THE CONTRIBUTION OF INSTRUCTIONAL SUPERVISION IN IMPROVING TEACHERS' PEDAGOGICAL SKILLS IN NUER ZONE SECONDARY SCHOOLS, GAMBELLA REGIONAL STATE

BY: BOL BOL DIEW

JIMMA UNIVERSITY

INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

JULY, 2014

JIMMA, ETHIOPIA

THE CONTRIBUTION OF INSTRUCTIONAL SUPERVISION IN IMPROVING TEACHERS' PEDAGOGICAL SKILLS IN NUER ZONE SECONDARY SCHOOLS,

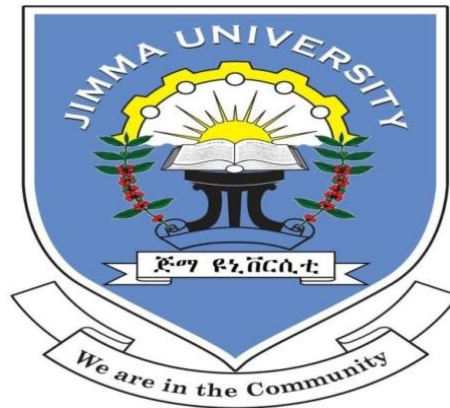**GAMBELLA REGIONAL STATE**

BY: BOL BOL DIEW

ADVISOR: BEKALU FEREDE (ASS. PROFESSOR)

A THESIS SUBMITTED TO INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

JULY, 2014
JIMMA EHIOPIA

LETTER OF APPROVAL

This is to certify that the thesis prepared by Bol Bol Diew entitled "**The Contribution of Instructional Supervision in Improving Teachers' Pedagogical Skills in Nuer Zone Secondary Schools, Gambella Regional State**" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

_____   _____   _____

Department head Name   **Signature**   **Date**

_____   _____   _____

Advisor Name   **Signature**   **Date**

_____   _____   _____

Internal Examiners Name   **Signature**   **Date**

_____   _____   _____

External Examiners Name   **Signature**   **Date**

DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "**The Contribution Instructional Supervision in Improving Teachers' Pedagogical Skill in Nuer Zone Secondary Schools, Gambella Regional State**" is approved as the original work of Bol Bol Diew.

Name: _____

Signature: _____

Date: _____

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

Name: _____

Signature: _____

Date: _____

Acknowledgement

First and foremost I would like to express my heartfelt thanks to my Advisor Bekalu Ferede (Ass.Professor). For everything he has taught me and for his professional advice and constructive comments in my attempts to make this work a success, I sincerely thank him.   Secondly I express my deepest thank to my data respondents for their effective participation. I thank the schools principals for accepting me to collect data. Finally, I express my sincere appreciation to Ferehewet for her contribution in writing this research.

Table of content

CHAPTER THREE

CHAPTER FOUR

CHAPTER FIVE

LIST OF TABLE

Abstract

This study entitled the contribution of instructional supervision in improving teachers' pedagogical skills was conducted in nine (9) selected government secondary schools in Nuer zone, in Gambella regional state. The main objective of study was to investigate the contribution of instructional supervision in improving teachers' pedagogical skills in the Zone secondary schools. To achieve this purpose, descriptive survey research design was employed to conduct the research. Questionnaires, interviews and document analysis were used as data gathering tools. Then, 135 teachers and 56 internal supervisors such as department heads, unit leaders, principals and vice principals were selected from the sample schools based on their proportion to size in each school by using simple random sampling technique. In addition, all 56 internal supervisors, 9 selected teachers, 4 clusters supervisors, and 4 woreda supervision focal persons from education office were included in the sample by census and purposive sampling. In analyzing quantitative data percentage and frequency were used. The qualitative data was thematically analyzed using descriptions. Consequently, the obtained results revealed that ,the roles of internal supervisors in supporting teachers to improve active learning were unsatisfactory .Besides that the internal supervisors were not in a good position to support teachers to implement various assessment techniques in the class room. Moreover, the study revealed that lack of consistent support from internal supervisors to let the teachers engaged in action research to improve their pedagogical skills. In addition to this, low commitment of internal supervisors and shortage of adequate teachers who can work as internal supervisors were found as major challenges. Finally, the study concluded by recommending that Regional Education Bureau, Zone and Woreda Education Office experts with local Education Colleges and University experts, who work on the area of supervision and support service, to provide adequate training for internal supervisors to encourage teachers to implement active learning effectively and conduct action research to improve students' performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is the source of developments in every country of the world whereas, the Schools services as the 'formal organization of education' where the future citizens are shaped and Develop through effective teaching and learning process. Therefore, the school administrations need full commitment in supporting every student to develop his /her potentials knowledge from the low levels to higher education.

The instructional design reveals pedagogical content knowledge has tended to be included in programs of instructional design. Programs of instructional design have their roots firmly established in theories of learning with research that has focused on the application of general pedagogical practices in the classroom. Instruction was designed for teacher-practitioners by instructional designers in ways that used subject matter experts for content input only. These early instructional systems design models had little or no room for resource adaptation, such as disciplinary contexts. The rationale for this was premised on the assumption that disciplinary related knowledge of pedagogy was personal and grounded in applied and anecdotal experiences, rather than informed theories of learning based on validated and reliable empirical data. Personal experiences and opinions of subject matter experts about the learning process were viewed as contributing little, if anything, to the understanding of the content for the learners.

To improve students achievements, it requires effectiveness and commitment of the teachers, internal supervisors, principals and vice principals, cluster supervisors, school leadership. In this regard (Kuachak, 1985) suggest that supervisions must improve the basic functions of teaching and learning process that aims at helping students in the outcomes of instructional improvements. To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated competent teachers. According to (Driscoll, 1990) there are different variables that have their own roles to play in contribution of pedagogical skill development. Among these, the important input is teacher who needs effective instructional support. The quality of education can be obtained by engaging teachers in constant trainings to develop their profession in all Levels of education. It could be difficult to achieve

educational goal without effective and knowledgeable teachers that can transmit the educational content to learners. According to (MoE, 2004) "issues expansion of schools in which every child must have access to nearby school substantial achievements have been made in education mainly in students' enrollment." that's welcomed progress but, the quality of education is still not achieved to levels of the students due to shortage of knowledgeable teachers which is the results of expansions of schools and lack of teachers who offers knowledge of quality education through instruction. The quality of education is important than the quantitative expansion.

Now a day quality education is the current issue of the world especially for developing countries like Ethiopia and expected to achieve through qualified teachers and supervisors. According to (MOE, 2004) the government constant changes of the policy were to improve educational quality and implement the General Education Quality Improvement Package and also to improvement continuous teachers' professional development programs. Quality of education is all about, the educational planning and management, Teacher's professional competence, achievement of students, quality instructional supervision and classroom management in teaching-learning process (MOE, 2002). In line with this (Ahmed, 1998) who stated that, the effectiveness and efficiency of an organization are relied on the quality of performance of the workers. Schools are within the dynamic and changing social system, teachers and other staff personnel's continually face new and challenging situation every time.

Therefore, the teachers need to have constant and appropriate supervisory support to become professionally competent. Chanyalew (2005) stated that instructional supervision are important in promoting teachers professional development as they are frequently designed to identify various effective classroom techniques and teacher skill to promote better teaching and learning. Similarly, supervision manual of (MOE, 1987) explanted the role of internal supervision system as: "Ensuring curriculum implementation, providing direct technical support to teachers, providing training to teachers, conducting formative education program evaluation, monitoring and evaluation." It is obvious that the improvement of quality education would not be accomplished without improving teachers' professional development. The quality of teachers' education is determined by the provision of adequate internal supervision support from supervisors. But the quality standard of teacher's profession and improvement of educational quality are not implemented adequately in Nuer zone secondary schools in Gambella. This

needs more commitments from educational experts and stakeholders to improve internal supervision that would develop teachers' professional and educational quality.

1.2 Statement of the Problem

Internal supervision is focusing mainly on improving teachers pedagogical skills in professional growth in instructional practice and to bring change of behavior on the parts of their students. In line with this, (Pajaak, 2001) stated that internal supervisory practice of supervisors is useful for individual teachers' development, and fulfillment of instructional quality in education. To this effect, internal supervision should be well planned, organized and conducting constant of teachers based on possible challenges between teachers, students during the classroom teaching.

It is widely accepted that instructional supervision is useful for teachers' continuous professional Developments also the improvements of quality education. According to (Peterson, 1997) stated that teachers develop knowledge of instructional through constant training and support to discover the professional skill and to develop their potential competence in some specialized field. Similarly, (Bollingon, 1992) mentioned that when instructional supervision is adequately managed and implemented, teachers could have the required results in developing their professional competence, increases instructional improvement and curriculum contents.

Therefore, more attentions should be given to the internal supervisors so as to improve the instructional supervision in teaching learning process. The principals, vice principals, department heads and cluster supervisors are members who involved and play important role in improvement of internal supervision. According to, (McNell, 1989) indicates that supervision today is not the responsibility of an individual or particular position; rather it is the responsibility of workers and is part of human organization. Due to this, supervision focal person from education office should also play many roles in improving teachers' professional skills in the instructional supervision.

In many schools, supervision focal persons from woreda education office who were assigned to work with internal supervisors in schools were not able to solve the internal supervision problems. They do not visited the school to have the report to woreda education office .They just copy the reports from school principal while they do not see the real implementation of instruction by themselves (MOE, 1994). Furthermore (Pajaak, 2001) illustrated that many

teachers have been heard complaining in forums and workshops that internal supervision assistant is not adequately conducted by supervisors.

Due to this, teachers are not benefited by internal supervisors to improve their instructional profession as well as in implementation of new curriculum and new instructional approaches. According to(Getachew , 2001) there was a gap in developing teachers pedagogical skills such as, the opportunities to improve teaching-learning process were in adequate, training programs were not enough to real professional development of teachers, there was no systematic follow up and support systems were not designed properly.

In many researchers studies including Pajaak (2001) and (Chanyalew2001) found that, supervisory techniques, in teaching -learning process and skills of supervisors are not adequate to improve the quality of teachers' professions and the achievement of students. In addition, internal supervisors were not arranging training for teachers' to share their know ledges, no effective model of pedagogical skills adequately developed for teachers' profession. The researcher of this study found that, there is no more studies conducted in the instructional supervisions in teachers' pedagogical skills in Nuer zone secondary schools. Due to this, the researcher identified more gaps that need effective investigations towards the contributions of instructional supervision in improving teachers' pedagogical skills. All in all, the purpose of this study is to investigate the contributions of instructional supervision in improving teachers' pedagogical skills in Nuer zone secondary schools.

Basic Research Questions

The research problems above needs the following basic research questions to be answered.

1. To what extent does instructional supervision improve teachers' skills of delivering active learning?
2. How does instructional supervision help the teachers' in performing effective students Assessment skills?
3. To what extent does the use of different instructional supervision techniques improve the teachers' class room management skills?
4. To what extent do the instructional supervisors support teachers in improving their skills of action research?
5. What are the major factors affecting instructional supervision in Nuer Zone secondary schools of Gambella?

1.3 Objectives of the study

1.3.1 **General objective**

The general objective of the study was to examine the contributions of instructional supervision in improving teachers' pedagogical skills in Nuer zone secondary schools.

1.3.2 Specific objective

Specific objects of this study are**:**

1. To investigate the contributions of instructional supervisory in improving teachers active learning kills.
2. To examine how far the instructional supervisors support teachers for student assessments.
3. To investigate the contribution of internal supervisors in improving teachers performance of classroom management skills.
4. To identify the effort that have been taken by instructional supervisors in supporting teachers to improve action research understanding skills
5. To identify factors that affecting instructional supervision

1.4 Significance of the Study

In national and regional level the instructional supervision has been the concern of many educators to solve problems and improve school instruction quality. To this end, one important aspect of this study was to investigation and explores how the instructional supervision improves teachers' pedagogical skills in the zone secondary schools.

The findings of this study have the following importance:

1. It may help Zone and woreda Education Office, cluster supervisors to recognize the major problems of instructional supervision practices and enable them to deal with the problems to discharge their responsibilities.
2. It might encourage those involved in supervisory practice to evaluate their performance, to see the major needs and expectations of teachers and school management in

professional and pedagogical supports and to reconsider their ways of implementing school supervision.

3. May held those entrusted with policy formulation to gain better insight into the practices and challenges of instructional supervision and prepare better supervision guideline to improve and support the supervision services by considering different factors which are demanding secondary school internal supervisors to accomplish their tasks successfully

4. It might give relevant and timely information to secondary schools instructional supervisors in Nuer Zone concerning the existing situation and consolidates teachers' evaluation in instructional supervision that would help teachers in improving instruction.

5. It may provide information for the school supervision planners to help them predict the areas that need careful and further consideration in supervision in next plans.

1.5. Delimitation of the Study

To make the study more manageable and feasible, the study is delimited to nine government secondary schools in Nuer Zone. These are Nip-Nip, Mading, Makuey, Rieek , Wanthoa, Doprar, Muon, Lare, and Pibor secondary schools. The zone is selected for the researcher has well acquaintance with the principals and the teachers in the zone, where he worked for five years as a school principal. This will help the researcher to get pertinent information on the Instructional supervision in improving teacher pedagogical skill in zone that enriches the study. Out of many aspects to be considered in the instructional supervision, the variables addressed this study are the contribution of instructional supervision for teachers' professional development, techniques of classroom supervisory procedure and the major factors that affect the instructional supervision in improving teachers pedagogical skills in Nuer Zone secondary schools.

1.6 Limitation 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.

1.7 Definition of Terms or Concepts

1 **Assessment** – helps to show a different between an existing set of conditions and desired set of condition.

2 **School based (inbuilt) supervision** – refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).

3 **Instructional supervision**- supervisory activities and practices aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.

4 **Supervisory Practice**- refers to the use of different strategies of supervision, and procedures of classroom observation.

5 **School based supervisors**: are internal supervisors i.e principals, vice principals, and School based supervision committee members (department heads, senior teachers and unit leaders)

1.8 Organization of the Study

The study was divided in to five major chapters. Chapter one deals with the problem and its approach. The review of related literature is in chapter two while chapter three is about research design and methodology of the study. Chapter four focused on the presentation and analysis and discussion of data. The final chapter addressed summery of the major findings, conclusions and recommendations of the study. This is followed by important appendixes used in the study.

