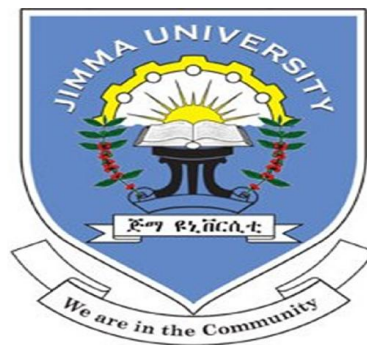


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BY
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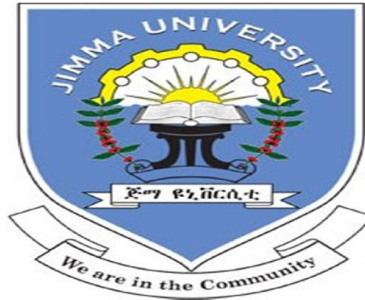
A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES AND DEPARTMENT OF EDUCATIONAL
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JIMMA, ETHIOPIA

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ADVISOR: DESALEGN BEYENE (Ph.D.)

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LETTER OF THESIS APPROVAL

This is to certify that the thesis prepared by: OCHAN WADI “ PRACTICES AND CHALLENGES OF CLINICAL SUPERVISION IN GOVERNMENT SECONDARY SCHOOLS OF ANYWA ZONE, GAMBELLA REGIONAL STATE and submitted in partial fulfillment of the Degree of Master of Art in Educational Leadership complies with the regulation of the university and meets the accepted standards with respected to originality and quality.

APPROVED BY BOARD OF EXAMINERS

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DECLARATION

I, the undersigned, declare that the thesis is my original work, has not been presented for a MA in any other university and that all sources of material used for the thesis have been accordingly acknowledged.

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

Main advisor- Name Desalegn Beyene (Ph.D)

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Place: Department of Educational Planning and Management, College of Education and Behavioral Science, Jimma University

Date of Submission

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Lists of Abbreviations and Acronyms

ANNOVA:	Analysis of Variance
COSS:	Cluster of School Supervisor
CROP:	Classroom Observation Program
ESDP:	Education Sector Development program
ETP:	Education and Training Policy
GREB:	Gambella Regional Education Bureau
GEQIP:	General Education Quality Improvement Package
GSS:	Government Secondary School
GER:	Gross Enrollment Ratio
JPA :	Job Performance Appraisal
MoE:	Ministry of Education
NER:	Net Enrollment Ratio
SIP:	School Improvement Program
SPSS:	Statistical Package for Social Science
TDCP:	Teacher Development Coordinator Process
WEO:	Woreda Education Office
ZED:	Zonal Education Department

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ABSTRACT

The main purpose of this study was to assess practice of clinical supervision in government secondary schools of Anywa (Anuaks) Zone Gambella Regional State. To meet the objectives of the study, descriptive survey research design and mixed method was used. The study examined the practices of supervisors on clinical supervision as a best model prerequisite to success of the schools instructional activities in all schools of observed so as to create enabling environment to cater for efficient school supervisors and which would improve instructional standards and provide quality education. A sample of seven government secondary schools was picked through random sampling with six supervisors, seven principals, seven vice-principals, twenty eight teachers, forty eight head departments and six Woreda education officers from each schools in Woreda out of 207 total population 102 (50%) were taken through the sampling random techniques methods. Data was collected from supervisors, principals and head departments by used of questionnaires, Whereas, interviews was held for teachers, vice- principals and Woreda education officers both semi-structure-unstructured or open ended and closed ended used interview was employed and documents analysis as guides schedules. The data were analyzed used SPSS software computer application of version 20. A pilot study was also undertaken to test the reliability of the instruments used. Descriptive statistics was used to analyze data and information generated was tabulated by use of frequencies and percentages, besides, the means and the standard deviation was used in some parts themes of research to in order to support the findings. On the other hand, among the challenges faced by supervisors during classrooms observation lack of technical skills that required attitudes and knowledge; low commitment to assists, support, a advise and used strategic schools planning for classrooms observation program to improve instructional and professional performance. So, the finding were found that the significant level ($p=0.00$) is less than 0.05, this indicates that there is a significant difference between the opinions of supervisors, principals and head departments. Finally, the study recommend that the responsible bodies of supervisory in both at Zonal and Woreda levels have to assign well equipped supervisors in supervisory task or work, and schools principal's should have select through the national criteria's in the Zone in order to improve teaching learning as well as teachers performance, and last the Zonal education department should has to an enhance schools performance by selecting well trained supervisors and principals for quality of instructional supervision at the Zone levels.

Key Words: *Practices, challenges, clinical supervision, government secondary schools*

CHAPTER ONE

INTRODUCTION

This chapter gives a preamble to the whole study. It deals with the problem .It encloses a brief formulation of background of the study, objective of the study, research questions ,significance of the study, delimitation and limitation of the study. It also introduces definition of some key terms and the overall organization of the study.

1.1 Background of the Study

Instructional supervision is an interactive process that depends on the source of supervision between the supervisor and the teacher. Clinical supervision is considered a significant factor in improving instruction which is an operation with only one purpose, and improvement of classroom teaching, also an operation that is completed among persons with numerous ideas tackling teaching behavior, instructional curriculum, teaching environments, dividing students into groups, investing efforts of the instructor and vocational development. The instruction supervision is the necessary conditions for successful learning in schools and institutions worldwide. Supervision in schools is accepted as a general leadership function intended to improve the performance of teachers' teaching and instruction. Glickman, Gordon and Gordon (2004) have placed supervision as the backbone towards determining the effectiveness of school. A good supervision involves activities that aid, direct and inform teachers of what should be done or have been done and not merely finding faults in the teachers teaching. In the literature on instructional sciences, clinical supervision is a type of supervision that meets the stated requirements of a good supervision. In contemporary supervisory practice clinical supervision is more preferred to general supervision due to its thorough and help-oriented nature. It brings about mutual understanding and cooperation between the supervisor and supervisee because in clinical supervision the supervisee is more willing to assist and cooperate with the diagnosis and prescription process (Adentwi & Barfi-Frimpong, 2010). Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision. Various authors stated that instructional supervision has a clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007). Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend

on the school supervision (De Grauwe, 2001). Moreover, all teachers were not qualified enough and as a result they need support from supervisors (Giordano, 2008).

Clinical supervision is one of the most popular and comprehensive approach of contemporary supervision. In the second half of the 21st century, under the circumstances forcing educational changes, clinical supervision was reported as an adaptation of the types of supervision approaches helping to preserve the most remarkable classical values of traditional supervision such as rationality, decentralization, and problem solving based on operation (Pajak, 2010). According to Oliva & Pawlas (2001) the relationship between a teacher and a supervisor from the basis of the program, procedures, and strategies designed to promote the students learning by improving the teacher's classroom behavior.

Therefore, Sergiovanni and Starratt (2007) was introduced the five stages of clinical supervision which give more strategies to improve classroom performance. Such stages are Pre-Observation conference, Observation, (3) Analysis and strategy, Supervision conference, and Post-conference analysis. Pre-observation conference:

Thus, stages can be considered as conditions necessary to establish and maintain trust and honest open communication (Sergiovanni & Starratt, 2007).

Observation: Observing classroom activities offers the supervisor opportunities to get to know their teachers areas of competence. It is classroom activities that reflect the teacher's competences, such as instructing, managing students, and grading during the teaching process. Therefore, while recording teacher performance, the supervisor should base it upon their agreement on the previous stage. Analysis and strategy: This stage, the supervisor must make time to analyze data from classroom observations and to generate strategies for giving feedback. The supervision conference: are stages an honest discussion between the supervisor and the teacher is the main goal of the supervisory conference teacher. From this stage, the supervisor and his or her teacher spend discussion time collaboratively.

Post-conference analysis this stage moreover, both the teacher and his or her supervisor have the responsibility to exchange ideas and opinions sincerely and honestly to help both toward professional growth. Cunningham and Cordeiro (2006) indicate teacher conferencing can be a powerful vehicle for teacher learning if conducted appropriately. ideally, teacher conferences would take place both before and after the classroom visit (p. 211). There are controversial stances on the importance of these stages. Pre-observation conference is

considered the most important step among the five (Sergiovanni and Starratt, 2007). Similarly, clinical supervision is a function of education that offers opportunities for schools to be effective and for increasing the professional development of teachers as a means of effectively managing the teaching-learning process by (Kutsyuru & Arong, 2003) and (Ogbadu, 2010). For example, in many developed countries, such as United Kingdom (UK), United States (US), and other European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria the terms “inspector” and “inspection” are still being used (Grauwe, 2007); Lee, Dig & Song (2008).

In these countries much more attention has been given to which is carried out by external inspectors aimed at evaluating and controlling the performance of schools. Therefore it has stressed that the necessity of Development of Program in (ESDP IV) for teacher supervision and support as a strategy to insure quality of teaching and learning (MoE, 2010). This regards the effectiveness and commitment of participants particularly teachers, school leaders and management (Agarwal, 1985). Ethiopia instructional supervision has given priority currently to the provision and quality of education in every levels and by the utilization of educational facility, technologies, and materials so as to strengthen the teaching-learning process and the expansion of education is given due attention (ETP, 1994). Supervisors and teachers together have expected to design and enrich in order to meet educational objectives and enhance the teaching-learning process (Fekadu, 2003). Tesfaye (2003) also supposed that creative supervisors shall well be discover and devise a means of solving instructional problems.

Ethiopian practice of education supervision is date back to the early in 1941 with constant shift of its names “Inspection and “supervision”. Currently supervision is widely practiced in schools at all levels (Haile Selassie, 1997). So in Ethiopia educational system schools have roles plays by both internal and external supervisors; the internal supervisors is who appoints by school staffs, whereas external supervisor who might points by sub offices in Woreda or Zonal. However, as all teachers and school leaders are not qualified enough; they need support from Instructional supervisors (Giordano, 2008:11). Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. School supervisors yet could not improve the expected outcome on the students’ performance so as our education contains higher challenges instructional to address this the Ethiopian government designed a strategy for education development which serves as the overarching frame work by giving high priority to quality improvement at all levels

(MOE,2012:1).

According to the MOE (1994) cluster supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional, and central level supervisory educators are structured under external supervisors who have been given responsibility to assist teachers in schools and these bodies are principals, vice principals, heads departments, and senior teachers are categorized under the actors of instructional supervision. Thus, this study is designed to assess the practices and challenges of clinical supervision in government secondary schools of Anywa Zone Gambella Regional State.

1.2 Statement of the problem

Success of education in attaining its instructional and educational objectives, and achieving its role in developing life, stand on many constituents, such as the educational trends of teachers, and their vocational harmony, and the most significant courses they meet during their work, and their specializations in addition to trainings, either they were educational or non-educational. According to Danielson and McGreal (2000), there are six primary insufficiencies with the current systems of teacher evaluation in the schools today. These include: outdated evaluative criteria, few shared values and assumptions about good teaching, a lack of precision in evaluating performance, hierarchical communication, a lack of differentiation between teachers, and limited administrator experience. According to Iwanicki (2001), far too many schools are “paralyzed by what teacher evaluation used to be that they resist promising new alternatives” (p. 59). There has been an impetus in the past few years to implement many new methods of supervision in schools that are consistent with contemporary literature. However, many educational supervisors have not been trained in these newer supervisory techniques. Teacher supervision must also be looked upon as part of the entire educational reform effort. As one looks at the professional standards for teachers, it is evident that the focus on supervision needs to move toward collecting data to help teachers assess student learning in all educational settings. Iwanicki (2001) professed, “If we start with school improvement, support our school improvement efforts with quality staff development, and reinforce staff development through teacher evaluation, then meaningful improvement in teaching and student learning results” (p. 59). Nonetheless, most of the supervisors’ data collection instruments discussed in the contemporary literature are designed primarily with the old methods of classroom observation, and do not get at the heart of helping supervisors truly help teachers in all teaching environments especially those of government secondary schools. Therefore, the main purpose of clinical supervision is as

assisting a teacher to modify existing patterns of instruction for improvement in teaching. But the improvement of instruction through clinical supervision should not be confused with research on teaching effectiveness. In order to achieve effective clinical supervisions, both parties should have one common realization as the fundamental perspective so significant benefits can be delivered to supervisor and the teachers. Supervision is an intensive educational process that facilitates the competence of the supervisee over the time in order to emphasize teacher welfare supervision always provided by someone who possesses more experiences than juniors, or supervisee and is skilled in the area in which the supervisee seeks supervision. According to Snow-Gerome (2008) argues the aim of clinical supervision is” to provide support to teachers (to assist) and gradually to increase teachers abilities to be self-supervising”.

