

**THE PRACTICE OF INSTRUCTIONAL SUPERVISION IN  
PRIMARY SCHOOLS OF MAJANG ZONE OF GAMBELLA  
REGIONAL STATE**

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**INSTITUTE OF EDUCATION AND PROFESSIONAL  
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REGIONAL STATE**

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## LETTER OF APPROVAL

The thesis on the title practice and challenges of Instructional Supervision in primary schools of Majang Zone is approved as the original work of Mohammed Yimam Hassen.

Approved by Board of Examiners

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## **DECLARATION**

I, the undersigned, declare that the thesis on the practice of instructional supervision in primary schools of Majang Zone is my own work and that the sources I have used for the thesis are indicated and acknowledged in the reference.

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

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## **ABBREVIATION AND ACRONYMS**

<b>ADEA</b>	Association for the Development of Education in Africa
<b>ESDP</b>	Education Sector Development Planning
<b>GEQIP</b>	General Education Quality Improvement Program

<b>MoE</b>	Ministry of Education
<b>REB</b>	Regional Education Bureau
<b>SPSS</b>	Statistical Package for Social Science
<b>UNESCO</b>	United Nation Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children Education Fund.
<b>WEO</b>	Woreda Education Office
<b>ZED</b>	Zonal Education Department

### *Abstract*

*The purpose of this study was to assess the practices of instructional supervision in government primary schools of Majang Zone. To this end, basic questions were formulated. The research questions emphasized the extent to which instructional supervision was being implemented in primary schools of the Zone, the extent to which instructional supervision was contributed to teachers' professional growth , the extent to which different options of instructional supervision was being implemented , the extent to which supervisors were discharging their responsibilities and also focused on the challenges prevailing for implementation. To conduct this study, the descriptive survey method was employed. Two Zone and four Woreda Education Office supervision coordinators were selected as a sample by purposive sampling*



*technique. Among the 24 government primary schools found in the Zone, 8 of them were selected randomly as sample schools. Then, from the sample schools, 56 instructional supervisors (8 principals, 8 vice-principals and 32 heads of department 8 senior teachers) were also included as samples by using purposive sampling technique. Furthermore, 102 teachers were taken as a sample through simple random sampling technique. Questionnaire was the main instrument for data collection. Interviews and document analysis were used to substantiate the data gathered through questionnaires. The frequency, percentage, mean and chi-square were utilized to analyse quantitative data gained through the questionnaires. The qualitative data gathered during the interview sessions and document analyses were analyzed using narration. The result of the study indicated that there was an inability of supervisors to apply the necessary procedures for classroom observation properly, an ineffectiveness of supervisor to implement different supervisory options matching with the individual teacher's developmental level, absence of instructional supervision to contribute for teachers professional growth and instructional supervisors failed to discharge their responsibility. On the other hand, among the factors influencing instructional supervision, there was found to be a lack of relevant training programs for supervisors, a scarcity of experienced and competent supervisors for instructional supervision activities, a lack of supervision manuals in the schools and a shortage of allocated budget for supervisory activities. Finally, to minimize the problems of instructional supervision in primary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget need to be provided for the success of supervision at the school level.*

# **CHAPTER ONE**

## **THE PROBLEM AND ITS APPROACH**

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

Education is a means to respond to the skilled manpower needs of the country and thereby to bring all rounded development. As to UNESCO (2007), increased access and quality of education can contribute to increased political participation and equitable sharing of economic and political power. Considering the case in point, education in Ethiopia has been given greater attention for it is the basic means of economic growth and the development of the society. For this purpose, different educational reforms have been taking place that can lead towards increasing the quality of education. In fact, to bring the quality of education, the performance and commitment from all stakeholders who are involved in the administration, instruction and supervision are responsible for the highest performance of students in schools.

Furthermore, in order to achieve the quality of education, there is also a need to have well selected curriculum, and improved instructional situation and professionally motivated and competent teachers. Similarly, Mohanty (1990) also asserted that in education system, there are different variables that have their own contribution for its development of all the one which is the main input and important is the teachers. In line with this, Glatthorn (1990) on his part indicated that education is a complicated process that brings various facets in to play in which the role of a teacher in the process cannot be underestimated. This shows that, through teachers, education fulfils its goals of teaching and nurturing students. Therefore, the relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all levels of education.

Instructional supervision is therefore designed to respond to the desire of professionally developed teachers and improvement of student learning. To this end, Ministry of Education (MoE, 2010:22) in its Education Sector Development Program (ESDP) IV, has stressed the necessity of teacher supervision and support as a strategy to insure quality teaching and learning. On the same way, Chanyalew (2005) illustrated that, instructional supervision is designed to promote teachers professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skill to promote better teaching and learning. Similarly, supervision manual of

MoE (1987) also indicated the role of supervision in school as “ensuring curriculum implementation, providing technical support to teachers, providing on the job training to teachers and conducting formative education program. This further shows that, through instructional supervision, supervisors assist in improving classroom instruction because teachers are made more competent and efficient, parents are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard, hence in the long run, the goal of education is achieved (Hoy et al., 2000). On the other hand, when the instructional supervision is not properly implemented, the result may become haphazard and unidirectional. Such a system of supervision also tends to be a source of dissatisfaction among the teachers and source of conflict between the instructional supervisors & the teachers.

To bring effective education through improved teaching and learning process, instructional supervisors should be democratic and cooperative and should get serious attention in the school. Similarly, Pajak (1989:45) also indicated that teachers and principals begin to respond positively and cooperatively with the supervisors only after they develop perception of the supervisor as someone who can willingly share credit for success with teachers, and who is an effective helper, facilitator and provider of resource and information in the instructional activities of the school. To this end, instructional supervision in different countries of Africa and Asian has also common features. Referring this Grauwe (2001) indicated that the Tanzanian supervision service focused on the implementation of government policies and regulation, ensuring the effectiveness of the implementation of the school curriculum i.e. giving feedback, holding conference, and meeting with school staff and support and monitor teachers resource centers. Hence, supervision in both the African and Asian countries mainly focused on advising and supporting teachers such as providing in-service training, preparing seminars, organizing workshops and meetings with staff members.

Supervision in Ethiopia was also developed to the teaching learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology and provision of professional assistance and guidance to classroom teachers. Moreover, MoE (2008) also stressed that supervision is development oriented and supervisors are responsible for helping schools to improve the quality of their education under quality education initiative called “General Education Quality Improvement

Package (GEQIP), In light of this, it is quite useful to assess the current practice of supervision in primary school of Majang zone.

## **1.2 Statement of the Problem**

In order to improve the teaching and learning process, the overall education system should be supported by educational supervision (UNESCO, 2007:2). It is from this point of view that, supervision services existed in all countries for many years occupy a pivotal position in the management of education. Hence, instructional supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality of education. In line with this, Gorgia (2000) stresses that instructional supervision is leadership process whose ultimate purpose is to improve instructional quality and facilitate and promote successful students learning. Moreover, UNESCO (1997:27) also indicated that instructional supervision practice is significant for individual teachers' professional development, school improvement, and satisfaction of public demand. Similarly, Glickman et al. (2001) illustrates that, the primary objectives of instructional supervision process in school is to offer teachers direct assistance so as to improve their performance towards the goals of increasing student learning. This shows that, the overall aim of instructional supervision is to enhance the continuous professional development of teachers through provision of immediate feedback on the basis of effective classroom practice.

In order to materialize all this, instructional supervision should be well planned, organized and based around the interest and needs of teachers, students and parents. The effort made in improving the quality of education should focus on teachers and the organizational aspects that affect their work like capacity building in the school. In relation to this, Goble and Porter (1977:14) stated that the teachers on the job are in need of in- service training and support either to remedy deficiencies that they have discovered in their professional skill or to develop their potential competence in some specialized field. Furthermore, to make instructional supervision more effective, collaboration should be made with various groups. Hence, as indicated by the Ministry of Education (MoE, 1994: 36-37), the school principals, vice principals, department heads and senior teachers should take major responsibility in supervisory practice with in the school in general and classroom activities in particular.

However, as to Carron and Grawe (1997) the pedagogical support and advice, that form the core part of instructional supervisors' mandate, are overshadowed by routine administrative tasks, some of which have little or nothing to do with their official description. Similarly, in the previous years the Woreda education experts who were assigned to supervision at school levels were not able to solve problems. Sometimes they went to school, they do nothing except collecting information from the principals (MoE, 1994). Moreover, many teachers are not properly supported by instructional supervisors in tackling instructional problems as well as in implementation of new curriculum and new instructional approaches (Paulos, 2001:3-4). Referring the same view; Wanzare (2001) pointed out that teachers' lack of feedback and follow up on matters regarding supervision of instruction and supervisors' not taking much time when they visit classroom are the other challenges.

Moreover, research finding related to the past instructional supervisory practices in both primary and secondary schools of different regions and zones of our country have shown that, there was lack of awareness on conducting classroom observation practice and employing instructional supervisory options, lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level, and also there was inadequate classroom observation to help teachers' instruction improvement (Million, 2010:69, Chanyalew, 2005:89, Getachew, 2001: 94-95 and Paulo's 2001:102). Similarly, the researcher has been teaching for more than five years in the study area. Thus, the researcher informally heard rumors among primary school teachers that they do not receive what they expect of instructional supervisory practice. In addition to this, to the knowledge of the researcher there was no research conducted on the practice of instructional supervision in primary schools of Majang zone. Due to this reason, the researcher felt that there is gap which needs in depth investigation about the status of the current practice of instructional supervision in primary schools of Majang zone. As well, the researcher has an opportunity to get acquainted with the educational system, knowledge of which proved to be very significant for the purpose of the given research. Therefore, the purpose of the study is to assess the practice of instructional supervision in primary schools of Majang zone and identify the challenges that might have been encountered in promoting instructional supervision practice in line with the issues mentioned in the supervision manual of Ministry of Education. In order to address this, the study seeks to answer the following basic questions:

1. To what extent is the instructional supervision effectively implemented in relation to classroom observation?
2. To what extent supervisors implement the various options of instructional supervision in primary schools of Majang zone?
3. What contributions do teachers gained from instructional supervision?
4. To what degree instructional supervisors practice their responsibility?
5. What are the challenges prevailing in the implementation of instructional supervision?

### **1.3 Objective of the Study**

#### **1.3.1 General Objective**

The main objective of this study was to assess and explore the current status and challenges of instructional supervision in primary schools of Majang zone.

#### **1.3.2 Specific Objectives**

The specific objectives of the study include:

1. To explore the extent to which classroom observation is being implemented in primary schools of Majang zone.
2. To investigate the extent to which supervisors implement the options of instructional supervision.
3. To examine the extent to which instructional supervision contributed to the professional growth of teachers.
4. To explore the extent to which supervisors practice their responsibilities.
5. To identify the major challenges affecting the practice of instructional supervision in government primary schools of Majang zone.

### **1.4 Significance of the Study**

The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman et al, 2001). Therefore, the practice of instructional supervision should be properly executed and the existing challenges should be investigated through continuous research endeavors. In view of this, the finding of the study is believed to have the following significance.

- 1 The result of the study may help Zone, Woreda Education supervision coordinators and primary school principals and teachers to have better understanding about

- instructional supervision, the challenges that affect the implementation of instructional supervision.
- 2 It may also provide awareness and understanding of teachers' views of what was being done for them and their reactions to them are very important in planning and implementing successful instructional supervision.
  - 3 It may also provide information for the school supervision planners which may help them to predict the areas that need careful and further consideration in supervision future plan.
  - 4 The study may serve as a starting point for other researchers who are interested to conduct research in the area of instructional supervision.

### **1.5. The Scope of the Study**

As it is illustrated by Syoum and Ayalew (1999), to carry out any research work, it should be important to delimit the study both conceptually and geographically to a manageable size. In view of this, to make the study manageable and to complete with time frame, the study was delimited to 8(eight) government primary schools in Majangzone. These are Akashi, Tolli, Hora, Kabo, Jein, Shone, Woinamba and Kumi primary schools. Similarly, Woreda and Zone education supervision coordinators who are directly responsible to supervise and provide support to the primary schools were included. This was done due to the researchers' belief that these bodies are responsible for the professional development of teachers. Therefore, the finding of this research was generalized for primary schools of Majang Zone without considering primary one or secondary schools of nearby regions. Conceptually the study was delimited to classroom observation, the options of supervision, contributions of instructional supervision and the challenges of the instructional supervision.

### **1.6. Limitation of the Study**

The study would be more comprehensive, if it included all primary schools of Gambella Regional State. However, due to time constraints and scarcity of resource as well as severity of the issue, the study might lack to generate sound findings that could address all primary schools found in the region, it only focused on Majang zone. In addition, the limitation of the study could be the fact that most of the school principals, vice principals, teachers, Woreda Education and Zonal Education Office were not willing and reluctant to fill in and return the questionnaire as per the required time. Furthermore, scarcity of recent and relevant literature to the study was also encountered during the process of the study.

However, the researcher exhaustively scratched certain local documents, Journals, manuals from different institutions and used modern electronic (internet) to bring the study to its final stage.

### **1.7. Operational definitions of Terms**

**Instructional Supervision:** supervisory activities and practice aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.

**Instructional Supervisors:** refers department heads, principals, vice- principals who are responsible to conduct classroom observation.

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

**Supervisory practices:** refers to the use of different strategies of supervision, and procedures of classroom observation.

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

The study has five chapters. The first chapter consists of the introduction part of the study which contains the background of the study, statement of the problem, objectives of the study, significance, scope and limitation of the study. The second chapters present the review of literature relevant to the study. The third chapter discusses about research methodology which consists of the research design, data sources, sample size, and sampling techniques, data gathering tools and methods of data analysis. The collected data from the subject respondents were analyzed and interpreted as presented under the fourth chapter. The fifth chapter summarizes the study and forward conclusion and recommendation based on the finding of the study. References and appendices, which include questionnaire, was also part of the document.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The main theme of any educational system is supervision, teaching and learning (Montgomery1999:2). This indicates that , effective instructional super visors can re-



enforce and promote the practice of teaching that will contribute to improve student learning. In addition to this, by analyzing performance and relevant data instructional supervisors can also provide feedback and ways to the teachers that can have an effect on the learning which occurs in the classroom. Since student learning is the primary functions of the school effective instruction is one of the most important functions of the supervision. This implies that supervision can be seen as a part of the educational system. It can also be view as one part of a total operation of school designed to bring about instructional improvement in the teaching learning process.

Furthermore, as different literature works have identified that the process of supervision serves as a key for successful school. In the complex field of modern education management, instructional supervision also acts as an essential instrument for improving instruction and developing teachers' initiative, responsibility, creativity as well as motivation. Hence, the supervision of teachers is comprehensive ongoing process for facilitating provisions of feedback about classroom instruction in order to enhance their instruction. Thus, this part of the study devotes itself to presenting the arena of instructional supervision .It begins with dealing the concept, historical development , principles classroom observation , practice ,option, as well as the challenges that affect the practice of instructional supervision are treated .

## **2.1 The Concept of Supervision**

Supervision has long been identified as an essential process executed by the educational leaders, school administrator or supervisors for the smooth functioning of teaching and learning process .Thus, in an attempt to improve the skills of super vision teachers educational specialist have defined the term supervision in the context of their time setting , philosophy and research findings. Due to this, many definition of instructional of supervision have given by various scholars in the field. Thus, there is no single unifying definition of supervision in the literature. In fact, supervision can be defined according to different aspects of the notion, but from an educational administration perspective , of a great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction. In relation to this, Glickman et al (2004:8) said

that, supervision denotes common vision of what teaching and learning can should be, developed collaboratively by formally designated supervisors, teachers and other members of the school community .Similarly , 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. This shows that, supervision is concerned with making adequate provision of all of the conditions which are essential to effective learning through effective teaching.

According to Akinwumiju and Agabi, (2000: 69-70) instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process. Accordingly, supervision is a service activity that exists primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. As to Sergiovann and Starratt (2002:.6) instructional supervision is an opportunities provided to the teachers in developing their capacity towards contributing for students academic success. It is therefore, instructional supervision primarily aimed at improvement of teacher's professional development.

On the other hand, as for, Association for the Development of Education in Africa (ADEA 1998:15) supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved result. Harries ( 1985 :10) on his part defined instructional supervision as: a supervision of instruction is what the school personnel do with adults and things to maintain the school operation in ways that directly influence the teaching processes employed to promote pupil learning supervision is a major function of the school operation , not a task for a specific job on a set of techniques. Supervision of instruction is directed towards both maintaining and improving the teaching learning process of the school.

Generally , the overall aim of the above definitions highlighted the role and function of supervision as one of the essential functions for the operations of good schooling. Thus, as to the above literatures the focus of instructional supervision is improvement of instruction and the subsequent maximization of students academic

performance. Therefore, all the combined implication of the concept of supervision forwarded by scholars can be taking as all over function supervision as an act of instructional leadership which is primarily concerned with the development of curriculum, in-service education of teachers, and improvement of teaching learning process.

## **2.2 Historical Development of Supervision**

### **2.2.1 World Perspective**

Supervision, as a pivotal position in the area of management of education, has existed in most countries for many decades. Thus, it has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious and, industrial forces exist at different periods ( Olive, 2001: 28 ). Similarly, Carron DeGrauwe and Govinda (1998:19) stated that, the history of supervision varies from country to country and each case is characterized by a number of changes, some purely cosmetic, others mainly attitudinal and others more profoundly structural. In fact, in analyzing the development of most aspects of education, we should keep in mind what we might call axioms. Applied to curriculum development, these could include school curriculum not only reflects but is a product of its time and curriculum changes made at earlier period of time can exist concurrently with curriculum changes at a later period of time” (Olana, 2013:12). Thus, supervision has come a long way since colonial period and passes through a number of periods. In its historical development of supervision, several writers in the field have identified distinct periods and stages. As to Oliva, (2005:28) the major worldwide periods of supervision are presented in the table below.