CHAPTER TWO

2. THE REVIEW OF RELATED LITERATURE

This chapter has three parts which includes history of school supervision, the over view of supervision approaches and nature of instructional supervisory practice.

2.1 Definition of Supervision

The concept of supervision is different for many advocators. It is difficult to come up with single and common definition that has accepted by all scholars of the field. For this study, however, the following definitions are found to be relevant. In educational contexts, supervision is vital to the achievements of educational objectives. Some definitions by Dull, L.W (1981) refers the following: Supervision is the process of bringing about improvement in instruction by working people who are working with pupils; supervision is a process of stimulating growth and means of helping teachers to help themselves.

The supervisory program is one of instructional improvement the term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers (Sellassie 2007) Therefore, from the above definitions stated under the educational contexts, supervision possibly focuses mainly on activities that would help teachers and other school personnel to be effective in applying instructional tasks and achieve educational objectives.

James R.Ogletree (1957) also defined supervision as: All efforts of designated school officials directed toward providing leadership to teach and monitor other educational workers for the improvement of instruction: involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. Supervision and teacher development go hand in hand. Principals have a responsibility to help teachers improve their practice and hold them accountable for meeting their commitment for teaching and learning. These responsibilities are usually referred to as supervision. Done well supervision enhances teachers' development.

On other hand, Robert Gower (1997) was defined supervision, as "Supervision is a way of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development, and conducting action research."

Furthermore, the supervision manual, (MoE, 1994:9) defined supervision as the set of activities designed to attain educational objectives, to render the teaching-learning effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth. Knezevich (1969:263) also defined instructional supervision as: planned program for the improvement of instruction, a program of in-service education and cooperative group development, the effort to stimulate, coordinate, and guide continued growth of teachers in schools, both individually and collectively. Assistance the development of better and satisfying teaching learning situation

The definitions given by those scholars have common point in their concept by which supervision activities mainly related with the improvement of instruction and professional development of teachers and it is hoped, the subsequent maximization of students' academic performance .Supervision is a comprehensive set of processes that allows teachers to facilitate their own professional growth. The supervisory process should focus on the concerns and choices of the individual teacher (Glatthorn, 1990). The process gives teachers the support and knowledge they need to change themselves.

Within the conceptual framework teachers and supervisors collaboratively choose between the route of supervision and evaluation. The definitions of supervision and evaluation remain distinct. Teacher evaluation is viewed as a critical function of administration, but systematic evaluation of teacher performance remains separate from supervision (Glatthorn, 1984, p. 2).

Teachers may choose from a variety of options including: administrative monitoring, self-directed development, cooperative development, and clinical supervision (e.g. Glatthorn, 1984). Administrative monitoring is a process by which the supervisor monitors staff through brief, unannounced visits, to ensure that teachers are carrying out their responsibilities. In self-directed development, individual teachers work independently on a program of professional growth. Cooperative development is a process of fostering teacher growth through systematic collaboration with peers. Clinical supervision (Goldhammer, Anderson, & Krajewski, 1993;

Acheson & Gall, 1987; Cogan, 1973) is a three-step process consisting of planning, data-collection, and decision-making.

The clinical process may be implemented in both the supervisory and evaluative procedures, but the outcomes will differ. Supervision stresses instructional improvement as the outcome, and provides the groundwork for future planning. The outcome in the evaluation process is summative, with decision-making responsibility resting with the supervisor. The issue becomes teacher accountability. The supervisory process remains developmental, considering teachers' stages of development (Glatthorn, 1990). The framework provides teachers with an opportunity for continuous reflection about all aspects of teaching. Teachers then determine their own personal routes for professional development. The outcome is an improvement in the quality of teaching.

2.1.1 Principals of Educational Supervision

Educational supervision has been defined as 'The provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee's experience of providing safe and appropriate patient care' (pajaak 2007). All teachers are now required to have educational supervision across their whole training period, from qualification to specialist certification (pajaak 2007).

Educational supervision involves the teaching of specific skills and competencies, helping the learner to develop self-sufficiency in the ongoing acquirement of skills and knowledge. Educational supervision sometimes includes an element of assessment and may require the provision of pastoral care for some students or trainees. It is important that the educational supervisor flags up any concerns at an early. According to (Glatthorn, 1990) clinical supervision is face-to face contact with teachers, with the intent of improving instruction and increasing professional growth it is a sequential, cycle and systematic supervisors' process which involve face-to face interaction between teachers and supervisory designed to improve the teacher's class room instruction.

As indicated in the manual for education supervision in Ethiopia MOE (1987 E.C: 10-15), some basic principles of supervision refer the following.

Supervision is cooperation work; The main purposes of supervision are professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teachers, department heads, unit leaders, a vice directors, directors and administrators at the school level. At the various education offices, there are also supervisors, education program officers, bureau heads and administrators cooperatively participate in supervision. The efficiency and effectiveness of supervision depends on the cooperative effort put together.

Supervision is Creative of change; This principle suggested that supervision should seek latest talents, provide opportunity for the exercise of originality and for the development of unique contributions. Supervisors should help teachers to be creative and innovative in their methodology of teaching.

Supervision is free from force; This implies that supervision as a cooperative and creative work, it has to be democratic where every member has the liberty to try and express her/his ideas with freedom. The institutional hierarchy should exercise authority for favorable end result. It should not be used to show superiority.

2.1.2 The Approaches of Educational Supervisions

The supervision functions in an origination that oversees an employee's performance in the completing task required by the employer. Educational leaders face the same dilemma as leaders of any other organization to improve the productivity of the teachers they supervise. Alfonson, Firth and Neville (1987) stated that instructional supervision as behavior designated by the organization that affects teacher behavior to facilitate pupil learning and achievement of the goals or organized. (Pajaak,2003) described supervision as at ritual they (supervisors and teacher) participate according to well established scripts without much consequence. this another continued that "to day, supervision as inspection can be regarded as an artifact of the past, a function that is no longer tenable or prevalent in contemporary education" (Sportman, 1986) the explained that though functioned for considerable span of time, this types of supervision caused negative stereotypes among teachers, whether they viewed as subordinates whose professional performance was controlled. Currently, the trend of supervision indicates that principals and supervisors are no longer the primary people who fulfill supervisory duties and responsibilities in

the schools. Instead, department heads, and senior teachers are having significant supervisory role in their school. Accordingly, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions.

Collegial Supervision; Supervisors need to develop a collegial relationship with teachers so as to be effective and improve the instructional program. The authors define it as "a process by which teachers agree to work on a team basis for their own professional growth". As a result, teachers are expected to observe each other's classrooms so as to give feedback for each other, share ideas on professional concerns. Collegial supervision helps teachers and in-built supervisors to discuss about   educational issues like: preparing lesson plans, curriculum development, and pear coaching and action research (Sirtonic and Oasis, 1986:158).

Peer coaching; Peer coaching, according to (Zerin,2009) is defined as "teachers helping teachers reflect on and improve teaching practice and implement particular teaching skill, needed to implement knowledge gained through faculty or curriculum development" p.215 the term coaching is introduced to characterize practice and feedback following staff development sessions. (Zepeda 2003), supervision is effective if the supervisor follows the team approach this would mean that, the supervisor should have a clear interaction with teachers and group of teacher, provide an open, but supportive atmosphere for efficient communication and involve them in decision making. The goals of coaching as described by (Tanner,1987) is to develop communities with in which" teacher, collaborate to honor a very simply value-when we learn together we learn more and when we learn more, we will more effectively serve our student p.251. Therefore, peer coaching provides possible opportunities to beginner teachers to refine teaching skill through collaborative relationships, participatory decision making and immediate feedback (Sullivani and Glanz 2005).

Mentoring: as defined by Sullivan and Glanz (2005) is "process that facilitates instructional improvement where an experienced educator agrees to provide assistance, support, and recommendation a mother staff member" p.213. mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teacher to practice instructional supervision successfully and learn their roles, establish their self images as teacher figure out the school and its culture and understand how teaching unfolds in real class room (Sullivan and

Glanz, 2005) stated the works of mentors as:- The mentor can work with a novice or less experienced teacher collaboratively, non judgmentally studying and deliberating on ways instruction in the class room may be improved or the mentor can share expertise in specific area with other educators. Mentors are not judges or critics but facilitators of the practice of instructional improvement. All interaction and recommendations between the mentor and staff members are confidential p.213.

Portfolios: developed their performance by practicing instructional through participation in school activities in the present of school supervisory who directs the newly teacher. The best way for teachers to actively involve in such practice is the teaching of portfolio. According to Zepeda (2003), is "an individualized, ongoing record of growth that provides the opportunity for teacher to collect artifacts over extended period of time" p.85. Similarly, stated that the intent of portfolio development is to establish a file or collection of art factors, records, photo essays, cassettes, and other materials designed to represent some aspect of the class room program and teaching activities. As Sullivani and Glanz (2005) stated portfolio documents not only innovative and effective practice of teacher but also it is centered road for teachers professional growth "through self reflection, analysis and sharing with colleagues through discussion and writing" p.215, the writer described that portfolio can be used to support and enrich mentoring and coaching relationships.

Teacher evaluation: a link among instructional supervision, professional development and teacher evaluation (Zepeda 2003). Teacher evaluation involves two distinct component: formative evaluation and summative evaluation the writers differentiated formative teacher evaluation as an approach intended to increase the effective of ongoing educational programs and teachers professional growth, where as summative teacher practice evaluation is designed to judge and rate the quality of one's own teaching and level of professional growth. In this regard, professional development, and the intents of evaluation are summative assessment of professional performance which leads to a final judgment (Zepeda 2003). However, both formative and summative teacher practice evaluation cannot be separated, for each contain contact of the other. Summative evaluation, therefore, uses various techniques such as, administrative monitoring, report writing checklists, and self-assessment tools p.104, Teaching has been a career in which the greatest problem in the practice of instructional supervision are

more face by teachers with the less experiment (Gordon and Ross Gordon 1998 p.21). At least 30 percent of beginning teacher leaves the profession during the first two years (Jonasson1993).

For many less experienced teacher, supervision is viewed as mean less exercise that has little value than completion of the required evaluation practice form p.114. The writers further described that "no matter how capable are designated supervisors, as long as supervision is view as doing something to the practice of teachers and for teachers. Its potential to improve schools will not be fully realized "(Zepeda, 2003 P.5).

2.1.3 Models of Educational Supervision

There are several models of supervision from which educational leaders and teachers can draw upon. An effective supervision policy does not rely exclusively on one model, but draws on various models so that a program can facilitate the professional development of teachers in a school. Glatthorn (1990), and Hoy and Forsyth (1986), provide us with samples of effective models or patterns of supervision. Inherent in each model is the use of some type of clinical supervision

The models supervision is currently implemented in school district however majority of schools districts implement a single evaluation system. Schools comply with state policies and implement locally approved methods to supervise staff. Supervision are directed by the supervisor, peers or individual to evaluate practice and drive improvement (Sullivani and Glanz 2005). These models are in three basic categories directive, nondirective and collaborative in the practice of supervision these categories provide a variety of supervisory option for school and are evident in different models or supervision.

2.2 Major Functions of Instructional Supervision in Educational Organization

Many scholars like Pajak and Harris as cited in Amade (2010) they have identified three main tasks of supervision: Instructional improvement, professional development and curriculum development.

Instructional Improvement- Most educators would agree on the improvement of teaching-learning is 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 the 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,(Muijis,2004) 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 (2001) 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 (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. 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 supervisorsshould 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, Mohanty(1990) 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, Pajaak (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) pointed out that, 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,1979) 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.

2.2.1 Developmental Supervision

Glatthorn (1990) views educational supervision as a process for improving classroom and school practices by working directly with teachers. His model of developmental supervision allows supervisors to identify their own beliefs about the supervisory process, and to determine the appropriate amount and sequence of direction needed to improve teaching and learning. He is

clearly an advocate of the belief that "no one approach works for all". When considering individual teacher development, including level of commitment and level of abstract thinking, the supervisor and/or teacher can choose an approach that will be most effective.(Glatthorn, 1990) defines three orientations to supervision: directive, collaborative, and non-directive p.17.

2.2.2 Directive Supervision

In directive orientation, the supervisor emphasizes the behaviors' of presenting, directing, demonstrating, standardizing, and reinforcing, in developing an assignment for teachers. The directive supervisor judges the most effective way to improve instruction by making standards clear, and by tangibly showing teachers how to attain such standards. It is a thoughtful, systematic-like approach, based on a careful collection of data. This approach implies that the supervisor is more knowledgeable about teaching, and that his or her decisions are more effective than the teachers are when seeking to improve instruction (Glatthorn, 1990).

2.2.3 Collaborative Supervision

In the collaborative orientation, the behaviors' of presenting, clarifying, listening, problem-solving, and negotiating are used to develop a contract between the teacher and the supervisor. With this approach the supervisor and teacher actively negotiate the plan of action. Neither the supervisor nor the teacher has a final plan that excludes the other's view. The final product of the supervisory process is a contract, agreed to by both and carried out as a joint responsibility.

2.2.4 Non-directive Supervision

 In the non-directive orientation, the behaviors' of listening, encouraging, clarifying, presenting, and problem solving are used to create a teacher self-plan. This plan rests on the premise that the teacher is capable of analyzing and solving his/her own instructional problems. When the teacher sees the need for change, s/he is more ready to implement such change. Throughout this process a clinical approach to supervision might not be incorporated. Instead, the supervisor might observe without interpreting or analyzing, and give the teacher the opportunity for self-analysis. If the teacher chooses the clinical route, s/he determines the direction supervisory process (Zepeda , 2003).

2.2.5 Differentiated Supervision Models

Glatthorn (1990) model of "Differentiated Supervision" responds to the different needs and preferences of classroom teachers. It assumes that if teaching is a profession, and teachers are to be empowered, then teachers need to have control over their professional development within certain standards. All teachers need support and feedback, but that feedback need not come from only supervisors or administrators. The support can come from fellow teachers and even students. This approach helps the supervisor find time to focus his or her efforts where they are most needed. The Differentiated approach offers four supervisory choices for teachers:

2.2.6 Intensive Development Supervision

Intensive development, or clinical supervision, is a systematic, sequential, and cyclic supervisory process that involves the interaction between supervisors and teachers. Traditionally this has been an intensive skill-focused process that incorporates a "conference/observation/conference" cycle. Clinical supervision can be used with inexperienced teachers, experienced teachers who are experiencing difficulty, and experienced teachers looking to improve their teaching.

