to day classroom instruction. Thus, this might reduce the effectiveness of students and teachers' initiation as well as the schools goal achievement. This indicates that the instructional supervisors should improve their leadership role and responsibilities promote good instruction in secondary schools of Metekel Zone.

## CHAPTER FIVE

## 5 SUMMARY, CONCLUION AND RECOMMENDATIONS

The discussions under this chapter include a summary of the major findings of the study, conclusions drawn on the basis of findings and recommendations that were forwarded.

### 5.1. Summary

The main purpose of this study was to examine secondary school teachers' perceptions on the instructional supervisory practice which are related with the function of instructional supervision (instructional improvement and staff development), supervisory skills and instructional leaders' leadership quality in Metekel Zone. To achieve the purpose of this study, both general and specific objectives were stated as follows:

**The General Objective of the Study.**

The study was aimed to examine secondary school teachers' perception towards the instructional supervision practice in government secondary schools of Metekel Zone.

**Specific Objectives**

To attain the purpose of this study, the following specific objectives were stated:

1. To identify secondary schools teachers' perception on the practice of instructional supervision for instructional improvement in Metekel Zone.
2. To distinguish secondary school teachers perception towards the instructional supervisory practices for staff development activities in Metekel Zone.
3. To identify the understanding of secondary school teachers on the instructional supervisors communication skills in Metekel Zone.
4. To explain the understanding of secondary school teachers on the instructional supervisory practices of leaders' professional skills in Metekel Zone.
5. To identify secondary school teachers opinion on the instructional supervisory

practices in terms of leadership quality in Metekel Zone.

To this end the following basic questions were raised:

1. How do the secondary school teachers' in Metekel Zone perceive the effect of instructional supervision practices in improving instruction?
2. What is the secondary school teachers' perception about the contribution of instructional supervision practices in improving teachers' professional competence in Metekel Zone?
3. How do the secondary school teachers' in Metekel Zone perceive the communication between teachers' and supervisors in fostering instructional improvement?
4. How do teachers' perceive the instructional supervisory leadership activities in encouraging teachers to do their share in improving school instruction in the study area?

To this effect, the study was conducted in simple randomly selected ten government secondary schools of Metekel Zone. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. Secondary school teachers were asked to rate their perceptions of the instructional supervisory practices on a 5-point Likert-type scale. However, three teachers were not returned the questionnaires. This reduced the sample population of teachers 130. In addition, interview was conducted with ten principals, ten vice principals, and secondary school supervisory coordinators to extract information that need clarification on the practices. The collected data was analyzed in and interpreted by using statistical tools such as mean and standard division. The data gathered through interview and open ended were analyzed qualitatively using narration. Hence, based on the review of related literature and analyzed data, the study came up with the following findings:

The descriptive statistics revealed that the sample of this study consisted 130 teachers (120 males and 10 females) and 24 instructional supervisors (all males), in secondary

schools of the study area. There were 54 teachers with 0-5 years of teaching experiences, 49 teachers with 6-12 years of teaching experiences, 27 of teachers with 13-16 years of teaching experiences, and 24 teachers with > 17 years of teaching experiences. In addition, 143 participants were a bachelor degree holding, 5 master degree holding, and 7 holding diploma.

The analysis and findings of the data collected both in qualitative and quantitative approach:

❖ The analysis of the data revealed that the majority (73.8%) of teachers responded that on average they were supervised from two to four times per year (73.8%). In addition, the instructional supervision for teaching was seen to be conducted almost by the department heads (69.2%).

❖ The role of instructional supervision in improving classroom instruction in the secondary schools is low as perceived by teachers. The finding also shows that, as teachers were dissatisfied with their instructional supervisors support in lesson planning, in developing or selecting instructional materials, evaluating school curricula, in using teaching methods of teaching and in conducting action research to solve instructional problems. Regarding to this issue, the overall mean value 2.48 with standard division 0.65 indicates teachers' disagreement on the instructional supervisors' involvement in improving day to day instructional activities in secondary schools.