**Table1: Major periods in the historical development of supervision**

Periods	Type of supervisions	Purpose	Persons Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies.	Parent Clergy, selectmen, citizens committees.
1850-1910	Inspection, instructional improvement.	Monitoring rules helping teachers' improvement.	Superintends, principals.
1910-1930	Scientific, bureaucratic	Improving instruction.	Supervising principals
1930-1950	Human relations Democratic	Improving instruction.	Principals, central office supervisors.
1950-1975	Bureaucratic, scientific, clinical, Human relations, Human Resource, Democratic	Improving instruction.	Principals, central office supervisors, school based supervisors.
1975-1985	Scientific , clinical, Human Relation, Human Resource, Collaborative, Collegian Artistic interpretive peer/ coach mentor,	Improving instruction, increasing teacher satisfaction, expanding student understanding.	Principals, central office supervisors,  School based supervisors.
1985-present	Scientific, clinical, present human relations , Human resources, Collaborative or collegial peer coach mentor artistic, interpretive culturally responsive Ecological.	Improving instruction, creating learning communities, analyzing cultural and linguistic patterns in the class room.	School- based supervisors, / peer coach/ mentor. Principals, central-office supervisors.

Generally, the review of historical development of supervision during 1900s that scholar in the area have agreed as to the developing stage. Moreover, as various authorities indicating that instructional supervision which was started by involving non-professionals as parties of inspection for the sake of control has undergone different developmental changes. In fact, it is still practiced in the form of inspection in some countries of the world. However, supervision to day hold a wide variety of activities and personnel directed toward major goal; the improvement of instruction. Thus, the current concept of supervision has its natural roots in the

emphasize on cooperative group work democratic human relations and research orientation.

### 2.2.2 Historical Development of Supervision in Ethiopia

In Ethiopia, educational supervision was introduced into the educational system after the introduction of modern types of education. For the first time inspection was begun in the year 1934. The rationale for the introduction of educational supervision into the Ethiopian education system was the fast growth of schools, the need for coordination of curriculum since the then existing schools were run by foreign nationals which follow various curricula, most importantly it was introduced in order to help teachers in the classroom activities. The major role of inspection during the time was to realize whether or not the policies, guidelines, directives, plans and programs of the ministry were applied as intended to all levels of education (MOE, 1987 E.C: 4). With the growth of schools, teachers and students and the complexity of educational activities, the first inspectors training program was started in the Addis Ababa Teacher Training School in the year 1943. Accordingly, between 1943-1946 E.c a total of 24 inspectors were trained.

According to MOE (1987 E.c:4) in the year 1946 E.c the training program was discontinued. However, because of the increasing number of schools and decreasing of the already trained inspectors the training program was reopened in 1948 E.c and continued up to 1954 E.c. The department of inspection was replaced by supervision in 1962 E.c. The replacement of inspection by supervision was found to be necessary to improve the teaching and learning program more efficient and effective by strengthening of supervision (MOE, 1994:3-4). In addition to this, unlike inspection, the main purpose of supervision was to give guidance or assistance to the educational personnel and teachers (MOE 1987:6).

During the socialist system, educational supervision was again shifted into inspection. The shift was made because of the interest of the political system that demanded strict control of the fulfillment of educational policies, plans and programs (Philiphos, 200:43). Thus, the main goal and activities of the inspection program were monitoring and evaluation of the policy, directives and planned programs and strategies as per job description at each level of education system (MOE,1987 E.C).

Furthermore, following the changes of political system in the country a shift from inspection to supervision was again made in 1994. The education and training policy has made the education administration and management more decentralized. In fact, the establishment of supervision in Ethiopian education system in the preceding political system was generally limited to the national ,regional and zones level. To this end , supervisory activities could not able to provide close and sustainable support for school principals and teachers. Supervisors were not effective in implementing activities. Thus, MOE, (2002 :30) pointed out that , the past trend of supervision was focused on administrative tasks than to support teachers and principals ; therefore, alleviating the old age supervisory problems in school by establishing supportive school environment is inevitable to improve principals and teachers professional growth , and ultimately to maximize learning achievement. Generally, the following table shows a short summary of the development of educational supervision /inspection period in Ethiopian context.

**Table 2: Major periods in the historical development of supervision in Ethiopian context**

Period	Types of supervision	Purpose
The First Period (1934-1954 E.c )	Administrative Inspection.	<p>A, Direct inspection through visits: collect and compile statistical data on a number of students and teachers, number of class room and class size and produce reports to be submitted to the Ministry of Education.</p> <p>B, Curriculum related tasks: allocation of suitable text books; preparing and developing curricula for all grades.</p> <p>C. Staff recruitment: conducting rigorous examination and interviews to recruit teachers.</p>
The Second Period (1955-1973)	Instructional Supervision	The major preoccupation of supervisors had been administrative. Activities such as teacher placements and transfers, managing and coordinating national examinations; assisting education officers at various levels with administrative tasks.
The Third Period (1974-1985 E.c)	Administrative Inspection	Staff development through in - service training establishment and strengthening of model schools and planning instructions were put as duties of inspectors. But the major pre-occupation inspectors were focused on administrative, financial, property and utility management. Professional help were more neglected and attention was given to administrative activities.
The Fourth Period (1986 E.c- to date)	Democratic Educational leadership.	<p>It is educational program supervision and important aspects of educational management which envisaged as Democratic Educational Leadership. It seeks the participation of all concerned in all spheres of the educational establishment</p> <p>in terms of decision- making , planning and</p>

In general, starting from time of the introduction of supervision efforts have made on the area to make it more useful for the improvement of instruction. However, still there is a need to exert efforts to achieve the objectives of the education system.

### 2.3 The Principles of Supervision

The principles of supervision guide the thinking and action of supervision towards the desired educational objectives. It is concerned with the overall improvement of teaching and learning process. In addition to this, the principles of supervisions are the fundamental rules refined to satisfy better achievement of goals and guide individual to know very well and convinced to put in to practice. Therefore, all supervisors should be aware of the basic principles of their profession. As indicated by Sumaiya (2010) supervision has the following principles: There should be short – term, medium- term, and long –term planning for supervision, Supervision is a sub-system of school organization, all the teachers have a right and the need for supervision. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, Supervision should help to clarify educational objectives and goals for the principals and the teachers, Supervision should also assist in the organization and implementation of curriculum programs for the learners, Supervision from within and outside the school complement each other and are both necessary. On the other hand , Glickman et al(1992) expressed that , supervision is grounded in the following principles:

The primary purpose of supervision is to provide mechanisms for teachers and supervisors to increase their understanding of the teaching and learning process through collaborative inquiry with other professionals, supervisors must see themselves not as critics of teaching performance , but, rather as collaborators with teachers attempting to understand the problem, issue and dilemmas that are inherent in the process of teaching and learning. He also further stated that, the teachers should not viewed as consumers of research, but as generators of knowledge about teaching and learning , supervisor should also not focus not only on individual teachers but also on groups of teachers who are engaged in an ongoing inquiry concerning common problems, issues and questions . Finally, he asserted that, the focus of supervision needs to include content specific as well as general issues and questions.

#### **2.4 The Procedures of Classroom Observation**

In the process of instructional supervision, the role of supervisors remains significant for the improvement of instruction and professional development of teachers. For



this purpose, a well planned and progressive supervisor begins his professional support outside the classroom before the beginning of the actual teaching and learning process. In addition to this, instructionally effective supervisor also support teachers and monitor class room instruction through humorous formal classroom visit. In fact, this formal classroom visit poses different procedures. To this end, various scholars have identified different procedures of classroom instructional observation. Accordingly, Hopkins (1994:56) Organized classroom observation in to planning conference, classroom observation and feedback conference. On the other hand, UNESCO (2001:55) identified classroom observation in to pre- classroom observation conference, classroom observation conference and post classroom observation conference. It is therefore, instructional supervisors are expected to know and effectively apply these procedures while practicing classroom observation.

#### **2.4.1 The Pre-classroom Observation Conference**

The pre classroom observation conference is the primary stage in conducting classroom observation. It is held before the observation takes place at a time and place mutually agreed by teachers and supervisors. The pre- classroom observation conference is a face - to - face communication between the supervisors and the teachers to deal with and settle about what to do next prior to the supervisors visit while the teacher is teaching in the classroom (Million, 2010:17). As to Sergiovanni and Starratt ( 2002:228) during the process of pre-classroom observation conference teachers and supervisors together plan and discuss the kind and amount of information to be used to gather this information. This implies that , the role of the supervisor is helping teachers to state as specifically as possible the behaviors that he/she intends to enact while attempting to achieve results.

In the process of pre- classroom observation conference the supervisor and teacher also discuss on the lesson plan by emphasizing on the lesson objectives, relevance and appropriateness of teaching aids and the evaluation ADEA as cited in Desalegne (2012:25). Hence, for the successful accomplishment of the process of classroom observation , instructional supervisors should posses and depend on clearly stated criteria that should be known by the teacher before classroom observation takes place. Referring the same idea, Wosenu (2001:58)

noted that, classroom observation should only takes place when clear professionally agreed, appropriate, specific and achievable criteria have been established. This further shows that, in the process of pre-classroom observation conference teachers and supervisors have the opportunity to deal with the purpose, procedures, as well as instruments before conducting the classroom observation conference. In addition, in the pre-classroom observation phase the teacher can also have the chance to justify his selection of instructional objectives that might be more appropriate.

#### **2.4.2 The Classroom Observation Conference**

The observation stage supports the supervisor to collect performance evidence that indicates both strength and weakness. According to Gold hammer, (1980:83) the principal purpose of observation is to capture the realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it. Therefore, in the observation stage the supervisor look in to the climate of classroom level of pedagogical process, observe the actual classroom conditions and further explores the personal as well as professional needs of pupils. As it is also indicated in ADEA (1998: 16) during observation conference the supervisor as a professional practioner observes the teacher based on areas of agreed up on and collects as much information as possible about the teaching and teaching of situation.

Moreover, during classroom observation the supervisor is not only focuses on recording teachers' performance, but also records what the students are also doing. In line with this, Guthrie and Reed (1991:340) stated that, in classroom observation the supervisor collect data from the teaching - learning environment so as to see the quality of student classroom involvement and interaction, and teacher effectiveness in achieving desired teaching goals and objectives. In fact, the supervisor should use observation instrument to collect data on the lesson being thought.

In the process of classroom observation, the supervisor must flow the lesson in detail from the beginning to the end (Chan 2010:591). This indicates that, the instructional supervisor is responsible to focus on important variables that help teachers to improve their professions. Hence, the supervisors should get prepare

prior to classroom observation and considered important elements to enhance instructional improvement.

#### 2.4.3 The Post observation Conference

The post observation conference is a conference session, which focuses on consistencies and discrepancies between the ideal image and the actual enactment of the lesson Pajak as cited in Philippos (1997:27). It is therefore, during the conference issues like the analysis of the data collected during observation of instructional process, evaluation of teaching and learning situation and the process of providing feedback for teachers.

The post observation conference provides the teacher with the opportunity to freely reflect his feeling about his actual performance. Referring similar idea, Sergiovnni and Startta (2002:228) noted that , the post observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson and what actually happened . As to ADEA (1989: 18 ), this conference helps the teacher and the supervisor to measure strengths and weaknesses and further identify any gaps when measured an ideal particularly the needs of the learners and the teachers. This shows that, the instructional supervisors are expected to inform teachers of their strengths and weaknesses while the post observation conference held .This also further indicates that, the teacher must welcome and be able to gain from either negative or positive results arise from the instructional supervisors. On the other hand, as Montgomery and Hadfield cited in Million (2010:19) pointed out, on the basis of the result found, the supervisor together with the teacher can identify any training need of the teachers and they can determine and agree on largest for the teachers to perform in his future understanding.

Generally, developing the skill of observing service a dual purpose, on one hand it helps the teachers to gain a better understanding of their own teaching, while at the sometime refines their ability to observe, analyze and interpret, an ability which can also be used to improve their own teaching. It is also a vital component of supervisory procedures, which solely deals with the act of providing teachers with constrictive feedback on lesson taught and classroom management. Thus, when it is properly conducted it can contributes to the effective and efficiency of the program through

examining observational data, evaluation of finding and make plans for the future in an open supportive and rewarding atmosphere. However, when it is in properly held the system will be disrupted and also creates anxiety and frustration on both the supervisor and the teacher.

## **2.5 The Practice of Instructional Supervision in Promoting Teachers Professional Development**

### **2.5.1 The Role of Instructional Supervisors**

Teachers working in the same school environment have the opportunity to discuss on educational issues, to work together and make classroom observation to improve the quality of instruction. This implies that, the provision of quality of instruction at any level can possibly productive when peoples who have direct involvement in the instructional process found to be competent and perform their duties effectively. In fact, this is not only a matter of fact in education, but also in any kind of organization. In line with this, Monyatsi cited in Getachew (2013: 29) expressed that, the development of human potential is so valuable to the success of any modern organization that investment towards that goals need to be directed at identified and proven competences that lead to superior performance. He also further stated that, competence refers to the skill, knowledge, attitudes traits or any individual characteristics that is critical to the effective performance of the job. Therefore, since the competence and skilful teachers are a key component of successful school, staff development is a major function of instructional supervision.

Nowadays various researchers and educators in the area of supervision have been trying all their best and give greater attention on the importance of developing school's staff as a means for improving instruction. Referring a similar view, Blase and Blase (2004) noted that, there is a paucity of research that describes how instructional supervision is actually practiced in school, as well as teachers are actually affected by such instructional supervision. On the whole, there is an agreement among these researchers and educators that staff development as a main component of the supervisory practice. It is from this point of view that, MOE (1994: 36) expressed the school principals, deputy principals, department heads and senior teachers as the actors of instructional supervisors responsible to assist the teachers closely and continuously for the improvement of the instruction. To this effect, these instructional supervisors have to work effectively for the smooth functioning of instruction. They also need to know how instructional supervision at the

class room level best be implemented, what is its purpose and impact on the teaching learning process. Similarly, they are also expected to provide different supervisory approach for the teachers to enhance their professional growth, and improvement of student result. In fact, as to AREB (1999 E.C: 4-5) the major target of instructional supervisors are to improve the teaching learning process in the classroom and to enable teachers: to identify their weakness and find solution to improve student result, Share their experience among themselves, Utilize new methods of teaching, Conduct continuous assessment properly Increase student participation rate, develop their profession.

Furthermore, in order to contribute for quality of instruction, instructional supervisors according the training manual of MOE, (2004: 59) needs to provide:

### **A. Clear-cut Structure of Supervision System**

This system is designed to effectively provide the necessary assistance for the professional growth of teachers. The system acknowledges the fact that the instructional supervisors cannot function in isolation, in order to maintain high quality in the school which invariably function in difficult location. In this case, the supervisory and support services function with close links from grass-roots level (the teachers) to the top level.

### **B. Teacher Support Mechanisms**

The importance of providing continuous professional support to the teacher for quality performance in education is well-recognized at the instructional supervision level. For this purpose, a strategy that reaches out to all teachers on a regular basis and providing help to them in a need-based manner is significant. Thus, teachers in their schools are provided professional inputs through constant supervision and guidance. Therefore, to meet the requirement, the instructional supervisors need to observe teaching as well as other aspects of classroom functioning. They also need to sit with the teacher and discuss the problems that they face in carrying out class room activities very systematically (MoE, 2004: 59).

Accordingly, instructional supervisors can contribute and provide support to the teachers to develop their professional competence through:

#### **1. Individualized Training of Teachers:**

Instructional supervisors are responsible for the development of teachers' profession in the school they supervise. To this end, to be successful in their task, supervisors need to

prepare a plan initially and organize classes individually necessary to help them to teach and manage their class effectively. In supporting the idea, Moon et al (2006:151) expressed that, staff development as a planned process enhances the quality of pupil learning by identifying and meeting the individual needs of teachers with in a context of the institution as a whole. Therefore, through training, individual teacher can share useful ideas and experiences, acquaint with new teaching methodologies and curriculum innovation. In fact, the process of training should be continued until the teacher acquires self-confidence and is capable of conducting classes independently. Thus, instructional supervisors are expected to develop an effective training program by assessing the training needs and designing training programs to meet those needs.

## **ii. Follow up Training:**

On the basis of strategic, follow up training session need to be organized at the cluster centres. In this training session, problem faced with respect to teaching of different subject and topics, demonstration lesson are presented by the instructional supervisors to obtain a wider scope of teaching methods and techniques (MoE,2004: 60). Therefore, designing and implementing training at cluster level should be given greater attention by the instructional supervisors to promote experience sharing and problem solving skills.

## **iii. Mentoring**

Mentoring is part of collegial supervision aimed at providing support to the newly employed teachers by the experienced teachers working in the school. According to Sullivan and Glanz (2000), mentoring is the process which facilitates instructional improvement where in an experienced educator works with a novice or less experienced teachers collaboratively and non-judgementally to study and deliberate on ways instruction in the class room may be improved. In this case, those being mentored are therefore dependent up on their mentor to help them, to protect them, show them the way and develop more fully their skills. In line with this, Beach and Reinhartz (2000) stated that, the main roles of mentors are to support, assist, and guide, but not evaluate them. They further noted that, mentors should be respected teachers and administrators highly skilled in communicating, listening, analysing, providing feedback, and negotiating.

Moreover, as to Smith (2002), supportive and trusted relationships are “paramount to successfully assessed novice teachers in adjusting to teaching requirements” understand

the context of the work presented and the outcomes that the person or group is working toward and is an advocate for the success of that work. In fact, as to Moonetal(2006: 145), mentoring is a multifaced concept, that is, mentoring gives at one level a positive support by skilled and experienced practitioners who need to acquire complete new skill. Another view of mentoring recognize that growth in teaching is a process over time and the mentor stresses on learning than teaching and engages in co-inquiry to encourage reflection teaching as a process. To conclude, mentors can model a culture of collaboration and collegiality in which best thinking occurs through collective judgement.