The focus of clinical supervision should be on formative evaluation that increases the effectiveness of on-going educational activity, rather than summative evaluation, which is concerned with judging and rating the teacher, and not helping improve teacher performance. This is not to say that teachers should not be accountable for their actions, but rather they should be professionally accountable, so that the accountability is growth-orientated.

2.2.7 Cooperative development Supervision

Cooperative development is a process of fostering teacher growth through systematic collaboration with peers. As teachers often naturally turn to each other for support and advice, the process is natural.Costa and Kallick (1993) believe that a "critical friend" enhances the cooperative supervisory process. A critical friend provides feedback to the individual teacher or group. A critical friend is a trusted person who asks provocative questions, provides data to be

examined from another perspective, and offers a critique of a person's work as a friend. The friend takes the time to fully understand the context of the work being presented and the outcomes that the person or group is working toward. The friend becomes an advocate for the success of that work. Once trust has been established, the participants meet in conference style where they plan, discuss, and reflect on the work.Costa and Kallick. (1993).

Several advantages can be cited as reasons for incorporating the cooperative process. Clearly principals cannot meet all support and assistance needs, and cooperative development provides a means of empowering teachers. Teachers become more committed to the concept of supervision if they are involved in the planning process. An increase in development of self-esteem of staff members is evidenced, and teachers' feelings of isolation are reduced as they can interact on an ongoing basis (Glatthorn, 1990, p.189). Emphasis is placed on reflection about teaching in a collaborative atmosphere where there is sharing of experience and insights.

2.2.8 Self-directed Development Supervision

In self-directed development the individual teacher works independently on a program of professional growth. Special emphasis is placed on teacher autonomy. A trained specialist is not required as teachers set out their own professional growth goals, find the resources needed to achieve those goals, and undertake the steps needed to accomplish outcomes.

This process incorporates the principles of adult learning by responding to individual needs. Teachers as professionals are encouraged to make judgments about the teaching process and appraise their own performances. The success of this model necessitates that teachers choose meaningful and challenging goals, make use of all feedback received, and make constructive assessments of what they have accomplished.

2.2.9 Administrative Monitoring Supervision

Administrative monitoring is a process by which the supervisor monitors the staff through brief, unannounced visits, simply to ensure that the teachers are carrying out their responsibilities. The process may include an evaluative element however, it is not a substitute for systematic evaluative visits. The principal should be explicit with teachers about the relationship between

administrative monitoring and evaluation. (Glatthorn, 1990, p.189). Administrative monitoring gives the principal information about what is happening in the school, and enables him/her to be aware of any problems. Teachers see the principal as actively involved and concerned. This method is only successful when performed by a sensitive and trusted leader.

2.3 The Concepts of Clinical Supervision

The term 'clinical supervision' is sometimes used in the sense of the everyday supervision of a trainee's performance. Clinical supervision according to 'The (Goldhammer.1980) training involves being available, looking over the shoulder of the trainee, teaching on the job with developmental conversations, regular feedback and the provision of a rapid response to issues as they arise.

All trainees must have a named clinical supervisor for each post although there may be contextual differences between specialties, who should be able to tailor the level of supervision to the competence, confidence and experience of their trainee. We can, however, use the term in a much wider sense to include all professional conversations at many different levels of practice.

Clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary schools. It is an aspect of lifelong learning with potential benefits for both supervisors and supervisee.

Clinical supervision has been defined as 'An exchange between practicing professional to enable the development of professional skills' (Blumburg 1980). Within the context of primary care define clinical supervision as 'facilitated learning in relation to live practical issues.' However, Zepeda (2003) suggest a wide definition that includes a variety of one-to-one professional encounters including mentoring and coaching.

2.3.1 Model of clinical supervision

A model of clinical supervision was developed by Goldhammer in the late 1960's. The model utilized a collaborative approach by the supervision and teachers to constructively and continually improve instruction (Goldhammer, 1980). Acheson and Gall (1997) explain the

clinical model to include three basic processes pre conference, observation and post or feedback conference. Clinical supervise provides a teachers with an action plan to meet instruction improvement goals after conferencing with the supervisor observation. According to (Goldhammer, 1969), defining the goals of the observation and evaluation during the pre-conference assists in the assessment of instruction. This collaborative model create counseling guidance setting and helps teachers to better perform a job according to their capabilities (Goldhammer and Anderson, 1980) argued clinical supervision offer coaching model expressing concern clinical supervision could evolve in to refined teacher inspection technology with the movement toward increasing standardization.

The idea of using clinical supervision for evaluation purpose seems untenable considering the models intent to improve teaching not judge teacher (Pajak, 2000) the hander model of clinical supervision is similar, but eliminate the pre-conferencing model and relies upon an observer's pre- determined check list of seven effective teaching practice (Anderson 1993), much of literature that promotes clinical supervision also address other methods of supervision including port folio ,supervision ,action research, peer coaching and other self-directed models (Zepeda, 2003).

2.3.2 Procedure of Classroom Instructional Observation

Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps. Gall (1997) stated that organized classroom observation in to planning conference, classroom Observation and conference. On the other hand, and Haile Selassie (1995)   classified classroom observation into pre-classroom observation conference, classroom observation and post classroom observation conference. Therefore, school based supervisors need to know the three phases/procedures of supervisory practice in carrying out classroom instructional observation.

2.3.3 Pre- Conference Supervision

This is the face to face talk between supervisor and teacher to discuss and settle about what to do next prior to the supervisor's visit while the teacher is teaching in the classroom. It is very important stage; because it is at this stage that framework of supervisor's observation is developed and agreement is reached about how to proceed thereafter. In clinical supervision, the

visit is made on resettled time; and the observation is made by the supervisor to identify problems and render help as a trained, skilled colleague, supervisors have to facilitate, to collaborate, consult and help; they have to mentor and coach teachers in clinical supervision. According to (McNeil (1979), pre-observation conference is the improvement cycle where the teacher presents to the supervisor the instructional objectives and techniques of evaluation he or she intends to use in the lesson to be observed. Most teachers and appraisers believed that the ideal supervisor is the one who has close contacts with teachers work; whom the teacher regard as creditable and experienced and who assumes management responsibility. Besides a research evidence has shown that a supervisory process.

2.3.4 Post- Conference Supervision

Post observation or the follow-up conference of the supervisor with teacher is the most difficult and the most important of the entire cycle. The major purpose of the post observation conference is to give feedback to the teacher about her/his performance. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation (Chanyalew, 2005).When post observation conference properly designed and systematically carried out, it can help to achieve various developmental purposes. Primarily it provides the teacher with the opportunity to express openly his feeling about his post performance, revealing the obstacles. He had encountered in accomplishing tasks. By doing so, the supervisor together with the teacher can identify any training need of the teacher and they determine and agreed on the aspect to be improved (Montogomory and Hadfield, 1989:98).

Some instructional supervisors may hold post observation conference; but since they lack relevant training and do not analyze, synthesized and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little on strength of teachers (Pajak, 1989:229). The most effective way of improving performance is to inform teachers of their strengths and weakness during post observation conference. In general, the post observation can be seen as a vital component of supervisory approach that contributes to the effective and efficiency of the program or the system. Thus, supervisor and teacher can have an

opportunity to examine observational data, evaluate findings and make plans for the future in an open supportive and rewarding climate

2.4 The nature of instructional supervisory practice

While it is true that there is agreement among scholar's activities in instructional supervision, it is generally accept that supervision is essential for the improvement of instruction in school. As (Jonasson 1993) suggest. "If we wish to promote students learning in schools we must invest time, money and energies in to the training and development of teacher (By instituting a supervisory program which utilizes a process) by which teachers and principals work together for mutual professional development p 19-20. (Glatthorn, 1990) points out that supervision can" enhance teacher belief in a cause beyond oneself promote teacher' sense of efficacy… make teachers aware of how they complement each other in striving for common goals…. Stimulates teachers to plan common purpose and action…. And challenge teachers to think absolutely about men work (p.22). Thus,(supervision) is the process by which some person or group of people is responsible for proving a link between individual teacher needs and organization as goals so that individuals within the school can work in harmony to word their vision of what the school should be "(Glatthorn, 1990, p.45). A vehicle for achieving harmonious atmosphere of mutual cooperation and instructional improvement may by the development of an effective instructional supervision policy.

Supervision, as stated earlier, has it prime objective the improvement of instruction. Those who effectively supervise teacher hope to accomplish this goal by working to gather with the teacher being supervised to identify areas of professional growth opportunities and assisting the implementation for those opportunities by tailoring in services to address them and providing support for the use of them evaluation, on the other hand, has the objective of assessing or judging a teacher's competence according to criteria which is usually defined as "effective teaching practice" (Sawa 1994).

In summary, most authors seem to agree that there are some characteristics which are essential to a successful and effective supervisory policy "well-designed policies can establish the structure and process needed as a foundation for building successful teacher evaluation systems" (Burger and Baubarger, 1991 P.3) stated "when purposes are unclear, assessment often takes on the

appearance of "Snooper vision" and this can be fatal to administrator or faculty moral" (Sportsman 1986, p.9). therefore effective supervisory policies must be clear, concise, flexible but firm, practical, logical, contextual ,indicate financial and leadership support and be incremental in order to gain target group acceptance and behavioral change.

2.4.1 Improvement of Teachers Professional skills

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, sawa (1994)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, behaviors' and attitudes, as well as the ability to coordinate these competencies in the full range of activities necessary for professional practice. Therefore, 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, 2008). 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, pajaak (2003) 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

2.4.2 Arranging Effective 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, pajaak (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…when you take about school improvement, you are talking about people improvement,…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. however, the implementation strategy and working modality to enable the concerned bodies to give well organized school centered in-service training is the vital one in the area.

2.4.3   Evaluating Teachers Instructional Improvement

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 The contribution of Instructional Supervision in improving teachers' pedagogical skills

Current the trend of supervision indicate that principals and supervisors are no longer the primary people who fulfill supervisory duties and responsibilities in school. Instead, department heads, and senior teachers are having significant supervisory in improving teacher pedagogical skill. In line with this, (Sawa, 1994) stated that, supervision in educational organization have individual goal for improvement and believe the purpose of instructional supervision to achieve

the specifically goal. It's a link between teacher need and organizational by working together to word the vision of school.

The supervisor needs to develop collegial relationship with teachers so as to be effective and improve the instructional programs. The authors define it as is a process by which teacher agree to work on team basis for their own professional growth.

As a result, teachers are expected to observe each other's class room so as to give feedback for each other, share ideas on professional concerns. Collegial supervision help teacher and in-built supervisors to discuss about educational issues like preparing lesson plans, curriculum development, pear coaching and action research (Robert, T, 2003).

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 researcher institution, minimizing the gap between professional requirement and limitation in pre-service teacher training and focuses on capacity build up to the required standards and consideration of curriculum in professional development in instructional supervision.

According to Mbamba (1992) the purpose of instructional supervision is to offer personal leadership improvement of education expert for pupils. At the same time,

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

2.5.1 Teaching Method or Active Learning Skills

Teacher should get effective help from school supervisory to identify the needed teaching methods for effective learning of student and effective achievement. Improving teaching-learning process is the basic task of educational supervisor. Singhal .et. al (1996: 108) noted that one of most embarrassing explanation for the current poor reputation of school and the presumed

28

failure of many excellent in innovation, is that teacher do not had adequate, identification of method that develop their profession in instructional active and back of information and direct supervision to help them understand and improvement the needed material in active learning method of teaching are the only material that improve student achievement and the teacher development through the help of internal supervision. 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,(Pajaak, 2000) 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, (Saricoban,2005) noted: Supervisors challenges are solved when they sit down together to discuss specific teaching skills, but teachers do not effectively discuss area problem which students are learning at the required level and which are not, to develop and design new ways to foster the required learning.

2.5.2 Teacher -Students Assessment Skills

Providing detailed feedback for student paper is an effective way to engage students' intensive In-depth learning on particular topic. When a teacher spends time reflecting on and communicating student work, student can fear at that time and effort has been honest and that's their learning matter. This is done in collaboration when school supervisor have constant contact with teacher in the classroom assessment where students pay more attentions to teacher in the present of supervisor. In line with this, Pajak (1989:210) more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviors are seen to occur. In similar way,(Glanz, 2005) as cited in (Chanyalew, 2005) noted that student assessment observation is a technique to help teachers improve by indentifying specific needs to satisfy their personal and professional career.

(Sulliviani, 2005) stated that, collaboration work between schoolteachers and supervisors benefit both the teachers for improving professional development and improvement of student achievements in the class and the school at large.

The main purpose of supervision is to improve teachers professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teacher, department heads, unit leaders, vice principals and administrative at school level. At the various education offices, there are also supervisors, education program office, bureau heads and administrators cooperatively participate in supervision. The efficiency and effectiveness of supervision depends on the corporative effort together. (Zerin, 2009) the most important aspects of school are the quality of teaching and learning which is effective through constants students' assessment. Hence, supervisors should get prepare for students assessment and list important elements during the assessments so as to improve the teacher proficiency.

2.5.3 Class Room Management Skills

Class room management demands a high level of technical and analytical skill. The supervisors must have the skill of what to look for, how to note, analyze and interprets the observed students' activities in the classroom. It involves discovery, verification, explanation, interpretation and evaluation. Each class room management has a unique new situation; classroom interactions are never the same, thus the supervisors need to be alert to watch event as they are happening. In line with this, Pajak (1989: 210) more briefly depicted that observation is the phase in which the supervisor records instance when the intended behaviors are seen to occurs.

In similar way, (Chanyalew 2006) noted that classroom management is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career. This management includes fostering student involvement and cooperation in all classroom activities, establishing a productive working environment and it also refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur.

Besides, Robert and Jana (2003) cited in Ahmed (2010) defined classroom management as a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behavior by students. It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area causes many people to leave teaching altogether. It is to mean that, closely linked to issues of motivation, discipline and respect.

Classroom management refers to everything a teacher does to organize students' space, time, and materials so that learning can take place effectively.

It includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment. Hence, effective classroom instruction can't be achieved without effectively managed classroom (Saricoban & Bariskan, 2005).