❖ The finding again confirmed that, the instructional supervisory roles in promoting staff development activities in secondary schools are ineffective. This was censured by the majority of teachers reported that, their instructional supervisors are failed in promoting them to handle their job successfully, providing opportunities for teachers to attained workshops and conferences within or outside school systems. In addition, on preparing induction programs for newly deployed teachers; facilitating peer coaching activity among the staffs is as ineffective. Regarding to this issue, the overall mean value 2.47 and

standard division 0.60 which reflects secondary school teachers' disagreement on the instructional supervisors' support in promoting teachers competence.

❖ Moreover, the finding from this study assert that the communication between the instructional supervisory and teachers in creating conducive working condition to enhance instructional improvement in secondary schools is ineffective or low. As the respondents stated that their supervisors are ineffective in interpersonal skills as well as professional level skills. Regarding this the overall teachers mean secure is 2.37 which shows their disagreement.

❖ Further, teachers' perception on the instructional supervisory leadership quality to enhancing instructional improvement in secondary schools is viewed as unsatisfactory with the overall mean secure 2.45 which signifies their agreement.

❖ Finally, majority of secondary schools teachers in Metekel Zone were dissatisfied with the instructional supervisors leadership work to promote their professional goals.

### 5.2. Conclusion

Based on the findings listed above, the researcher concluded on the following points. The teachers' perception towards the roles of the instructional supervisors in assisting the day to day teachers' activity to improving classroom instruction and promoting staff development activities are unsatisfactory or low in research area. In addition, teachers are not properly supported by their instructional supervisors to be familiar with new concepts and skill regarding to their instructional activities. Similarity, the communication between teachers and instructional supervisors for tackling the instructional problem in the school system is ineffective. Thus, the leadership ability of instructional supervisors to enhance the overall instruction is low as perceived by teachers. Thus, all this affected the students' academic achievement as well as teachers' satisfaction on their activities. In sum, it is possible to conclude that the instructional supervision practices were insufficient to enhance teachers' professional competence and to enhance instructional improvement and the ambition to attain quality education in Secondary Schools of Metekel Zone.

### 5.3. Recommendations

Based on the findings of this study, the researcher forwarded the following
recommendations.

1. The finding of the study indicates that instructional supervisors were not competent enough to support the work of secondary school teachers. Therefore, it is recommended that the Woreda education office, Metekel Zone education desk and region in collaboration with schools and other voluntary governmental or NGOs should give training for instructional supervisors on preparation of lesson planning, developing and using of instructional materials, evaluating school curricula and on conducting action research to solve the day to day instructional problems and effectively implement curriculum.

2. Staff development is one of the main functions of the instructional supervisors. But, the finding of the study shows that the instructional supervisors were not effectively carrying their staff development activities to promote teachers competence. Thus, it is recommended that the Woreda supervisory coordinators' and schools should place staff development role as one of their top professional priorities while working with teachers by coordinating the training programs for planning, implementing and evaluating staff development in the school system.

3. In addition, one part of the instructional supervisors' work with school teachers is to arrange staff development programs to help teachers' professional growth by arraigning workshop and conferences within or outside the school system. Thus, it is recommended that the secondary school instructional supervisors and concerning educational officials need to plan appropriate staff development programs and facilitate its implementation and allocating sufficient budget, self and peer evaluation opportunities followed by timely feedback.

4. As this study finding revealed that, the instructional supervisory practices in secondary schools of Metekel Zone are impeded by ineffective communication between teachers and their instructional supervisors. Thus, since a good

instructional skill is a main task of instructional supervision; the researcher recommends that supervisors go through instructional supervisory skills. In addition, the instructional supervisors should try their best to utilize the most effective communication channels in order to have their ideas fully understood by teachers. To avoid this possible reason, the researcher suggests that the supervisor-teacher communication strategies be examined. The instructional supervisors should evaluate the ways they communicate with teachers, and explore how these ways impact the teachers' perceptions. Any barrier for effective communication should be identified and removed.

5 Moreover, the result of the study shows that, the instructional supervisors were not capable enough in implementing leadership activities like involving teachers in decision making and motivating teachers for instructional improvement. Therefore, the researcher recommends that the Woreda education office, Metekel Zone education desk in relation with the secondary schools should promote the concept of instructional supervisors as instructional leadership, and to prepare the instructional supervisors to practice the skills of instructional leadership. In addition, the instructional supervisors should improve their leadership skills and should practice the supervisory tasks of leadership.