#### **IV. Peer Coaching:**

Peer Coaching is “ a confidential process through which two or a more professional colleagues work together to reflect up on current practices, expand, refine and build new skills, share ideas conduct action research, teaches one another (Robbins, 1995). On the other hand, Bowman and McCormick (2000) pointed out that, peer coaching provide opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of informal evaluation. Thus, a coach emphasizes professional action by peers, and is usually used along with clinical supervision. Therefore, teachers have the opportunities to participate in small group sessions, where they ask questions to clarify their perception of teaching and supervision.

During peer coaching, beginning teachers collaborate to develop a shared language, forums to test new ideas about teaching and ultimately expertise (Glickman et al; 1998). Referring the same view, Hosack-Curlin (1993) expressed that, coaching which is built up on a collaborative relationship between observer and the teacher, significantly increase class room utilization of newly acquired skills. Hence, peer coaching utilize teams of teachers who provide daily support and encouragement to each other.

Generally, Glickman et al, (2002) revealed that, to successfully accomplish the objectives of peer coaching it is important to provide training for the teachers on the following issues before its implementation, Understanding the purpose and the procedures of peer coaching., Conducting a pre-conference to determine the focus of observation., Conducting and analysing and observation to distinguish between observing and interpreting classroom event and Conducting post-conference with different approaches for developing action plans.

To sum up, peer coaching featuring collaborative development and practice of new teaching methods and skills in both “work shop” settings and under actual teaching conditions. Therefore, instructional supervisors are expected to take the leading role in facilitating peer coaching program for the improvement of instruction.

## 2.5.2 The Functions of Instructional Supervision

### I. Instructional Improvement

An important activity of instructional supervision process is improving the performance of teachers that involves simplifying work methods, developing and developing cost reduction program and a host of technical and managerial activities that the manager takes to improve the overall performance of the department in general and each teacher in particular (Morgan,1992:218). Mbamba (1992:106) on his part asserted that, the purpose of instructional supervision is to offer personal leadership advice to class room teachers in the area related to the improvement of educational expertise for pupils at the same time emphasis on the development or improvement of professional techniques and procedures. This shows that, instructional supervision mainly focuses on maintaining different element to produce better learning environment and to provide leadership necessary for effective instructional improvement.

Furthermore, Chanyalew (2005) noted that, the aim of instructional supervision is the improvement of the teacher, the growth of pupil and the improvement of the teaching and learning process as a whole. Thus, to effectively enhance instructional improvement in the school, providing the necessary support for the teacher should be a primary agenda of the school. In line with this, Glick et al, (1998:51) noted that, instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching which is largely a process of adult learning through supervision. Similarly, Sargiovanni (2000) stated that if teacher development is to move to center stage in the school improvement process, then schools need to create the kind of supervisory system and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasis collaborative relationship. Good school principal according to Glanz (2005) engage teachers in instructional dialogue and reflective practices so they are equipped to improve the academic performance of their students.



Teachers need supervisors who listen and respond to their needs and concerns. When teachers were made more aware of their own teaching practice, teachers could determine a need for change (Zepeda, 1998). In this case as to Koberts, (2003) the role of supervisor is to serve as facilitator rather than to act as the expert of instruction. He further stated that, the supervisor should be a guide, facilitator or collaborator engaging a teacher in reflective practice.

## II. **Professional Development**

The professional development of a staff is important to cope up with the changing needs of the job. In the school environment, instructional supervision has a major purpose of enriching the educational opportunities of student through professional development of teachers and other staff members. In line with, Look head et al, (1994:113) pointed out that supervisory advice motivate teachers to become more professional to examine their own knowledge and pedagogical practice and strengthen the weakness resulted in the betterment of students performance.

Instructional supervision is an indispensable aspect of human resource management, which applied to teachers, to give more emphasis to their professional development and enrichment of the teaching-learning process (Leap and Crino, 1993:114). This indicates that, teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006:71), teachers, like other skilled workers, benefit from on-the- job training, which is referred to as continuing professional development. Relevant activities in continuing professional development of teachers can include; improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects.

Moreover, continuous professional development is also concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationship 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 (Million, 2010:16). Thus, as Sergiovanni (1995:212) revealed teachers development and supervision go hand in hand. There should be various opportunities for the teachers' professional development. At the school level, professional development should meet the need of both individual teacher and the educational system.

Thus, as Glickman et al, (2004:370) pointed out, for the sake of teachers' professional development the school should have schedules for workshops, staff meetings, and visit other schools.

### **III. Curriculum Development**

One of the major functions of instructional supervisor is curriculum development. Improving every phases of educational program like curriculum revision is the major functions of supervisor (Spears, 1995:9). Similarly, Glickman, (1985:18) said that, curriculum is the core of a school's existence what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher. In fact, the need for curriculum development is for the improvement of instruction. As Glickman et al, 2004:18) stated, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is therefore, necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Furthermore, concerning curriculum development the instructional supervisors provide support and service directly to teachers to help them improve their performance. Such a support enables teachers and supervisors to examine plan for instruction and analyze instruction with reference to what was planned, what happened and what results were achieved (Million, 2010:16).Instructional supervisors seek to provide information about; the relevance of the new curriculum to the need of the society and the learner, the significance and validity of the new study material, the ability of the program to elicit certain teacher and student behavior and the actual outcomes of using a given set of instructional material (Mbamba, 1992:226).To conclude, by understanding how teachers grow most advantageous in a supportive and challenging environment, the supervisor can plan the task of supervision to bring together organizational goals and teachers needs in to a single fluid entity. The unification of individual teachers needs with organizational goals helps to promote powerful instruction and improved student learning.

#### **2.6 The Various Options of Instructional Supervision**

In every school a plan for supervision there could be variety of instructional options. In these days, the trend of supervision also indicates that principals and supervisors are no longer the primary people that can fulfill supervisory duties and responsibilities in the

school in general and in the classroom in particular. Instead, teachers themselves can also play roles in deciding which of the options most sense to them given their needs at the time. To this end, for many years scholars have been looking for new methods and options for effective supervision of teachers. In fact, the method and options identified vary according to the different views of teaching, teachers, and the process of supervision. However, having all these views there is a need to consider and not only depend on a single instructional approach/ option/, but should combine their best characteristics as each process has different qualities that can contribute to the teachers professional growth and development as they want to improve instruction. In relation to this, Sergiovanni and Starratt (2002) noted that, the problems and issues of teaching and learning those teachers find in their practice differ; also teacher's needs and interests also differ. In similar way, in implanting the various options, supervision should also be viewed as process that is equally accessible to all teachers and administrators. Referring the same idea, Benjamin (2003: 23) pointed out that, instructional supervision process must meet the unique needs of all teachers being supervised. Because matching supervisory approaches to individual needs has a great potential for increasing the motivation and commitment of teachers. Therefore, as MoE(2010) indicates basically there are various supervisory approaches that would help in serving individual differences among teachers and educational officials and promote supervision in leading through this difference in seeking different approaches to teacher's inclination and needs. Hence, according to Sergiovanni and Starratt (2002) there are at least five supervisory options to instructional supervision that helps the administrative, curriculum and instruction in educational system, these option are clinical supervision, collegial, self-directed, and informal and inquiry based supervision.

### **2.6.1 Clinical Supervision**

Clinical supervision is an approach which takes place in the classroom setting. It was developed to suggest the concept of face-to-face interaction between the teacher and supervisor. As to Sergiovanni and Starratt (2002) clinical supervisions is a face- to- face contact with teachers with the intents of improving instruction and increasing professional growth. Similarly, Cogan (1973) considered clinical supervision as the rational and practice designed to improve the teacher's classroom performance. Accordingly, clinical supervision gives specific emphasis on supervision related to classroom observation,

analysis of events taking place within the classroom and the in class behavior of teachers and students. Thus, it takes its principal data from the events of the classroom situation.

The primary aim of clinical supervision is therefore providing support to the teachers through identification of problems and seeking for possible solutions. Supporting the idea, Sergivanni (1995:225) asserts that the central objective of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that makes sense to them. Considering similar view, Cogan (1973) also noted that the primary purpose of clinical supervisions is the developments of a professionally responsible teacher who can analyze his/her performance; open up for others to help him/her, and by self- directing. In this case, the role of supervisor is limited to help the teacher to select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. In addition to this, as Cogan (1973) expressed that the purpose of supervisors are also working collaboratively with teachers to provide expert direct assistance to the teachers for the improvement of instruction.

Moreover, the advocates of clinical supervision also believe that the focus of clinical supervision is on collection of descriptive data from detailed observation of the teaching process to guide practice. According to Glickman et al (2004) clinical supervision posses the following unique characteristics such as: it is technology for improving instruction, it is deliberate intervention in to the instruction process, goal oriented, and combining the school needs with the personal growth needs of teachers. Thus, clinical supervision assumes professional working relationship between teachers and supervisors and requires high degree of mutual trust as well as respect. Supervisors and teachers should also collaboratively use the information gathered in the classroom to further plan programs and strategies.

### **2.6.2 Collegial Supervision**

Collegial supervision is moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other's feedback about the observations, and discussing shared profession concerns Allan in (Sergiovanni and Strarrat, 1993:287). Moreover, Sergiovanni and Starratt (2002:246) pointed out that "in collegial or peer supervision teachers agree to work together for their own professional development". It is therefore, teachers are expected to observe each other's classroom so as to give feedback for each

other, share ideas on professional concerns. As Sergiovanni&Strratt, (2007:5) shown in collegial supervision teachers engaged in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or Whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that the student receive.

Furthermore, as Sergiovanni&Starratt (2002:247) explained, collegial supervision extends beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons and provide other support to another. When teachers supervise themselves, principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about "what is going on, how effective it is, and what do we do now?." In supporting this, Sergiovanni (1991:304) stated that the principal should meet individually at least once a year with each team member to discuss his/her professional growth to provide any encouragement and assistance that may be required.

### **2.6.3 Self- Directed Supervision**

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. They asses their own teaching and identify need for improvement. Self-directed supervision is vital for teachers who prefer to work alone or who, because of scheduling or other difficulties are unable to work cooperatively with other teacher. Sergiovanni and Starratt (2002:258-259) viewed self-directed super vision as it is efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options. Moreover, self-directed supervision is particularly suited to competent, experienced teachers who are able to manage their time effectively (Sergiovanni and Starratt, 1993:290-291).Furthermore self- directed supervision is based up on assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and action his or her own (Glickman et al, 2004:190). It is therefore, in self directed supervision the role of the supervisor is little involvement and limited only to assist the teacher in the process of thinking through his or her actions.

#### **2.6.4 Informal Supervision**

Informal supervision is characterized by unplanned, accessional supervisory act sees how teaching is going on. As Sergiovanni and Starratt (2002:261) revealed, informal supervision is comprised of the causal encounters and is characterized by frequent informal visits to teachers' classrooms, conversations with teachers about their work, and other informal activities. Unlike the other options of instructional supervisions, there is no any prior communication and announce the classroom visit in informal supervision. Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, sally & Penny, 1997:138).

#### **2.6.5 Inquiry-based Supervision**

Inquiry-based supervision is the other supervisory option that brings teacher's to work collaboratively to solve problems through conducting action research. According to Sergiovanni&Starratt, (2002:260) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships cause and effects, or of systematically gaining guidance about the nature of a particular problems. Thus, when action research is undertaken as an individual initiative, a teacher works closely with the supervisor in sorting out a problem and developing strategy for its resolution.

Emphasizing this Sergiovanni&Starratt (1993:292-293) pointed out that basic to action research is the belief that individual teachers and groups of teacher's can undertake research to improve their own practice. Its prime purposes to alter the teaching practice of the researcher themselves. Hence, if supervision is to help to solve instructional problems, and improve the teachers' professional skill in dealing with these problems-inquiry-based supervision has a dominate role together with other approaches of instructional supervision.

### **2.7 Current Practice of Instructional Supervision in Ethiopia**

#### **2.7.1 Supervision at School Level**

In the current education system of Ethiopia different stalk holders are assigned to facilitate the work of educational supervision in general and the task of instructional supervision to the classroom level in particular. For this purpose, MoE (1994:36) have illustrated the school principals, deputy principals, department heads, and senior teachers as the actors of

instructional supervisors and has sufficiently listed the role of supervision at the school level as follows:

### **2.7.2 The Roles of School Principals in Supervision**

The school principal in his/ her/ capacity as instructional leader, his/her responsibilities would be: Creating conducive environment to facilitate supervisory activities in the school by organizing all the necessary resources, Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes where and deemed necessary, Coordination of evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large, Coordinating of the staff members of the school and other professional educational educators to review and strengthen supervisory activities and; case the evaluation of the school community relations and the basis of evaluation results strive to improve and strengthen such relations.

### **2.7.3 The Role of Deputy Principals in Supervision**

In addition to providing support to the principal in caring out the above responsibilities, the school vice principal is expected to handle the following responsibilities, Giving overall instructional leadership to staff members, Evaluating lesson plan of teachers and conducting the classroom supervision to ensure the applications of lesson plan and, Ensuring that the curriculum of school addresses the needs of the local community.

### **2.7.4 The Role of Department Heads in Supervision**

The selection of department heads in the school commonly bases experience. Thus department heads have the knowledge; skill and potential to supervise educational activities that takes place in their respective school. Therefore, department heads have the following functions and responsibilities, Coordinating the supervisory activities in their respective department and evaluating teachers' performance, Arranging on the job orientation and socialization of program to newly assigned teachers in the department, Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional out comes; selecting and organizing teaching materials and making them available for use by teachers, Encouraging teachers to conduct action research so as to improve and develop subjects they teach and method of teaching, Organizing model teaching programs for experienced teachers staff

members by imitating senior staff members from the department, Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc. to tackle identified problems of the curriculum ,Encouraging staff members to conduct meetings regularly to make periodic evaluation of their activities and to seek solutions to instructional problems.

## **2.8 The Challenges of Instructional Supervision**

Instructional supervision promotes the efforts towards the achievement of personal as well as organizational goals. Similarly, Galtthorn(2003) supervision is also a service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. It is therefore, the main theme of instructional supervision is to work collaboratively with teachers and support them with all the necessary assistance and guidance for the improvement of instruction. However, there are various problems that could affect the support systems in instructional delivery, the characteristics as well as the overall practice and the conditions in which the supervisors work exert challenges to the smooth functioning of instructional supervision. Thus, this section specifically asses the challenges related to the attitude of teachers towards instructional supervision, lack of training and support, lack of teacher supervisory relationship and lack of educational materials.

### **2.8.1 The Attitude of Teachers towards Instructional Supervision**

Instructional supervision aims at improving the quality of education through improvement of teacher's effectiveness. Research studies on the field such as, Pajak (1998), Ali (1998) and others also explained about the role of instructional supervision to be professional growth and improvement of teaching- learning process in classroom. Thus, teachers' satisfaction as well as their perception has been found to be dependent upon the extent to which they perceive that such supervisory roles meet their expectation. But, as suggested by Pajak (1989:3), problems associated with lack of satisfactory conceptual model of supervisory role seems to have affected teacher satisfaction in the supervisory service rendered. Similarly, Sergiovanni and Starratta (1998) in their part observed that, teachers, encounters with their supervisors lead directly to evaluative judgments based on the skimpiest of evidence. However, teachers need supervisors to actively engage in the provisions of their instructional improvement. But, as suggested by Carron and DeGrauwe as cited in Phlipos (2001:45) the supervisors in frequent visits create an image of a loss of



credibility with teachers. In a similar way, researchers by UNESCO (2007) pointed out that, bitter complaints about supervisors work further include irregular and bad planning of visits not enough time spent in the classrooms and irrelevant advice.

The other factor that impedes the perception of teachers towards instructional supervision is their feeling concerning the issue of trust between teachers and supervisors. In line with this, Johnson as cited in Million (2010:24) indicated that, teachers and supervisors should have a trust between them to develop effective supervision otherwise, when the trust level is low group members will be dishonest and inconsiderable in their communication. This indicates that, a close discussion concerning the overall tasks of instructional supervision could have a considerable impact on the perception of teachers. In fact, all this does not mean that teachers do not appreciate the benefit of supervisory work but rather, that, in their opinion the problem with supervisors is mainly attitudinal one. Moreover, as many of related sources shows, there are considerable reflections of teachers dissatisfaction with the practice of supervision given in the school .These sources also reveals that, teachers feel the importance of an effective system of supervision and assistant from their supervisor while they are teaching. In supporting the idea, Olana (2013:42) revealed that teachers seem to be in line with the supervisors when they feel that supervision work should be more developmental and less control oriented. It is not these teachers who refuse the idea of being controlled: what they dislike is rather the attitude of controllers.

### **2.8.2 Training**

In the process of conducting Supervision the supervisors are expected to be competent in providing both administrative as well as academic support. Thus, supervisors have to update themselves in a continuous and sufficient training to effectively discharge their responsibilities. As Pajak, (1989) revealed a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. To this effect, good training with effective planning and administration promote the potential of the supervisors. However, as Carron and Grauwe (1997) expressed little doubt that advisers, inspectors and other such staff need regular training, but they seldom receive it. They also further stated that, what-ever pattern of recruitment and promotion procedures, supervisors needs regular training but, they are seldom provided with pre- service or in- service training (Olana, 2013:42). Hence this insufficient training for supervisors has its own impact on the

implementation of instructional supervision in the classroom setting. In supporting the idea, Merga (2007:19) revealed that, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of instructional supervision. In general, supervisors want continuous training to carry out the task of supervision. In the absence of training, supervisors may be forced to only depend on their previous experience without putting additional effort for the improvement of the instruction.

### **2.8.3 Lack of Educational Materials**

The presence of instructional materials, supervision guidelines as well as necessary and timely manuals has a significant impact on the practice of instructional supervision. Without knowing the rules, classroom observation procedures and other duties of supervision, supervisory practice could not achieve its objectives. Referring to this, Enaigabe (2009:242) said that, there can be no effective supervision of instruction without adequate instructional materials. As it is also indicated in UNISCO (2007), instructional materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit to a more objective exercise and also, by informing schools and teachers of the issues on which supervisors focus lead to a more transparent process.