Classroom management recently viewed as an art of establishing a good climate and managing instructions effectively. For these reason, Ming-Tak and Wai-Shing (2008) cited in Zerin (2009) have defined classroom management as teachers steering and coordinating a complex environment for the purpose of effective learning and teaching.

2.5.4 Teacher- Classroom Management Strategies

Classroom management refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom. The term strategy refers to pattern of acts that serve to attain certain outcomes and to guard against certain others. It is clear

that classroom management strategy means the determination of some policy by planning before presenting the contents with the help of which the students force is faced and the teaching objectives are achieved. This is to mean that classroom disciplinary climate not only affects student outcomes and attainment but is a prominent policy issue in a number of countries and regions. Students' actions in classrooms and a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. Teachers' self-efficacy is an important dimension given teachers' impact on students. As (Zerin, 2009) described that classroom management is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use management not to control student behavior, but to influence and direct it in a constructive manner to set the stage for instruction.

Besides, (Muijs .D, 2002) described that classroom management should be used to meet both the students' and the teacher's needs. It should be constantly evaluated and re-evaluated in order to maintain an environment that is effective for both learning and teaching. An effective classroom management strategy will enable the students and the teacher to respect each other. In fact there are several strategies that are used by teachers to effective instructions. In line with this,

classroom management strategies that are directly linked with the classroom instructions and that are used to handle disciplinary problems if they are adequately and properly practiced were stated detailed here under.

2.6 Teachers Classroom Management Style of leadership

Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style of management in the classroom to minimize inappropriate behavior and to maximize the appropriate one. Based on this, Zepeda (2003) classified and explained the major management styles as authoritarian, democratic style, and laissez-faire styles.

2.6.1 Authoritarian Classroom Management Style

According to Dunbar the authoritarian teacher places firm limits and controls on the students. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or does not excused absences. Since verbal exchange and discussion are discouraged, students do not have the opportunity to learn and/or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why. At the extreme, the authoritarian teacher gives no indication that he\she cares for the students (Zepeda, 2003).

According to (Tanner.D,1987) indicated that the autocratic classroom management style or the teacher centered style means that the teachers role or direction constitute the greatest part in the teaching learning situation. The teacher keeps to a fixed, incredible schedule in the class, arranges and controls all the activities in the classroom

2.6.2 Action Research Skills

Effective school supervision can help teacher to know what to do in school. Through action research, teacher together with school supervisor are suppose to identify the school problems that local practitioners face in their schools and communities. In line with this, Pajak (2000) supervisor develop the school through constant action research understanding impose on teacher to be carried out by individual school teachers in the department.

Action research focused more on local practice and local solution, it is more participatory, and it is conducted by teachers, supervisors, principals and counselor. To develop teacher action research, the school supervisors can play major role in collaboration with teachers. Action research in school is never ending due to pact that, most of school problems are not fully solved at one through single action research. The overall purpose of action research is to solve instructional problems to help teachers improve, and the improvement could be on what teachers know, the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Zepeda, 2003). Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teachers.

In many schools, the knowledge of action research is not much understand due to pact that, collaboration work in schools is not well practice because external supervisors and internal supervision do not play enough role in developing educational profession. This contributed to shortage of knowledge of action research in many schools.

In addition, most of the internal supervisors claim of low salary which do not satisfy them and motivate them for the job of supervision in secondary schools where more and adequate knowledge is needed. These contributed to inadequate understanding of supervision in general and also contributed to low understanding action research to teacher in secondary schools. Zepeda (2003) said supervision purpose is to promote growth, development interaction fault – free problem solving and commitment to build capacity in teachers' performance in solving school problem though constant development of action research to make school environment free for the students and school community.

Supervisor studying teacher burn out and dissatisfaction in local schools context, a group of teacher studying classroom discipline problems in their unique classroom, teachers and administrator studying lack of parental involvement with school's PTA and teacher studying a particular problem child in particular classroom.   In line with this, (Zerin.S, 2009) stated that school collaboration work improve teachers professional development in action research.

2.7 The Factors Affecting Instructional supervision

Internal supervision is a supervision that takes place at the school level to solve problem encountered to teacher during instruction. And fulfill the needs of the learner to improve quality of education. In relation to this , Zepeda (2003) said that "one major tool for improving school effectiveness can be achieved by helping teacher acquire new instructional skill new teaching methods to prepare organizational change ,and to increase their self confidence and class room efficiency .However, there are different factors that affect the instructional supervisory practice in schools. The major ones can be discussed in this study as follows. when supervision trust level is low, the group members will be dishonest and inconsiderable in their communication (Johnson,2000:420). Hence the survival and success of an organization is lies on the degree of trust among staff members. Accordingly when teacher fail to trust their supervisors, their communication will be limited and unable to share working situations. This in return impaired the quality of instruction seriously. Therefore, in order to improve instruction teacher perception of supervision has to positive.

2.7.1 Teachers Attitudes towards Supervision

Most of the time, the perception of teachers towards instructional supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because these and other reasons supervision is not a positive experience for teacher. Supporting this idea, GoldHammer, Anderson and Karjeuski (1980:14) said that "Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat". This indicates that teachers perceive supervisors as those who control and evaluate them.

Consequently, teachers, do not perceive the supervisors as an outside authority coming to inspect and find fault, but as someone who is directly concerned with guiding the teachers and improving their performance. Integration of supervision with support service to teachers has helped to raise the confidence of the teachers and has also created a feeling of security. Generally supervisors must be both skillful and fair minded. The other factor to develop negative opinion

towards school supervision is the question of trust. Teachers and supervisors should have a trust between them to develop effective school based supervision; otherwise, when the trust level is low group members will be dishonest and inconsiderable in their communication (Johnson and Johnson, 2000:420).

Therefore, teachers have a trust for their supervisors to develop positive views towards school based supervision and instruction. When teachers cannot trust their supervisors their ability to deliver quality instruction is seriously impaired. To sum up, teachers' perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision

2.7.2 Lacks of Communication between Teachers and Supervisors

Teachers are believes that the beginning and new teachers to school are to be closely supervised and helped by senior teachers. In relation to this according to Pajak(1989) India cited that good supervisor in one which is capable of communication with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement .The lack of resource hamper the supervisory practice. In relation to this, MOE (1994:6) explains that the problems of supervision in relation to our context ,the shortage of time ineffective transport system , insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching-learning process considering as the major one .

Supporting the above ideas Pajaak (1989) stated that one of the factors that cause problems in supervisor is lack of adequate and competent supervisors to shoulder responsibility. Supervisors lack ability to apply the principle and techniques of supervisors.

Moreover, lack of skill in human relations while working with teachers. Another drawback for the efficiency of educational supervision is that no sufficient financial resource is embarked for it. Due to financial scarcity the supervisory programs get weaker .supervisors are facing number of teacher increased and students population grew significantly become more and more complex beyond the competence of former three inspectors .Hence, a total of twenty four

inspectors were trained 1943-1946E.C they are assigned to inspect educational programs as well as financial accounts (MOE,1971 E.C).

In order to infuse new idea in the teaching- learning process the supervision   is supposed to observe and communicate rapidly to see the effectiveness of the teachers. For effective Internal school supervision   there should be good relationship between the teacher and supervisor. Hence, supervisors have to in a opposition to create smooth communication with the teacher by organizing intensive in staff training and in-serves training in supporting and helping teachers.

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

2.7.3 Mistrusts Betweens Teachers and   Internal Supervisory

As teaching learning process is continuous process, the main purpose of the supervision at the school should also be continuous. Within the school system, the internal supervisors include the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently stated the activities of supervisors at the school level as follows (MOE, 2002).

The Principals in Supervision:- The school principals service as instructional leader, and facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers ;coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of teachers and instructional supervisory to improve and strengthen such relations (MOE,2002).

*The vice Principals in Supervision***: -** The school vice-principal activities is to handle the following responsibilities: giving overall instructional leadership to teacher; 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 Department Heads in Supervision:- the department heads roles is to supervise educational activities. the supervisory functions of department heads are: coordinating the supervisory activities in their respective departments and evaluating teachers' performance; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching And ;organizing model teaching programs for less experienced teachers to improve their profession instructions.(MOE, 2002).

*The 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).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, research method, source of data, population of the study, sample and sampling techniques, instruments of data collection, method of data analysis interpretations were stated under this chapter.

3.1.1 Research Design

In this study the descriptive survey design was employed in order to answer the basic research questions. A research design as to Bryman (2003) gives a framework for data collection and analysis of data in conducting a research. The rational for selection of this research design was that it is an important to describe existing situation. Besides, it is appropriate for the researcher to collecting information from large population of respondents in shortage period of time.

3.1.2 Research Method

In this study the descriptive survey was mainly employed. Because focusing on using more quantitative approach is that assessing the contribution of instructional supervision demands the collection of quantitative data, which can be put to rigorous quantitative data in a formal, structured and rigid manner. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data interview was employed (Muijs, 2004). A survey, according to (MoE, 2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while the qualitative approach was also incorporated in the study to validate and triangulate the quantitative data.

3.3. Area of the Study

The study was conducted in Gambella regional state. The region is one of the nine states of Ethiopian federal states. It's located in south western part of the county Ethiopia and bordering south Sudan to west, SNNPRS to south, Oromia to the north and east. The region has five ethnic tribes including Nuer, Anyuak, Majanger, Opo, and Komo respectively. The region consist of three zones namely Nuer, Anyuak, and Majanger zones .This study were conducted in one zone of the region that's   Nuer zone. And it focuses on the contribution of instructional supervision in improving teachers pedagogical skills in the zone secondary schools.

3.4 Source of Data

 Both Primary and secondary sources of data were used for this study.

3.4.1. Primary source

The primary data in this study were obtained from teachers, internal supervisors, school principals and vice principals, cluster supervision, department heads, and focal persons from the woreda education office.

3.4.2 Secondary source

For secondary sources different records on supervision, feedback given to supervisors and reports related to educational supervision were used.

3.5 Sample and Sampling Technique

The study was conducted in government secondary schools in Nuer zone in Gambella regional state. According to zone education office report of 2013, there are 15 secondary schools in Nuer zone with total population of 484 teachers in all 15 secondary schools of the zone. Then, from 15 government secondary schools in the zone, 9(60%) were the sample size of the schools. The nine secondary schools were also selected through lottery method of simple random sampling technique. Because, most secondary schools in Nuer zone have relatively similar standards in infrastructure, facility, availability of necessary human resources (both administrative and academic), and other. Thus, the researcher believed that, the sample size of secondary schools representative and helped to compose well-founded generalization at the end of the study. After the selection of sample schools, the total population sizes of the teachers in the selected schools were re-organized   as 303. The researcher selected 135 (46%) of teachers as representatives for this study. The researcher believes that these are representatives' sample, manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 135 teachers.

In case of internal supervisors such as department heads, unit leaders, teachers, principal and vice principals in the selected secondary schools, they have the total populations of 56 internal supervisors. As their population was manageable, all the selected secondary schools internal supervisors population of 56 (100%) was selected through available sampling technique and included in the study.

Therefore, the total population of respondents in Nuer zone selected secondary schools was 208 respondents which includes 135 teachers, 56 supervisors , 4 cluster supervisors 9 selected teachers and 4 focal supervisions in woreda education office were participated in the study. However, the population of interviewed members was not included in the table summary below

Table 1 the Summary of Sample and Sampling Techniques

S.No	Schools	Teachers			Internal supervisors		
		Total Population No_	Sample Size	%	Total Population No_	Sample Size	%
1	Nip- nip	28	12	50%	7	7	100%
2	Pibor	32	14	47%	6	6	100%
3	Doprar	36	16	58%	7	7	100%
4	Madding	30	13	47%	5	5	100%
5	Rieek	29	13	45%	5	5	100%
6	Wanthoa	40	18	38%	8	8	100%
7	Muon	31	14	45%	5	5	100%
8	Lare	34	15	38%	7	7	100%
9	Makuey	43	20	37%	8	8	100%
Total	9	303	135	46%	56	56	100%

3.6 Instruments of Data Collection

The data gathering tool employed in the study were questionnaires, interview and document analysis

3.6.1. Questionnaires

Questionnaires were believed as better in collecting data from large populations size of respondents in shorter period of time though it high expensive in cost. Moreover, the entire questionnaires were prepared in English Language and they were self- administered to every respondent of both the teachers and internal supervisors. The researcher preferred questionnaires as the main data collection instruments because it was easier to handle and simple for respondents to answer within short period of time.

 In addition, it make respondents to fill free in responding the items with full confident and it also enables the researcher to use representative samples as sources of data to avoid the biases in the study.The questionnaires have two parts. The first part deals with background of the respondents of the study. The second part deals with analysis and interpretation of data obtained through both closed and open-ended question items that were related to research basic questions of the study.

3.6.2 Interview:

Semi-structured interview questions were prepared in English and held with internal supervisors such as (the school principals and vice principals, department heads, unit leaders, teachers) and also supervision focal person from Woreda education office.