6 Finally, to better address the problems, the research could suggest that, further studies need to be conducted in this area with regard to teachers' perception on the school principals leadership role; supervisors and teachers perception on the instructional supervision; conduct a similar study for girls' school teachers and supervisors to see if there is a difference related to gender.

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# APPENDIXS

Survey: Teachers' Perceptions of the Instructional Supervision

Practices in Secondary School of Metekel Zone.

## APPENDIX A

**Jimma University**

**Institute of Education and Professional Development Studies**

**Department of Educational Planning and Management**

**Questionnaire to be filled by teachers**

*GENARAL INFORMATION*

Dear teacher! I am conducting a study about the secondary school teachers' perceptions regarding the instructional supervisory practices that are usually employed at schools. This study, will hopefully; help in improving the supervisory system in the region. Therefore, the attached pages are a questionnaire that is developed to determine your perceptions of the supervisory practices which are designed to collect information about your experiences related to the current supervisory practices in your schools, i.e. how do you view the present supervisory practices in the schools. Thus, your genuine responses to this questionnaire will have a great effect on the success of the study.

Dear respondents read each item or statements carefully and mark "✓ "on the column that you think best fits your opinion please. Remember there is no false or true answer. Writing name is not required, and the information that you provide will not be used for any other, than for academic study or purpose.

Please notice the following: Dear, respondents this questionnaire is of your own free will. The completion and making return of the questionnaire implies consent to use the data for research. And I genuinely appreciate your help and commitment in devoting your precious time.

Thank you in Advance for your cooperation!!

**Part I: Background Information**

Please answer the following questions, which will assist in using the data to develop more understanding of the teacher's status. Please put (√) to the appropriate position and fill in the space for each of the following item.

1. Sex       Male        ☐

           Female      ☐

2. Qualification :  a) Diploma ☐   b) B.A /B.Ed ☐  c) M.A /M.Sc ☐

3. Teaching experience in years:

                a) 1-5 ☐   b) 6-10 ☐   c) 11-15 ☐

                d) 16-20 ☐      e) more than 20 ☐

4. What does instructional supervision mean to you?

   _____

   _____

   _____.

5. Supervision of my teaching is conducted by:

                         Principal                        ☐

                         Vice-principal                   ☐

                         Department head                 ☐

                         Superintendent or inspector      ☐

                         List if other_____

6. On average I am formally supervised:

                         5 or more times per year      ☐

                         2-4 times per year            ☐

                         Once per year                 ☐

                         0 times per year              ☐

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**Part II the instructional supervisors in the schools:**

Dear, respondents, for each of the following statements about curriculum and instruction, leaders communication skill, staff development, leadership activates, and its connection with teachers professional development.   Please mark the tick "✓" that indicates your level of agreement, based on your own experience to your corresponding answer.

**Key:   1= strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree,   5= strongly agree,**

| No | Items related with curriculum and instruction | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------------------|---|---|---|---|---|
| 1.1 | The instructional supervisors in the school assist teachers in lesson planning. | | | | | |
| 1.2 | The instructional supervisors in the school assist teachers in developing instructional goals and objectives. | | | | | |
| 1.3 | The instructional supervisors in the school assist teachers in developing/selecting instructional materials. | | | | | |
| 1.4 | The instructional supervisors in the school help teachers to evaluate curricula and suggest changes to meet the students' needs. | | | | | |
| 1.5 | The instructional supervisors in the school encourage teachers to use appropriate methods of teaching. | | | | | |
| 1.6 | The instructional supervisors in the school assist teachers in evaluating student performance. | | | | | |
| 1.7 | The instructional supervisors in the school advise teachers about new developments in teaching. | | | | | |
| 1.8 | The instructional supervisors in the school assist and coordinate teachers in action research to solve school problems. | | | | | |
| | **Items related with communication** | | | | | |
| 2.1 | The instructional supervisors in the school provide feedback and offer suggestions for instructional improvement. | | | | | |