Moreover, lack of specific budget for supervision and support can also be taken as a major problems that affects the smooth functions of instructional supervision. As research in UNISCO( 2007 ) indicates, absence of enough budget results the incapability to run supervisory activities effectively MOE (1994:6-7) further stated 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. Hence, provisions of all the necessary educational materials that have a direct impact on supervision should be given apriority to overcome and alleviate the problems associated with instructional materials.

### **2.8.4. Relation Between Supervisors and Teachers**

Supervision must develop and maintain a high level of personnel interaction. A good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional

improvement (Pajak,1998). This indicates that, supervisors without such knowledge will be difficult to function supervision effectively. Furthermore, the supervisors are concerned with communication within a group as a leader depends on better social relationship. Thus, as Million (2010:25) indicated, there should be a good relation between teachers and supervisors. He also further stated that, supervisors have to in opposition to create smooth communication with teachers by organizing intensive in staff training and in-service training in supporting and helping teachers. Thus, creating smooth relationship between teachers and supervisors imply belief in common man, recognition of dignity and worth the individual.

## **CHAPTER THREE**

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

This chapter deals with the research methodology, source of data, the study population sample size and sampling techniques, procedures of data collection, data gathering tools and method of data analysis.

#### **3.1 The Research Method**

The main purpose of this study was to assess the current practice of instructional supervision and to investigate the encountered challenges during the implementation of instructional supervision in Government primary schools of Majang zone. To this end, in order to collect extensive data and to substantiate the finding from different data instruments both quantitative and qualitative with more focus on quantitative approach were employed. The reason for focusing on using quantitative approach was that assessing the current practice of instructional supervision demands the collection of quantitative data. Besides, a quantitative approaches also generates statistics through the use of large scale survey research using methods like, questionnaires (Dawson, 2002). In addition, as Daniel (2004) illustrates quantitative method is vital to describe and explain features of the reality by collecting numerical data on observable behaviors of samples and by subjecting the data to statistical analysis. On the other hand, the qualitative method that constituted interview, open-ended questionnaire and document analysis were used for qualitative data in order to substantiate and triangulate the quantitative data.

### **3.2 Source Of Data**

In order to obtain reliable information about the practice of instructional supervision, both primary and secondary source of data were employed. The primary source of data was collected from instructional supervisors (principals, vice principals, senior teacher, department heads), teachers, Zone and Woreda supervision coordinators. The Secondary source of data was collected by direct access to the education office and record offices of the primary schools to obtain information through document analysis. Document analysis was particularly made whether instructional supervisors have supervision guidelines and

document related to teachers training on supervision, feedback given to teachers by supervisors training related documents given to teachers.

### **3.3 Sample and Sampling Techniques**

The study was conducted in government primary schools of Majang zone, Gambella Regional State. There are two woredas found in the zone namely Godere and Mengesh. Hence, in order to collect reliable data for the study various sampling techniques were employed. To this end, both woredas were included using availability sampling technique. As it is indicated by Majang Zone Education Office, there are about 24 primary schools out of which 12 schools are found in Godere whereas the remaining 12 schools are found in Menegeshe woreda. Therefore, through stratified random sampling 8 (33.3 %) schools four from each woreda were selected. This was done due to the researchers belief that the sample size of 8(eight) primary schools were representative and can help to compose and well found generalization at the end of the study. After selecting sample schools, instructional supervisors, teachers, Zone and Woreda supervision coordinators were identified. Accordingly, from 274 population, that included 204 teachers, 8 principals, 8 vice principals, 8 senior teachers, 32 department heads, 2 Zone supervision coordinators, 4 Woreda supervision coordinators total of 158 (57.6%) samples were selected. Consequently, from the 204 teaching staff of sample schools, 102 (50%) were taken as a sample using simple random sampling techniques particularly (lottery method) to provide equal chance of being selected as a sample of the study. In addition, the researcher belief that the sample of 50% was sufficient to secure the validity of the data obtained from teacher's respondents. The number of sampled teachers from each selected primary schools was determined by stratified random sampling technique.

Moreover, as indicated by Ministry of Education (MoE, 2009:28), due to their responsibility to provide supervision activities for teachers and a direct and close relationship with in schools, the zonal and Woreda supervision coordinators were selected by availability sampling technique. The researcher also assumed that, the coordinators have greater value in the study. As a result, among two Woredas found in the zone, two zonal and four Woreda education office supervision coordinators were selected. Since, the school principals and vice principals are responsible to follow up the overall activities and the work of the other instructional supervisors, all 8(100%) of the school principals were selected through availability sampling technique. On the other hand, instructional

supervisors (vice principals, department heads, and senior teachers) are also responsible to conduct classroom observation and to carry out other supervisory activities in their respective schools. For this purpose, due to the small size population the whole instructional supervisors of the sample schools were taken through availability sampling technique. Thus, 56 (fifty six) instructional supervisors, i.e. (32 department heads, four from each school, 8 vice principals, 8 senior teachers from each schools who were involved in supervision activities were taken as a sample.

Finally, to determine the sample size of teachers for each primary School, the following stratified formula of William (1977) was utilized.

$$n_h = \frac{N h n}{N}, \text{ where, } n_h = \text{sample size of school } h$$

**N<sub>h</sub>**= Population of school h

**n**= Total sample size

**N**= Total population sampled schools

Based on the above stratified formula, the sample size of teachers in each primary school was computed;

1. Akashe primary school (teacher population=42)

$$n = \frac{42 \times 102}{204} = 21$$

2. Tolli primary school (teacher population=30)

$$n = \frac{30 \times 102}{204} = 15$$

3. Hora primary school (teacher population =26)

$$n = \frac{26 \times 102}{204} = 13$$

4. Kabo primary school (teacher population =20)

$$n = \frac{20 \times 102}{204} = 10$$

5. Jein primary school (teacher population= 24)

$$n = \frac{24 \times 102}{204} = 12$$

6. Shone primary school (teacher population= 18)

$$n = \frac{18 \times 102}{204} = 9$$

7. Woninamba primary school (teacher population=20)

$$\frac{20 \times 102}{204} = 10$$

8. Kumi primary school (teacher population =24)

$$\frac{24 \times 102}{204} = 12$$

The sum of the sample size of the above primary schools

$$25+15+13+10+12+9+10+12=102$$

**Table 3: Summary of sample size and sampling techniques**

No	Samples	Population	Sample size		Sampling technique
			No	%	
1	ZED supervision coordinators	2	2	100	availability
2	WEO supervision coordinators	4	4	100	availability
3	Instructional supervisors	56	56	100	availability
4	Akashi primary school teachers	42	21	41.1	stratified random sampling
5	Tolli primary school teachers	30	15	29.4	”
6	Hora primary school teachers	26	13	25.4	“
7	Kabo primary school teachers	20	10	19.6	“
8	Jein primary school teachers	24	12	23.5	“
9	Shone primary school teachers	18	9	17.6	“
10	Woinamba primary school teachers	20	10	19.6	“
11	Kumi primary school teachers	24	12	23.5	“

### 3.5. Instrument and Procedures of Data Collection

#### 3.5.1. Instrument of Data Collection

In order to collect relevant information for the study, the researcher employed the following three instruments. Accordingly, questionnaire, interview and document analysis were used. Two types of questionnaires were used as the main data gathering instruments.

Whereas semi-structured interview and document analysis were used to enrich the data obtained through questionnaire.

#### **3.5.1.1. Questionnaire**

In order to gather the appropriate information about the current practice of instructional supervision in Majang zone, questionnaire was set for the teachers and instructional supervisors in light of the literature reviewed. Questionnaire was preferred as data gathering instrument due to the fact that, it is considered as the heart of a survey operation because large samples can be made use of and, thus, the results can be made more dependable and reliable. In addition, collection of data through questionnaire enables researchers to collect information from a large size of residents within manageable time, and provides a wide coverage of data. (Audrey, 2004:92).

Beside, the questionnaire allows the respondents to respond the questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to bias. Thus, the questionnaires were prepared in English language, because, the researcher believed that the respondents could understand the questions that were developed. The questionnaires consisted of two parts. The first part of the questionnaire was designed to gather information on respondents' demographics such as sex, age, academic qualification, and service years in the teaching task. On the other hand, the second part of the questionnaire was focused on the total number of closed and open-ended items which address the basic questions of the study.

Accordingly, the questionnaires were prepared in terms of closed-ended and open-ended question. For the closed ended questionnaire; a Likert type scale was utilized. This was due to the fact that, a Likert scale enables the researcher to evaluate the extent to which a person agrees or disagrees with the questions. The open-ended questions were prepared with the assumption that it permits the respondents to respond their answer in their own words and gives them freedom in phrasing a reply.

#### **3.5.1.2. Interview**

The interview allows greater depth of response which is not possible through any other means. Hence, the purpose of the interview was to collect more supplementary opinion to substantiate and triangulate questionnaire response. According to Best and Kahn (1993:1999), "the purpose of interviewing people is to find out what is in their mind what



they think or how they feel about something”. Thus, semi structured interview items was prepared for the interviewees because, the semi structured interview is flexible and allows for new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002:195). To this end, in order to acquire detail supplementary information, interview sessions were conducted with 2 zonal and 4 Woreda education office supervision experts and 8 school principals to secure information concerning their experience of supervisory practices. The process of interview was conducted in the Amharic language, and subsequently translated in to English.

#### **3.5.1.3. Document Analysis**

The documents that could be analyzed for this study were file containing supervision checklist, feedback given for teachers, plans of classroom visit, supervision guidelines and other recorded documents in relation to the practice of instructional supervision available at the sample school. In order to get more information on the above contents, the documents were analyzed and enabled the researcher to enrich the information obtained through questionnaire and interview.

#### **3.5.2. Procedures of Data Collection**

On the basis of the basic questions and review of related literature both the questionnaires and interview were prepared. Thus, to obtain relevant information for the research questions raised, the researcher went through services of data gathering procedures. Accordingly, before the actual study was carried out, the data instruments were critically checked and commented by Majang zone education supervision experts, pilot testing the instruments was made in Jein primary school. Therefore, the questionnaires were distributed to 7 teachers and 4 instructional supervisors of the piloted school. As a result based on the given feedback from the zonal education experts and respondents of the piloted school, improvement was affected on four items and modification was also made depending on the comments. Consequently, the questionnaires were administered to the sample respondents after brief orientation about the objectives of the study. In order to increase the quality of the response and the rate of return respondents took the questionnaires to their homes and filled there. Finally, the filled questionnaires were collected from the respondents with the assistant of data collectors.

On the other hand, to obtain detailed information the researcher made discussion with the interviews to arrange a suitable time and place. In addition to this, orientation program was also held with interviews concerning the purpose of the interview and all the necessary efforts were made to establish proper rapport with the interviews. Thus, on the basis of the prepared interviews and the schedule, the zonal and Woreda education office supervision coordinators were interviewed. While interview was being held, to minimize loss of information, the data obtained were carefully recorded and handled in a notebook. Moreover, the data available in document forms related to instructional supervision were gathered from the sample schools as well as zonal and Woreda education offices. The data collected through various instruments from multiple sources were analyzed and interpreted.

### **3.6. Methods of Data Analysis**

In the study, both quantitative and qualitative methods of data analysis were employed. In fact, the analysis of both quantitative and qualitative data was carried out concurrently and integrated. The analysis of quantitative data was carried out prior to the qualitative data.

#### **3.6.1. Quantitative Data**

The quantitative data which were collected through closed- ended items and analyzed through descriptive statistics such as frequency and percentage so as to describe the data collected in research studies and to accurately characterize the variables. The chi-square at 0.05 alpha levels of significance was also applied in addition for interpreting closed-ended questions so as to test and observe the statistical significance difference among the response of teachers and instructional supervisors. In addition to this, the scores of each items were organized, statistically compiled and SPSS version 16.0 was used to compute and obtain the mean value of each item. Moreover, for better analysis the Likert scale was employed to collect and analyze the data since the initial purpose was to give participant more freedom to respond and to identify the extent the respondents agree or disagree.

#### **3.6.2. Qualitative Data**

The data collected through interviews, open- ended questions of the questionnaire and the available documents were analyzed and interpreted qualitatively. The analysis was made

by using narration in way it would complement the quantitative data. In order to analyze the data, the hand written notes of interview were rearranged, categorized in to manageable themes and summary sheets were prepared and changed in to English. Therefore, the analysis and interpretations were made on the basis of the questionnaires and interviews.

### **3.7. Ethical consideration**

In the process of data collection, the researcher considered the ethical aspects which were important to successfully collect the data. Accordingly before proceeding with data collection and analysis, approval was sought from Jimma University. Application for permission to conduct the survey and interviews was directed to the woreda education office and to the sample primary schools of Majang zone from Jimma University. Having the application letter, the researcher asking permission was obtained from the administrative personnel of the participation schools.

The participants were informed about the nature and procedures of the study. In addition, explanation was also made about the purpose of the study, the reason why they were selected, the amount of time that they are involved. They were also informed that their participation was voluntary. Moreover, the researcher could create healthy rapport with respondents explain that their response are decisive for the successful accomplishment of the study. The researcher also expressed that their response will not be used for any other purpose except for academic purpose and remains confidential.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The objective of this study was to investigate the practice of instructional supervision and the challenges encountered during implementation in government primary schools of Majang zone. The chapter has two major parts. The first part deals with the characteristics of the respondents in terms of sex, age, academic qualification, experience while the second part comprises the results of the findings from the data which were gathered through the questionnaire, interview and document analysis and presented, analyzed and interpreted.

#### 1.9. Characteristics of the Respondents

The characteristic of the respondent provides information about the sample population involved in the study. Thus, respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table below.

**Table 4: Characteristics of the Respondents**

No	Item	Category	Respondents			
			Teachers		Instructional supervisors	
			No	%	No	%
1	Sex	Male	82	80.4	48	90.5
		Female	20	19.6	5	9.4
		Total	102	100	53	100
2	Age	20 – 23	16	15.6	4	7.5
		24 – 27	54	53	28	52.9
		28 – 32	20	19.6	17	32
		33 – 37	12	11.7	-	-
		Above 38	-	-	4	7.5
3	Service year	1 – 5	58	56.8	6	11.3
		6- 10	20	19.6	23	43.3
		11 – 15	14	13.7	19	35.8
		16 – 20	8	7.8	5	9.4
		21 – 25	2	1.9	-	-
4	Level of education	Diploma	72	70.5	35	66
		First degree Bsc/BA	30	29.4	18	34

As it is indicated in Table 4 of item 1, 82(80.4%) of teachers are males. Among 53 instructional supervisors, 48(90.5%) of them are males. This implied that, the participation

of both sexes found to be not proportional. Thus, the number of females in the teaching profession and the position of supervision are much lower compared to males in the sample schools of Majang zone. Similarly, all the interview participants were males. Accordingly, 2(100%) zone supervision coordinators and 4(100%) Woreda supervision coordinators were males. From this, one can understand that the leadership positions of zone and Woreda supervisory service were highly dominated by males. Therefore, female teachers should be encouraged to be a leader and be a role model for primary school female students in the school.

As item 2 of the above Table shows, 54 (52.9%) of the teachers age were found to be in the ranges of 24 – 27 years. Regarding the ages of instructional supervisors, 28 (52.9%) of them were found in the ranges of 24 – 27 years, whereas, 17(32%) and 4(7.5%) of them fall to the ranges of 28 – 32 years. Hence, from this it is possible to say that most of the teachers were found at the younger age. As far as the age of interviewee participants are concerned, all zonal supervision coordinators and 1(25%) of Woreda supervision coordinator were found to be in the ranges of above 38 years. The rest, 3(75%) of Woreda supervision coordinators were found to be in the ranges of 33 – 37 years which is believed to be at their adult ages. Hence, they could be in better positions to provide support for the teachers in improving their professions. On the other hand, large numbers of teachers were found in the young ages.

As depicted in the above table of item 3, 58(56.8%) of teachers were between the service year ranges of 1 – 5 years. On the other hand, 23(43.3%) of instructional supervisors were found in supervisors have respectively 11-15 and 16-20 years of experience. The ranges 6-10 years of experience. 19 (35.8%) instructional supervisors had 11-15 years of experience.

Regarding the education level of teachers and supervisors, 30(29.4%) and 18(34%) of teachers and supervisors respectively had a degree. Whereas, the majority of teacher respondents 72(70.5%) and supervisor respondent 35(66%) had a diploma. Hence, from the data, we can understand that there is no much discrepancy among the teacher and supervisor respondents in their level of education. Hence, educational level of both are same and one

With respect to the education level of interviewees, 4(100%) of Woreda supervision coordinators were a diploma holder, whereas, 1 (50%) of zonal supervision coordinator

have diploma. The remaining 1(50%) of zone supervision coordinator have first degree. From the data, one can infer that there is no much difference between zonal, Woreda supervision coordinators, teachers as well as instructional supervisors in educational level.

### 1.10. Presentation, Analysis and Interpretation of the Finding

This part of the study is dedicated to the presentation, analysis and interpretation of the data gathered from various groups of respondents in relation to the practice and challenges of instructional supervision in government primary schools of Majang zone. The close ended questionnaires were responded to and resulting answers interpreted in terms of frequency and percentage. In addition items across each category were arranged under the rating scales with five points. These five points scale range from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree.