In order to get adequate information, the interview questions were conducted with the interviewee in Nuer language to minimize communication gaps and obtained information was translated in to English language by researcher for further understanding of the study. The main purpose of interview was to get adequate information that may not be simply obtained through questionnaires. The interview questions were related to basic research questions

3.6.3 Document Analysis

The researcher requested for permission to access documents such as reports, and the research books related to instruction supervision from Zone Education Office and Woreda Education office. The focus of the documentary review was to see the practices of supervision work and how the services were provided in the context of the study area. Also, it was used to get data on the strengths and weaknesses of supervision based on the evaluation of the sector with the main objectives to compare and support results from other instruments. To achieve these purposes different records, feedback, reports and training manuals on educational supervision were used as a reference to the main data collected through the questionnaires and interview

3.7. Methods of data analysis and interpretation

The researcher collected both a quantitative and qualitative data from sample respondents. The data collected through close ended questionnaires, tallied and tabulated. The interpretations were made with the help of frequency and percentage. On the other hand, for better analysis the 5 rank responses of the questionnaires were made to be categorized in to three scales (agree, undecided, disagree). Finally, the data collected through interview and open ended questionnaires were presented and analyzed qualitatively by supplementing the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of data gathered from respondents through questionnaire and interviews. The data were collected form 191 respondents respondent through questionnaire and all the distributed copy was all returned. Other data were collected from 17 respondents through interview across the selected secondary schools in the zone, in which all the interviewees were interviewed. The chapter contains two parts. First part deals with the background of respondents and second part focus on the main study analysis and interpretation of the data

4.1 The Background of Respondents'

Table 2. The Background Information of the Respondents

No	Item		Responses					
			Teachers		Internal supervisors		Total	
			No	%	No	%	No	%
1	Sex	Male	124	91.8	52	92.8	175	92.1
		Female	11	8.1	4	7.1	15	7.8
		Total	135	100	56	100	191	100
2	Age	18-25	83	61.4	37	66.0	120	62.8
		25-30	36	26.6	9	16.0	45	23.5
		30-35	16	11.8	6	10.7	22	11.5
		35-40	-	-	4	7.1	4	2.0
		40 above	-	-	-	-	-	-
		Total	135	100	56	100	191	100
3	Work experience	1-5	107	79.2	41	73.2	148	77.4
		5-10	23	17.0	8	14.2	31	16.2
		10-15	5	3.7	4	7.1	9	4.7
		15-2020 above	-	-	3	5.3	3	1.5
		Total	135	100	56	100	191	100
4	qualification	Diploma	48	35.5	21	37.5	69	36.1
		Degree	87	64.4	35	62.5	22	63.8
		Total	135	100	56	100	191	100

As shown under table 2, 124 (91.8%) teachers and 52(92.8%) internal supervisors totally 178(93.1%) of the sample secondary school teachers and internal supervisors were males. On the other hand, 11(8.1%) teachers and 4(7. 1%) internal supervisors totally 18(9.4%) were female.

This implies that the participation of female as teachers and internal supervisors in the sample secondary schools was very low.

The interviewees (Principals and vice principals, cluster supervisors, supervision focal person from woreda education office and some selected teachers) were all males. This indicated that the participation of females in these positions of the education system is low. There are many factors which affect female's access to these positions. Among these, may be attributed to the low rate of female's participation in higher education previously and other related factors such as societal attitude towards women ,interest of women, lack of role models and mentors, gender inequality in work place, lack of professional network and lack of equal employment opportunity. Hence, female teachers should be encouraged to be a leader as well as a teacher to be a model for female students especially in rural areas.

In terms of age distribution the majority of the respondents, 83(61.4%) of teachers and 36(26.6%) internal supervisors were in the age group of 18-25 and 25-30 respectively. This indicates that a large number of respondents were found under the young age. It is possible to suggest that young teachers have sufficient potential to contribute to their schools and have good opportunity to share experience from their senior teachers. With regard to the age of interviewed participants, 37(66.0%) and 9(16.0%) of internal supervisors were under the range of 30-35 and 35- which implies that they are within the young and adult age. Thus, they have better experience to help the teachers in improving their knowledge and professional growth.

Concerning their qualification 87(64.4%) and 48(35.5%) teachers were degree and diploma holders respectively. Other 35(62.5%) of internal supervisors were degree holders. Principals and vice-principals, department heads, supervisions focal person from woreda education office and the selected teachers for interviews were all first degree qualifies. Most of the secondary school principals in Nuer Zone lacked appropriate qualification (master's degree). This situation may have an influence on facilitating and coordinating the implementation of school leadership

activities and curriculum effectively. In this regard (MOE, 2010) stated that secondary schools teachers must be degree holder as the minimum requirement and for principals and supervisors could have masters of school leadership.

4.1.2. The implementation o f Active Learning

Improving teaching-learning process is the basic task of educational supervisors. The teachers on their parts 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. In this regard, respondents were asked to rate their level of agreement concerning implementation of active learning and the response were analyzed as follows.

Table 3 the Views of Respondents on Active Learning

No	Indicators	Respondents	Agree No	%	Undecided No	%	Disagree No	%	Total No	%
1	Internal supervisors identify teachers' limitation on implementation of active learning.	Teachers	47	34.8	10	7.4	79	58.5	135	100
		Supervisors	33	58.9	7	12.5	25	44.6	56	100
		Total	70	36.6	17	8.9	104	54.4	191	100
2	Arrange various short term training for teacher on active learning	Teachers	44	32.5	16	11.9	75	55.5	135	100
		Supervisors	37	66.0	4	7.1	15	26.7	56	100
		Total	81	42.4	20	10.4	90	47.1	191	100
3	Internal supervisors Model effective active learning	Teachers	32	23.7	13	9.6	90	66.6	135	100
		Supervisors	33	58.8	3	5.4	20	35.7	56	100
		Total	65	34.0	16	8.3	110	57.5	191	100
4	Internal supervisors Encourage teachers to use various active learning methods	Teachers	41	30.3	11	8.1	83	61.4	135	100
		Supervisors	20	35.7	5	8.9	31	55.3	56	100
		Total	61	31.4	16	8.3	104	54.4	191	100
5	Internal supervisors Encourage teachers to reflect on their teaching	Teachers	51	37.7	12	8.9	72	53.3	135	100
		Supervisors	23	41.0	4	7.1	29	51.7	56	100
		Total	74	38.7	16	8.3	101	52.8	191	100
6	Supervisors arrange forums on which teachers share their experience on implementation active learning	Teachers	42	31.1	8	5.9	95	70.3	135	100
		Supervisors	23	41.0	5	8.9	28	50	56	100
		Total	65	34.0	13	6.8	113	59.1	191	100

N.B. In this research for the sake of making the analysis simple the researcher tries to analyze the research by condensing the likert scale in to three by considering that there is no criteria to differentiate strongly agree from agree and strongly disagree from disagree.

As depicted in Table 3, respondents were asked whether the internal supervisors identify teacher's limitation on implementation of active learning or not. Accordingly, 47 (34.8%) teachers and 33(58.9%) internal supervisors agreed that the internal supervisors identify teacher's limitation on implementation of active learning. On the other hand 79 (58.7%) teachers and 25(44.6%) of internal supervisors disagreed on the issue. In the above data, majority of the respondents about 104(54.4%) disagreed that internal supervisors identified teachers limitation on implementations of active learning.

The researcher further looked at the data obtained from interview held and identified that both cluster supervisors and woreda supervision focal person responses were congruent with the data obtained from the questionnaires result. Some cluster supervisor respondents mentioned that internal supervisors are busy most of the time due to work overload in the school. Woreda supervision focal person also illustrated that because of the hot weather situation and work overload in our area internal supervisors are not well organized to follow up the implementation of active learning. This shows that internal supervisors are not supporting teachers to actively manage themselves in the active teaching learning process.

In line with this result, Oliva (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 however, the expected support from internal supervisors to teachers in order to develop knowledge and improve quality of education were not implemented in schools.

In item 2, respondents were asked whether internal supervisors arrange various short term training for teachers on active learning or not. In this regard, 44(32.5%) of teachers and 37(66.0%) were agreed on the issue. However 75(55.5%) of teachers and 15(26.7%) of internal supervisors responses disagreed that internal supervisors arrange various short term trainings for teachers on active learning. As we can see on the table above, majority of the respondents 90(47.1%) disagree on the item. This shows that the role of internal supervisors in supporting

teachers in active learning through training is ineffective in secondary schools of Nuer Zone. According to (MoE 2004) the function of internal supervision is to promote teachers 'professional development in schools through training and guiding of their activities during teaching learning process. Then, practically trainings are not much conducted as stated by MoE.

In the interview, cluster supervisors indicted that they were not conducting such formal training, workshops and seminars. Supervisor themselves do not get training. One woreda supervision focal person indicates that most of the teachers in the secondary schools are not exposed to various trainings, workshops and seminars towards active learning, but this was done mainly for primary school teachers. Teachers only, exposed to seminars and/or a kind of meeting mixed with self-evaluation once at the end of a semester or year. Hence, this is great problem as it was observed in all the responses. From the obtained data, it is possible to infer that internal supervisors are not enhancing teachers' capability through adequate and more regular training, workshops and seminars both in school and outside

Supporting the above result one teacher had to say this,

"... first of all the internal supervisors themselves as to provided with training about how to implement active learning ; I do not think that internal supervisors clearly know different techniques of active learning to give such professional support to teachers …"

In item 3 of the same table, respondents were asked whether the internal supervisors model effective the active learning or not. Accordingly 32(23.7%) teachers and 33(58.8%) internal supervisors agreed that internal supervisors model effective active learning. Conversely, about 90(66.6%) teachers and 20(35.7%) of internal supervisors disagreed that internal supervisors modeling of effective active learning. In the above information most of the respondents disagreed that internal supervisors model effective the active learning. Therefore it can be concluded that, the contributions of internal supervisors and the rest of instructional supervisors' supports to their teachers in active learning is not effectively implemented in the study areas.

Item 4 respondents were asked whether the internal supervisors encourage teachers to use various active learning methods or not. In this regard, majority 83(61.4%) teachers and 31(55.3%) internal supervisors were disagreed that internal supervisors encourage teachers to use various active learning methods. On the other hand 41(30.0%) teachers and 20(35.7%) of

internal supervisors agree on the issue. Thus based on the majority respondents responses 104(54.1%), it can be concluded that internal supervisors were not in a good position to encouraging teachers for the use of various active learning methods. One of the major functions of instructional supervision is to improving the overall school instruction. 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), the function of internal 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 internal 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 internal supervisors' works in close collaboration with the teachers for bringing about improvement in teaching learning process through active learning methods. However, internal supervisors' commitment in supporting teachers in instructional activities is very low.

As shown in item 5 of the same table, respondents were asked whether the internal supervisors encourage teachers to reflect on their teaching or not. Accordingly, majority 72(53.3%) teachers and 29(51.7%) internal supervisors were disagreed that internal supervisors encourage teachers to reflect on their teaching. On the other hand 51(37.7%) of teachers and 27(48.3%) of internal supervisors were Agreed on the point. From the majority of the respondent's response it can be suggested that internal supervisors did not often giving adequate emphasis to teachers on how to reflect on teaching learning process. (Zepeda, 2001) revealed the appropriate awareness' for teacher in instructional give attention to what is expected from them in demonstrating mastery of the knowledge, skills or attitudes and the purpose of instruction and helps the begin teachers to think about how this skill is improved the teachers profession in instruction. But all these expected role of internal supervisors were not employed to develop teachers' performance in instructional practice.

As show in item 6, respondents were asked whether the internal supervisors arrange forums on which teachers share their experience on active learning or not, Accordingly 42(31.1%) of teachers and 23(41.0%) of internal supervisors agreed that internal supervisors arrange forums on which teachers share their experience on active learning. However about 95(70.3%) teachers and 28(50%) of internal supervisors disagreed that internal supervisors arrange forums on which teachers share experience on implementation of active learning. This it implies Majority of

respondents disagreed with the issue. In the interview held with selected teachers from each secondary school repeatedly indicate the nonexistence of such trend in their schools. Others indicate that internal supervisors was limited to the internal duties of the school rather than

Facilitating a such opportunities. This indicated that the internal supervisors' effort in offering skill training and facilitating experience sharing opportunities to enhance instructional practices of teachers was not adequate.

One school teacher had to say this,

"…most of the time our internal supervisors overlook the benefit of experience sharing with the nearby schools, they consider it as time wasting…''

One cluster supervisor had to say this,

"…lack of enough budget results the incapability to run supervisory activities effectively such as short term training programs for teachers and visiting other schools for experience sharing…"

4.1.3 The Aim of Student Assessment

The objectives of instructional supervision is the improvement of teachers professional, the growth of pupil and the improvement of teaching learning process. Therefore, the internal supervisors should improve effective assessment to achieve the objective of instruction.

Table 4.The Respondents Views on Assessments Skills

No	Indicators	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Internal supervisors identify skill gaps of teachers in the implementation of various assessments method	Teachers	29	21.4	10	7.4	96	71.1	135	100
		Supervisors	16	28.5	8	14.3	32	57.1	56	100
		Total	45	23.5	18	9.4	128	67.0	191	100
2	Internal supervisor arrange various short term trainings for instructors to implement continues assessment	Teachers	39	28.8	9	6.7	87	64.4	136	100
		Supervisors	16	28.7	5	8.9	35	62.5	56	100
		Total	55	28.7	14	7.3	122	63.8	191	100
3	Supervisor support teachers on preparing valid assessments	Teachers	40	29.6	11	8.1	84	62.2	135	100
		Supervisors	21	37.5	3	5.4	32	57.1	56	100
		Total	61	31.9	14	7.3	116	60.7	191	100
4	Internal supervisors encourage teachers to use various assessment techniques	Teachers	37	27.2	8	5.9	90	66.6	135	100
		Supervisor	20	35.7	2	3.6	34	60.7	56	100
		Total	57	29.8	10	5.2	124	64.9	191	100
5	Internal supervisors encourage teachers to give timely feedback for students	Teachers	47	34.8	5	3.7	83	43.4	135	100
		Supervisors	20	35.7	7	12.5	29	51.7	56	100
		Total	67	35.0	12	6.2	112	58.6	191	100
6	Internal supervisors model effective assessment	Teachers	28	20.7	9	6.7	98	72.5	135	100
		Supervisors	33	58.9	3	5.4	29	51.7	56	100
		Total	61	31.9	12	6.2	118	61.7	191	100
7	Internal supervisors support teachers in matters pertinent to assessments	Teachers	45	33.3	13	9.6	77	57.0	135	100
		Supervisors	36	64.2	3	5.4	19	33.9	56	100
		Total	81	42.4	16	8.3	96	50.2	135	100

As it is observed in item 3 of table 4 majorities of the teachers 96(71.1%) and 32(57.1%) internal supervisors' respondents disagreed that internal supervisors identify skills gaps of teachers in the implementation of various assessment methods. About 29(21.4%) of teachers and 16(28.5%) internal supervisors were agreed with the issue. Based on the above information most

respondents indicated that internal supervisors' had not been identifying skills gaps of teachers in the implementation of various assessment methods.

In the document analysis, it was identified that lack of experience in identifying skill gaps of teachers on implementation of various methods. Feedbacks given to the cluster supervisors also confirm the existence of this problem. Thus, internal supervisors lack to discharge one of their main responsibilities.

In the same table 4 respondents were asked whether internal supervisors' arrange various short terms trainings for instructors to implement continues assessment or not. Consequently, 39(28.8%) teachers and 16(28.5%) internal supervisors agreed with the issue. Conversely, about 87 (64.4%) of teachers and 35(62.5%) internal supervisors disagreed that internal supervisors' arrange various short terms trainings for instructors to implement continues assessment.