Under the impetus put forth by the No Child Left behind Act of 2001, teachers from all curriculum areas were expected to implement scientifically research-based teaching strategies that included experiential learning environments within their classrooms; and while at the same time were facing amplified accountability for increased student achievement. Educational supervisors must be able to provide meaningful feedback in the form of observational data that aids teachers in improving their practice in order to increase student achievement in these government secondary schools environments. Acheson, (1977) and Haile Selassie (1997) quoted that clinical supervision refers to face-to-face contact with the supervisor and teacher intent of improving instruction and promoting professional growth. Firdisa (2009) argue that an assuring and enhancing the quality of teaching and learning has become a major concern all over the world. The society and employers need those who are capable of solving challenges and who bring quality to students learning by implementing appropriate supervisory services; therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge, skill, understanding, and favorable attitude. Thus, to make this model of supervision work, supervisors must be willing to spend considerable time working with individual teachers on classroom problems or issues that the teachers themselves have identified and about which they want more information. In related to these authors, the supervisor must have better planning, data-collecting and good analysis of same, and then human relations skills to boost his/her efforts (Goldhammer, Anderson and Krajewski, 1980). “Clinical supervision is based on the assumption that without guidance and assistance teachers are not able to change and improve Olive & Pawals (2004)”. Through careful and systematic observation, analysis and dialogue with supervisors, effective teaching can be reinforced leading to improvement in teacher’s pedagogical

capabilities Orator (2012). However, the practices of supervision in different government secondary schools of Ethiopia in different regions by different researchers i.e, Chanyalew (2005), Getachew (2001), Atiklt (2008), and Gezahw (2008) argues that supervisory techniques, procedures, and skills of supervisors are in appropriate for improvement of the quality of teachers and the students achievement of learners. The study, therefore, was designed to assess the practices of clinical supervision and its challenges in government secondary schools of Anywa Zone, Gambella Regional State. This study addresses the following basic research questions:

1.3 Research basics Questions

1. To what extent do teachers gained support from clinical supervisors in order to improve their instructional skills?
2. How is supervisions organized and to what extent do teachers based clinical supervisors' practices supervision in their schools?
3. What are cluster supervisors, principals and head departments do their roles play based practice of clinical supervision to improve classrooms instructionally?
4. What are the major's challenges do cluster supervisors and school principals' encounter with in their schools?

1.4 Objective of the Study

1.4.1 General objective of the study

The overall objective of this study is to examine the practices and challenges of clinical supervision in government secondary schools of Anywa (Anuaks) Zone, Gambella Regional State.

1.4.2 Specifics objectives of the study

1. Do clinical supervisors of Anywa Zone, Gambella Regional State practice clinical supervision in government secondary schools
2. To assess the level of clinical supervision practices in government secondary schools of Anywa Zone, Gambella Regional State.
3. To examine the majors challenges that affect practice of clinical supervision in government secondary schools of Anywa Zone.
4. To identify the solutions or mechanisms which are implement practices of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State

1.5. Significance of the study

The effectiveness and appropriateness of any instructional program depends on thorough understanding of the practices and challenges that hinder its successful accomplishments. Similarly the fundamental task of clinical supervision is primarily aimed at identifying major factors that negatively affect quality of instruction and provide professional assistance to teachers in order to improve academic performance of students. By knowing the well practices of clinical supervision and its challenges face during classrooms observation amongst schools within the Zone. It is also enable Woreda education offices to provide sources or materials for betterment practices of clinical supervision. This study should be of interest to a wide range of staffs of schools. Specifically, an understanding of the supervisory practices used in government secondary schools of Anywa Zone, Gambella Regional State; learning environments in education will be useful for supervisors of student teachers, education teachers, and primarily those educational leaders who supervise them. In addition, results of this study will impact the research base of contemporary literature in the area of educational administration and the supervision of instruction in government secondary schools learning environments across the others Zonal government secondary school levels. Finally, this study will help to solidify the importance of the government secondary schools as a model for teachers in other curricular areas to utilize as they continue to implement scientifically research-based strategies into their classrooms designed to increase student achievement. In addition to this, the study has the following:

1. Provides awareness for all supervisors, principals and school teachers to implement practices of clinical supervision in schools of Anywa Zone, Gambella Regional State.
2. It may help government secondary school teachers to enable the improved the achievement performance of learners.
3. It may provide necessity information to educational office heads at woreda and zonal levels to consider negative effects of supervisory challenges and act accordingly.
4. It may shares benefits with Woreda education offices, supervisors and all teachers by recognizing their trend and promotes practices of clinical supervision in their schools. This study may inform institutions training supervisors to have information regarding problems in the level of awareness of supervisors on major supervisory tasks to be carried out at the secondary schools and provide training to them accordingly.

5. The study may inform education and training board, parent teacher association and school committee of improvement secondary schools strive to facilitate conditions for instructional supervision in a motivating fruitful manner to enable teachers play active role in the achievement of instructional objectives.

1.6. Delimitation of the study

The aim of clinical supervision is to provide professional support to teachers so as to improve quality of education. However, dealing with all its aspects is difficult and impossible for the very reason that the ideal encompasses broader areas and practiced by different people at different levels of educational institutions. Therefore, the study is delimited to the practices and challenges related to clinical supervision. Besides to the delimitation made on specific area of the discipline for the reason stated above, it is also delimited by the geographic area to Anywa zone and by the level of education to government secondary schools for the following reasons.

First reason, the researcher takes only Anywa zone as a case for two important reasons. For one thing the study has to be an easily study with the limit resource of the researcher have and the challenge has to be examined exhaustively; and for another, it is less problematic to gather adequate data because the researcher is more familiar and has more access to that zone than the others. Second reason, the investigation is delimited to secondary schools excluding primary level based on the assumption that supervisory practices in these two different levels of education may vary for various reasons. In the same way, the study excludes primary schools in the zone because primary schools have different system to that of secondary schools. As a result, the study may lack validity if they are taken as if they are relatively alike

1.7 Limitations of the study

Although the researcher exerts maximum effort to manage the study, he has come across some of challenges that have due impact on the research work. Reluctance of some clinical supervisors and teachers to fill and return the questionnaire was the major challenges that affect the practices of clinical supervision of the study. Except these constraints other factors are not worth mentioning. Based on the reasons mentioned above, the study was targeting in the Anywa Zone, on three Woreda out of five Woreda in Zone, of Gambella regional State; Such as Gog Woreda, Abol Woreda and Abwobo Woreda. In line with this, the focus of the research revolves around only the government secondary schools in those Woreda. In addition, the study has limitations of all survey type research such as clarity of wording and

respondent understanding of some status. So beyond that getting of some documents (materials) published books, equal as challenging Therefore, because of these limitations the study by no means claims to be conclusive. It would rather serve as a spring to study Practices of clinical supervision in a more detailed and comprehensive way.

1.8. Definition of keys terms

From the following the terms of definition has follows: Clinical supervision is defined as process focused upon the improvement' of the teacher's classroom instruction. Professional supervisory approach: It is defined as an integrated model of supervision in which teachers and supervisors work together as professionals to mutually generate and share knowledge and skills to increase learning and produce better teaching Instructional supervision: It is refer to professional support provided to teachers so as to improve quality of education. Instructional Supervision: "...the process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement"(Sullivan&Glanz,2000),p.24.

Clinical supervision: "...the aspect of supervision which draws upon data from first-hand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and person(s) observed in the course of analyzing the observed professional behaviors and activities and seeking to define and/or develop next steps toward improved performance (Goldhammer, Anderson, & Krajewski, 1993, p. 34).

Supervisory practices: A specific series of activities performed by a supervisor during the act of instructional supervision

Supervisor: One who provides a supervisory function over another, usually a high school principal with the authority to supervise and evaluate a teacher.

Whole Person Education: A "concept of education, including leadership, personal growth and interpersonal development" (National Council for Agricultural Education, 2000, p. 7).

Observational instrument: A tool used by an observer to collect qualitative or quantitative data within an educational environment for the purpose of engaging teachers in reflective thinking and dialogue with peers or supervisors in order to improve instruction and student achievement

Education is a process by which man transmits his experience, new findings, and values accumulated over the years in his struggle for survival and development through generations. Accountability is referred to the obligation that one part gives an account on the work performed to the other (Wilcox, 2000).

1.9. Organization of the study

From these sections, the first chapter is deal the introduction, statement of the problem, objective of the study, significance of the study, limitation of the study, delimitation and operational definition of terms. The second chapter presents the view of related literature and, the third chapter deals about research design and methodology, sources of data, population, sample and sampling techniques, instruments of data collection,.... and chapter four discuss about presentation, the interpretation and analysis of data. Lastly, chapter five deals about conclusion, summary and recommendation of the major findings of data.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter review of related literature on clinical supervision practices and its challenge on teaching learning process and professional. The chapter is divided in to four parts as to enable the reader to follow a logical sequence that includes: history of clinical supervision, overview of clinical supervision, steps/phase of clinical supervision and the purpose of clinical supervision in education.

2.1 Concepts of instructional supervision

In common usage, supervision means overseeing, and it is a fundamental component of counseling .In other words, supervision is described as interpersonal process in which the skilled practitioner or supervisor helps the less skilled practitioner in relation to their professional growth (Barber and Norman, 1987). Goldhammer (1969) and Cogan (1973) borrowed the term clinical supervision from the medical profession, where it has been in use for decades, to describe a process for improving specialized knowledge and skills of supervision practitioners. The clinical part, as indicated by Goldhammer, Anderson and Krajewski (1980) refers to the hands-on or eyes-on aspect of supervisor who is attempting to intervene in a helpful way. Based on this derivation, Goldhammer et al. (1980) define clinical supervision as one of the aspects of instructional supervision which draws up on data from direct observation of actual teaching and involves face- to face- interactions between the teacher and the supervisor in the course of analyzing the observed professional behaviors and activities and seeking to define and/ or develop next steps towards improved performance of the teacher. The instructional supervision was tightly bound to the theoretical beliefs regarding education over time. Olivia and Pawlas (2001) contend that supervisory practices are based on the “political, social, religious and industrial forces existent at the time” (p. 4). Since the theory of teaching and learning is ever changing, supervision will continue to morph with its perceived needs.

Supervision became influenced by personality theories of psychology and the qualities of good teachers (Ellett & Teddlie, 2003). Barr (1931) expanded upon these theories in his work on scientific supervision. He believed that supervision should include an analysis of teaching through the use of scientific data collection. Utilizing this type of collection would lead to discovering approved teaching practices which could lead to standards for supervision (Sullivan & Glanz, 2000).

As outcome-based supervision became more common, teacher leadership evolved setting the stage for a more collaborative approach to supervision. Sullivan and Glanz (2000) identified five ways supervision was to provide this collaborative leadership: “developing mutually acceptable goals, extending cooperative and democratic methods of supervision, improving classroom instruction, promoting research into educational problems, and promoting professional leadership” (p. 18). Glickman (2002) espoused that direct assistance given to teachers is critical to the success of schools. The collaborative leadership movement’s approach to supervision meshed well with the work of Goldhammer (1969) and Cogan (1973) with their concept of clinical supervision. Clinical supervision is a well-known structure for supervision (Cogan, 1973; Glickman, 2002; Goldhammer, 1969). Goldhammer et al. (1993) identified it as a concept, defining nine specific

Clinical supervision is a classroom supervision which focuses upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification (Acheson and Gall, 1980). It can be deduced from the definitions that clinical supervision takes its principal data from events in the classroom.