#### 1.10.1. Procedures of Classroom Observation

##### 4.2.1.1. Pre-observation conference

Table 5: Respondents views on the activities practiced before conducting classroom observation

No	Item	Respondents	Responses												Computed X <sup>2</sup>
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Deciding suitable time for observation	Teachers	23	22.5	55	53.9	9	8.8	11	10.8	4	3.9	102	100	5.401
		Supervisors	12	22.6	20	37.7	7	13.2	9	17	5	9.4	53	100	
2	Establishing pre-observation conference on the lesson to be observed.	Teachers	10	9.8	40	39.2	15	14.7	30	29.4	7	6.9	102	100	4.718
		Supervisors	6	11.3	23	43.4	4	7.5	12	22.6	8	15.1	53	100	
		Total	16	10.3	63	40.6	19	12.3	42	27.1	15	9.7	155	100	
3	Arranging discussion on the methodology of the lesson to be observed.	Teachers	21	20.6	55	54.9	6	5.9	16	15.7	4	3.9	102	100	3.269
		Supervisors	11	20.8	23	43.4	7	13.2	9	17	3	5.7	53	100	
		Total	32	20.6	78	50.3	13	8.4	25	16.1	7	4.5	100	10	
4	Analyzing the lesson plan before observation.	Teachers	7	6.9	20	19.6	4	3.9	56	54.9	15	14.7	102	100	4.278
		Supervisors	2	3.8	8	15.1	5	9.4	26	49.1	12	22.6	53	100	
		Total	9	5.8	28	18.1	9	5.8	82	52.9	27	17.4	155	100	

Key; SD, strongly disagree, DA, disagree, UD, undecided, A, agree, SA, strongly agree

As it can be shown in Table 5 for item 1, teachers and supervisors were asked whether or not supervisors decide suitable time for classroom observation. Consequently, 78(78.4%) of teacher respondents and 32(60.3%) of supervisors agreed that supervisors did not make agreement on suitable time before classroom observation. As it is indicated, the computed chi-square value  $\chi^2= 5.401$  is less than the critical value of  $\chi^2= 9.487$  at alpha level 0.05 with four degrees of freedom which shows there is no statistically significance difference among the views of supervisors and teachers on the item. The result of the study shows that supervisors did not make an effort in informing the teachers to arrange suitable time for classroom observation. They instead, conduct classroom observation on the basis of their good will (interest).

As depicted in the same Table item 2, 50(50%) of teachers and 29(54.7%) of supervisors agreed that supervisors did not establish a pre-observation conference in order to create agreement on the lesson to be observed before actual classroom observation. The computed chi-square value  $\chi^2=4.718$  is also lower than the critical value of chi-square  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significant difference between the views of both teachers and supervisors. Thus, the result indicates that supervisors did not focus holding an agreement with teachers on the lesson to be observed before the actual classroom observation.

As it can be seen on Table 5 item 3, respondents were asked whether or not the instructional supervisors discussed with teachers on the methodology of the lesson before the actual classroom observation. Accordingly, 76(74.5%) of teachers and 34(64.2%) of the instructional supervisors reported that the instructional supervisors did not discuss on the methodology of the lesson to be observed. From this result, it is possible to say that instructional supervisors were ineffective in discussing on the methodology of the lesson to be observed. The computed chi-square is lower than the critical value of chi-square  $\chi^2=9.487$  at alpha level 0.05.

As shown in the above Table for item 4, respondents were asked regarding the analyses of lesson plan of the teacher before classroom observation. Consequently, a majority 56(54.9%) of teachers and 26(49.1%) of instructional supervisors agreed that, the lesson plan of teachers was analyzed by the instructional supervisors before the actual classroom observation. The computed chi-square,  $\chi^2=4.278$  is lower than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom, this shows that there is

no statistically significant difference between the views of the two groups. Therefore, from the finding, it is possible to say that the lesson plan of the teachers was evaluated before classroom observation.

Generally, from the result of the chi-square test and the data gathered through interview session with the school principals, it is possible to conclude that instructional supervisors did not make agreement with teachers on deciding suitable time for observation, pre-observation conference on the lesson to be observed and on the methodology of the lesson to be observed. Therefore, the pre-observation conference in the study area was conducted in the absence of teachers' agreement. However, as it is indicated by Ministry of Education (MoE, 2002: 86) classroom observation should be implemented based on a clearly stated criteria and should be known by the teachers before the supervisors carry out the classroom observation.

#### 4.2.1.2. Classroom Observation

**Table 6: Respondents views on the activities of classroom observation**

No	Item	Respondents	Responses												Comput ed X <sup>2</sup>
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Employing observation instruments.	Teachers	20	19.6	46	45.1	3	2.9	22	21.6	11	10.8	102	100	2.137
		Supervisor s	8	15.1	25	47.2	4	7.5	11	20.8	5	9.4	53	100	
		Total	28	18.1	71	45.8	7	4.5	33	21.3	16	10.3	155	100	
2	Observing and taking notes of important points indicating strength and weakness.	Teachers	5	4.9	51	50	3	2.9	30	29.4	13	12.7	102	100	16.311
		Supervisor s	4	7.5	9	17	2	3.8	28	52.8	10	18.9	53	100	
		Total	9	5.8	60	38.7	5	3.2	58	37.4	23	14.8	155	100	
3	Only stressing on issues concerning instructional improvements.	Teachers	23	22.5	55	53.9	4	3.9	14	13.7	6	5.9	102	100	1.846
		Supervisor s	11	20.8	25	47.2	4	7.5	10	18.9	3	5.7	53	100	
		Total	34	21.9	80	51.6	8	5.2	24	15.5	9	5.8	155	100	
4	Observing the lesson from the begging to the end of the class.	Teachers	23	22.5	54	52.9	10	9.8	12	11.8	3	2.9	102	100	5.882
		Supervisor s	12	22.6	19	35.8	8	15.1	10	18.9	4	7.5	53	100	



Key; SD, strongly disagree, DA, disagree, UD, undecided, A, agree, SA, strongly agree

As can be indicated in Table 6 item 1, teachers and supervisors were asked whether or not supervisors employ observation instruments to collect data on lesson being thought. To this end, 46(45.1%) of teachers and 25(47.2%) of supervisor respondents confirmed the non existence of employing observation instruments. The computed chi-square value  $\chi^2=2.137$  is lower than the table value  $\chi^2=9.487$  at significant level 0.05 with four degrees of freedom. Thus, this implies that there is no statistically significant difference between the views of the two groups of the respondents.

Regarding item 2 on the same Table, respondents were asked if supervisors observe and take important points that indicate strength and weakness. The majority 28(52.8%) of supervisors indicated their agreement. Whereas, 51(50%) of teacher respondents revealed their disagreement. The chi-square test indicated that significant difference between the opinions of respondents as the computed chi-square  $\chi^2= 16.311$  is greater than the critical value of the chi-square,  $\chi^2=9.487$  with four degrees of freedom at the significance level 0.05.

As shown under item 3 in Table 6, 55(53.9%) of teachers and 25(47.2%) of supervisors accepted that supervisors only focuses on issues concerning instructional improvement. Accordingly, the computed value  $\chi^2=1.846$  was found to be less than the table value of  $\chi^2=9.487$  with four degrees of freedom at the 0.05 level of significance. This implies that there is no statistically significance difference on the response of the two groups of respondents. Result obtained from open-ended questions also revealed that supervisors give attention only for instructional improvements than considering and understanding teachers feeling. Thus, from this finding it is possible to say that supervisors were not efficient to look in to teachers' feeling. They instead focus only on instructional improvement. This in turn influences the practice of classroom observation.

As indicated in Table 6 of item 4, 54(52.9%) of teachers and 19(35.8%) of supervisors showed their agreements that supervisors did not follow up the lesson carefully from the beginning of the period to the end of the period while the actual presentation is conducted. The computed chi-square value  $\chi^2=5.882$  is less than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the responses of the two groups. The finding indicated that supervisors were in effective to entirely stay in the class while observing the

teacher. In contrast to this, the research finding of Gurnam and Chan (2010:591) showed that the supervisor should be punctual and observe the whole lesson during classroom observation. The purpose of classroom observation is improving the quality of teaching and learning activities in the classroom. Therefore, supervisors should stay in the classroom from the beginning to the end of the period. In this regard, Ministry of Education (MOE, 1994:32) revealed that teaching and learning processes is continuous and holds various activities; observing specific parts of the classroom observation cannot enable to know the detailed performance of the teacher. Interview held with school principals confirmed that classroom observation was conducted together with vice principals and department heads hence due to time constraint and work load they stay during observation for only 5 to 10 minutes. Thus, from the interview and analysis it is possible to say that classroom observation were not properly implemented and supervisors were not employing classroom observation instrument. They also failed to focus on both weakness and strength of teachers while conducting observation.

#### 4.2.1.3. Post-Observation Conference

Table 7: Respondent's views on the practice of post class room observation conference

No	Item	Respondents	Responses												Computed X <sup>2</sup>
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Holding post observation conference.	Teachers	5	4.9	51	50	4	3.9	30	29.4	12	11.8	102	100	5.260
		Supervisors	4	7.5	32	60.4	2	3.8	7	13.2	8	15.1	53	100	
2	The discussion made by supervisors focuses on improvements of teaching and learning process.	Teachers	5	4.9	26	25.5	-	-	57	55.9	14	13.7	102	100	5.236
		Supervisors	4	7.5	10	18.9	2	3.8	28	52.8	9	17	53	100	
3	Providing feedback to the teachers.	Teachers	20	19.6	50	49	15	14.7	12	11.8	5	4.9	102	100	2.586
		Supervisors	7	13.2	24	45.3	8	15.1	10	18.9	4	7.5	53	100	
4	Comparing the expected outcomes with actual outcomes for future improvement.	Teachers	12	11.8	49	48	5	4.9	28	27.5	8	7.8	102	100	2.390
		Supervisors	9	17	29	54.7	2	3.8	10	18.9	3	5.7	53	100	

Key SD, strongly disagree, DA, disagree, UD, undecided, A, Agree, SA strongly agree

The final aspects of classroom observation looked into the post observation activities of the instructional supervisors. From the teachers' and instructional supervisors responses

indicated in table 7 of item 1, 51(50%) of teachers and 32(60.4%) of supervisors claimed that, after classroom observation the instructional supervisors do not hold post observation conference on the data collected during classroom observation. The computed chi-square value  $X^2= 5.260$  is lower than the critical value of  $X^2= 9.487$  with four degrees of freedom at the significance level of 0.05 implying that there is no statistically significance difference among the respondents.

As it can be seen from the above Table 7 item 2, 57(55.9%) of the teacher and 28(52.8%) supervisors asserted that after conducting the classroom observation, the instructional supervisors and teachers' discussion mainly focuses on improvement of the teaching and learning process for that specific classroom visit. The computed chi-square value  $X^2=5.236$  is lower than the critical value  $X^2= 9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significance difference between the response of teachers and supervisors.

From Table 7 item 3 above respondents were asked whether or not immediate feedback is provided to the teachers after classroom observation. Accordingly, 50(49%) of the teachers and 24(45.3%) of supervisors asserted that instructional supervisors do not provide immediate feedback for the teachers as soon as the classroom observation has been taken place. This implies that instructional supervisors were not providing immediate feedback as soon as the observation is completed. The computed chi-square value  $X^2= 2.586$  is lower than the critical value  $X^2=9.487$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference among the opinions of teachers and supervisors respondents. During interview principals revealed that due to time constraints immediate feedback was not given to teachers. The results obtained from document analysis also confirmed that there was no any document related to feedback for the teachers. However, Reinhartz (2000) indicated that, supervisors should give feedback to teachers to facilitate effective pedagogical skill.

With regard to item 4 of Table 7, respondents were asked whether or not instructional supervisors made comparison between the expected outcomes and the actual outcomes and arranging about improvement. Consequently, 49(48%) of teachers and 29(54.7%) of instructional supervisors confirmed the non existence of the practice. The computed chi-square value  $x^2=2.390$  is lower than the critical value of chi-square,  $x^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant

difference among the views of teachers and supervisor's respondents. The primary aim of instructional supervision is to give assistance to the teachers, to growth of students and the improvement of teaching and learning. Therefore, supervision of teachers while they are conducting the teaching task is one of important strategies for supporting them. Classroom observation is one way of gathering data concerning teaching and learning activities in the classroom by taking into account improving teacher's effectiveness, then looking at what is actually happening in the classroom (Jones, 1993:67). Thus, class room observation enables supervisors to identify problems related to classroom instruction. In this regard, instructional supervisors are expected to follow the procedures of classroom observation and effectively collect and respond to the challenges that exist in the classroom.

#### 4.2.2. The Options of Instructional Supervision

Table 8: Respondents views on the Various Options of Instructional Supervision Practiced in their School;

No	Items	Respondents	Responses										Computed X <sup>2</sup>
			VL		L		M		H		VH		
			No	%	No	%	No	%	No	%	No	%	
1	The practice of face to face supervision to enhance classroom performance	Teachers	29	28.4	48	47.1	8	7.8	12	11.8	5	4.9	8.709
		Supervisors	9	17	20	37.7	11	20.8	8	15.1	5	9.4	
2	The practice of informational supervision without consulting teachers.	Teachers	-	-	15	14.7	60	58.8	22	21.6	5	4.9	1.196
		Supervisors	-	-	11	20.8	30	56.6	9	17	3	5.7	
3	The possibility of conducting in built/(peer observation) between teachers	Teachers	24	23.5	38	37.3	18	17.6	14	13.7	8	7.8	2.996
		Supervisors	10	18.9	18	34	7	13.2	12	22.6	6	11.3	
4	The practice of self-directed supervision.	Teachers	20	19.6	50	49	17	16.7	11	10.8	4	3.9	7.674
		Supervisors	8	15.1	19	35.8	9	17	10	18.9	7	13.2	
5	The implementation of inquiry-based supervision through action research	Teachers	23	22.5	55	53.9	4	3.9	14	13.7	6	5.9	6.792
		Supervisors	11	20.8	20	37.7	4	7.5	15	28.3	3	5.7	

Key VL= very low. L= low, M=medium, H=high, VH= very high

As it can be seen in the Table above item 1, respondents was asked on whether or not instructional supervisors are providing support through face-to-face interaction in order to enhance the classroom performance of teachers. Accordingly, 48(47.1%) of teachers and 20(37.7%) of instructional supervisors responded that the practice of face-to face

supervision in their respective school was low. The computed chi-square value  $x^2=8.709$  is lower than the critical value of chi-square,  $x^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significant difference among the two groups of respondents. Thus, from the finding it is possible to say that supervisors are not doing their best to practice and play their role in implementing clinical (face-to-face) supervision. However, the role of supervisors are to help teachers to select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice (Sergiovanni and Starratt, 2002: 226-227).

On the same Table above item 2, respondents were asked to rate their agreement levels on the practice of informal supervision in the school they are working. Consequently, 60(58.8%) of teachers and 30(56.6%) of supervisors confirmed that the practice of informal supervision in their school is medium. The chi-square was calculated to confirm whether or not there is significant difference between teachers and supervisors. To this end, the computed chi-square value  $x^2=1.196$  is less than the critical value of chi-square,  $x^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between teachers and supervisors on the item. Therefore, from the result it is possible to say that the practice of informal supervision by supervisors have relatively given due attention than the other options of instructional supervision in the school they supervise. On the basis of this, Zepeda (2003:35) also pointed out that informal supervision assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

As it is also shown under Table 8 item 3, 38(37.3%) of teachers and 18(34%) of supervisors rated low for the practice of in-built (collegial) supervision between teachers in the classroom for the improvement of teaching and learning process in general and to enhance the performance of teachers in particular. To this end, the computed chi-square value  $x^2=2.996$  is less than the critical value of chi-square,  $x^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between teachers and supervisors on the items.

Regarding item 4 Table 8, 50(49%) of teachers and 19(35.8%) of supervisors responded that there was no any conditions to the experienced teachers to share their best practice through self-directed supervision to assist their colleagues in the classroom setting. As can be seen from the table above for the item, the computed chi-squares value  $x^2=7.674$  is less

than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference between the response of teachers and supervisors respondents. In fact, from the finding it is possible to say that supervisors were ineffective in practicing self directed supervision.

On the above Table item 5, respondents were requested to rate their level of agreements regarding the implementation of inquiry-based supervision through action research. Consequently, 55(53.9%) of teachers and 20(37.7%) of supervisors declared that supervisors did not implement inquiry- based supervision. The computed chi-square value  $\chi^2= 6.792$  is lower than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significance difference between the response of teachers and supervisors. The finding revealed that supervisors are not in the right position to practice and implement inquiry-based supervision.

Generally, from the above finding it is possible to deduce that informal supervision was relatively practiced than the other options and supervisors did not focuses on the individual role of teacher in the teaching and learning process. With regard to the practice of various options of supervision, the interview zonal and Woreda supervision coordinators and school principals explained that they mostly conduct informal supervision. They also indicated that they do not have detail information about the other options of instructional supervision. They were not also given any training related to the options of instructional supervision. On top of this, Ministry of Education (MoE, 2002:31-32) indicated that, it is the responsibility of supervisors to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support and how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002:41) also clearly indicated that teachers are expected to conduct action research in order to enhance the teaching and learning process and thereby improving their profession.