In addition to this, data obtained from documents analysis and interviewees revealed that short term training was not adequately practiced at the school or woreda level to improve teachers' assessment techniques. Therefore, it is possible to conclude that, the role of internal supervisors in arranging short term training for teachers improvement were under expectation in the study area. In line with this(Jeffery, 2008) suggested that to be more effective in promoting teachers' inquiry into teaching and learning, school administrators should provide regular formative feedback, have strong interpersonal skills, be integrated with school communities, collaborate closely with cooperating teachers.

As show in the table 4 of item 3, respondents were asked whether internal supervisors support teachers on preparing valid assessment or not. Accordingly, majority 84(6.2%) of teachers and 32(57.1%) of internal supervisors were disagreed that internal supervisors support teachers on preparing valid assessment. On the other hand 40(29.6%) of teachers and 21 (37.5%) of internal supervisors were agreed with the issue.

In addition, data obtained from interview held and document analysis in all sample secondary schools revealed that there was lack of support from internal supervisors in preparing valid assessments. This shows that, internals supervisors' assistance to teachers in preparing valid assessment is not much effective in the study area.

In item 4 of the same table, respondents asked whether internal supervisors encourage teachers to use various assessment techniques or not, in this regard, 37(27.4%) of teachers and 20(35.7%) internal supervisors agreed with this item. On the contrary, majority 90(66.6%) of teachers and 34(60.7%) of internal supervisors disagreed that internal supervisors encourage teachers to use various assessment technique.

In the interview, one cluster supervisor indicated that, internal supervisors are not encouraging teachers to use different assessment techniques unless they have been told by cluster supervisors. From all these data, it is possible to say that teachers were not well supported by internal supervisors to the use various assessment methods.

In item 5, respondents were asked whether the internal supervisors encourage teachers to give timely feedback for students or not. Accordingly, majority 83(43.4%) of teachers and 29 (51.7%) internal supervisors disagreed that internal supervisors encourage teachers to give timely feedback for students. In contrast, 41(37.8%) of teachers and 20(35.7%) internal supervisors were agreed with the issue. Data obtained from interview held with selected teachers reveled that there were no much effort from internal supervisors to encourage teachers to do so. From the above data it can be concluded that internal supervisors were not in a good position to encourage teachers to give timely feedback for students.

One secondary school teacher said that,
"…our internal supervisors were not encouraging us to give timely feedback for students, even they didn't develop the habit of giving feedback immediately for supervised teacher…"

As it is indicated in Table 4, item 6 respondents were further asked whether internal supervisors model effective assessment or not. As the result, 28(20.7%) of teachers and 33(58.9%) internal supervisors agreed that internal supervisors model effective assessment. In contrast 98(72.5%) of teachers and 20 (35.7%) of internal supervisors disagreed that internal supervisors model effective learning. Even though half of internal supervisors believe that internal supervisors model effective assessment, there was no such document to substantiate their opinion. Hence, from the result of all these data, it is possible to say that internal supervisors were not in a good position to model effective assessment.

Item 7 in the same table, respondents were asked whether internal supervisors support teachers in matters pertinent to assessments or not. Accordingly, 33 (33.3%) of teachers and 36(64.2%) internal supervisors agreed that internal supervisors support teachers in matters pertinent to assessments. However 77(57.0%) of teachers and 19(33.9%) of internal supervisors disagreed with the item.

Data obtained from document analysis and interview held with selected secondary school teachers revealed that there was no such trend to support teachers in assessment issue. Thus based on the above data it is possible to say that internal supervisors support of teachers in matters pertinent to assessments was inadequate, like collaboration work between school teachers and supervisors benefit the teachers for improving professional development of students' assessments skills in the class and in the school at large. But this statement was failed to be implement by internal supervisors in secondary school under this study.

One school teacher had to say this,

"…including me most of the teachers were interested to give continuous assessment to evaluate students performance level ,but for we didn't provided with sufficient stationary materials to duplicate the exam we failed to do so…"

4.1.4 The Classroom Managements
Classroom management recently viewed as an art of establishing a good climate and managing instructions effectively. For these reason, Ming-Tak and Wai-Shing (2008) cited in Zerin (2009) have defined classroom management as teachers steering and coordinating a complex environment for the purpose of effective learning and teaching.

Table 5.The Respondents Views on Classroom Management skills

No	Indicators	Respondents	Agree No	%	Undecided No	%	Disagree No	%	Total No	%
1	Internal supervisors use various techniques to effectively handle misbehaving students	Teacher	31	22.9	11	8.1	83	43.4	135	100
		Supervisor	23	41.0	5	8.9	28	50	56	100
		Total	54	28.2	16	8.3	111	58.1	191	100
2	Internal supervisors direct learning activities and involve all students in activities tailored to their own ability and pace	Teacher	41	30.3	10	7.4	84	62.2	135	100
		Supervisor	24	42.8	6	10.7	26	46.4	56	100
		Total	65	34	16	8.3	110	57.5	191	100
3	Internal supervisors employ variety of appropriate teaching and learning methods to meet the preferred learning styles of the students	Teacher	50	37.8	13	9.6	71	52.5	135	100
		Supervisor	23	41.0	5	8.9	28	50	56	100
		Total	73	38.2	18	9.4	99	51.8	191	100
4	Internal supervisors manage class time efficiently	Teacher	39	28.8	17	12.6	79	58.5	135	100
		Supervisor	19	33.9	4	7.1	33	58.9	56	100
		Total	58	30.3	21	10.9	112	58.6	56	100
5	Internal supervisors establish a good classroom atmosphere	Teacher	54	40	12	8.9	69	51.1	135	100
		Supervisor	20	35.7	4	7.1	32	57.1	56	100
		Total	74	38.7	16	8.3	101	52.8	191	100
6	Internal supervisors support and monitor student interaction in a large class	Teacher	47	34.8	17	12.6	70	51.8	135	100
		Supervisor	17	30.3	3	5.4	36	64.2	56	100
		Total	64	33.5	20	10.4	106	55.4	191	100
7	Internal supervisors set a ground rules at the beginning of the semester, and re-visiting them regularly	Teacher	42	31.1	11	8.1	82	60.7	135	100
		Supervisor	20	35.7	4	17.1	32	57.1	56	100
		Total	62	32.4	15	7.8	114	59.6	191	100
8	Internal supervisors supports me to be a good role model	Teacher	83	61.4	12	8.9	40	29.6	135	100
		Supervisor	37	66.0	3	5.4	16	28.5	56	100
		Total	120	62.8	14	7.2	56	29.9	191	100
9	Internal supervisors' support me to give clear instructions to students	Teacher	56	41.4	17	12.6	61	45.1	135	100
		Supervisor	19	33.9	6	10.7	31	55.3	56	100
		Total	75	39.2	23	12.0	53	27.7	191	100
10	use different techniques to ensure enabling learning environment	Teacher	44	33.5	13	9.6	78	57.7	135	100
		Supervisor	19	33.9	5	8.9	31	55.3	56	100
		Total	63	32.9	18	9.4	109	57.0	191	100

As indicated in table 4 item 1, respondents were asked whether internal supervisors use various techniques to effectively handle misbehaving students or not. Accordingly, 31(22.9%) of teachers and 23(41.0%) internal supervisors agree that internal supervisors use various technique to effectively handle misbehaving students. while, majority 83(43.4%) of teachers and 28(50%) of internal supervisors disagree on the question.

In addition data obtained from interview held indicated that internal supervisors were used various techniques to effectively handle misbehaving students very rarely and sometimes. What was different here is the result of the less frequent follow up by internal supervisors to effectively handle misbehaving students exposing students not to improve their behavior and the classroom practices.

In view of this, it is possible to say that teachers are practically less benefited from the internal supervisors support in improving their classroom practices in terms of classroom management. However, scholars such as, Ahmed (2010) assured that classroom management to be successful teachers should follow certain principles regularly and adequately as having clear and realistic expectations, communicating with other teachers, being self-assured, always do a follow-up and understanding students role is used to minimize disruptive behavior and enhance students to their learning but the supervisors failed in implementation of techniques that can effectively handling misbehaving students.

In item 2 of the same table, respondents asked whether or not internal supervisors direct learning activities and involve of all students in activities tailored to their own ability and pace. Consequently, 41 (30.3%) of teachers and 24(42.8%) internal supervisors were agreed that internal supervisors direct learning activities and involvement of all students tailored to their own abilities and pace, whereas 82(62.2%) of teachers and 26(46.4%) internal supervisors were disagreed with the issue. Therefore based on the majority of respondents responses of disagreement it is possible to conclude that the direct learning activities and involvement of all students in activities tailored to their own ability and pace is not effectively implemented in the study area.

Item 3 of the same table 5, respondents asked whether the internal supervisors employ several appropriate teaching and learning methods to meet the preferred learning style of the students or not. Accordingly, 50(37.0%) of teachers and 23(41.0%) internal supervisors agree on the item.

On the other hand, majority 71(52.5%) of teachers and 33(52.5%) of internal supervisors disagreed that internal supervisors employ several of appropriate teaching and learning methods to meet the preferred learning style of the students. Thus based on the majority of respondent's response it can be concluded that appropriate teaching and learning methods was not meet the preferred learning style of students. This it implies that, the needed quality of education and performance of students were not adequately achieved in the study area.

Item 4 in table 5, respondents were asked whether internal supervisors manage class time efficiently or not. Accordingly, 39(28.8%) of teachers and 19(33.9%) supervisors agreed that internal supervisors manage class time efficiently. In contrast majority 79(58.5%) of teachers and 33(58.9%) internal supervisors disagreed that internal supervisors manage class time efficiently. Thus based on the majority of respondents' response, this was concluded that internal supervisors were not in a good position to manage class time efficiently. In addition, data obtained from interview held with the selected teachers substantiate the above result, that internal supervisors not properly use their time to supervise teachers in the school.

One school head said that,

"…for your surprising classroom observation was carried out by internal supervisors once per a semester for each teacher ,they do so just to prepare report for their immediate boss not for the improvement of the instruction, due to this fact internal supervisors just inter and leave the class within two to five minutes …"

As show in the same table item 5, respondents were asked whether internal supervisor established a good classroom atmosphere or not. Accordingly 54(40%) of teachers and 20(35.7%) internal supervisors agreed that internal supervisor established a good classroom atmosphere. on the other hand majority of 69(51.1%) of teachers and 32 (57.1%) of supervisors disagreed that internal supervisor established a good classroom atmosphere. Hence based on the majority of respondents response it is possible to say that internal supervisor were not established a good classroom atmosphere.

In Item 6 of the same table, respondents were asked whether internal supervisors support and monitor students interaction in large class or not. Accordingly, 64(33.5%) of both teachers and internal supervisors agreed that internal supervisors supports and monitors students interaction in

large class. In contrast majority 107(56.0%) of both respondents were disagreed with the issue. Therefore, based on the majority of respondents' response, it can be possible to conclude that, the implementation supports and monitoring student interaction in large classroom were inadequate.

In the same table 5 of items 7, respondent were asked whether setting ground rules at the beginning of the semester and revisiting them regularly. As result, a total 62(32.4%) of teachers and internal supervisors agreed on the issue. Conversely 114(59.6%) of both the teachers and internal supervisors disagreed that setting ground rules at the beginning of the semester and revisiting them regularly. Based on the majority of respondents' response, it is possible to say that setting ground rules at the beginning of the semester and revisiting them regularly were ineffective in the study area.

In item 8 of the same table, respondents were asked whether the internal supervisors are a good role model or not. Accordingly, majority 83(61.4%) of teachers and 37(66.0%) internal supervisors agreed that internal supervisors are a good role model. About 40(29.6%) of teachers and 16(28.5%) of internal supervisors were disagreed with the item. Therefore based on the majority of respondents' response it is possible to say that internal supervisors are a good role model. Even though majority of respondents agreed on the issue, there was no practical evident that confirms their response. In contrary the reality of their implementation shows below the required standard of a good role model. Due to this fact, it can be suggested that role models were not well practiced in the study area.

As show in item 9 respondents were asked whether internal supervisors give clear instruction to students or not. In this regard, 56(41.4%) of teachers and 19(33.9%) supervisors were agreed that internal supervisors give clear instruction to students. Whereas majority 62(45.9%) of teachers and 31(55.3%) of supervisors respondents were disagreed with the item. Based on the majority respondents response it can be concluded that internal supervisors in the study area failed to give clear instructions to students.

As indicated in item 10 of table 5, respondents were asked whether different techniques to ensure enabling learning environment are used or not. Consequently 44(32.5%), of teachers and 19(33.9%) internal supervisors were agreed with the item. However majority 78(57.7%) of teachers and 31(55.5%) of internal supervisors disagreed with use of different techniques to ensure enabling learning environment. Hence based on the response of majority of respondents response it can be concluded that different techniques to ensure enabling learning environment were not properly used in the study area of Nuer Zone. According to (pajaak, 1991) as cited in (Chanyalew 2006) noted that, class room management is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career.(Pajak, 1989) depicted that observation is the phase in which the supervisor records instance when the intended behaviors are seen to occurs. All these scholars statement were expected from internal supervisors and schools principals however, the implementation was not in place from supervisors in the selected schools; this in return affects the performance of teachers in classroom management skills.

4.1.5 The Uses of Action Research

Action research in school is never ending due to pact that, most of school problems are not fully solved at one through single action research. The overall purpose of action research is to solve instructional problems and help teachers improve problem solving and the improvement of teaching skills, as well as teacher's ability to make more informed professional decisions (Zepeda, 2003).