The analysis of data and the relationship between teacher and supervisor, form the basis of the programme procedures and strategies designed to improve the students’ learning by improving the teachers’ classroom behavior. Clinical supervision is problem-solving and is usually used in curriculum implementation (Chivore, 1995). Clinical supervision is one of the techniques used to improve teachers’ competencies in classroom instructional practices. The concept of clinical supervision in the context of teachers’ personal and professional development in schools was originated by Morris Cogan (who was the mentor of Goldhammer) and Goldhammer at Harvard University in the 1960s. Their efforts were stimulated by frustrations they experienced as university supervisors trying to help teachers who were beginners to succeed. As indicated by Goldhammer,(1969) in, Krajewski and Anderson (1980,pp)” When I wrote my book, schools were in great need of immediate instructional improvement.

I thought it more useful to present a basic method to which teachers and supervisors could turn, thereby spreading up the growth of clinical supervision within the school systems.(Goldhammer et al.1980,pp 441)”. As also stated by Sullivan and Glanz (2000), the concept of clinical supervision emerged as a result of contemporary views of weakness and

dissatisfaction with traditional education practice and methods of supervision. Clinical supervision was may focused on the teacher as an active member of the instructional process (Cogan, 1973). Similarly, Cogan (1973) argued the central objective of the process of clinical supervision is to help develop a teacher who is professionally responsible, can analysis his/ her own performance, ready to open up to others to help him/her, and also be self-directing. Indeed, the advocates of concept are of the belief that its focus is a face- to-face interaction between teacher and supervisor with the intent of improving instruction and increase the teachers' professional growth (Acheson, &Gall, 1980; Goldhammer, 1969; Abiddin, 2010).

Clinical supervision is based on the assumption that without guidance and assistance, teachers are not able to changes and improve (Oliva & Pawlas, 2004). Through careful and systematic observation, analysis and dialogue with a supervisor, effective teaching can be reinforced leading to improvement in teachers' pedagogical capabilities (Okafor, 2012). Since the objectives of clinical supervision are clearly stated by the actors (both supervisor and the teacher) before the observation and the methods of data collection are discussed in mutually trusted manner by the key actors, it reduces much of anxiety or tension associated with traditional classroom observation by supervisors.

This is because everything works better in the climate devoid of tension and mutual suspicion, and in order to give supervisors and teachers something solid to grasp and use, Goldhammer, Anderson, &Krajewsky (1993) argued five phases in administering clinical supervision in a classroom context. These are pre-observation conference, clinical observation (classroom observation); analysis and strategy; post-supervision conference; and post-conference analysis.

Pre-supervision conference is referred to as pre-observation conference developed by Glickman (1990). This is the preparatory stage where the supervisor meets with the teacher and spells out the reason and purpose for the observation, focus, method and form to be used, and fix time for post-observation conference.

The supervisor asks probing and clarifying questions at this stage not with intension to embarrass the teacher but to clarify and assist where need be (Okarfo,2012) Clinical supervision stage which is also known as lesson or classroom observation stage (Glickman,1990) involves the actual lesson presentation and observation. As the teacher

teaches, the supervisor documents or captures the teaching as accurately as possible by using chosen method.

According to Goldhammer et al.(1993) , the principal purpose of this stage is to explicitly identify and capture the realities of the teaching objectively and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards, in order to analyze it (Okafor,2012).

Methods may include participant observation, focused questionnaire, and space utilization. In the third stage ‘analyze and strategy’, the supervisor, after observing the lesson leaves the classroom to analyze and interpret the observation data alone and develop a plan for the next conference. Post- supervision conference or Post observation conference by Glickman (1990) is the 4th stage where both the supervisor and teacher discuss the observation and analysis and try to produce a plan or suggestions for instructional improvement. The supervisors’ objective is to help the teacher to make more functional use of his own resources and therefore perform more effectively within the classroom. This stage is also designed to help the teacher to critically examine his or her own teaching in a fair minded way and to tentatively plan for the next lesson. Post-supervision analysis is also termed as critique of previous four phases by Glickman (1990).

This last phase is where the supervisor and teacher review the format and procedures from the conferences to find out whether they were satisfactory or not and whether there was the need for revision. This stage is designed to stimulate the teacher to provide honest feedback to the clinical supervisor about how the clinical supervision cycle went (Goldhammer, 1969; Okarfor, 2012). This stage also helps the supervisor to critically examine his or her performance during the clinical supervision cycle or process

2.2 Development of clinical supervision

In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to inspection than school supervision (Lee, Dig & Song, 2008). The Inspectorate of Education had originated from France under Napoleon's Regime at the end of the 18th century, and other European counties followed the idea in the 19th century (Grauwe, 2007). For example, in UK, the first two inspectors of schools are appointed in 1883 (Shaw, Newton, Aitkin & Darnell, 2003) and in the Netherlands it was started in 1801, (Dutch Education Inspectorate, 2008).

The terms "inspector" and "inspection" are still being used in various developed and developing countries , including United Kingdom (UK), United States, European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria (Grauwe, 2007). Traditionally inspection and supervision are used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and supervision are used by different countries in different ways. As Tyagi (2010), noted that an inspection is as a top own approach focused on the assessment and evaluation of school improvement based in stated standards, whereas supervision focus on providing guidance, support and continuous assessment to teachers for their professional development and improvement in their teaching learning process. Nevertheless, since the demand of teachers for guidance and support rend from supervisors has increased from time to time, some countries changed the terminology and preferring the term "supervisor" over that of "inspector".

According to Grawue (2007), some countries have recently developed more specific terminologies: Malawi, uses "education methods advisor", and Uganda "teacher development advisor". Each component of supervisory approaches is discussed as follows.

The terms clinical supervision was developed at Harvard University by Morris Cogan. It is that supervision method that focuses on the improvement of teachers' performance through direct interaction of supervisors and teachers in natural teaching settings, (Caruso and Fawcett 1986).

Clinical supervision is a means of improving the performances of staff members who provide teaching and learning in the learner. Caruso and Fawcett (1986) stated that clinical supervision is carried out through series of stages that are repeated to form an ongoing cycle. The five stages are Pre-Observation Conference, Classroom Observation, Analysis and Strategy, Observation Conference and Post Conference Analysis. Additionally, clinical supervision is defined as a formal and disciplined working alliance that is generally, but not necessarily, between a more experienced and a less experienced teacher, in which the supervisees work is reviewed and reflected upon, with aims of: improving the supervisees work with teachers, ensuring teacher welfare, supporting the supervisee in relation to their work, and supporting the supervisees professional development.

In the case, it defined “use as distinct from managerial “supervision, to describe a process intended to support teachers in human services organizations to provide a better, more confident and creative service to teachers / Staff.

In this case, primary focus is the actual doing of the work and how teachers can extend themselves in relation to their practice. So that the word clinical supervision is imbued with many meanings a strong association with medical model of health, its common usage, the supervision implies a hierarchy of power, with one party favored as authority or master and the other typically a recipient of advice or direction.

Clinical supervisors are often accomplished and/ or experienced or senior teachers, at different times and with different supervisees they may act as a teacher, coach, role model (consultant), mentor, and /or advisor. Clinical supervision’ is sometimes used in the sense of the everyday supervision of a trainee’s performance.

Clinical supervision according to ‘The Gold Guide’ to specialty training (Department of Health, 2007) involves being available, looking over the shoulder of the trainee, teaching on the job with developmental conversations, regular feedback and the provision of a rapid response to issues as they arise.

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

Clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary care. It is an aspect of lifelong learning with potential benefits for both supervisor and supervisee. Clinical supervision has been defined as ‘an exchange between practicing professional to enable the development of professional skills’ (Butterworth, 2001).

Within the context of primary care Burton and Launer (2003) define clinical supervision as ‘facilitated learning in relation to live practical issues.’ However, Clark et al. (2006) suggest a

wikde definition that includes a variety of one-to-one professional encounters including mentoring and coaching.

Clinical supervision is another model of supervision, which Cogan (1973) writes about in great detail. As Cogan (1973:1) defined clinical supervision that proves powerful enough to give supervisors a reasonable hope of accomplishing significant improvement in the classroom instruction”. Clinical supervision it refers to face- to-face contact with teachers with the double intention of improving instruction in the classroom and of improving professional growth, which is a form of staff development”. It focused on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. It is involves several phases which range from the initial planning of the lesson with the supervisor through to conference phase and lastly. They supervisors and teachers together will plan for the next lesson to be observed.

However, the phases will depend on the nature of classroom activities, the time factor and beliefs of teacher and of the supervisor. Cogan (1973) supposed the Johari argue that window where the supervisor must get to know the teacher thoroughly including the inner self of the teacher. Actually, this model is called “Clinical ‘in the sense that everything is done in great detail”.

However, the problem with this model is that there may be insufficient time such that the supervisor might have problems in protecting the teacher’s dignity. Cogan again (1973) again explained that clinical supervision is “ the rational and practical designed to improve the teachers classroom performance, and as defined a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. Educational supervision has been defined as ‘The provision of guidance and feedback on matters of personal professional and educational development in the context of a trainee’s experience of providing safe and appropriate patient care’ (Kilminster et al, 2007, p 2). All doctors are now required to have educational supervision across their whole training period, from qualification to specialist certification (Department of Health, 2007). Educational supervision involves the teaching of specific skills and competencies, helping the learner to develop self-sufficiency in the ongoing acquirement of skills and knowledge. Educational supervision sometimes includes an element of assessment and may require the provision of pastoral care for some students or trainees. It is important that the educational

supervisor flags up any concerns at an early stage (see also the Managing Poor Performance module).

2.3 Introduction to educational inspection/supervision of Ethiopia

2.3.1 Historical of educational supervision

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in 1943 E.C.

Ato Hiwot Hidaru (1969) one of the pioneer inspectors indicated that primary school inspection began in Tikimt 19, 1934 E.C .According to Gudeta Mamo (1968) among the forces that brought about the need for school inspection was firstly, the fast growth of elementary and secondary schools in the empire, secondly, the need for the coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. As stated by Gebremedhin (August, 1994) the need for the curriculum became necessary and timely because there was no national curriculum with specified and national goals. The schools were ill-equipped and under staffed, with diversified and scattered programs. The office of the inspectorate established centrally, i. e. at the ministry's head office was headed by a British national named Lt Commander John Miller appointed as inspector General assisted by two Ethiopians.

The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the ministry of education as well as to the emperor who at the time assumed the minister of education portfolio. As more and more schools were opened, number of teachers increased grew significantly and generally the educational activities became more and more complex, inspectorial tasks became beyond the competence of the three inspectors. It therefore became necessary not only to recruit more inspectors but, also to produce competence inspectors though training program was started in the premises of the then Addis Ababa teacher training school.

There were 13 candidates chosen at the first intake into the program drawn from the various provinces. The selection criteria were A) good conduct B) teaching experience C) good

performance record in teaching D) graduation from T.T.Is and E) recommendation from the provincial education officer.

The training program was given for six months. From 1943-1946 E.C .i.e. until the training program was discontinued, a total of 24 inspectors were trained. The training program was focused on a various aspect which include teacher's performance assessment, handling files (records) and reporting, sanitation of school compound, psychology and practices teaching. The specific subjects offered by the curriculum were A, educational administration B, English language C, physical and Health education D, music E, drawing and Handicraft and F, educational psychology.