Table 9: Respondent views on the contribution of instructional supervision for teachers

No	Item	Respondent s	Responses												Comput ed X <sup>2</sup>
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Undertaking joint planning of experience sharing program.	Teachers	22	21.6	54	52.9	8	7.8	14	13.7	4	3.9	102	100	4.077
		Supervisors	10	18.9	23	43.3	5	9.4	9	17	6	11.3	53	100	
2	Providing opportunities to visit class and attend workshop.	Teachers	20	19.6	57	55.9	4	3.9	18	17.6	3	2.9	102	100	5.151
		Supervisors	8	15.1	28	52.8	6	11.3	11	20.8	-	-	53	100	
3	Organizing peer coaching techniques of supervision.	Teachers	26	25.5	55	53.9	11	10.8	7	6.9	3	2.9	102	100	2.536
		Supervisors	12	22.6	25	47.2	7	13.2	5	9.4	4	7.5	53	100	
4	Providing information on the utilization of new instructional materials.	Teachers	7	6.9	60	58.8	4	3.9	31	30.4	-	-	102	100	21.923
		Supervisors	-	-	17	32.1	3	5.7	29	54.7	4	7.5	53	100	
5	Organizing mentoring program.	Teachers	16	15.7	67	65.7	4	3.9	13	12.7	2	2	102	100	35.929
		Supervisors	5	9.4	14	26.4	2	3.8	30	56.6	2	3.8	53	100	
6	Arranging environment for instructional improvement of teachers.	Teachers	15	14.7	61	59.8	6	5.9	20	19.6	-	-	102	100	9.345
		Supervisors	10	18.9	22	41.5	5	9.4	13	24.5	3	5.7	53	100	
7	Encouraging teachers to identify and solve instructional problems	Teachers	4	3.9	60	58.8	5	4.9	30	29.4	3	2.9	102	100	18.891
		Supervisors	-	-	15	28.3	2	3.8	32	60.4	4	7.5	53	100	
8	Motivate teachers to achieve their professional goals	Teachers	5	4.9	18	17.6	3	2.9	59	57.8	17	16.7	102	100	1.849
		Supervisors	2	3.8	14	26.4	1	1.9	27	50.9	9	17	53	100	
9	Creating awareness about the benefit of engaging in professional learning.	Teachers	2	2	58	56.9	5	4.9	37	36.3	-	-	102	100	22.139
		Supervisors	2	3.8	13	24.5	1	1.9	33	62.3	4	7.5	53	100	
10	Arranging training programs for teachers.	Teachers	16	15.7	52	51	5	4.9	22	21.6	7	6.9	102	100	1.838
		Supervisors	8	15.1	28	52.8	5	9.4	10	18.9	2	3.8	53	100	
11	Supporting teachers to select appropriate instructional objectives to improve the curriculum	Teachers	23	22.5	55	53.9	7	6.9	12	11.8	5	4.9	102	100	4.584
		Supervisors	13	24.5	20	37.7	6	11.3	9	17	5	9.4	53	100	
12	Assisting teachers to implement new curriculum development	Teachers	20	19.6	50	49	7	6.9	20	19.6	5	4.9	102	100	5.614
		Supervisors	8	15.1	25	47.2	8	15.1	12	22.6	-	-	53	100	

As it can be observed from the above Table for item 1, teachers and supervisors were asked whether or not supervisors support teachers to undertake joint planning of experience sharing program to create cooperative working environment. In this case, 54(52.9%) of teachers and 23(43.3%) of supervisor respondents reported their disagreement that the practices in this regard was poor. Hence, as it can be seen from the table, the computed chi-square  $\chi^2=4.077$  is less than the critical value of chi-square value  $\chi^2=9.487$  at alpha level 0.05 level with four degrees of freedom which shows there is no statistically significant difference among the views of teachers and supervisors respondents on the item. The results of the study illustrates that supervisors did not make effort to support teachers to share their experience.

In similar Table above for item 2, 57(55.9%) of teacher and 28(52.8%) of supervisors responded that instructional supervisors did not provide opportunities to visit class and attend workshop for the purpose of improving the teaching and learning process. Therefore, the data showed that supervisory practice in respect to this is found to be inefficient. The computed chi-square value  $\chi^2=5.151$  is lower than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups of respondents on the item.

As indicated in Table9, item 3, respondents were asked whether supervisors are organizing peer coaching techniques of supervision to enhance the teaching and learning process. Accordingly, 55(53.9%) of teachers and 25(47.2%) of supervisors respondents asserted their disagreement. The computed chi-square value  $\chi^2=2.536$  is less than the critical value of  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This indicates that there is no statistically significant difference between the views of the two groups of respondents. From the result of the findings, it is possible to say that the applications of peer- coaching techniques by supervisors were not satisfactory and hence supervisors could not adequately work to benefit teachers to enhance their professional development.

As shown in the Table item 4, respondents were asked regarding the provisions of information on the utilization of new instructional materials. Consequently, 60(58.8%) teachers disagreed with this statement while, 29(54.7%) of the supervisors claimed the existence of provision of information on the utilization of new instructional materials. A chi-square was computed to test the significance difference between the teachers and



supervisors. Therefore, the result of computed chi-square value  $x^2=21.923$  at alpha level 0.05 with four degrees of freedom is far above the critical value of chi-square,  $x^2=9.487$ . This implies that there is a statistically significant difference among the responses from teachers and supervisors on the issue. In the open-ended items teachers stated that supervisors did not provide information concerning about the utilization of instructional materials.

Regarding Table 9 item 5, both groups of the respondents were asked the extent to which supervisors organize professional development of teachers through mentoring program, with regard to this activity, 67(65.7%) of teachers responded that the activity is never accomplished by supervisors. Whereas, 30(56.6%) of supervisors confirmed their agreement. The computed chi-square value  $x^2=35.929$  is greater than the critical value  $x^2=9.487$  at a significant level of 0.05 with four degrees of freedom. This implies that there is significance difference between teachers and supervisors views concerning the supervisor's role in organizing professional development of teachers through mentoring program. However, as to McBride (1996:15) mentoring is aimed at helping teachers to develop self-confidence and to avoiding unnecessary tension and further malfunction. It is therefore, supervisors are responsible to assist teachers to develop their profession through mentoring programs.

The supervisors and teachers respondents were requested about their views whether the instructional supervisors provide support in arranging conducive environment to enrich instructional improvement on the table item 6. Consequently, 61(59.8%) of teachers and 22(41.5%) of supervisors remarked that they never hold the practice. The chi-square test was calculated to check whether the opinion difference exists among the two groups or not. As a result, the computed value  $x^2=9.345$  is lower than the critical value of  $x^2=9.487$  at a significant level of 0.05 with four degrees of freedom. This implies that there is no significance difference between the two groups of respondents concerning the provisions of support to promote instructional improvement. Hence, it is possible to say that the role of instructional supervisors to promote conducive environment for the purpose of improving instruction is insufficient. On to top of this, Chanyalew (2005) also noted that the aim of instructional supervision is the improvement of the teachers, the growth of pupil and the improvement of the teaching and learning process as a whole. Therefore, in order to bring instructional improvement and to increase student achievement, supervisors are responsible in arranging and creating conducive environment.

As one can see on the Table 9 item 7, respondents were asked to indicate their level of agreement on the role of supervisors in encouraging teachers to identify and solve actual instructional problems. As a result, the majority, 60 (58.8%) of teacher respondents reported that supervisors were not encouraging teachers to identify and solve their instructional improvement. On the other hand, 32(60.4%) of supervisors and 30 (29.4%) of teachers agreed with the presence of the practice. The computed chi-square value for the item  $\chi^2=18.891$  is greater than the critical value of chi-square  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is a statistically significant difference between the opinions of teachers and those of instructional supervisor's respondents on the issue. Thus, from the result it is possible to say that supervisors did not encourage teachers to identify and solve actual instructional problems.

However, instructional supervisors are expected to encourage teachers to identify and solve actual instructional problems confronting them and find ways for improvement. In this regard, Mohanty (1900: 195) confirms that encouraging and arranging meetings is a vital part of supervisor to solve instructional problems, without this supervisor should not be complete. To sum up, from the finding the teacher desire to improve and solve their current and immediate instructional problems through the support of supervisors deteriorated and the supervisors who are supposed to be responsible for such supervisory practices seem to fail to meet a minimum expectation of teachers.

On the above Table 9 item 8, respondents were asked to give their opinion whether or not supervisors motivate teachers to achieve their professional goals. Accordingly, 59(57.8%) of teachers and 27(50.9%) of supervisors respondents witness that they saw such activities from supervisors. Since the computed chi-square value  $\chi^2=1.849$  is lower than the critical value  $\chi^2=9.487$  at 0.05 significant level with four degrees of freedom, there is no significance difference between the two groups of respondents regarding the item. Therefore, from the finding it is possible to say that supervisors were in the right direction to motivate teachers to achieve their professional growth and goals.

Concerning the awareness about the benefit of engaging in professional learning, on Table 9 of item 9, the teacher and supervisor respondents had different views. The majority, 58(56.9%) of teachers revealed that supervisors did not motivate and create awareness about the significance of involving in professional learning. However, 33(62.3%) of the supervisors revealed that teachers are well aware of the benefit of involving in

professional learning. The computed chi-square value  $\chi^2=22.139$  exceeds the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is a statistically significant difference between the views of supervisors and teachers. Hence, we can deduce that teachers did not get awareness about the benefit of involving in professional learning.

As indicated on the above Table of item 10, respondents were requested to rate their agreement whether supervisors benefit through organizing seminars and training programs for their professional growth. Hence, 52(51%) of teachers and 28(52.8%) of supervisors responded as disagree. The computed chi-square test,  $\chi^2=1.838$  is lower than the table value  $\chi^2=9.487$  at a significant level of 0.05 with four degrees of freedom. This shows that there is no a statistically significant difference between the opinions of teachers and supervisors. This further shows that supervisors could not organize seminars and training for teachers' professional development. But, the basic function of instructional supervision is promoting teachers professional development in the school in general and in the classroom situations in particular.

On the basis of this, Pajak(2002) illustrates that the role of instructional supervisors are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill. Thus, the function of instructional supervision in promoting professional development in primary schools of Majang schools was not practiced well. In supporting this, the Woreda and zonal supervision coordinators in the interview session indicated that there was no professional assistance provided by instructional supervisors in organizing seminars and training programs to enhance the professional development of teachers. Thus, it is possible to deduce that the role of instructional supervisors to improve the professional development of teachers is not implemented sufficiently and teachers have got nothing from instructional supervisors concerning their professional development.

As presented in Table 9 of item 11, 55(53.9%) of teachers and 20(37.7%) of supervisors showed their agreements that supervisors did not assist teachers to select appropriate instructional objectives for the purpose of improving curriculum. The chi-square was computed for the item to see whether or not a significance difference exists between the response of the teacher and supervisors. Hence, the computed chi-square value  $\chi^2=4.584$  is lower than the critical value of chi-square  $\chi^2=9.487$ . This implies that there is no

statistically significant difference between the views of the two groups of respondents. This asserted that there is an agreement of teachers and supervisors that instructional supervisors did not help teachers to select appropriate instructional objectives to improve the curriculum.

The supervisor and teacher respondents were requested about their views whether supervisors help teachers to effectively implement new curriculum. To this end, 50(49 %) of teachers and 25(47.2%) of supervisors revealed that they never practiced or observed the activity. The computed chi-square value  $\chi^2=5.614$  is less than the critical value of chi-square,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the views of both respondents. From the finding it is possible to say that supervisors did not help the teachers to implement new curriculum.

The data obtained from the interviewee Woreda and zone experts revealed that the tasks performed by instructional supervisors were ineffective and failed to help teachers to be efficient in the implementation of new curriculum. However, scholars in the field of instructional supervision invariably agree in the paramount importance of supervisory support to teachers in the adjustment of changes in curriculum and its implementation. Emphasizing the vital importance of supervisory support during the change in curriculum and implementation, Pajak (1989:89) underlined that supporting teachers with resource and encouragement is seen as especially important by successful supervisors of instruction during periods of curriculum change. Thus, providing support in the school as well as in the classroom setting is essential throughout the process of change.

#### **4.2.3. Responsibilities of Instructional Supervisors practiced in the School.**

Teacher respondents were requested to respond whether or not instructional supervisors perform their responsibilities effectively to support teachers in improving the teaching and learning program.

Table 10: Views of respondents towards the extent to which principals discharge their responsibilities

No	Item	Responses											
		VL		L		M		H		VH		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Providing support for teachers professional development.	20	19.6	56	54.9	8	7.8	15	14.7	3	2.9	102	100
2	Creating conducive environment for supervision activities	23	22.5	45	44.1	3	2.9	26	25.4	5	4.9	102	100
3	Conducting planned classroom observation	11	10.7	39	38.2	9	8.8	30	29.4	13	12.7	102	100

KEY; 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) 5= Very High (VH).

As it can be seen in the above Table 10 items 1, teachers' respondents were asked whether or not school principals provide support for teachers' professional development. Accordingly, the majorities of respondents 56(54.9%) rated as low. This shows that the school principals were ineffective in providing professional support to the teachers.

On the above Table item 2, respondents were asked to rate their agreement levels on the efforts made by school principals in creating conducive working environment for supervision activities. Consequently, 45(44.1%) of teachers indicated as low. This indicates that the majorities of respondents confirmed their disagreements about the supervisory responsibilities of school principals. In addition to this, the interview with WEO and principals indicated that schools do not have the necessary financial resources to effectively discharge their responsibilities particularly in creating conducive working environment for supervision practice. In this case, Mohanty (1990) also explained that, all teachers need supervisory assistance of varying kinds and amount.

With regard to the views of teachers respondents on principals level of practice in conducting planned classroom observation, 39(38.2%) of respondents rated low. From the analysis it is possible to say that, principals were not conducting classroom observation as

expected. In line with this, Grauwe (2001) stated that many visit take place unplanned; many planned visits cannot be held as for- seen, and schools are difficult to contact because of lack of communication.

Table 11: Respondents views on the role of vice principals

No	Item	Responses											
		VL		L		M		H		VH		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Organizing training programs for teacher's professional development.	24	23.5	48	47	5	4.9	18	17.6	7	6.8	102	100
2	Conducting classroom observation to ensure the application of lesson plan.	18	17.6	52	50.9	3	2.9	24	23.5	5	4.9	102	100
3	Assisting teachers to evaluate texts for future improvement.	17	16.6	55	53.9	12	11.7	14	13.7	4	3.9	102	100
4	Evaluating lesson plans of teachers	9	8.8	25	24.5	6	5.8	54	52.9	8	7.8	102	100

KEY; 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) 5= Very High (VH).

As can be seen on Table 11 item 1, respondents were asked whether or not vice principals organize training program to improve teacher's professional development. The majority, 48(47%) of respondent rated as low. From the result, it can be observed that vice principals were not committed to organize training programs to enhance teachers professional development.

Concerning item 2 in the same Table the efforts of vice principals in conducting classroom observation was rated by teacher respondents. Accordingly, 52(50.9%) of respondents confirmed as low. Thus, according to their views, vice principals did not regularly conduct classroom observation to ensure the application of lesson plan. In light of the above analysis, Ministry of Education (MOE, 1994:32) in its supervision manual indicated the necessity of continuous classroom observation in enabling teachers to evaluate their routine tasks and helps to improve their performance. Similarly by supporting the above

idea, Sergiovanni and Starratt (2002:28) revealed that, a continuous observation or formative observation should be undertaken for teachers before a final assessment made.

On the above Table item 3, 55(53.9%) of respondents confirmed that the practice of assisting teachers to involve and evaluate texts for the purpose of future improvement by their vice principals was low. This indicates that teachers did not have support from their vice principals to involve and evaluate texts for further improvement and they were not efficiently committed to themselves to discharge their responsibilities in supporting teachers. In fact, during the interview program principals indicated that due to lack of budget, supervisors could not organize training program at the school level for the improvement of teachers professional development. They also further added that, the negative perception of teachers towards instructional supervisors impose challenges to regularly conduct classroom observation. The absences of instructional manuals have also its own challenge to clearly indicate the job description of instructional supervisors and thereby to discharge their responsibilities.

As depicted in Table 11 item 4, the majorities 54(52.9%) of teachers confirmed that vice principals were well devoted in evaluating lesson plans of teachers as they rated their response as high. Hence, vice principals evaluate the lesson plan of teachers.

Table .12 Views of respondents towards the extent to which department heads discharge their responsibilities:

No	Item	Responses											
		VL		L		M		H		VH		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Providing support for teachers to conduct action research.	28	27.4	48	47	19	9.8	14	13.7	2	1.9	102	100
2	Organizing conference to tackle instructional problems	16	15.6	44	43.1	6	5.8	26	25.4	10	9.8	102	100
3	Arranging on- the- job orientation program to the newly assigned teachers.	22	21.5	46	54.9	12	55.7	8	7.8	4	3.9	102	
4	Conducting regular meetings with teachers of department to evaluate their activities.	10	9.8	36	35.2	16	15.6	29	28.4	11	10.7	102	100

KEY; 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H) 5= Very High (VH).

On the above Table 12 item 1, respondents were requested to indicate their level of agreements regarding the effort of their department heads in providing support for them to conduct action research. Consequently, 48(47%) of teacher indicated their response as low. This implies that department heads could not properly made effort to provide support for the teachers to conduct action research in the school. However, as indicted by Ministry of Education (MOE, 2006:25) in the process of supervision supervisors should find the solution for the teaching and learning problems encountered by teachers and teachers are also expected to conduct action research in order to enhance the teaching and learning process.

Regarding item 2 in the same Table, teachers were asked to show their agreements concerning the attempt of department heads in organizing conference and meeting to solve instructional problem. Thus, 44(43.1%) of respondents revealed that the attempt made was low. This shows that the effort of department heads in organizing conference and meeting for teachers to solve instructional problems was low.



From Table 12 item 3 above, teachers were asked whether department heads arrange on the job orientation program to the newly assigned teachers. Consequently, 46(54.9%) of the respondents rated as low. This revealed that on the job orientation program to the newly assigned teachers by the department heads were ineffective.

In the last item of the above Table, teacher respondents were requested to give their opinion concerning regular meeting with teachers of department to evaluate their activities. As a result, 36(35.2%) of them rated as low, from this result, it is possible to say that the effort of department heads in practicing regular meetings with other teachers among the respective department members to evaluate issues related to teaching and learning activities was low.

#### **4.2.4. The Challenges of Instructional Supervision**

When the activity of instructional supervision is carried out properly, it enhances the efforts towards achieving personal as well as organizational goals. However, the support system in education delivery, the perception of teachers and the condition with in which supervisors work can contribute to the failure of the mission. In light of this, in the table below respondents were asked to rate their agreement on the expected major challenges that could possibly affect instructional supervision in the primary schools of Majang zone.