Table 6. Respondents Views on the Uses Action of Research

N o	Indicators	Respondents	Agree No	Agree %	Undecided No	Undecided %	Disagree No	Disagree %	Total No	
			No	%	No	%	No	%	No	
1	Internal supervisor encourage teachers to solve classroom problems through action research	Teacher	45	33.3	17	12.6	71	52.5	135	100
		Supervisor	23	41.0	2	3.6	31	55.3	56	100
		Total	68	35.6	19	9.9	102	53.4	191	100
2	Internal supervisor model action research undertaking	Teacher	36	26.6	12	8.9	87	64.4	135	100
		Supervisor	23	41.0	3	5.4	30	53.5	56	100
		Total	59	30.8	15	7.8	117	61.2	191	100
3	Internal supervisors train teachers on action research under taking	Teacher	35	25.9	21	15.8	79	58.5	135	100
		Supervisor	21	37.5	4	7.1	31	55.3	56	100
		Total	56	29.3	25	13.0	110	57.5	191	100
4	Arrange forums through which teachers disseminate findings of their action research	Teachers	38	28.1	10	7.4	87	64.4	135	100
		Supervisors	26	46.4	2	3.6	29	51.7	56	100
		Total	64	33.5	12	6.2	116	60.7	191	100

As depicted in table 6 item 1, majority 71 (52.5%) of teachers and 31(55.3%) internal principals disagreed that internal supervisor encourage teachers to solve classroom problems through action research. Whereas, 45(33.3) of teachers and internal supervisors agreed with the issue.

In the document analysis it was identified that conducting action research in most of the school was non-existence. For instance, feedbacks given to three secondary schools by cluster supervisors in this regard shows, there was a trial to conduct action research .Others did not engage teachers in conducting action research. This posits that internal supervisors are not systematically engaging teachers in alleviating immediate problems of their schools and classroom to improve students' learning.

Responses for item 2 of the same table shows that 87(64.4%) teachers and 30(53.5%) of internal supervisors disagreed that internal supervisor model action research undertaking. However 36(26.6%) of teachers and 23 (41.0%) internal supervisors agreed that internal supervisors model action research undertaking. The interview conducted with clusters supervisors, supervision focal person of woreda education office and selected teachers, substantiate that internal supervisors were not model action research undertaking. Hence based on the above data it is possible to say that internal supervisors were not in a position to model action research undertaking.

As indicated on the same table item 3, respondents were asked whether they conduct training for teachers on action research undertaking or not. Accordingly majority 79(58.5%) of teachers and 31(55.3%) internal supervisors disagreed that internal supervisors train teachers on action research under taking. However, 35(25.9%) of teachers and 21(25.8%) internal supervisors were agreed with the presence of this practice. This implies that internal supervisors are not adequately working on providing training for teachers on action research undertaking. Supporting this, as noted by Leu (2004) argued that in service training at school level is one of the means to achieve professional development of teachers' of the school. Through the training, teachers could improve teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. Similarly, Moon et al (2006:151) described, 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 with in a context of the instruction as a whole.

In item 4 of the same table, respondents were asked whether there was an arrangement of forums through which teachers disseminate findings of their action research or not. On this regard, majority 87(64.4%) of the teachers and 29(51.7%) internal supervisors disagreed that internal supervisors arrange forums through which teachers disseminate findings of their action research But 35(29.9%) of the teachers and 21(25.8%) internal supervisors agreed with the issue. Thus based on the majority of respondents' response it is possible to say that internal supervisors were not in a good position to arrange forums through which teachers disseminate findings of their action research. This is happened due to lack practice of action research in the schools.

Based on the above data presentation, it is possible to say that internal supervisors were not promoting strong collaboration between action research and overall school performance. They are only creating continuous rapport between cluster supervisors and themselves.

Therefore, teachers could not engage themselves in action research to improve students' performance; still internal supervisors are not on a position to achieve the fundamental goal of their schools by improving the quality of teaching and learning at school and classroom levels through providing training on the advantages of action research. In line with this, Pajak (2000) supervisor develop the school through constant action research understanding impose on teacher to be carried out by individual school teachers in the department. Action research focused more on local practice and local solution, it is more participatory, and it is conducted by teachers, supervisors, principals and counselor.   To develop effective action research, the school supervisors can play major role in collaboration with teachers by conducting constant action research seen the school problems are not solved   at one.

4.1.6 The Challenges in Instructional Supervision

Instructional supervisors held teachers to develop the profession and in other way improve students' achievements when effective implemented but some factors affects its implementations such as lack of resource hamper the supervisory practice. In relation to this, MOE (1994:6) explains that the problems of supervision in relation to our context ,the shortage of time ineffective transport system , insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching-learning process considering as the major one .

Table 7. The Respondents Views on Possible Challenges in Instructional Supervisions

No	Indicators	Respondents	Responses							
			Agree		Undecided		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Internal supervisors are busy with other commitments	Teachers	80	59.2	16		39	28.8	135	100
		Supervisors	30	53.5	3	5.4	23	41.0	56	100
		Total	110	57.5	19	9.9	62	32.4	191	100
2	Low commitments of internal supervisors	Teacher	78	57.7	16	11.9	41	30.3	135	100
		Supervisors	20	35.7	6	10.7	30	53.7	56	100
		Total	98	51.3	22	11.5	70	36.6	191	100
3	Internal supervisors lacks the necessary skills to support teachers on instructional matters	Teachers	86	63.7	22	16.3	27	20	135	100
		Supervisors	19	33.9	4	7.1	33	58.9	56	100
		Totals	105	54.9	26	13.6	60	31.4	191	100
4	Shortage of adequate experienced teachers who work as internal supervisors	Teachers	88	65.1	10	7.4	37	27.4	135	100
		Supervisors	39	69.6	3	5.4	14	25	56	100
		Total	127	66.4	13	6.8	51	26.7	191	100
5	Absence of incentive for internal supervisors	Teachers	85	62.9	11	8.1	39	28.8	135	100
		Supervisors	38	67.8	4	7.1	14	25	56	100
		Total	123	64.3	15	7.8	43	22.5	191	100
6	Absence of willingness on the part of teachers to work with internal supervisors	Teachers	83	61.4	17	12.6	35	25.9	135	100
		Supervisors	38	67.8	2	3.6	16	28.5	56	100
		Total	121	63.3	19	9.9	51	26.7	191	100
7	Negative attitude of teachers towards supervisors	Teacher	69	51.1	23	17.0	43	31.8	135	100
		Supervisor	43	76.7	3	5.4	10	17.8	56	100
		Total	112	58.6	26	13.6	53	27.7	191	100

As indicated in table 7 item 1, respondents were asked whether internal supervisors are busy with other commitments or not. In this regard, majority 80(59.2%) of teachers and 30(53.5%) internal supervisors agreed that Internal supervisors are busy with other commitments. However about 39(28.8%) teachers and 23(41.0%) of internal supervisors disagree with the issue. Data obtained through interview conducted with some selected teachers, cluster supervisors and supervision focal person from woreda education office also substantiate the majority of teachers and internal supervisors, that internal supervisors are too much busy because they have many class to teach than giving instructional supervision.

In the document analysis, it was identified that most of department heads and unit leaders have an average of 25 periods to teach per week.

One school teacher had to say that,

"… Most of the time principal and vice principal are not available in the school compound to give instructional support to teachers rather they overly engaged in routine work of woreda education office and administration."

Item 2 of table 7 asked whether there was low commitment of internal Supervisors or not. As the results, 78(57.7%) of teachers and 20(30.3%) of internal supervisors agreed that there was low commitments of internal supervisors. On the other hand, 30(53.7%) of internal supervisors and 41(30.3%) were disagreed with the issue. Interview held with the some selected teachers and cluster supervisors indicated that, because of class overload and lack of refreshment training most of the internal supervisors were not fully committed to discharge their responsibilities. Hence, internal supervisors were not fully committed to serve the teachers.

As shown in the same table 7 item 3, respondent were asked whether internal supervisor lacks the necessary skills to support teachers on interactional matters or not. Accordingly, 86(63.7%) of teachers and 33(58.9%) internal supervisors were agreed that internal supervisor lacks the necessary skills to support teachers. Whereas, 27(20%) of teachers and 33(58.9%) of supervisors were disagree that internal supervisors lacks of the necessary skills to support teachers on instructional matters.

Data obtained from interview held with the cluster supervisors and woreda supervision focal person indicated that because of lack of training for internal supervisors toward supervision support to teachers most of the internal supervisors lack skill in this regard. Even though the majority of internal supervisors disagreed with the item there was no practical evidence in the school to substantiate their response. Based on the above it is possible to say that internal supervisor lacks the necessary skills to support teachers on interactional in the study area.

As shown in item 4,the respondents were asked whether Shortage of adequate experienced teachers who work as internal supervisors were the challenge to implement internal supervision or not. Totally the majority 127(66.4%) of both the teachers and internal supervisors agreed that the shortage of experienced teachers who can work as internal supervisors were the challenge to implement internal supervision effectively in the study area. Only, about 51(26.7%) teachers and internal supervisors were disagreed with the issue.

Also data obtained from document analysis substantiate the response of the majority of teachers and internal supervisors, that most of the internal supervisors in the study area have one to five years of work experience. Thus based on the majority of respondents response and document analysis result is possible to say that Shortage of adequate experienced teachers who work as internal supervisors were the challenge to implement internal supervision effectively in the study area.

Item 5, respondents were asked whether there was absence of incentive for internal supervisors challenges internal supervision process or not. Accordingly, majority 85(62.9. %) of teachers and 38(67.8%) internal supervisors agreed that the absence of incentive challenges the effective implementation internal supervision in the study area. About 39(28.8%) of teachers and 14(25%) internal supervisors disagreed with the item. Based on the majority of respondents' response it is possible to say that absence of incentive for internal supervisor's challenges internal supervision process.

On the interview conducted with some selected teachers, department heads, principals vice principals, cluster supervisors and supervision focal person from woreda education office, majority of them responses that, schools have no financial/budget to provide internal supervisors incentive regularly, this could be done by woreda and the zone education office who have annual budget to keep on internal supervisors motivation with incentive to implement effective instructional supervision foe teachers. To conclude, internal supervisors are not fully committed in supporting teachers in instructional supervision due to absence of incentive.

Item 6 in table 7, respondents were asked if there was absence of willingness on the part of teachers to work with internal supervisor or not. Totally majority of 121(63.3%) of both teachers sand internal supervisors agreed with the issue. In contrast about 51(26.6%) of both teachers and internal supervisors were disagreed with item. Thus, from the majority of teachers and internal supervisors' response it possible to say that there was absence of willingness on the part of teachers to work with internal supervisor. Interview held with cluster supervisor and selected teachers indicated that absence of willingness on the part of teachers to work with internal supervisors happened due to lack of trust among teachers and supervisors to discuss on what they have faced during class room teaching and learning practices. In light of the forgoing analysis, Jhonson and Johnson (2002:420) teachers have a trust their supervisors to develop positive views towards school supervision and instruction.

As indicated in the same table item 7, respondent were asked where there is negative attitude of teachers to words supervisor or not. Consequently, 112(58.6%) of both respondents agreed whereas 53(27.7%) of teachers and internal supervisors were that, there is negative attitude of teachers developed towards supervisor. According to data obtained it indicates that there is teacher developed negative attitude towards their internal supervisors which affects the teachers-supervisors relationship in instructional supervisions. This shows that there are many possible challenges that slow down the instructional supervision in schools such as shortage adequate experienced teachers who can work as internal supervisor, low commitments of internal supervisory, lack of incentive to internal supervisor as lack willingness of the teacher to internal supervisor were found as the possible challenge in implementation instructional supervision.

Based on the above data presentation, it is possible to say that internal supervisors were not promoting strong collaboration between teachers and other stakeholders to manage supervision challenges. They are only creating continuous rapport between cluster supervisors and themselves. Therefore, teachers could not engage themselves to share adequate practical experiences, skills and teaching learning materials to achieve educational objectives; still internal supervisors are not on a position to achieve the fundamental goal of their schools by improving the quality of teaching and learning at school and classroom levels through providing training on the advantages of internal supervision.

CHAPTER FIVE

SUMMERY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second conclusions of the fundamental findings are drawn. Lastly some possible recommendations are forwarded on the basis of the findings of the study

5.1 Summary

This study was aimed to investigate the contribution of instructional supervision in improving teachers' pedagogical skills in Nuer Zone secondary schools. To this effect, the descriptive survey method was employed. In addition to this, from nine sampled secondary schools found in the Zone 135 teachers, 56 internal supervisors, 4 secondary school cluster supervisors, 9 interviewed teachers and 4 focal supervisions in woreda education office which make a total of 208 respondents were participated in the study as sources of information. Questionnaire, interview and document analysis were utilized as data collection instruments to get the appropriate information from the targeted respondents

The data collected through various instruments were analyzed by using frequency table and percentage while the qualitative data from interview and document analysis used to supplement the quantitative data. In doing so, the data collected from both quantitative and qualitative instruments addressed the following five basic research questions of the study:

1   To what extent does instructional supervision improve teachers' skills of active learning?

6. To what extent does instructional supervision improve teachers' skills of students assessment

7. To what extent does the use of different instructional supervision techniques improve the teachers' skills in class room management

8. To what extent does instructional supervisors support teachers' in improving action research undertaking skills

9.   What are the factors affecting instructional supervision in secondary schools.

Based on data analysis, the following are the major findings of the study:

Regarding the contribution of instructional supervision to improve teachers' active learning practice

♦ As it was pointed out in the study, Majority of the respondents indicated that, instructional supervisors were not effective in supporting teachers in improving active learning practice. The finding showed that, instructional supervisors failed to identify teachers' limitation on implementations of active learning, model effective learning and arrangements of short term training for teachers on active learning.

Regarding the contribution of instructional supervision to implement effective assessment method

• With regard to the contribution of instructional supervision to implement effective assessment method the majority of respondents indicated that instructional supervisors' were not supporting teachers to implement effective and standardized assessment methods.

• The result of the study adds that instructional supervisors failed to identify teachers' skill gaps in implementing various assessment methods. They also failed to support teachers on preparing valid assessments.

Regarding the contribution of instructional supervision to improve teachers' class room management skill

• With regard to the support of instructional supervisors to improve teachers' class room management skill, the findings of the study notify that there was lack continuous support from internal supervisors to let the teachers develop class room management skill to handle misbehaving students.

Regarding the contribution of instructional supervision to help teachers to conduct action research

- With regard to the support of instructional supervisors to encourage teachers engaged in action research to solve immediate problems, majority of the respondents indicated that instructional supervisors did not encourage teachers to conduct action research to solve immediate class room problems. In addition, majority of respondents confirmed that internal supervisors were not in a position to modeling action research undertaking. Furthermore, supervisors were not arranging forums for teachers to disseminate their findings of action research undertaking in secondary schools.