Due to the fact that the training program had been discontinued on the one hand and the fact that, although few as they were, some of the already trained inspectors had either left the ministry of Education for better paying jobs elsewhere or had been promoted to better positions within the ministry, and a continued growth of schools on the other, the inspectorial activity suffered badly.

To address the serious shortage of inspection therefore, the training program re-started in 1948 E. C, this time in the premises of the kokebe Tsebath School with an intake of 35 candidates. This time the training program was made to last one year. Upon successful completion, the graduate was not only assigned as inspectors but half of them were posted as primary school principals. For this reason the training was known as direct inspector program. The training program continued for seven consecutive years i.e. 1948-1954 E.C during which a total of 124 disgraduated.

The major responsibilities of the office of the inspectorate can be summarized as follows: Direct inspection of schools by personal visits, investigation of time table with recommendations therein, together with reports on the teaching load s per teacher, allocation of suitable text books recommended by a text- book selection committee and approved by the ministry of Education, preparing and developing curricula for all grades of the primary and secondary schools, setting national examinations at the completion of grades six and eight, conducting rigorous examinations and interviews for all newly recruited Ethiopian with teacher's recommendations as to the subjects they were to teach and grade levels at which they were deemed competent to teach. From beginning 1955 E.C the twenty years the old inspection was replaced by supervision. In only few words the educational supervision manual of 1987 E.C, stated that the replacement of inspection by supervision was found

necessary so as to improve educational activities by making the teaching-learning process more efficient and effective by strengthening the man power (supervisor). The same manual further stated that unlike the former inspection, which it asserts had given more emphasis on control, the purpose of the introduction of supervision was to focus on the curriculum, the teaching content and methodology and to render professional assistance and guidance to classroom teachers.

When supervision was introduced, one of the first steps undertaken was preparation of a handbook for supervisors carried out by a seven man committee comprising of three Ethiopian and four American scholars, this was followed by an agreement reached between the ministry of education and the Haileselesie I university to train supervisors. Accordingly, with 52 students as the first intake, all previously trained inspectors included among then the training of supervisors started. This training which was a one year program continued until 1962 E.C.

2.4 Educational programs supervision at various levels

According to the present reclassification of the country to a state structure i.e. in to a Federal Democratic Republic of government, the member states of the federal Democratic Republic of Ethiopia have been reclassified into regions, Zones, and Woreda. Accordingly, the ministry of education is recognized into the central ministry, Regional bureaus, and Zonal and Woreda education offices. The educational programs supervision is, therefore, recognized on this basis. The roles and functions of supervision at these levels would therefore be as follows (MOE, 2002).

2.4.1 Supervision at the central level

The function of the out of school supervision (Central, Regional, and Zonal and Woreda levels) is basically two folds. Firstly, it is to maintain the quality and standard of education at the various structure of education and thus to insure the proper implementation of educational objectives. Secondly, is to render the necessary professional and technical support to effect the realization of educational objectives. The central level i.e. Ministry of education level supervision is expected to focus on the following: ensuring the implementation of the country's educational policy and strategy, developing a master plan curriculum national standard (curriculum) for the whole educational system, causing the preparation of examination to be administered at the national level: Ensuring the availability of educational

material and textbooks in adequate quality and quantity, providing professional and technical assistance to promote educational activities, determining training levels and qualifications required for the various levels of the educational structure (MOE,2002).

2.4.2 Supervision at the Regional and Zonal levels

It is assumed that there will be supervisory team at these levels. The function of supervision at these levels will more or less be similar to that of the central levels; obviously, as applied to the specific and concrete conditions of the pertinent level (MOE, 2002).

2.4.3 Supervision at Woreda level

Although the tasks to be performed at the regional and Zonal are also applicable to the Woreda level generally speaking, the facts that the Woreda has a direct contact with schools. More supervisory work is expected to be done at these levels. Among the tasks to be undertaken by supervision, the major ones are to: check follow-up monitor and evaluate so as to maintain teaching learning standards; ensures that educational programs in schools are susceptible to local conditions and community needs; demonstrates relevant supervisory models to senior-teachers, organizing short-term in-service training programs, seminars workshops, conferences, etc. to school based supervisors, i .e school principals, deputy principals, department chairman and to senior teachers. Submits reports to Woreda education offices on problems the solution of which are beyond the competence of schools (MOE, 2002)

2.4.4 Supervision at school level

If we are to talk about educational programs supervision in its functional and true sense, it is when it is made operational at the grass- roots level i.e., the school level. The mission center is the school where the actual teaching learning activities take place. As teaching learning is a day to day and continuous process, the function of supervision at the school level should also be a continuous responsibility. In this respect, the school must provide its own supervisors from within school. Within the school system, our supervisors are the school directors and deputy directors, the department chairman and the senior teachers with relevant training in supervision; they undoubtedly will have the competence to supervise the educational activities of their colleague teachers. The educational programs supervision manual of Tikmt (1987 E.C) has sufficiently listed the function of supervision at the school level and it is summarized below (MOE, 2002):

2.4.5 Role of the school principal in supervision

The school principal in his/her capacity as the instructional leader, his/ her responsibilities in supervision would be: creating a conducive environment to facilitate supervising activities in the school by organizing all resources (i. e classroom materials, and teaches) for instruction, giving professional assistance and guidance to teachers to enable them realizes instructional objectives; and supervises classes when and as deemed necessary, coordinating evaluation of teaching learning process and the outcome through the initiation of active participation of staff members and the local community at large and cause the evaluation of school community relations and on the basis of the evaluation results strive to improve and strengthen such relations(MOE,2002).

2.4.6 Role of the school Deputy Principal in supervision

The school deputy principal, besides assisting the principal of school in carrying out the above responsibility, is specifically expected to handle mainly the following tasks: Giving overall instructional leadership to staff members, evaluation lesson plan of teachers and conducting classroom supervision to ensure the application of the lesson plans, ensures that the curriculum of the school addresses the needs of the local community (MOE, 2002).

2.4.7 Role of the Department head in supervision

Because of their accumulated knowledge, skills, and abilities in the particular subject, subjects as well as in the overall educational system acquired through long services (experience); the department heads have the competence to supervise educational activities. Those listed below are therefore supervisory functions to be undertaken by the department heads, coordinating the supervisory activities in their respective departments and evaluating teacher's performance, arranging on the job orientation and socialization programs to newly assigned teachers in respective department, initiating and promoting group participation in the planning, implementation and decision-making of instruction and in evaluation of instructional outcomes, selecting and organizing teaching materials (text books, teaching aids, and making them available for use by teachers), encouraging teachers to conduct "Action research" so as to improve and develop subject they teach and methods of teaching as subjects, organizing models teaching programs for in experienced (junior) staff members by initiating senior staff members from the department, coordinating evaluation of the department curriculum and organizing 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(MOE,2002).

2.4.8 Role of senior teachers in supervision

To improve and boost the professional status of primary and secondary school teachers a professional career structure has been developed by the ministry of education (MOE,2002)on the basis of the education and training policy.

According to the career structure, it is assumed that he/ she Keffitanga Memhir (high ranking teacher), Tebabari Meri Memhir (associate head teacher) and Meri Memhir (head teacher) are the senior teachers. Thus, such teachers as a result of their accumulated experience and sound detrainning in specific subject's area/ areas are well positioned to supervise other teachers within their department.

In consultation with respective department heads and on the basis of program arranged for them by the department, they can therefor closely assist and guide teachers and also conduct classroom supervision. However, this was followed by the agreement reached between the ministry of Education (MOE) and the Haileselesie I university to train supervisors. Accordingly, with 52 students as the first intake, all previously trained inspectors included among then the training of supervisors started.

This training which was a one year program continued until 1965 E.C. As of 1961 E.C, however, it was conducted during the kirmt (long rainy months) instead of being offered during the regular academic calendar; and attendance of three consecutive kiremts was considered equivalent to one year regular program. After 1965 E.C the training program was discontinued.

Six years later, i.e. in 1971 an attempt was made by the ministry of Education to produce as many supervisors as possible to by carrying out a six weeks training. This however, was far less to meet the supply of the required numbers as the demand of scholars was exceedingly increasing.

With the changes of political system in the country i.e. to system of socialism (because it was envisaged that under the socialist principles the management of education demanded strict control for the fulfillment of the educational polices), Plans, and programs, once more a shift from supervision to inspection was made in 1973 E. C. There is no single unifying definition of supervision in the literature. Supervision can be defined according to different aspects of

the notion, but from an educational administration perspective, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction. However, having clear concept is very crucial to make practices of supervision more fruitful. Educational supervision has been defined as ‘The provision of guidance and feedback on matters of personal, professional and educational development (Kilminster et al., 2007, p. 2). All those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching, such as observation of class instruction, conducting teachers meetings, conducting group and individual conferences and reorganizing curriculum (Olembo et al, 1992:84).

The other concepts in relation to supervision in education are instructional supervision and inspection. Although instructional supervision and inspection are often used interchangeably, they do not convey exactly the same meaning. The difference between them can be explained in terms of their purpose. Inspection has more to do with checking whether the aims of the curriculum are being carried out (Gurr, 1999). Teachers may be admonished for failing to carry out the goals of the curriculum as required in the syllabus.

Instructional supervision, in contrast, is more to do with helping teachers improve instruction by directly assisting those (Glickman et al., 2001). Hoy et al. (2000) define instructional supervision as a responsibility, which entails the act of assessing another’s performance with a view to assisting that person to examine their own practice. Glickman et al. (2001) view instructional supervision as the ‘actions that enable teachers the quality to improve instruction for students’ and as an act that improves relationships and meets both personal and organizational needs. Sergiovanni and Starratt (2002) similarly describe school supervision as ‘helping increase the opportunity and capacity of teachers and schools to contribute more effectively towards students’ academic successes. Beach and Reinhartz (2000) regarded instructional supervision as a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement, according to Sergiovanni and Starratt (1998), may be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it may be to inquire into his or her teaching. Such a focus on teachers’ instructional improvement permits to achieve higher quality of learning. This fosters instructional supervision to be a behavior officially designated by the organization that

directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.

With the introduction of education and training policy in 1986 E.C, a shift from inspection to supervision was again witnessed. New departments of supervision of educational program have been established at federal and regional level with branches up to school level. That is helping teachers for the improvement of educational achievement of students. There are different component of instructional supervision approaches, such as clinical supervision, self- directed supervision, informal supervision and inquiry based supervision. From these approaches of instructional supervision the writer of this paper will focus on clinical supervision, which is best suited to help teachers develop those aspects of professionalism that concerns non routine problems and the skills, systematic knowledge, and ethical judgment needed to solve them effectively. In fact, these concerns are at the heart of clinical supervision (Acheson and Gall, 2003).

2.9 The overview aims of clinical supervision

Clinical supervision models are developed to instructional supervision by Gold hammer and Cogan in the late 1960s (Gold hammer, Anderson & Karjewski, 1980). However, the spirit of clinical supervision is difficult to capture in words (Acheson and Gall 2003). According to Sergiovanni and Starratt (2007), clinical supervision is a “face- to- face contact with teachers with the intent of improving instruction and increasing professional growth” (Sergiovanni, 1998:225) expresses clinical supervision as follows: The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events. According to Snow-Geron (2008) clinical supervision is “to provide support to teachers (to assist) and gradually to increase teachers’ abilities to be self-supervising”. Clinical supervision is a “specific cycle or pattern of working with teachers” (Sergiovanni & Starratt, 1993).

Gold hammer et al (1980), defined clinical supervision as, that phase of instructional supervision which draws its data from the first hand observation of actual teaching events and involve face to face (and other associated interactions) between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. Likewise one of the first advocates of clinical supervision, Cogan (1973) defined clinical supervision as: The rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teachers' classroom behavior. Sergiovanni and Starratt (1998) stated that clinical supervision as typically more formative than summative in its evaluative approach. The goal of clinical supervision is not aligned with traditional evaluative measurement procedures intended to make summative statements about the worth of a person's teaching for purposes of quality control. On the contrary, clinical supervision focuses on a teacher's professional growth in terms of improving classroom instruction and relies on more teacher-directed actions as opposed to bureaucratic, hierarchical actions of control by supervisors.