Table .13 Views of respondents on the challenges of instructional supervision

No	Items	Respondents	Responses												Comput ed X <sup>2</sup>
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Teachers consider supervisors as a fault finder.	Teachers	10	9.8	20	19.6	8	7.8	49	48	15	14.7	102	100	1.087
		Supervisors	5	9.4	14	26.4	3	5.7	24	45.3	7	13.2	53	100	
2	Teachers believe that instructional supervisor contribute nothing for their professional growth.	Teachers	8	7.8	48	47.1	12	11.8	30	29.4	4	3.9	102	100	33.954
		Supervisors	-	-	6	11.3	7	13.2	28	52.8	12	22.6	53	100	
3	Supervisors regularly conduct classroom visit	Teachers	23	22.5	55	53.9	4	3.9	14	13.7	6	5.9	102	100	1.846
		Supervisors	11	20.8	25	47.2	4	7.5	10	18.9	3	5.7	53	100	
4	Teachers perceive that supervisors mostly stresses on administrative tasks.	Teachers	4	3.9	15	14.7	12	11.8	45	44.1	26	25.5	102	100	2.638
		Supervisors	-	-	10	18.9	7	13.2	24	45.3	12	22.6	53	100	
5	Supervisors are incompetent to provide support for teachers.	Teachers	4	3.9	16	15.7	5	4.9	53	52	24	23.5	102	100	3.047
		Supervisors	3	5.7	14	26.4	2	3.8	23	43.4	11	20.8	53	100	
6	Supervisors have not taken relevant training.	Teachers	7	6.9	15	14.7	9	8.8	51	50	20	19.6	102	100	1.619
		Supervisors	5	9.4	8	15.1	2	3.8	28	52.8	10	18.9	53	100	
7	Supervisors have smooth relationship with teachers.	Teachers	17	16.7	50	49	11	10.8	16	15.7	8	7.8	102	100	3.446
		Supervisors	8	15.1	27	50.9	3	5.7	13	24.5	2	3.8	53	100	
8	Supervisors assist teachers to freely discuss their problems	Teachers	30	29.4	50	49	10	9.8	8	7.8	5	4.9	102	100	4.055
		Supervisors	13	24.5	26	49.1	9	17	7	13.2	4	7.5	53	100	
9	Teachers feel anxiety due to inadequate communication skill	Teachers	2	2	34	33.3	9	8.8	57	55.9	-	-	102	100	5.149
		Supervisors	2	3.8	16	30.2	11	20.8	24	45.3	-	-	53	100	
10	There are experienced and qualified supervisory personnel	Teachers	28	27.5	55	53.9	12	11.8	5	4.9	2	2	102	100	2.272
		Supervisors	18	34	25	47.2	6	11.3	4	7.5	-	-	53	100	
11	There is inadequate budget for supervision activities	Teachers	6	5.9	13	12.7	26	25.5	51	50	15	14.7	102	100	2.125
		Supervisors	3	5.7	7	13.2	12	22.6	24	45.3	9	17	53	100	
12	There is shortage of relevant supervision manuals and guidelines	Teachers	6	5.8	14	13.7	4	4	56	54.9	22	21.5	102	100	4.434
		Supervisors	6	11.3	9	17	-	-	30	56.6	8	15	53	100	

Key SD, Strongly disagree, DA, Disagree, UD, Undecided, A, Agree, SA, Strongly agree

As it can be indicated in Table 13 item 1, respondents were asked whether teachers consider supervisors as a fault-finder or not. Accordingly, 49(48%) of teachers and 24(45.3%) of supervisors respondents agreed on the existence of the opinion. The chi-square test was also calculated to check whether significance difference in opinion exists between the study groups. Accordingly, the computed chi-square value  $\chi^2=1.087$  is far below the critical value of chi-square,  $\chi^2=9.487$  at 0.05 level of significance with four degrees of freedom. This implies that there is no significance difference in opinions of the two groups of respondents. In addition to this, the zonal, WEO and principals during interview confirmed that teachers are not willing to be supervised by supervisors. They also added that teachers sometimes showed resistance against the supervisory activities. They consider supervisors as inspectors and only focus on weak points.

As it is also shown in the above Table item 2, respondents were requested to rate their agreement on the perception of teachers regarding the contribution of instructional supervision for their professional development. As a result, 48(47.1%) of teachers responded disagree whereas, 28(52.8%) of supervisors agreed on the issue. The chi-square test was calculated to check whether significant difference in views exist between the study groups. Accordingly, the computed chi-square value  $\chi^2=33.954$  is greater than the critical value of chi-square value,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is significant difference in opinions of the two groups on the item. During interview as one of the school principal and WEO indicated that teachers always view supervision as a system only organized to control the teachers overall activities than provisions of pedagogical assistance.. Thus, from the analysis it can be concluded that teachers have low perception towards instructional supervision which adversely affect the practice of instructional supervision in the schools.

With regard to Table 13 item 3, supervisors and teachers were asked to show their agreement concerning whether or not supervisors conduct regular classroom visit to improve the instruction. Accordingly, 55(53.9%) of teachers and 25(47.2%) supervisors indicated their disagreement. This shows that supervisors did not regularly conduct classroom visit. The chi-square value  $\chi^2=1.846$  is lower than the critical value  $\chi^2=9.487$  implying that statistically there is no significant difference among teachers and supervisors respondents. In order to enhance the teaching and learning process and increase teacher's

class room performance regular classroom visit is highly significant. Emphasizing this, Ministry of Education (MOE, 1994:32) in its supervision manual indicated, the necessity of continuous classroom observation to enable teachers to evaluate their routine tasks and helps to improve their performance.

As can be seen on the above Table item 4, respondents were asked whether or not supervisors give due attention to administrative tasks than pedagogy. Hence, 45(44.1%) of teachers and 24(45.3%) of supervisors indicated their agreement. The computed chi-square value also confirmed this idea as  $\chi^2=2.638$  is less than the critical value of  $\chi^2=9.487$  with four degrees of freedom at 0.05 significance level. Similarly, in the open-ended questions teachers revealed that supervisors are mostly active to take measures than providing guidance to them. On the other hand, as one of the zone and woreda supervision coordinators during interview revealed that due to lack of awareness supervisors mainly stress on administrative tasks than providing pedagogical support. Hence, the above result confirmed that supervisors were only concerned with other routine activities which were not related to pedagogical activities. Supporting the idea, (UNESCO, 2007) illustrates that supervisors are over burdened with routine administrative tasks some of which have little or nothing to do with their official job description, consequently, the time that they can devote to pedagogical support and advice become limited.

With regard to the views of supervisors and teachers respondents on the level of competence of supervisors to help teachers, the majority 53(52%) of teachers and 23(43.4%) of supervisors asserted that supervisors were incompetent to properly carryout their responsibility. The chi-square value of,  $\chi^2=3.047$  is lower than the critical value of chi-square  $\chi^2=9.487$  at alpha level 0.05with four degrees of freedom. This shows that there was no statistically significant difference on the response of teachers and supervisors. Thus, from the finding it is possible to conclude that the practice of instructional supervision in the Majang zone was impeded by absence of competent supervisors. As result teachers have negative perceptions towards instructional supervision.

As in Table 13 item 6 indicated, respondents were asked to rate their level of agreements concerning the existence of adequate and relevant workshop as well as training for supervisors. Consequently, 51(50%) of teachers and 28(52.8%) of supervisors claimed that supervisors have not taken relevant training to discharge their responsibilities. The computed chi-square value  $\chi^2=1.619$  is less than the critical value of chi-square,  $\chi^2=9.487$

at alpha level 0.05 with four degrees of freedom which shows there is no statistically significant difference on the response of both groups of respondents. One of the school principal also explained that instructional supervisors did not have taken relevant training on how to implement observation and apply supervision activities at the school level in general and in the class room setting in particular.

Similarly, the response taken from one of Woreda experts and school principals also confirmed that there was no any training program organized for instructional supervisors. In the same way, due to lack of transportation, finance and skilled human power in the area of supervision they did not make any attempt to train supervisors. Accordingly, Carron and Grauwe (1997) stated that another issue of concern in the area of supervision is whether supervisors are given enough training to properly function their task. They expressed little doubt that supervisors need regular training, but they seldom receive it. The result of document analysis also indicates that document related to training was not found in all sample schools of Majang zone. From this analysis and the data gained from interview and document analysis it is possible to say that supervisors in primary schools of Majang zone were made to be involved in the complex task of supervision without having any prior training. Thus, the activity of supervision might have been challenging to both teachers and supervisors. Coinciding with this, the result finding of Alhammed (2000:21) indicated that the absence of training for instructional supervisors adversely influence the practice of instructional supervision.

According to Table 13 item 7, about 50(49%) of teachers and 27(50.9%) of supervisors did not agree on the effort of supervisors to create smooth relationship among teachers. The chi-square value for the item  $\chi^2=3.446$  is lower than the table value of chi-square  $\chi^2=9.487$  at 0.05 significant levels with four degrees of freedom. This shows that there is no significant statistical difference between the views of both groups of respondents. Thus, from the finding it is possible to say that absence of smooth relationship between teachers and supervisors create difficulties to effectively implement instructional supervision in the study area. However, supervisors are expected to exert their effort to create smooth relation with teachers and among themselves. In supporting this, Pajak (1989:112) pointed out that the best mechanisms by which supervisor nurture this norm of collective responsibility for the improvement of instruction is making smooth relation. Similarly, the response gathered from the interview confirmed that teachers feel sad when they come across with supervisors and they always consider supervisors only responsible to take and

report their weak sides. Teachers in the open-ended question also asserted that the school principals and Woreda experts are not positive to listen their concern and always prefer to reflect their dominance.

On the same Table item 8, respondents were requested to give their views whether supervisor support teachers to freely discuss their problems to them. Regarding this, the majority 50(49%) of teacher and 26(49.1%) of supervisors did not agree on the practice. The computed chi-square value  $\chi^2=4.055$  is lower than the table value of  $\chi^2=9.487$  at 0.05 significant levels with four degrees of freedom. This implies that there is no significant difference between both respondents.

Teachers and supervisors were requested whether or not teachers develop (feel) anxiety due to inadequate communication between their supervisors. Thus, the majority 57(55.9%) of teachers and 24(45.3%) of supervisors reported the existence of the feeling of anxiety. The computed chi-square value  $\chi^2=5.149$  is lower than the critical value of  $\chi^2=9.487$  which implies that there is no significant difference among the response of both groups. Similarly, during the interview the principals said that due to their internal feeling, teachers always develop anxiety and they are not willing to smoothly reflect their concern as the supervisors did. In addition to this, as one of Woreda experts indicated that teachers consider supervisors including them as controller and they negatively feel while looking at supervisors. In light of this, Pajak(1989) pointed out that good supervisor is one who is capable of communicating and making teachers free in order to provide necessary guidelines and assistance for professional improvement.

Concerning the presence of experienced and qualified supervisory personnel, on item 10 of Table 13, respondents were asked their opinions. As a result, 55(53.9%) of teachers and 25(47.2%) of supervisors reported that supervisors are not experienced in supervision activity. With regard to item of the same table, the computed chi-square value  $\chi^2=2.272$  is less than the table value of  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference among the two groups of respondents' opinions on the item. Similarly, zonal and Woreda supervision experts during interview said that all supervisors were graduated in teaching and they did not take any related courses with supervision practice and hence they lack qualification in the area of supervision. As one of school principal revealed that most instructional supervisors lack experience and there was no as such difference between teachers and supervisors.

Considering this, Ross-Gordon (2007) pointed out that instructional supervision requires necessary professional skills and experience in helping and guiding teachers as the ultimate end is to increase opportunity and the capacity of schools to contribute more effectively students' academic success. As it is also shown in respondents' characteristics most of the instructional supervisors have low work experience in supervision service. They were also qualified in other fields of specialization. Generally, from the finding and the data collected from principals and Woreda experts it is safe to say that lack of qualified and experienced supervisors create challenge on the practice of supervision in primary schools of Majang zone.

On item 11 of the above Table, respondents were requested to indicate their degree of agreements concerning the shortage of budget for the practice of instructional supervision. To this effect, 51(50%) of teachers and 24(45.3%) of supervisors confirmed that there is lack of budget to effectively function supervision. Hence, it is possible to conclude that adequate budget was not allocated for supervision programs. The computed chi-square value  $\chi^2=2.125$  is lower than the critical value of,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the views of teachers and supervisors. Moreover, during the interview session and open ended questions respondents revealed that lack of budget for supervision practice impose challenges to smoothly guide and assist teachers. From this finding it is possible to say that lack of adequate budget adversely influence the proper implementation of instructional supervision in the primary schools of Majang zone. In the same way, Merga(2007) states that budget is not allocated for the supervisory program and this in turn constrains supervisors' effort of devoting continuous period of time to guide, help and support individual teachers.

In the last item of the above Table for item 12, respondents were asked to check the existence of lack of supervision manuals and guidelines in their schools. As a result, the majority 56(54.9%) of teachers and 30(56.6%) of supervisors confirmed that there was lack of supervision manuals and guidelines. The chi-square test was calculated to ensure whether significant difference exists among the views of both respondents. To this end, the computed chi-square value  $\chi^2=4.434$  is less than the critical value of,  $\chi^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significant difference between the views of teachers and supervisors. As one of WEO experts

confirmed that the shortage of recent guidelines and manuals are facing challenges on how to run and direct instructional supervision in the classroom setting.

In the open-ended question both teachers and supervisors suggested the following as a solution to the problems that encounters supervision activities. Accordingly, to enhance the technical skills of supervisors, the school principals together with Woreda and zonal supervision coordinators should give necessary training and awareness at the school level. They also stated that the ZEO and WEO should respond to the problems teachers are facing. In order to discharge the activity and achieve the desired results concerned bodies should provided timely guidelines and manuals for supervisors. On the other hand, the ZEO, WEO and the school principals during interview explained that the regional education bureau should give greater attention for supervisors' activities and should provide timely training, guidelines and manuals for the experts. They further stated that teachers should also consider the task of supervision activities as designed to provide and help them to enhance their professional growth. Moreover, to provide supervision activities as needed transportation facilities should also be provided by the concerned Woreda and regional experts. In order to provide and enhance the capacity of instructional supervisors' adequate budget should also be allocated for supervision practice as they have indicated.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is dedicated to the discussion of the study findings. It begins with a brief Overview of the study, a summary of the results, the conclusion and recommendation.

Instructional supervision is a means to an end of curriculum development, professional development of the teacher and the improvement of student learning through teachers' improvement of classroom teaching and learning activities. Hence, instructional supervision helps teachers to be competent in their teaching learning activities; it supports them to look for appropriate strategies for the betterment of students. Therefore, the main purpose of this study was to assess the status of the practice of instructional supervision in government primary schools of Majang zone. To address this purpose, basic research questions related to the practice of instructional supervision in primary schools were raised.

- 1 To what extent is the instructional supervision effectively implemented in relation to classroom observation?
- 2 To what extent supervisors implement the various options of instructional supervision in primary schools of Majang zone?
- 3 What contributions do teachers gained from instructional supervision?
- 4 To what degree instructional supervisors discharging their responsibility?
- 5 What are the challenges prevailing in the implementation of instructional supervision?

In order to address the basic questions, relevant and related literature was reviewed. To this effect, the study was conducted in 8(eight) government primary schools of Majang zone. Consequently, 102 teachers and 56 instructional supervisors were selected as a sample by using stratified random sampling and availability sampling techniques respectively. Two Zonal and four Woreda education office supervision coordinators were taken as a sample through availability sampling techniques. Eight (8) school principals were also included in the study through stratified sampling techniques. The study employed both primary and secondary sources of data. The data was gathered through both quantitative and qualitative data collection tools. The quantitative data were collected through questionnaire (both open- ended and closed-ended).While, the qualitative data were collected using interview and document analysis. Accordingly, 102 copies of

questionnaires were prepared and distributed for teachers and 56 questionnaires for supervisors. However, three supervisors did not return the questionnaire. On the other hand, for qualitative data, interview sessions were conducted with the zonal and Woreda education office supervision coordinators. Semi structured interview was also conducted with school principals of the sample schools.

The data obtained from the respondents were analyzed and interpreted by using statistical tools including, percentage and frequency. The chi-square test was also utilized to check the statistically significance differences between the opinions of the respondents at the 0.05 alpha levels through the assistance of computer SPSS program version 16.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document analysis were analyzed by narration. Hence, on the basis of review of literature and analysis of the data, the major findings of the study are summarized as follows:

#### **5.1 SUMMARY OF MAJOR FINDINGS**

1. Concerning the procedures of classroom observation the majority of the respondents confirmed that instructional supervisors were not effective in practicing the pre-classroom observation. The pre-classroom observation was carried out without deciding suitable time and pre-observation conference with teachers on the lesson to be observed. Instructional supervisors did not also make any agreement on the methodology of the lesson to be observed.
2. Regarding the classroom observation conference, the majority of the respondents revealed that supervisors did not employ observation instrument, concerning taking important points both respondents have different views. The majority of teacher respondents asserted that supervisors only focus on weak points. Whereas, the majority of supervisors revealed that they stress on both weakness and strengths. Moreover, as the majority of respondents revealed, supervisors did not observe the lesson from the beginning to the end of the class.
3. The finding of the study also showed that supervisors were not holding post-observation conference, did not provide immediate feedback to the teachers and did not compare the expected outcomes with the actual outcomes of the result for future improvement.
4. Regarding the practice of the options of instructional supervision, the majority of respondent showed that instructional supervisors were not capable enough to utilize all

the options of instructional supervision. Thus, as the majority of respondents indicated that among the various options of supervision informal supervision was relatively more practiced in their school.

5. The contribution of instructional supervision in promoting teachers professional development in primary schools of Majang zone were ineffective. The majority of the respondents confirmed that instructional supervisors failed to undertake joint planning of experience sharing program, to provide opportunities to visit classes, to attend workshop, and in organizing peer coaching techniques of supervision. The majority of the respondent also asserted that instructional supervisors were not efficient to benefit teachers through provision of information, on the utilization of new instructional materials, in organizing professional development of teachers through mentoring programs, in creating conducive environment for teachers for the improvement of instruction. Furthermore, the majority of respondent also confirmed that instructional supervisors were not effective in encouraging teachers to identify and solve actual instructional problems, in motivating teachers and arranging short- term training programs, in providing necessary support for teachers to select instructional objectives, to improve curriculum and assisting them to implement new curriculum development.
6. The finding of the study showed that the school principals in the sample schools were not efficient in providing support for teachers' professional development, in creating conducive working environment and in conducting planned classroom observation.
7. Regarding the role of vice principals, the majority of teachers replied that the school vice principals did not organize necessary conference and training programs at the school level. Similarly, they did not conduct regular classroom observation to ensure the application of lesson plan, did not involve teachers to evaluate texts for future improvement and they also failed to evaluate lesson plans of the teachers.
8. Concerning the supervisory responsibilities of department heads, the majority of teacher respondents confirmed that department heads were not effective in helping teachers to conduct action research, in organizing conference and meeting, in arranging on the job orientation programs to the newly assigned teachers, in conducting regular meetings with teachers of department in order to evaluate their activities.
9. Regarding the challenges that influence instructional supervision, the majority of teachers and supervisors responded that: teacher's views supervisors as a fault- finder, absence of adequate contribution for the professional development of teachers from the side of supervisors, lack of regular classroom observation, and supervisors' focus on

administrative tasks than pedagogical support were found to be the challenges. In the same way the respondents confirmed that, incompetence of supervisors to render necessary support, absence of timely and relevant training as well as workshop, lack of relationship between teachers and supervisors, the scarcity of experienced and qualified supervisors, shortage of adequate budget and lack of support like relevant instructional supervision manuals, guidelines and checklists in the schools were found to be the major challenges that hinder the practice of instructional supervision in the study area.