Regarding the challenges of instructional supervision

- The findings of this study state the major challenges for the proper implementation of instructional supervision at secondary schools of Nuer Zone as follows. The engagement of internal supervisors with other commitments, low commitment of internal supervisors and shortage of adequate teachers who can work as internal supervisors' unwillingness of teachers to work intimately with internal supervisors and absence of incentive for internal supervisors were found as major challenges.

5.2 conclusions

Based on the above findings, the researcher forwarded the following conclusions.

❖ The roles of internal supervisors in supporting teachers in practice of instructional supervision were unsatisfactory to improve teachers' classroom instructional performance and promoting development of active learning. In addition, internal supervisors were failed to encouraged teachers to reflect on their teaching and model effective instruction.

❖ Internal supervisors' commitment in supporting teachers in matters pertinent to assessments was not successfully implemented and they also failed to encourage their teachers for preparing valid assessment methods.

❖ Teachers can improve his/her instruction by reorganizing different relevant instructional techniques but, the finding shows that internal supervisors were not effective in encouraging teachers for the use various instructional techniques.   .

❖ In the secondary schools, internal supervisors were not adequately provided training for teachers to develop their capacity in modeling action research undertaking and also failed to conduct appropriate forums where the teachers can disseminate their action research finding. In additions, internal supervisors were busy for their own works.

❖ The schools have the shortage of teachers who fulfill the requirements to services as internal supervisors. In addition, the shortages of incentive for internal supervisors were slowed down   internal instructional supports to teachers in instructional supervisions.

5.3 recommendations

Based on the findings, the study forwarded the following recommendations.

The finding of the study indicates that instructional supervisors are not competent enough to support the work of secondary school teachers in improving active learning.

➢ Therefore, it is recommended that, Regional Education Bureau, Zone and Woreda Education Office experts with local Education Colleges and University experts, who work on the area of supervision and support service, to provide adequate training for internal supervisors to encourage teachers to implement active learning effectively and conduct action research to improve students' performance.

➢ Providing supports to school teachers in order to conduct effective assessments methods is one of the main functions of internal supervisors'. But in the finding of the study, it shows that the instructional supervisors are not effective in promoting teachers competence by encouraging them to prepare valid assessment. Therefore, it could be recommended that, the Woreda education supervision focal persons together with schools principals should reinforce the internal supervisors' rules and regulation to commitment on supporting teachers in matters pertinent to assessments and improve encourage teachers for preparing valid assessment methods in secondary schools.

➢ One major part of internal supervisors' work with teachers is to improve different use of instructional techniques to help teachers develop professional growth. However, finding shows that internal supervisors failed to implementation different instructional techniques. Therefore, this could be recommended that, the secondary school internal supervisors and the concerned woreda educational officials should plan for various and relevant instructional techniques' for teachers.

➢ Internal supervisory in secondary schools, are the motor for teachers professional development in instruction. However, the findings indicated that, internal supervisors were not adequately provided training for teachers to develop their capacity in modeling action research undertaking and also failed to conduct appropriate forums where the teachers can disseminate their action research finding. This could recommended that, internal supervisors should provide trainings for teachers in every end of the semesters to

build the capacity of teachers in modeling action research and arrange forum teachers to disseminate their action research findings.

> In secondary schools, instructional supervisory is tiresome work for supervisors thus; internal supervisors should not be overload by other works at school. However, in the findings, internal supervisors were too busy for other school works. This can be recommended that, principals and vice principals should reduce the internal supervisors workloads and make them concentrate on instructional supervisors'. In additions, the finding shows that, there was a shortage of teachers who can services as internal supervisors. And the shortages of incentive for internal supervisors were slowed down their supports to teachers in instructional supervisions. Therefore, this could be recommended that, woreda educational office should employ enough teachers who can services as internal supervisors. Furthermore, education office should provided incentives for internal supervisors to motivate them for effective implementation of instructional supervision in secondary schools.

Reference

Ahmed, M. (1998). Trends in School Supervision for Teacher Development: a Proposal for
Pakistan. Paris: UNESCO.

Ahmed, M. (2010). Application of classroom management strategies in public and private sector
at school level in Pakistan. Islamabad: Open University. *International
Journal of Library and Information Science*

Alfonso, R. Firth, G. and Neville, R. (1995), Instructional supervision behavior system:

Boston, MA LLyn and Bocon.

Anderson, R.H. (1993). Clinical supervision. Its history and current context. INR.H Anderson.

Bollingon, F. S. (1992). Reassessment and renewal in teaching. Teacher renewal:
Professional issues, personal choices. New York: Teachers College Press

Burger, J. and Bumbarger, C. (1991). Teacher evaluation in school systems: An analysis of local

policies, the Canadian Administrator.

Chanyalew Woldegebriel (2005). The Practice and Problems of Instructional Supervision in
Secondary Schools of Hadya Zone. AAU (Unpublished MA Thesis

Chenson, K. and Gall, M.D. (1997) .Techniques in the clinical supervision of teaching

pre-service and in- service application (4th Ed) New York, NY: Longman.

Costa, A. L., & Garmston, R. J. (1993). *Cognitive coaching: A foundation for renaissance
schools*. Norwood, MA: Christophore-Gordon.

Dull, L. Loyd W. (1981). Supervision: School Leadership Handbook. Ohio Charles E.Merril
Pub.C.

Fillan, M. Hill, P and Crevola. (2006). Break through thousand Oask, CA: Corwin press.

Getachew Gezahegn. (2001). School Based Instructional Supervision in Selected Secondary
Schools of Addis Ababa. AAU (Unpublished MA Thesis

Glatthorn, A. A. (1990). *Supervisory leadership: Introduction to instructional supervision*.

Glatthorn, A. (1984). Differentiated supervision. Alexandria, Virginia: ASCD.

Glenview, IL: Scott, Foresman/Little, Brown Higher Education

Goldhammer, R. and Anderson, R. (1998). clinical supervision special methods for the

      supervision of teacher (2nd Ed. New York Rinehart and Winston

Haileselassie W/gerima. (2007). Educational Supervision. Department of Educational Planning
    and Management College of Education A.A.U.

Hoy, W. K., & Forsyth, P. B. (1986). Effective supervision: Theory into practice. New York:

      Random House.

James.R.Ogletree. (1975). *Classroom management strategies: Gaining and maintaining*

     students' cooperation (2nd e d.). New York: Longman.

Johnson, D. W, and John, F.P. (2000).Joining Together: Group Theory and Group

      Skills (7th Ed).Englewood Cliffs, NJ: Practice Hall.

Jonasson, H. (1993). effective schools link professional development, teacher supervision,

      students learning, the Canadian school executive.

Krajewski . (1997)**.**The effects of strategies for classroom control used by teachers in primary

      Schools at Zhombe. Tshwane University of Technology, Magister Technologiae

Kuachak, D. Peterson, K and Driscoll, A. (1985). An interview study of teacher's attitude

      towards teacher evaluation practice, journal of research and the development

      in education

Knezevich, Stephen J. (1969). Administration of Public Education. 2nd ed. New York: Harper

and Row Publisher

Lue, E. (2004). School and Cluster-Based Teacher Professional Development: Bringing
Teacher Learning to the School-Retrieved

Lucio .D. and,McNil. (1903).*Best practices in classroom management*. Michigan State

University: College of Education.

Ming.T.and Wai-Shing Ding, D., & Song, H. (2008). School supervision and evaluation in China
The Shanghai perspective. *Quality Assurance in Education.*

Mbamba Mauno A. (1992). Book of Reading in Educational Management. Harrere: UNESCO

McNell, John, D. and Lucio, William H. (1979). Supervision in Thought and Action (3rd ed).
New York: McGraw Hill Book Company Inc.

Montgomery, D. and Hadield. (1998). Practical Teacher Appraisal. London: Kogan Page Ltd

Moon, John Bukan. and Elzabet. (2001). Leadership Development in Education: Open
University.LondonWanzare, Z., & Da Costa, J. L. (2000). Supervision and staff
development: Overview of the literature. *NASSP Bulletin*

MoE. (1971).Instruction Manual .Department of instruction MoE. Addiss Ababa.

MoE. (1994). the education and training of FDRE: Addis Ababa

MoE.(1998). Education Sector Development Program IV (ESDP IV).Program Action Plan.
MOE.(2002). *Educational supervision manual*. Addis Ababa: EMPDA

MoE.(2004). *a presentationof the Ethiopian education sector development program*

Mohanty, B. (1990).school administration and supervision. New delhi :

Deep Deep. Publication.

Muijs ,D.(2004). The quantitative research in education with SPSS. New Delhi:

Sage Publications.

Pajak, E. (2000). approaches to clinical supervision alternatives for improving

instruction (2nd Ed) Norwood, MA: Christopher Gordon publisher

Peterson, H. R .(1997). Administrators and mentors: Keys in the success of beginning
    teachers. *Journal of Instructional Psychology.*

Robert, T. and J, C. (2003).*Supervising instruction in secondary schools*

Robert.G. & Sackney, L. (1994). *Profound improvement: Building capacity for a learning
    community*. Lisse, Netherlands.

Sawa, R. (1994) .To cultivate or To weed: An examination of Teacher evaluation policies and

    practices in the rural Saskatchewan school division. Unpublished master's thesis

    university of Saskatchewan Canada.

Saricoban,A. ,and Bariskan,V.(2005).The effectiveness of pre-service teacher training in
    Classroom management skills. *Journal of Language and Linguistic Studies*

Sirtoni, K., and Oasis, D. (1986).*Starting to turn schools around: The academic outcomes of the
    Safe Schools, Successful Students initiative*. Washington, DC: American
    Institutes for Research.

McGrall. Hill,et. al (1986).school instructional supervision system; modern approach.New

    Delhi;viras.

Sportman. M. (1986). Evaluating teacher performance fairly, curriculum reviews.

Sullivani, S., and Glanz, T. (2005). supervision that improves teaching: strategies

    and techniques (2n Ed). Thousand Oaoks; California corwin press.

Tanner, D and Tanner, L. (1987). supervision in education. New York, NY: Macmillan.

Zepeda, A.J. (2003). instructional supervision applying tools and concepts Larchmount, NY:

    Eye on education.

Zerin, S. (2009).Class room management: Seating arrangement in ESL classroom. Dhaka,
    Bangladesh: BRAC University.

Appendix I

Research questionnaire to be filled by internal supervisors and Teachers

Dear respondent, the purpose of this questionnaire is to collect research data on the contribution of instructional supervision in improving teachers' pedagogical skills in Nuer zone secondary schools. I kindly request your active participation to respond questionnaire items respectively.
N.B you are not required to write your name.

General direction: - put mark like this " ✓ "in the box provided for each item.

Section I   questionnaire for internal supervisors and Teachers

Background

1. Sex   Male   ☐ female   ☐
2. Age   18-25   ☐30-35   ☐35-40 and above   ☐
3. Qualification: Diploma   ☐ Degree   ☐
4. Work experience 1-5 years ☐5-10 year   ☐0-above years   ☐

Respond by   1 Strongly Disagree (SDA)   2 Disagree (DA)   3 undecided (UND) 4 Strongly Agree (SA) 5 Agree (A) in the box provided below.

I	Active Learning Skills	1.SDA	2.DA	3.UND	4.SA	5.A
1	Internal supervisors identify teachers limitations on implementation of active learning					
2	Arrange various short term trainings for teachers on active learning					
3	Model effective active learning					
4	Encourage teachers to use various active learning methods					
5	Encourage teachers to reflect on their teaching					
6	Arrange forums on which teachers share their experience on implementation of active learning					

II	Student Assessment Skills	1.SDA	2.DA	3.UND	4.SA	5.A
1	Internal supervisors identify skill gaps of teachers in the implementation of various assessment methods					
2	Arrange short term trainings for instructors to implement continuous assessment					
3	Support teachers on preparing valid assessment					
4	Encourage teachers to use various assessment techniques					
5	Encourage teachers to give timely feedback for students					
6	Model effective assessment					
7	Support teachers in matters pertinent to assessment					

III	Class Room Management Skills	1.SDA	2.DA	3.UND	4.SA	5.A
1	Internal supervisors supports teachers to use various technique to effectively handle misbehaving students					
2	Direct learning activities and involve all students in activities tailored to their own ability and pace.					
3	Employ a variety of appropriate teaching and learning methods to meet the preferred learning styles of students					
4	Manage class time efficiently					
5	Establish a good classroom atmosphere					
6	Support and monitor student interaction in large class					
7	Set ground rules at the beginning of the semester, and re-visiting them regularly					
8	Be a good role model					
9	Give clear instructions to students					
10	Use different techniques to ensure enabling environments					

IV	Action Research Understanding Skills	1.SDA	2.DA	3.UND	4.SA	5.A
1	Internal supervisors encourage teachers to solve classroom problems through action research					
2	Model action research undertaking					
3	Internal supervisors train teachers on action research undertaking					
4	Arrange forums through which teachers disseminate findings of their action research					

V	The factors affecting the success of instructional supervision.	1.SDA	2.DA	3.UND	4.SA	5.A
1	Internal supervisors are busy with other commitments					
2	Low commitments of internal supervisors					
3	Internal supervisors lack the necessary skills to support teachers on instructional matters					
4	Shortage of adequate experienced teachers who can work as internal supervisors					
5	Absence of incentive for internal supervisors					
6	Absence of willingness on the parts of teachers to work with supervisors					
7	Negative attitude of teachers towards supervisors					

Appendix II

Interview items for selected teachers, department heads, principals, vice principals, cluster supervisors, supervision focal person in woreda education office.

Dear respondents, the purpose of these interviews items is to collect research data on the contribution of instructional supervision in improving teachers' pedagogical skills in Nuer zone secondary schools Gambella regional state. I kindly request your active participation to respond these items respectively.

1 How do you judge the contribution of internal supervisors in supporting teachers to improve their active learning implementation skills? Why did you say this? Evidence?

2 How do you judge the contribution of internal supervisors in supporting teachers to improving their students' assessment skills? Why did you say this? Evidence?

3 How do you judge the contribution of internal supervisors in supporting teachers to improving their classroom management skills? Why did you say this? Evidence?

4 How do you judge the contribution of internal supervisors in supporting teachers to improving their action research undertaking skills? Why did you say this? Evidence?

5 What are the major challenges that affect the contribution of internal supervisors in supporting teachers to improve aforementioned skills? Which of these are the most challenge?