Clinical supervision, as a result, becomes less formal and less attached to the teacher's achievement of some preconceived criteria or outside standards. It becomes a process that includes the ideas and voice of the teacher as he or she strives to meet his or her own educational goals in teaching and centers on self- and collegial evaluation, including input from students. Lastly, the point of supervision from a clinical standpoint is not quality control for the protection of students and the public from incompetent teaching, rather the point of clinical supervision is the professional improvement of the teacher that "guarantees quality teaching and schooling for students and the public" (Sergiovanni & Starratt, 1998, p. 230). Supervision should be a relationship that develops between a supervisor and a teacher that is built on mutual trust, through the setting of mutual goals and objectives; through professionalism, harmonious interaction; and through a certain human autonomy which enhances freedom for both the teacher and supervisor to express ideas and opinions about how the method of supervision should be implemented to best improve teaching (Gold hammer et al., 1993). For clinical supervision to be effective, there are some commonalities that are evident. These themes include (a) the development of a collegial relationship between teachers and supervisors based on trust, respect, and reciprocity; (b) teachers control over the products of supervision; (c) teachers retain control over decisions that impact their teaching

practices; (d) there is continuity in the supervisory process over time; (e) supervisors provide teachers with nonjudgmental observational data; and (f) both teachers and supervisors engage in reflective practice (Nolan, Hawkes, & Francis, 1993). Goldhammer et al. (1993) identified it as a concept, defining nine specific

Characteristics:

1. It is a technology for improving instruction.
2. It is a deliberate intervention into the instruction process.
3. It is goal-oriented, combining school needs with the personal growth needs of those who work within the school.
4. It assumes a working relationship between teacher(s) and supervisor(s).
5. It requires a high degree of mutual trust, as reflected in understanding, support, and commitment from growth.
6. It is systematic, although it requires a flexible and continuously changing methodology.
7. It creates productive (i.e., healthy) tension for bridging the gap between the real and the ideal.
8. It assumes that the supervisor knows a great deal about the analysis of instruction and learning and also about productive human interaction.
9. It requires both preservice training, especially in observation techniques, and continuous in-service reflection on effective approaches. (p. 34).

Pajak (1990) claimed that clinical supervision was a critical concept for merging the traditional purposes of supervision with the comprehensive educational reform movement of the 1960s. Transformational leadership by supervisors in schools supported the change of roles within the school. Collaboration, participatory management, team building, consensus strategies and school improvement teams were factors that began to dominate the culture of schools (Danielson & McGreal, 2000). Zimmerman (2009) called for teachers to participate in reflective teaching practice that takes teachers from the level of awareness to that of action. This transformational school structure led to alternative methods of supervision.

Glickman et al. (2002, 2004) proposed the concept of developmental supervision. This method of supervision concentrated on the differences between teachers and their level of expertise. Contextual supervision also developed, concentrating upon unique situations, relationships between teacher and supervisor, the tasks at hand and the environment in which teaching and learning occurs (Ralph, 2002).

Many other types of instructional supervision techniques have developed with teachers utilizing peer and self-assessments (Sullivan & Glanz, 2000). The addition of portfolios with personal reflections in addition to the collection of additional data points for supervision changed the role of the supervisor even Principles of Supervision.

Supervisory behaviors are deeply embedded in professional educators' understanding of the various principles of supervision. Perceptions of these principles are developed through educational background, training and experience. One of the most frequently cited models comes from the work of Glickman (2002). He developed a continuum of supervisory behaviors that can be used in meetings or conferences with teachers as part of the supervisory process. The supervisory conferencing behaviors include: listening, clarifying, encouraging, reflecting, presenting, problem solving, negotiating, directing, standardizing and reinforcing (Glickman, 2002, pp. 132-133). Each of the conferencing behaviors is listed along the continuum from highest to lowest teacher responsibility. Higher teacher responsibility equates with lower supervisor responsibility while lower teacher responsibility relates to higher supervisor responsibility. The continuum of behaviors aligns with the previously discussed four interpersonal approaches to supervision of direct control, direct informational, collaborative and nondirective (Glickman et al., 2004). This framework provides the background for their Supervisor's Self-Assessment (Glickman et al., 2004). This assessment can be used for the supervisor and teachers to assess the supervisory style of the supervisor. Specific instructional supervision practices of supervisors have been drawn from Glickman's (2002) continuum and help serve as the basis for this dissertation.

2.10. The Steps/ phases of Clinical Supervision

Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps. For example, Hapikins (1994:56) and Anderson and Gall, (2003) organized classroom observation in to planning conference, classroom observation and feedback conference (cited in Glickman et.al, 2010: 17). However, Glickman et.al, (2010), the structure of clinical supervision classifies into five steps. These are, Pre-conference with teacher, Observation of classroom, Analyzing and interpreting observation and determining conference approach, Post-conference with teacher and Critique of previous four steps. This clinical process is cyclic and should be repeated at least several times during the course of the school year with teachers (Acheson and Gall, 2003). In the process of clinical supervision, a

one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni & Starratt, 2007). Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between.

Pre- conference stages

The supervisor begins the process of supervision by holding a conference with the teacher. According to Lovell and Wiles (1983), the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisors get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities by (Glickman et al., 1998).

In the conference, the teacher has an opportunity to state personal concerns, needs, and aspirations. The supervisor's role is to help the teacher clarify these perceptions so that both have a clear picture of the teacher's current instruction, the teacher's view of ideal instruction, and whether there is a discrepancy between the two (Acheson and Gall, 2003:9). They also add, doing properly this stage of clinical supervision cycle, preconference with teacher, establishes supervision as a process in which the teacher and supervisor have conversation together.

The teacher perceives the supervision as someone with whom to share willingness, thus breaking down the isolation of classroom teaching (i.e., most teachers teach alone). The supervisor likewise perceives the teacher as a key in making sense of the teacher's classroom instruction and improving it. According to Goldhammer, how supervisor manages this step depends very much upon what he already knows about the teacher from their earlier work together. Among other things, "it is important in pre-observational activity not to do anything that is likely to unsettle the Teacher before he/ she steps into the class. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capability. It is very important stage; because it is at this stage that framework of supervisor's observation is developed and agreement is reached about how to proceed thereafter.

Classroom observation

The next step, observation, is the time to follow through with the understandings of the first stage preconference. In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help my test reality, the reality of his/her own perceptions and judgments about teaching. The conditions under which observations are made are very important to the teacher. Indeed Goldhammer, Anderson and Karjewski (1980) propose, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision. This process is facilitated if the teacher has a hand in selecting the observation instrument, or instruments, to be used.' If the teacher and supervisor use the conference only to talk about instruction, the conversation might drift into vague generalities and abstractions. Selecting an observation instrument brings the teacher "down to earth" by focusing attention on the observable realities of classroom instruction. Either the supervisor or the teacher can suggest appropriate observation instruments and behaviors to be recorded on them.

Analysis and strategy conference

As soon as the observation has been conducted, the supervisor organizes their observation data into clear discipline for feedback to the teacher. The analysis and interpretations of the observation and determination of approaches are now possible (Glickman et al., 2010). At this step the supervisor leaves the classroom with his or her observations and seeking solitude in an office or corner. The teachers lay out the recorded pages of observations and study the information.

The analysis/strategy is the core of clinical supervision; the supervisor conceptualizes what was observed in the classroom and converts the analysis into readable data for the teacher (Cogan, 1973; Gold hammer et al., 1993). However, as Anderson and Gall (2003), recommend that at this stage the supervisor and the teacher analyze the data together. The teacher and the supervisor meet to review the observational data, with the supervisor encouraging the teacher to make his or her own inferences about teaching effectiveness. As Glickman et al., (2010) the last determination for the supervisor to make in the third step of the clinical structure is to choose what interpersonal approach to use the teacher in the post conference.

Conference stage

From this stage supervisor should have with the completed observation form, completed analysis, and interpretation form and with the chosen interpersonal approach; the supervisor is ready to meet with the teacher in a post conference. The effort made during the pre-observation and classroom observation phase can be considered fully successful in and only if they enable effective post-conference to occur.

Post- Conference Stage

This stage is regarded as the focal point in clinical supervision process; because it is at this stage that supervisors and teachers come together to review post performance and to identify professional needs of the teacher, and ultimately to determine and agree on future action plans that deserve careful attention during the follow up process (Szilagyi, 1981:563; Bollington et al., 1990:47).

Summary of this chapter

This chapter dealt with the views of related literatures that had been followed in this study, addressing the concepts of clinical supervision instructional supervision, development of clinical supervision, introduction to instructional supervision in Ethiopia context. And deals educational program supervision at various levels, the overviews aims of clinical supervision and last the steps or phases of clinical supervision.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

According to Dawson (2002), defines the research design as a general strategy or plan for conducting a research study and he also described of the design which indicates the basic structure and goal of the study, the nature of the hypothesis, the variables involved, and the constraints of the environment all contribute to the selection of the research design. Before the design was decided upon this study, type of research study was first determined as to whether it was descriptive or survey design.

The study asked the main question ‘what is the practice of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State’? As this question seeks answers in a descriptive research design form. Thus, design which was planed of the study to find out how supervisors actually use clinical supervision in their schools. According to Ary, Jacobs, Razavieh& Sorensen (2006), defined a descriptive research design uses instruments as an either questionnaires or interviews for this study to have in depth understanding practices of clinical supervision. Moreover, Seyoum and Ayalew (1989:81) argued that a descriptive research design is helps in picturing the existing situation. Similarly, Best and Kahn (2003:114) have stated that a descriptive research design is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. Finally, this design was helpful to collect information directly from the population and employ simple statistical techniques which can facilitate drawing generalization about large population on the basis of the study of representative sample.

3.2 Research method

In this study both qualitative and quantitative (Mixed) methods were used to find out challenges practices of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State.(Gay,et.al,2009) stated it may be difficult to fully explore the practice of supervision solely through one or single research method. Mixed method was planned to offers a way of making research more meaningful, complete and purposeful than is the case when using either a singular either qualitative or quantitative method, and provides the researcher with other valuable tools to add to their research resources. Hence,

this method was preferred in order to address more precisely and effectively the practices and challenges of clinical supervision in government secondary of schools. A unified perspective of research facilitates the research question to determine the research methods and gives rise to the concept of a pragmatic researcher (Onwuegbuzie & Leech, 2005). It currently being recognized as the third major research method and those in the field are working towards a definition of this paradigm (Giddings & Grant 2007; Johnson et al. 2011). Whether the search for a single definition is necessary, or even desirable, remains unclear. For the sake of clarity therefore, researcher used the term as defined by Tashakkori and Creswell (2007 p 4) as a ‘method in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative methods in a single study or a program of inquiry’. There are many and immediate benefits to be gained from not separating quantitative and qualitative research into distinct categories but, instead, acknowledging and understanding their interrelated nature and processes.

The reason why researcher used mixed research method was to: Expansion, seeks to extend the breadth and range of inquiry by using different methods for different inquiry components; Initiation, seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method; Development, seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation, as well as measurement decisions; Complementarity, seeks, elaboration, enhancement, illustration, and clarification of the results from one method with the results from the other method; Completeness, refers to the notion that the researcher can bring together a more comprehensive account of the area of inquiry in which he or she is interested if both quantitative and qualitative researches are employed; Different research questions, refers to the argument that quantitative and qualitative research can each answer different research questions; Utility or improving the usefulness of findings, refers to a suggestion, which is more likely to be prominent among articles with an applied focus, that combining the two approaches will be more useful to practitioners and others. Then the mixed methods sequential explanatory design consists of two distinct phase: quantitative followed by qualitative (Creswell, Plano Clark, et al., 2003). In this design, a researcher first collects and analyzes the quantitative (numeric) data. The qualitative (text) data are collected and analyzed second in the sequence and help explain, or elaborate on, the quantitative results obtained in the first phase. The second, qualitative phase build on the first, quantitative,

phase, and the two phases are connected in the intermediate stage in the study. The rationale for this method is that the quantitative data and their subsequent analysis provide a general understanding of research of research problem. The qualitative data and their analysis refine and explain those statistical results by exploring participants' views in more depth (Creswell, 2003; Rossman & Wilson, 1985; Tashakkori & Teddlie, 1998).