The data obtained from the interview with WEO and principals and the open ended question items disclosed that shortage of incentives for the supervision, absence of moral support from concerned personnel, teachers lack of interest to be supervised because they are not properly get their salary and the supervisors failure to provide necessary awareness about supervision were also considered as challenge that influence the activities of instructional supervision in the schools found in Majang zone.

## **5.2 CONCLUSION**

The aim of instructional supervision is the improvement of classroom instruction and promoting growth of student learning through the improvement of teacher's professional

growth. Hence, to achieve the intended objective of instructional supervision and to observe student learning, instructional supervisors are expected to practice continuous classroom observation. In the process of classroom observation, the supervisor together with teacher should establish mutual agreement on the overall practice of classroom observation. However, the finding of this study showed that instructional supervisors were not following the necessary procedures of classroom observation accordingly. As a result, instructional supervisors has found to be in short of competence to properly practice classroom observation procedures and failed to improve the teaching and learning process and improvement of teacher's professional growth.

Supervision in a modern sense is guiding, supporting, assisting, sharing idea and coordinating efforts for the improvement of teaching and learning through teacher's professional growth. For this purpose, the utilization of different supervisory options of instructional supervision on the issue of teaching and learning process can have greater role to enhance the professional development of teachers and instructional improvement. However, the finding of the study showed that, instructional supervisors were not effective in practicing different options of instructional supervision suited with the interest and development of teachers. Thus, it is possible to conclude that instructional supervisors were not properly practiced the options (alternatives) of supervision for the improvement of teachers professional development in primary schools of the study area.

The purpose of instructional supervision is to enable teachers to be effective and assist them to enhance their professional competence and there by improve the overall teaching and learning process. Thus, instructional supervisors are expected to make teachers professionally competent through various strategies of instructional supervision. However, as the finding of this study revealed instructional supervisors were ineffective to contribute and benefit the teachers. From this, it is possible to conclude that instructional supervisors failed to play their role to contribute for the professional development of teachers. Thus, instructional supervision did not provide benefit and contributes for teachers' professional development in primary schools of Majang zone.

The success and effectiveness of instructional supervisors are largely dependent on the extent to which they discharge all their responsibilities as expected. Hence, instructional supervisors are expected to work and establish a culture that enhances professional development through short term training and interaction among teachers through direct

assistance, group development. However, the finding of this study revealed that the instructional supervisors were inefficient in providing the professional development for teachers. From this finding, it is possible to conclude that instructional supervisors failed to practice their responsibilities to contribute to the professional development of teachers in primary schools of Majang zone.

As the result of the study revealed, instructional supervision practices were affected by various problems; such as the negative perception of teachers, absence of regular classroom observation, the focus of supervisors on administrative tasks than pedagogical support, absence of relevant training for supervisors, lack of communication and relationship between teachers and supervisors. In addition to this, in availability of experienced and qualified supervisors, insufficient allocation of budget to carry out supervisory activities and shortage of supervision manuals and guidelines were also major factors that affect instructional supervision. As a result, instructional supervision service could not be practiced effectively in providing professional support for teachers and for the effectiveness of teaching and learning process in the primary schools of Majang zone.

### **5.3 RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are forwarded to improve the practice of instructional supervision in primary schools of Majang zone.

Classroom observation is mainly aimed at improving the classroom instruction in order to see the progress of teachers and students to achieve the desired teaching objectives. To this end, supervisors should facilitate ways for teachers to deal with on the time of observation, instrument, methodology and the procedures to be taken as well as all the activities before the actual classroom observation. Therefore,

- ❖ Instructional supervisors should give priorities for planning and mutual agreement with the teachers and should also create awareness about classroom observation.
- ❖ Supervisors should also employ different strategies together with WEO that enable them to collaboratively work with teachers for the improvement of instruction.
- ❖ The school principals and Woreda supervision office should guide and provide direction for instructional supervisors to practice all the options of supervision according to the interest of teachers and classroom setting.
- ❖ Zone Education Office and Woreda Education Office should provide support and capacitate the performance of supervisors to benefit teachers.
- ❖ The school principals and woreda education office should also consult and organize continuous meeting with teachers in order to assess the contribution gained from their instructional supervisors.
- ❖ The school together with Zone Education Office and Woreda Education Office should assign experienced and competent teachers for supervision practice.
- ❖ Woreda Education Office should make efforts to follow up to improve the capacity of supervisors and should also conduct visit to schools to provide the necessary support and training and conference among teachers and supervisors.
- ❖ It is also advisable for school principals to facilitate conditions to conduct regular meeting with teachers and supervisors to collaboratively work with Woreda Education Office.
- ❖ The school vices principals and department heads should also give emphasis to organize experience sharing programs as well as encouraging teachers to actively involved in instructional activities.
- ❖ Zone Education Office in collaboration with Woreda Education Office should organize appropriate and continuous training programs for supervisors and teachers on the benefits of supervision and the way how it can be applied.
- ❖ The Zone Education Office and Woreda Education Office should give support and create awareness for supervisors to focus on technical (pedagogical) aspects than administrative duties.
- ❖ The Regional Education office, Zone Education Office and Woreda Education Office should play greater role to provide necessary recent supervision manuals and guidelines for primary school supervisors of Majang zone

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## **APPENDIX-A**

### **Jimma University**

#### **Institute of Education and Professional Development Studies**

#### **Department of Educational Planning and Management**

#### **Questionnaire to be filled by Instructional Supervisors**

Dear respondent; the purpose of this questionnaire is to gather relevant data in order to assess the practice of instructional supervision in primary schools of Majang zone. The response you provide will have a constructive and paramount significance for the successful accomplishment of the study. Therefore, you are highly requested to provide your genuine response. Be sure that your response will be used only for academic purpose and feel confidential.

**Thank you for your cooperation**

#### **Instructions**

Please consider the following points before filling out the questionnaire:

1. You do not need to write your name.
2. Read all the instructions before you answer the questions.
3. Use only a tick (“√”) mark to your response for the closed ended questionnaires.
4. Give short and clear explanation for the open- ended questions.
5. Please give appropriate answer on the basis of the experience you have and the background of the school you are working.

#### **Section one**

#### **General Information.**

Please use a tick (“√”) mark in the box given.

1. School \_\_\_\_\_
2. Sex M  F
3. Age 20-24  24-28  28-32  33-37  above 38
4. Experience 1-5  6-10  11-15  16-20  21-25   
26-30  above 30
5. Educational background  Certificate  Diploma   
Degree  M.A degree

### Part I: Procedures of Instructional Supervision for Classroom Observation.

Please provide your response using the tick mark “√” to the corresponding items.

**Key: - 5= strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= strongly disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I provide opportunities for teachers to decide suitable time for classroom observation					
2	I established per-observation conference to create understanding and agreement about what will happen in classroom observation.					
3	I arrange discussion with the teacher on the objectives and methodology of the lesson to be observed.					
4	I analysis the lesson plan of the teacher prior to classroom visit.					
5	I employ observation instrument to collect data on the lesson being thought.					
6	I observe and take notes of important points indicating both weakness and strength for future improvement.					
7	I observe the lesson carefully from the beginning to the end of the class.					
8	I only observe issue concerning instructional Improvement.					

9	I conduct post conference with teachers and focus on performance and the way and means of improving it.					
10	I provide immediate feedback to the teachers.					
11	The discussion mainly focuses on only improvement of the teaching and learning process.					
12	I compare the expected outcomes of teachers with the actual outcomes for future improvement.					

**Part II: Instructional Supervisory Options Practiced in the School.**

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

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Practicing clinical (face-to-face) supervision for the purpose of enhancing teachers' classroom performance.					
2	The practice of informal supervision without consulting teachers to improve the teaching and learning process.					
3	The chance of conducting inbuilt peer observation/ collegial/ supervision between teachers.					
4	The conditions of making experienced teachers to share their best practice (Self-directed) supervision by themselves.					
5	The implementation of inquiry- based supervision collaboratively through conducting action research.					



**Part III: Contributions of Instructional Supervision for Teachers Professional Development:**

**Key:5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I support teachers to undertake joint planning of experience sharing program in the cluster center.					
2	I provide opportunities to visit classes and to attend workshop with in the school					
3	I organize peer-coaching techniques of supervision to develop our profession.					
4	I provide support for teachers to get further information on the utilization of new instructional materials for classroom teaching.					
5	I organize professional development of teachers through mentoring program.					
6	I provide support in arranging and promoting condition for instructional improvement.					
7	I help the teachers to identify and solve the actual instructional problems.					
8	I motivate teachers to achieve their professional goals.					
9	I help teachers to promote and provide their professional duties as expected.					
10	I organize training programs for the sake of teacher's professional improvement.					

11	I Assist teachers to select appropriate instructional objectives in the improvement of the existing curriculum.					
12	I encourage teachers in the implementation of new curriculum.					

**Part IV: The Challenges that affect the Implementation of Instructional supervision.**

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

**Key: - 5=Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1 = Strongly Disagree (SD)**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Teachers consider instructional supervisors as a fault- finding rather than supporting them to their teaching task.					
2	Teachers believe that instructional supervisors contribute nothing for their professional development.					
3	Supervisors regularly conduct classroom visit to improve teacher’s instruction.					
4	Teachers perceive that supervisors mostly stresses on administrative tasks than pedagogy					
5	Teachers view supervisors as incompetent to provide support for teachers.					
6	Supervisors have not taken relevant training and workshop.					
7	Supervisors have smooth relationship among teachers for improvement of instruction.					
8	Supervisors assist teachers to freely discuss their problems.					
9	Teachers feel anxiety due to inadequate communication skills of supervisors.					
10	There are experienced and qualified supervisory personnel.					
11	There is lack of adequate budget to practice instructional supervision.					
12	There is shortage of relevant instructional supervision manuals and guidelines.					

10. If there are additional factors that influence the implementation of instructional supervision in your school, please briefly mention them

11. What solutions do you suggest to improve the practice of instructional supervision in your school?

## APPENDIXB

### Jimma University

#### Institute of Education and Professional Development Studies

#### Department of Educational Planning and Management

#### Questionnaire to be filled by Teachers

Dear respondent, the purpose of this questionnaire is to gather relevant data to assess the practice of instructional supervision in primary schools of Majangir zone. The response you provide will have a constructive and paramount significance for the successful accomplishment of the study. Therefore, you are highly requested to provide your genuine response. Be sure that your response will be used only for academic purpose and feel confidential.

**Thank you for cooperation**

#### Instructions

Please consider the following points before filling out the questionnaire;

1. You do not need to write your name.
2. Read all instructions before you answer the questions.
3. Use only a tick (“√”) mark to your response for the closed ended questions.
4. Give detail explanation for the open ended questions.
5. Please give appropriate answer on the basis of your school background/experience/ you have.

#### Section One

#### General Information

Please use a thick (“√”) mark in the box given.

1. School \_\_\_\_\_
2. Sex M  F
3. Age 20-23  24-27  28-32  33-37  above 38
4. Experience 1-5  6-10  11-15  16-20  21-25   
26-30  above 30
5. Educational background  certificate  Diploma   
 Degree  M.A degree

**Part I: Procedures of Instructional Supervision for Classroom Observation.**

Please provide your response using the tick mark “√” to the corresponding items.

**Key:** - 5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
	<b>Pre- observation conference</b>					
1	Teachers decide suitable time for classroom observation					
2	Supervisors established per-observation conference to create understanding and agreement about what will happen in classroom observation.					
3	Supervisors arrange discussions with teacher on the purpose and methodology of the lesson to be observed.					
4	Supervisors analyze the lesson plan of the teacher prior to classroom visit.					
	<b>Classroom- observation conference</b>					
5	Supervisors employ instrument to collect data on the lesson thought					
6	Supervisors observe and take notes of important points indicating both weakness and strength for future discussion.					
7	Supervisors observe the lesson carefully from the beginning to the end of the class.					
8	Supervisors only observe issue concerning instructional Improvement.					
	<b>Post- observation conference</b>					
9	Supervisors conduct post conference with us on performance and ways and means of improvement					
10	The conference made by instructional supervisors mainly focus on improvement of teaching and learning					
11	Supervisors provide immediate feedback					
12	Supervisors compare the expected outcomes of teachers with the actual outcomes for future improvement.					

**Part II: Instructional Supervisory Options Practiced in the School.**

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

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Practicing clinical (face-to-face) supervision for the purpose of enhancing teachers' classroom performance.					
2	The practice of informal supervision without consulting teachers to improve the teaching and learning process.					
3	The chance of conducting in-built /peer observation/ collegial supervision between teachers.					
4	The conditions of making experienced teachers to share their best practice (Self-directed) supervision by themselves.					
5	The implementation of inquiry- based supervision collaboratively through conducting action research.					

**Part III: Contributions of Instructional Supervision for Teachers Professional Development:**

**Key:5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Supervisors support teachers to undertake joint planning of experience sharing program in the cluster center.					
2	Supervisors provide opportunities to visit classes and to attend workshop with in the school					
3	Supervisors organize peer-coaching techniques of supervision to develop our profession.					
4	The supervisors provide support for teachers to get further information on the utilization of new instructional materials for classroom teaching.					
5	Supervisors organize professional development of teachers through mentoring program.					
6	The supervisors provide support in arranging and promoting condition for instructional improvement.					
7	The supervisors help the teachers to identify and solve the actual instructional problems.					
8	Supervisors motivate teachers to achieve their professional goals.					
9	Supervisors help teachers to promote and provide their professional duties as expected.					
10	Supervisors organize training programs for the sake of teacher's professional improvement.					
11	Supervisors assist teachers to select appropriate instructional objectives in the improvement of the existing curriculum.					
12	Supervisors encourage teachers in the implementation of new curriculum.					

**Part IV: the extent of Instructional Supervisors to Practice their Responsibilities**

**Key: - 5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= strongly disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
	<b>In relation to principals</b>					
1	Providing support for the teachers' professional development to achieve instructional objectives.					
2	Creating conducive environment to facilitate supervision activities.					
3	Conducting planned classroom observation.					
	<b>In relation to vice principals</b>					
4	Organizing training programs to improve teachers' professional growth.					
5	Conducting classroom observation to ensure the application of lesson plan.					
6	Assisting teachers to involve and evaluate texts for future improvement.					
7	Evaluating the lesson plan of teachers.					
	<b>In relation to department heads</b>					
8	Providing support for teachers to conduct action research.					
9	Organizing conference and meeting to tackle instructional problems.					
10	Arranging on the job orientation program to the newly assigned teachers.					
11	Encouraging teachers to use appropriate teaching materials.					

**Part V: The Challenges that affect the Implementation of Instructional Supervision.**

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

**Key:** - 5=Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1 = Strongly Disagree (SD)

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Teachers consider instructional supervisors as a fault- finding rather than supporting them to their teaching task.					
2	Teachers believe that instructional supervisors contribute nothing for their profession.					
3	Supervisors regularly conduct classroom visit to improve teacher's instruction.					
4	Teachers perceive that supervisors mostly stresses on administrative task than pedagogy					
5	Teachers view supervisors as incompetent to provide support for teachers					
6	Supervisors have not taken relevant training and workshop.					
7	Supervisors have smooth relationship among teachers for improvement of instruction.					
8	Supervisors assist teachers to freely discuss their problems.					
9	Teachers feel anxiety due to inadequate communication skills of supervisors					
10	There are experienced and qualified supervisory personnel.					
11	There is lack of adequate budget to practice instructional supervision.					
12	There is shortage of relevant instructional supervision manuals and guidelines.					

10. If there are additional factors that influence the implementation of instructional supervision in your school, please briefly mention them; \_\_\_\_\_

11. What solution do you suggest to improve the practice of instructional supervision in your school?

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX C

**JimmaUniversity**

**Institute of Education and Professional Development Studies**

**Department of Educational Planning and Management**



## **Interview questions for principals, Woreda and Zonal Supervision Coordinators and principals**

The main purpose of this interview is to collect relevant information in order to assess the practice and challenges of instructional supervision in primary schools of Majang zone. Thus, the information you give will have a constructive and paramount importance for the successful accomplishment of the study. Therefore, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

**Thank you in advance for your cooperation**

### **Part I: General Information**

1. Woreda\_\_\_\_\_
- 2, Sex\_\_\_\_\_
3. Age\_\_\_\_\_
4. Experience (service years)\_\_\_\_\_
1. Level of education\_\_\_\_\_

### **Part II, Please, give your response briefly on the basis of the current practice of your school, Woreda and zone context.**

1. Do instructional supervisors implement (practice) the procedures of classroom observation such as pre-observation, observation, post- observation?
2. Do instructional supervisors practice different options of instructional supervision such as, face- to face, informal supervision, peer-observation, self- directed as well as inquiry-based supervision?
3. Can you tell me the contribution (benefits) teachers gained from instructional supervision practice in your school, Woreda and zone?
4. What are the major challenges that encountered the implementation (practice) of instructional supervision?
5. What do you suggest as a solution to solve the challenge of instructional supervision?