| 2.2 | The instructional supervisors in the school communicate with administrators about instructional concerns. | | | | | |
|------|------|---|---|---|---|---|
| 2.3 | The instructional supervisors in the school communicate with teachers about instructional concerns. | | | | | |
| 2.4 | The instructional supervisors in the school treat teachers with trust and respect. | | | | | |
| 2.5 | The instructional supervisors in the school work with teachers in a collegial or mutually respectful manner or approach. | | | | | |
| 2.6 | The instructional supervisors in the schools pay attention to teachers in solving day to day school problems. | | | | | |
| 2.7 | The instructional supervisors in the school are source of useful information about the instructional issues. | | | | | |
| | **Items related with staff development** | | | | | |
| 3.1 | The instructional supervisors in the school help teachers to improve and handle their job successfully. | | | | | |
| 3.2 | The instructional supervisors in the school encourage teachers' professional growth. | | | | | |
| 3.3 | The instructional supervisors in the school provide opportunities for teachers to visit classes, attend workshops and conferences within and outside school system to improve the performance of teachers. | | | | | |
| 3.4 | The instructional supervisors in the school conduct orientation activities for new teachers or exercise leadership over the program of orientation and socialization of new staff. | | | | | |
| 3.5 | The instructional supervisors in the school direct all supervisory activities for the teachers' improvement. | | | | | |
| 3.6 | The instructional supervisors in the school help to facilitate teachers' access to professional resources. | | | | | |
| 3.7 | The instructional supervisors in the school promote the exchange | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | of ideas and materials among teachers. | | | | | |
| 3.8 | The instructional supervisors in the school promote or facilitate peer coaching activity among the staff members. | | | | | |
| 3.9 | The instructional supervisors in the school provide leadership for the establishment and development of teacher center containing book, reports, professional journals, guides and other instructional materials for departmental professional usage by staff members. | | | | | |
| 3.1 0 | The instructional supervisors in the school maintain membership and active participation in professional groups; attend professional meetings and encourage staff to do so. | | | | | |
| | **Items related with instructional leadership activates** | | | | | |
| 4.1 | The instructional supervisors in the school conduct meetings with teachers to review progress. | | | | | |
| 4.2 | The instructional supervisors in the school encourage teachers to assume full responsibility for carrying out their task. | | | | | |
| 4.3 | The instructional supervisors in the school involve teachers in the decision-making process. | | | | | |
| 4.4 | The instructional supervisors in the school pay attention to teachers in solving day to day school problems. | | | | | |
| 4.5 | The instructional supervisors in the school help teachers to understand educational goals. | | | | | |
| 4.6 | The instructional supervisors in the school motivate teachers to set and achieve their professional goals. | | | | | |
| 4.7 | The instructional supervisors in the school always help teachers feel that they are valued or loved. | | | | | |

1. Please, give additional brief description of what do you perceive or understand about the nature of instructional improvement and staff development function, instructional leaders leadership roles, and supervisory skills, by instructional supervisors in your school.

1.1 curriculum and instructional improvement

-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------

1.2 Instructional supervisors communication skills

-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------

1.3 Leadership activates

-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------

1.4 Staff development

-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------
-------------------------------------------------------------------------------------------

*THANK YOU, DEAR RESPONDANT!!!*

## APPENDIX B
**Interview Protocol**

**Jimma University**

**Institute of Education and Professional Development Studies**

**Department of Educational Planning and Management**

**Interview Guide for Instructional Supervisors**

**Purpose**: This interview is prepared for school principals and secondary school supervisors coordinators' to find out teachers' perception on the instructional supervisory practices in terms of instructional improvement, staff development, skill of instructional supervision, and leadership activities in secondary schools of Metekel Zone. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the questions is of great importance, and your responses to the interview would be kept confidential.

*Part I General Information about the Participants:*

Sex_____ Academic Qualification_____ Service Years_____

*Part II Guiding Questions for Interview*

1. What is your understanding about the meaning of instructional supervision?
2. Instructional supervision in your schools/ Woreda is conducted on average.
3. Instructional supervision in your schools/Woreda is formally cared out by
4. What supervision approaches (strategies) do you employ in exercising instructional supervisory service to teachers in your school?
5.  How do you see the effectiveness of its implementation?
6. What major roles do you think instructional supervision has to the implementation of curriculum, staff development and instructional improvement?
7. What are your opinions regarding the overall supervisory practices in promoting teachers professional competences and to improve the overall school instruction?
8. How do you see the relationship between teachers and instructional supervisors in promoting quality instruction for the students?
9. Is there anything else you would like to share from your experience with instructional supervisory practices?

**Thank You!**