3.3 Sources of data

Based on the source, the data are divided into two, namely primary and secondary source of data.

3.3.1 Primary data

It is referred as an original and unique data collected by the researcher directly from the first-hand sources or study object, through observations, surveys, questionnaires, interviews and a like....according to my requirements. It is also a type of data which gathered through perception or questionnaires review in a characteristic setting are illustrations of data obtained in an uncontrolled situation. Therefore, Primary data for this study were the cluster supervisors; principals; vice principals, head departments, teachers and Woreda education offices considered as sources of this data in general.

3.3.2 Secondary data

As Robson (2002) defined that secondary data which is the data already collected in some other context than the present study. This type of source of data provides the necessary background information, builds credibility for the research report and helps to clarify the problem during the description research process. It may easily accessible but are not pure as they have undergone through many statistical treatments. Finally i can concluded that source of this data obtained by author from the school documents.

3.4 Description of the Study Area

Anywa (Anuaks) Zone is the second Zone of Gambella Regional State. It is the one of richest Zone among the three in the Region because of natural resources in it such as Gold mine in Dimma Woreda and Abwobo Woreda like Lunga villages as well as investment also specially in four Woreda among fives Gog, Abol, Abwobo and Dimma Woreda. It has also famous park that is located in Jor Woreda from the five which is called Pujiu. Anywa (Anuaks) Zone, Located in the southwest of Gambella Regional State, Anywa (Anuaks) Zone or Abwobo borders with Gambella Main city of regional state in the east, the Itang special Woreda in

the northwest, South Sudan in the west, Majang Zone in the northeast, and Rat and Pochalla in the northeast and southwest to the south Sudan. Based on the 2007 E.C Census conducted by the Central Statistical Agency of Ethiopia (CSA), this Zone has a total population of 99,556, of whom 50,722 are men and 48,834 women.

The Zone is home to several ethnic groups, religious practices, languages, and physical landscapes. Following the ousting of the communist regime in 1991, the new government has restructured the country as the Federal Democratic Republic of Ethiopia, a multiparty constitutional ethnic federation. It is made up of 5 woredas: Abwobo, Abol, Gog, Jor and Dimma Woreda.

The terrain is mostly flat is mostly at elevation between 400-550meters above sea level and rivers include the Baro (Openo) in local language, which is only navigable river in Ethiopia, the Alwero and the Gilo rivers, major bodies of the water include lakes Alwero and Thatha. A notable landmark is the Gambella National Park, which covers a large part of the Zone South of the Baro (Openo). In line to this, 52,561 or (52.8%) of population are urban inhabitants.

3.5 .Population of the Study

Table 1: Total population and Sample Size

Types of Respondents	Total Population			%	Sampling techniques
	M	F	T		
	M	F	T	%	Purposive Sampling
Cluster Supervisors	6	0	6	100%	Purposive Sampling
School principals	7	0	7	100%	Purposive Sampling
Vice-Principals	7	0	7	100%	Purposive Sampling
Head of departments	124	29	153	73%	Simple random Sampling
Teachers	18	10	28	13%	Simple random Sampling
Woreda Education office	6	0	6	100%	Purposive Sampling
Total	168	39	207	100%	

3.6 Sample Size Techniques

A sample is defined as a limited number of elements selected from the whole population to be representative of that population. The sampling of the government secondary schools for this study was employed all the mentioned above from the table 1. They were taken through various sampling techniques as possible for study.

Clinical supervisors: the total numbers of supervisor in the selected schools are six all of them were selected as samples. Thus, the samples from each of the schools are as follows: Pinyudo, Dipa and Gog-Dipac², Abwobo, Okuna 2, Abol and Bunga,² total are 6.

Principals, as since one school has leded one principal, all seven principals were used as samples.

Vice-principals, since one school of Anywa (Anuaks) Zone has one vice-principal, all seven vice- principals were used as samples.

Teacher13% percent of teachers in each of the seven schools were selected for the study. Based on Cohen, (1994)’’ stated that largest the sample the better the study’’. However the number of teachers in each school was not proportional. Thus stratified sampling was used as follows: the total numbers of respondents for study of these schools are 207which is N. Thus, to determine sample to be taken is 102 which is n. Thus, n/N gives the proportional number i.e. $102/207 = x$. Then proportional number multiplied by the number of teachers in each school gives proportional sample of teachers to be taken from each school as presented below.

Table 2: Summary of Sample Size sampling

No	No of schools selected as sample	Proportional numbers	Proportional multiplied by number of teachers	Proportional	
01	Pinyudo	44	0.51	44x0.51	22
02	Gog-Dipaac	34	0.51	34x0.51	22
03	Dipa- school	27	0.51	27x0.51	17
04	Abwobo School	38	0.51	38x0.51	13
05	Okuna	28	0.51	28x0.51	19
06	Abol School	23	0.51	23x0.51	14
07	Bonga School	13	0.51	13x0.51	6
	Total	207	50%		102

After getting proportional sample size of each school simple random sampling was employed to take the required number of teachers. For example, the sample size to be taken from Gog Woreda 3 government secondary schools was 1.53%; twenty two teachers were selected from 105 teachers randomly. For further understanding it’s detailed in the following table.

3.8 Instruments of data collection

3.8.1 Instruments of data collection

Questionnaire, interviews, documents analysis, and group discussion were the instruments used for the purpose of the study. Therefore, employing multiple data collection instruments help the author to combine, strengthen and amend some of the inadequacies. Questionnaire.

In other words, open-ended (unstructured) questions, which allowed the research subjects to answer questions in their own words, and close-ended (structured) questions, which provided the research subjects with a list of responses to choose from (for example, before/during/after observation or yes/no), were used in this study. However, some of the questions (other than the ones requesting biographical information and the yes/no responses) made provision for any other response (for example, ‘others please specify’) to the ones stipulated in the questionnaire. This enabled the research subjects to provide additional information that would be of importance to the study where applicable. Questionnaires were developed by the author for government secondary schools supervisors, principals, head departments, vice- principals, teachers and Woreda education officers. It was used in order to collect data from the relatively larger size of the under study population. The reason why a questionnaire was used is easily to handle and is simple for the respondents to answer within a short periods of time (Koul,2008).

The questionnaire has three parts. A covering letter consisting of clear instructions for the completion of the questionnaire, the purpose of the research and the ethical aspects of confidentiality/anonymity, was compiled and attached as an introduction to the questionnaire. The first part is regards about the demographic characteristics of the teachers, the second part is about the contribution practices of clinical supervision, and the last part is deal with the challenges of clinical supervision.

The number of items were twenty six, and both open-ended and close –ended items were included in the questionnaire and semi- structured type items considered has benefit that make freedom to elaborate opinions and enrich the data collected to answer with the alternative given and likert scale items for seeking respondents feeling and views. Therefore, to establish content validity, the questionnaire was examined by the advisor and commented. So based on the suggestions, four items were rejected and twenty two included or accepted and four again modified. The total numbers of instruments were become twenty six. Spaced apart boxes, in which the research subjects completed their responses, were created for each

question. The questions concluded with a statement in which the researcher thanked the research subjects for participating in this study.

INTERVIEWS

Interview was developed by the author himself for practice of clinical supervision in schools. It was used in order to collect data from those who would provide information needed for the study. The reason why structured interviews was employed that the procedure to be used is standardized and determined in advanced as well as to obtained answers to carefully phrased questions (Koul, 2008).The interview has categorized into two parts, the first part is focused on the demographic of teachers, the second part is deal with the overall views activities of clinical supervision practices. The third part is regards to challenges of clinical supervision practice. Thus, the numbers of items ten, in order to establish content validity, the interview items were examined by the advisor. Based on his suggestions, two items were rejected and four items were modified and two only added totally ten.

GROUP DISCUSSION

The items for the group discussions were also developed by author himself to obtaining data information from the head departments. Discussions were planned in order to give more opportunities collection worth data from the participants those who would provide information needed for the study. The numbers of items were five. The source of items is documents in schools, in order to establish content validity, three items were rejected, and three more added as modified.

3.7 Document Analysis

Document analysis useful for the study including strategic plans of schools, Annual reports of schools, supervision manuals and checklists were included in this study. As Best and Khan (1989) have noted that document analysis are important and relevant sources of data, useful in yielding information, and exploring clinical supervision practice. Document observations or checking were held with principals and supervisors to examine of schools strategic planning and including the various activities as document of schools.

3.8 Procedures of Data Collection

Questionnaires were distributed for the participants of the study by the author. The respondents were asked to gather at quite places and made to fill out the questionnaires. Interviews and group discussions were made after the obtaining the consent of the

participants. The interviews took about one an hour. As regards, the researcher made convinced contact with the school heads to get access into the document and reviews them in light of the objectives study. The pilot test was employed by Elay government secondary school in Gambella Town. Questionnaire was administered for 5 senior teachers and 2 supervisors in which it was excluded from the main study. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary recommend so as to correct missed and ambiguous questions. The result of the pilot testing is statistically computed by the SPSS computer program. The Cranach's Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawok, 1998, and Daniel M., 2004). To ensure the face validity, some of Gambella instructors as volunteer were personally consulted to provide their suggestion. The evaluators of the pilot test was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that unnecessary items were removed, lengthy items were shortened and many unclear items were made clear. The internal consistency reliability estimate was calculated using Cranach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.876, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cranach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. The table below indicates the computed internal reliability coefficient of the pilot test.

The internal consistency of the instrument was calculated using Cronbach Alpha as it was appropriate to test the reliability of likert scale items. The data from the pilot study were analyzed using SPSS computer software program of application and ranked version 20. Therefore, according to (Gall et al.2007) Stated a narrative report was prepared; hence, actual quotes of the interviews were used to describe a certain points of views according to the SPSS software computer program version 20, and was ranked as an average decision was set

accordingly, as an average mean point of 1-1.80 Very Low considered, Low, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, and 4.21-5.00 Very high. The respondents from the pilot study groups were consulted above how the best to revise these questions. Then all respondents correction were made and the questionnaires were distributed to target study for 102 respondents 48 (47%) head departments, 7 principals, 6 supervisors, 6 Woreda education officers and 7 vice-principals and 28 teachers whose directly by the author in all sample schools in each Woreda under a Zone. The researcher briefed about the research objective and its significance while distributing questionnaire for respondents.

3.9 Methods and Data Analysis

Quantitative data obtained using questionnaire were analyzed using descriptive statistics. The collected data from questionnaires and interview were analyzed, and presented by the (Mixed) or both quantitative and qualitative of data analysis method. Based on the nature of the basic questions that were developed, and the data collected from the respondents regarding the present practices and challenges of clinical supervision in government secondary schools of Anywa (Anuaks) Zone, Gambella Regional State, the following data analysis method were employed by using SPSS computer program version 20. To analyze, the respondents' characteristics descriptive statistics like frequency and percentage were used while mean and the independent sample t-test were carried out to determine the significance level of differences in the responses of teachers and principal respondents. Besides, for suitability of analysis the five likert scale responses of the questionnaires were made to be categorized as Very Low, Low, Moderate, High and Very High. Qualitative data obtained through interviews and group discussions were analyzed using narration and interpreted in the light of objectives.

3.10 Ethical Considerations

As the purpose of the study was to examine the practices of clinical supervision in schools, therefore the researcher expressed the concept of study to respondents and asked them if they are willing or voluntary to participate in the gathering of information for the study that focused on the academic purpose rather than other purpose. In addition, to this first researcher taking this seriously considering need. Behind, I was communication with other concerned bodies were accomplished through their voluntary participation and willingness consent without harming and threatening the any personnel. So the researcher ensured commitment and confidentiality by making the participant's unwritten name on the questionnaire forms. With this regard, the researcher was controlled the study by protecting the respondents from damage or destruct of any manner in which the research questions and report the findings were presented. Thus, the researchers ensured the participants would be safe and the researcher took full responsibility for any harm in this research.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Presentation, analysis and interpretation of the data

This chapter deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, focus group discussion and document analysis. It consists of two major parts. The first section deals with the characteristics of all those who took part in the study. The second section presents the analysis and interpretation of the main data. The data were collected through questionnaire, and the researcher approached to respondents himself or through friends for filling the items of the instrument. A coding scheme was prepared and data were tabulated separately. Simple percentage formula was applied for the analyses of the data.

The data was gathered from a total of one hundred two respondents. That is, all of six (6) supervisors, seven principal(7)s, seven(7) vice- principals, and one hundred fifty three (153) head departments, twenty eight teachers(28) and six (6) Woreda education officers. To these success twenty eight questionnaire distributed to teachers, forty eight questionnaire distributed to department heads, seven questionnaire distributed to vice principals, seven questionnaire distributed to principals, and seven questionnaire distributed for supervisor were filled out carefully and returned respectively.

These account 50 percent for head departments, 20 percent for teachers, 10 percent for supervisors, 10 percent for principals and 10 percent for vice-principals. From total about 50 percent such percentages are taken as appropriate for the purposes of the study. The data was analyzed in both quantitative and qualitative method. The qualitative part was supposed to be complementary to the quantitative analysis. All Woreda education officers in related to classrooms observation strategies, school principals, and supervisors participants took part in the interview and focus group discussions respectively.

A total of 102 questionnaires were prepared and distributed to all 102 respondents, these were supervisors, Principals, vice-principals, head departments, teachers and Woreda education officers. Therefore supplement data were collected through questionnaire and interview for six Woreda education officers, seven vice-principals and twenty eight teachers. Initially, the data collected through questionnaires were coded and inserted in to SPSS version 20 computer software to obtain.

The frequency and percent scores were used to interpret data gathered through questionnaire. To compare the frequency and percent scores of six groups' respondents was statistically used. Then, the frequency for each group of respondents, Cluster supervisors, principals, Vice-Principals, teachers, head departments and Woreda education officers were generalized and analyzed using the frequency and percent of each group respondents. To determine the existence or implementation of the different clinical supervisors practices in the government secondary schools of Anywa Zone, an average point of decision was set accordingly, an average mean point of 1.00-1.80 is considered Very Low, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, and 4.21-5.00 Very High respectively. Thus, items involved in the questionnaires were classified into three major categories parts. The first category designed regarding general background information of respondents, the second category deals with the procedures conducting of clinical supervision and its challenges faced during practices of clinical supervision in the Zone. Hence these lead to used different approaches in treating or analyzing the data from the two categories questions or items. Finally, all demographic of respondents were analyzed by using frequency and percentage as related as gender, qualification, age, experience, and specialization included.

4.2. Demographic characteristic of the respondents

Table 3: Demographic characteristic of the respondents

Demographic characteristic of respondents																
Variables	Category	Supervisors		Principals		Vice-principals		Head departments		Teachers		WEO		Total		
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	
Gender	Male	6	5.8%	7	6.8%	7	6.8%	57	55.8%	7	6.8%	6	5.8%	83	81.3%	
	Female	0	0	0	0	0	0	13	12.7%	6	5.8%	0	0	19	18.6%	
	Total	6	5.8%	7	6.8%	7	6.8%	70	68.6%	13	12.7%	6	5.8%	102	99%	
Age	20-25years	0	0	0	0	1	.5%	9	8.8%	9	8.8%	0	0	19	18.6%	
	26-30year	2	1.9%	4	3.9%	3	2.9%	23	22.5%	6	5.8%	2	1.9%	40	39.2%	
	30-35years	4	3.9%	2	1.9%	1	.5%	12	11.7%	10	9.8%	3	2.9%	32	31.3%	
	36 above	0	0	1	.5%	2	1.9%	4	3.9%	3	2.9%	1	.5%	11	10.7%	
	Total	6	5.8%	7	6.3%	7	6.8%	48	47%	28	27.4%	6	5.8%	102	99%	
Experience s	0-5years	0	0	0	0	0	0	5	4.9%	8	7.8%	2	1.9%	15	14.7%	
	6-10years	1	.5%	1	.5%	2	1.9%	8	7.8%	11	10.7%	3	2.9%	26	25.4%	
	11-15years	4	3.9%	3	2.9%	5	4.9%	10	9.8%	16	15.6%	0	0	38	37.2%	

		16-20years above	1	.5%	3	2.9%	0	0	5	4.9%	13	12.7%	1	.5%	23	22.5%
		Total	6	5.8%	7	6.3%	7	6.3%	28	27.4%	48	47%	6	5.8%	102	99.9%
	Qualificati on	Certificate	0	0	0	0	0	0	11	10.7%	4	3.9%	0	0	15	14.7%
		Diploma	0	0	0	0	0	0	9	8.8%	17	16.6%	2	1.9%	28	27.4%
		BA/BSC	4	3.9%	5	4.8%	6	5.8%	5	4.9%	23	22.5%	3	2.9%	46	45%
		MA/MSC	2	1.9%	2	1.9%	1	.5%	2	1.9%	4	3.9%	1	.5%	12	11.7%
		Total	6	5.8%	7	6.8%	7	6.8%	28	27.4%	48	47%	6	5.8%	102	99.9%
	Specializati on	Edpm	2	1.9%	3	2.9%	2	1.9%	2	1.9%	5	4.9%	2	1.9%	16	15.6%
		Social- Science	1	.5%	1	.5%	1	.5%	10	9.8%	18	17.6%	1	.5%	22	21.5%
		Natural- Science	0	0	0	0	1	.5%	6	5.8%	9	8.8%	1	.5%	17	16.6%
		Others	3	2.9%	3	2.9%	2	1.9%	10	9.8%	16	15.6%	1	.5%	35	34.3%
		Total	6	5.8%	7	6.8%	7	6.8%	28	27.4%	48	47%	6	5.8%	102	99.9%

From the table 3.item 1, regards the demographics characteristic of the respondents were reported below as Figure 1, above the data was an indicating the gender of the research subjects who were involved in this study, 83(81.3%) were male and a small percentage 19(18.6%) were females. The dominance of male composition in most teachers and principals may be attributed to the fact that most female shy from applying or contesting for elective positions while male are aggressive. This emanates from the fact that the government secondary schools of Anywa Zone of Gambella Regional State, is historically a male-dominated schools. Those who are not assigning in the position of supervisory or principal are females.

This situation is, however, gradually changing. More and more male are taking up a dominated in the Anywa Zone government secondary schools. Then researcher further aligns myself with (Carron and De Grauwe, 1997:30) and is of the opinion that the increase in the number of male teacher has prompted the need for support of clinical supervision practices in the government secondary schools of Anywa Zone, Gambella Regional State during the classrooms observation session. According to the researcher, this situation could be attributed to the annulment of teachers, which previously compelled young teachers to enlist in the then Anywa Zone, Gambella Regional State.

Based on the Figure 2, above gives an, indication of the age of the participants who had been involved in practices of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State. 19(18%) of the research subjects were in the age group 20 to 25, 40(39.2%) were in the age group 26 to 30, 32 (31.5%) were in the age group 31-35 and whereas 11(10.7%) were in the age group 36 and above, then a large percentage of the research subjects (40(39.2%) were in the age group 26. The findings mean that respondents were comprised of persons aged more than 26 years who are most probably mature or parents. This shows that majority of those sampled were mature and experienced to take up leadership and management of educational institutions in the area of study. The above mentioned data show that the average age of the participants of government secondary schools of Anywa Zone, Gambella Regional State were not more than 40. From the Figure 3, above gives an indication the years of experience that the research participants had in the teaching learning. Fifteen 15(14.7%) of the research participants had an average of between 1 and 5 years' experience in the teaching, 26 (25%) had an average of between 6 and 10 years' experience, 38(37.2%) had an average of between 11 to 15 years' experience and 23(22.5%) had an average of between 16 and 20 years' providing clinical

supervision experience. The study findings show that (37%) of the respondents have worked over 10 years while (25%) have worked for between six and ten years. The findings mean that the respondents have been working for long enough and therefore have work experience which may have influenced practice of clinical supervision in schools for classrooms activities improvement. The above mentioned data shows that the majority of the participants of the government secondary schools of Anywa Zone, Gambella Regional State had more 15 years' experience on the teaching profession.

In the researcher's view, one would assume that since the majority of research participants had more 15 years' experience on the teaching professional, they would be stable and therefore able to cope under any circumstances. However, this is not the case where supervisors observed are concerned.

Figure 4, Table 3, the study sought to determine the level of education of the research respondents. This was to establish whether there was any link between respondent's level of education and their practice of clinical supervision in government secondary schools of Anywa (Anuak) Zone in Gambella Regional State.

The study findings as shown in Figure 4, revealed that (45%) of the respondents had BA/BSC degree holders while (27%) had college Diploma holder's education and the rest were certificate qualified. This clearly indicates that the respondents had the required academic qualification for either appointment as supervisors and principals to participating in practice of clinical supervision.

The findings mean that respondents were comprised of teachers academic qualification had majority were BA/BSC degree holders levels so the practice of clinical supervision could had be role by teachers who have qualified in BA/BSC degree holders in schools of Anywa Zone Gambella Regional State.

As the Figure 5, Table 3 regards the specialization of the research respondents in practice of clinical supervision in government secondary schools of Anywa Zone Gambella Regional State. Thirty four (34.3%) of the research participants had qualified from different subjects in schools, whereas twenty one (21.5%) had qualified from Social science, (16.6%) had teachers who had qualified from the subjects of Natural science and lastly (15.1%) who had qualified from educational planning and management. The study findings show that (34.3%) of the respondents have specialized from the different subjects in each sample of schools,

while (15.6%) have qualified from the educational planning and management. The findings mean that the respondents have been qualified from different subjects areas in schools have role plays in practice of clinical supervision in schools for classrooms activities improvement. The above mentioned data shows that the majority of the participants of the government secondary schools of Anywa Zone, Gambella Regional State had qualified from different subjects areas in schools.

In the researcher’s view, one would assume that since the majority of research participants had qualified from the different subject’s areas in schools on the teaching professional, they would be stable and therefore able to cope under any circumstances. To what extent do teachers gained support from cluster supervisors in order to improve their instructionally?

Table 4: View of teachers to what extent do teachers gained support from the cluster supervisors in order to improve instructionally

Respondents on question of to what extent do teachers gained support from cluster supervisors’ in order to improve their instructionally?					
	Response	Supervisor s=6	Principals =7	Head department=4 8	Total
Cluster supervisors are priority problems of lesson during classrooms observation program	Mean	1.00	3.00	1.17	
	Standard deviation	.000	.000	.377	
	Total				
Cluster supervisors are observed classrooms based on their program planned	Mean	1.33	2.86	3.00	
	Standard deviation	.816	1.069	.772	
	Total				
Clinical supervisors are identify the shortages of teaching aids and	Mean	2.67	3.43	2.56	
	Standard deviation	.516	.976	.848	
	Total				
Cluster supervisors have encouraged teachers to participate in classrooms observation	Mean	3.50	3.29	3.33	
	Standard deviation	1.225	.951	.975	
	Total				

Cluster supervisors would observed classrooms through their own strategic school planning	Mean	3.00	2.43	3.15	
	Standard deviation	.632	.535	.950	
	Total				

From Table4 of item 1. respondents asked whether clinical supervisors are prioritize problems of lesson in the classrooms program, the rate were noted that as, the mean score and standard deviation, (=1.00, .000 and, SD=.000, .000 and 1.17) and the percentage distribution; 65.05% of the respondents slightly moderate and 34.75% responded low, of teachers response respectively indicates that, cluster supervisors were not prioritize classrooms problems during classrooms observation program. In the focus group discussion majority of, 79.66% the participants said that, cluster supervisors were not prioritize classrooms challenges during observation session. But most of the principals who participated in the interview do not agreed with the reason that cluster sizes and suppose that it was lack of commitment and said that was the major problem of cluster school supervisors.

From item 2 of table 4; respondents asked whether cluster supervisors are supervisors would observed classrooms as based on their own plan or whether messages from the concern bodies or education offices; accordingly, the mean score and standard deviation (=1.33,2.86,3.00 and SD=.816,.069and 772) and the percentage distribution; 43%, rate high and 27.05% of them very low and whereas 29.99%, of principals response indicated that, clinical supervisors are moderate observation classrooms according to their own plan. Majority, 69.99% of participants in the group discussion also suppose with the principal's response that, cluster supervisors are moderate observed classrooms according to their own plan they designed to improve instructionally teaching learning. Similarly all the interviewee principals reveal that cluster supervisors are moderate observe classrooms to improve teaching learning as well as professional performance of teachers in manners.

In item 3 of the same table respondents asked to indicate their level of agreement regarding that, whether supervisors are standby to identify the problems or challenges which encounter in the classrooms observation or not some opinions were a raise by respondents seriously. Accordingly, the mean score and standard deviation of teachers response (=2.67, 3.43, 2.56 and SD=.516, .976, .848) and the percentage distribution; 52.27% moderate, 22.69%were

high and 25.03; respectively indicates that, supervisors are do observe their classrooms according to what they had planned in their cluster schools.

The data obtained from open ended question and interview conducted with principals reveals that, many cluster supervisors of government secondary schools were not confident and commit to observe their classrooms because of fears in qualification if supervisor are BA/BSC degree holders he /she would has intended in the way how classrooms observation could be occurred. One of the interviewee principals said that; “especially most of the senior supervisors or with many years of supervisory experience observe classrooms without any fear or intension” Majority, 69.89% of participants in the group discussions also response that there was a challenges at some cluster supervisors, but some of them argued that it depends on their own strategic plan for classrooms observation program.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether cluster supervisors are encouraged teachers to participate in the classrooms observation program or not response noted that. According to the mean score and standard deviation of ($=3.50, 3.29, 3.33$ and $SD=1.225, .951, .975$) and the percentage data of supervisors, principals and head departments responds; 43.06% slightly moderate, 34.9% agreed high and 22,03% response low respectively, this result indicate that clinical supervisors are most of the time they encourage moderately but not fit for classrooms observation program.

But from the group discussions the great majority, 67.56% of participants argues that cluster supervisors are not encouraged teachers during classrooms observation session. 32.43% of the head departments were also replied with those cluster supervisors are not encourage teachers to participate in the classrooms observation program in their schools.

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But from the group discussions the great majority, 67.56% of participants argues that cluster supervisors are not encouraged teachers during classrooms observation session. 32.43% of the head departments were also replied with those clinical supervisors are not encourage teachers to participate in the classrooms observation program in their schools. The practices of clinical supervisory task were conducted by the all teachers who participate in classrooms observation and it is very useful task for improvement of teaching activates as well as competent teachers professional by cluster supervisors. These supervisory services provided for teachers aimed to develop their professional skills and finally to improve the teaching-learning process in the class room. Thus five stages in cluster supervision were treated here under.

Based on the five point likert rating scales from very Low to very High or strongly Disagree to strongly Agree, the an average point of decision was set accordingly, an average mean and standard deviation of point of 1.00-1.80 is considered Very Low, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, and 4.21-5.00 Very High as respectively. In implementation of the items will be used for the sake of analysis and interpretation. For the case of analysis frequency and percentage were used whereas, Mean and Standard Deviation and Std. Error were used in order to indicate practice of clinical supervision on each item.

Clinical supervision at classroom levels can be classified into five stages processes; they are pre observation conference, classroom observation and post -observation conference.

2. How is supervision organized and to what do teachers based clinical supervisors practice supervision in their schools?

Table 5: View on organizing of clinical supervision and how teacher's practices based clinical supervision in their schools

Respondents on question how supervision is organized and to what teachers based clinical supervisors practice supervision in their schools?					
Variables	Response	Supervisor s=6	Principal s=7	Head department =48	Total
Clinical supervisor make clear vision, rules, regulations and policies of schools	Mean	1.83	1.86	3.04	
	Standard deviation	.408	.378	.824	2.24
	Total				
Clinical supervisors conduct schools through well designed strategic plan in schools	Mean	2.50	2.71	3.00	
	Standard deviation	.837	.756	.684	2.73
	Total				
Clinical supervisors conduct- post conference after all phases in schools	Mean	2.67	2.29	2.85	
	Standard deviation	.548	.488	.8545	
	Total				
Cluster supervisors provide feedback following classrooms observation program	Mean	2.67	2.71	3.46	
	Standard deviation	.816	.951	.944	
	Total				

Cluster supervisors evaluate schools performance with teachers together to improve instructionally	Mean	2.67	2.43	3.15	
	Standard deviation	.816	.535	.772	
	Total				

In table 5, item 1, the responses of teachers on the extent to which supervisors conduct pre-observation conference with teachers by identifying the purpose and specific objectives of the lesson are portrayed. Accordingly, the school respondents asked whether they were make clear of schools rules, vision, regulations, procedures and policies to their schools, mean score value for three groups respondents were (1.83, 1.83, 3.04) and (SD= .048, .378, .824) the result reflected that there were low used well schools designing clear of polices in majority schools of Anywa (Anuaks) Zone, Gambella Regional State particular. Accordingly, to interview some respondents head departments response rated that (thirty-six of head departments (75%) rated the issue as being used low, whereas (24.99%) were slightly moderate used and not frequents in some schools. In the same table, item 2, respondents asked also if they were follow the procedures of classrooms observation in schools or not some respondents were rated that mean score (2.50, 2.71, 3.00) and (SD=.837, .756,.686), then the result were noted from the interview respondents supposed that (thirty two head departments (52.4%) confirmed supervisors' agreed that with teachers on the use of classrooms procedures conduction observation in schools. As shown in Table 5, item 3, similar question was asking principals respondents if clinical supervisors or they might have use conduct post conference in schools, so mean score for this was (2.50, 2.71, 2.85) and (SD=.548, .756, .545) contrast to result of interview slightly by principals respondents were rated that forty one (67.21%) of the principals respondents, reported that the moderate conduct of post conference stages or phase in such schools.

Similarly, during the interview conducted with Woreda education offices, cluster supervisors and group discussion made with department heads, confirmed that supervisors reached an agreement with teachers on the period and the lesson to be observed before actual classroom

observation. However, most of the time, they did not make agreement on the objective of the observation.

The above analysis is consistent with Harris (1963), in Goldhammer (1980:17), assertion that the purpose of pre-observation conferences is to reach an agreement between the supervisor and the teacher on important work to be done before the classroom observation starts in order to provide a mental and procedural framework for the supervisory process.

It is clear that the pre-observation conference is a platform for effective classroom observation. But, as shown in the above analysis, it is not well practiced in secondary schools of Anywa (Anuaks) Zone, Gambella Regional State.

Therefore, from the results, one can conclude that pre classroom observation conference in schools under study have taken place without ensuring mutual understanding and agreement, which affect the process of clinical supervision. As is observed in Table 7, item 1, supervisors, principals, and head departments were asked how to supervision is organized in order to make clear of schools rules, polices, procedures and likes to betterment of classrooms observation at all school levels.

Accordingly, twenty -eight principals (28.89 %) rated the issue as happening 'low'. This revealed that the conducting of this stage was low average. As is it shown in table 7, item 4, clinical supervisors asked whether they might provide appropriate feedback to supervise or not the respondents were slightly that mean score ($=2.67, 2.71, 3.46$) and ($SD=.816, .951, .944$) supervisors, principals and head departments. Thirty-four (34.05%) rated issue as most of the times not provides assists to supervisees in the classrooms moderate was rated as result.

In the same table, item 4, principal's respondents were asked about the providing feedback to supervisees by clinical supervisors based of clinical supervision in classrooms observation. Twenty two (36.06%) revealed supervisors had provide feedback to supervisees during classrooms observation low.

In a similar manner, the majority of interviewed, supervisors principals and clinical supervisors and group discussion participant department heads assured that supervisors give or provide assists, advice and support to teachers to make the teaching and learning process effective.

In support of the above analysis, Curtin (1964: 67) has stated that there is no substitute for classroom observation in order that clinical supervisors' can get firsthand information and experience which, in turn, will enable them to participate in the improvement of the teaching /learning process.

Similarly, Harris (1963:93) has reported that the most common use of the classroom observation process is to assist teachers to improve their profession. It is possible to conclude that providing or assists of classroom observation was not properly used since supervisors were failed to take enough time for classroom observation and this may also affect the improvement of teachers in improving their teaching activities.

In the same Table 7 item 5, open-ended one question six one supervisors, principals and head departments respondents were asked the clinical supervisors whether they might evaluate schools performance or not with teachers together in order to improve the teaching instructionally and professional the mean score were ($=2.67, 2.43, 3.15$) and ($SD=.816, .535, .772$). Accordingly, the majority of principals, sixty (60.50%) respondents confirmed that evaluation of classroom observation by clinical supervisors was moderate whereas, 25.78% response of head departments were low, and 13.7% were low clinical supervisors had not well evaluate classrooms observation with teachers together to improve instructionally.

In support of this analysis, Webb, L. et al., (1987:50) have stated that classroom observation should be conducted as frequently as possible to give performance feedback to teachers for the improvement of instruction. Similarly, Wheeler (1980: 54) has stressed that supervision requires continuous classroom visits and observation in order to evaluate the effectiveness of teaching and learning goals. In support of this analysis, Webb, L. et al., (1987:50) have stated that classroom observation should be conducted as frequently as possible to give performance feedback to teachers for the improvement of instruction. Similarly, Wheeler (1980: 54) has stressed that supervision requires continuous classroom visits and observation in order to evaluate the effectiveness of teaching and learning goals

3. What are the roles plays of cluster supervisors, principals and head departments based practices of clinical supervision to improve classrooms instructionally?

Table 6: Regarding the roles plays of cluster supervisors, principals and head departments based practices clinical supervision to improve classrooms instructionally

Response on the roles plays of cluster supervisors, principals and head departments based classrooms observation program?					
	No=61	Number	Mean	SD	STD ERROR
Do your cluster supervisors used or prepare schedule forclassroomsobservation?	Supervisor	6	1.33	0.816	1.23
	Principal	7	1.14	.378	
	Head depart	48	1.23	.425	
How many times do your schools cluster supervisorsobserved classrooms?	Supervisor	6	1.00	.000	
	Principal	7	1.43	.535	1.2
	Head depart	48	1.17	.377	
Can you provide references for your clinical supervision?	Supervisor	6	1.83	.408	1.86
	Principal	7	1.86	.378	
	Head depart	48	1.87	.334	
Clinical supervisor encourage teachers to participate in classroom observation through face to contact	Supervisor	6	2.83	.408	
	Principal	7	3.00	.000	2.93
	Head depart	48	3.00	.772	
Clinical supervisor has participate teachers in the classrooms conference session	Supervisor	6	2.50	.837	
	Principal	7	2.71	.756	2.6
	Head depart	48	2.85	.545	
Clinical supervisor will priorities classroom activities which favor students learning than general activities	Supervisor	6	2.67	.516	
	Principal	7	2.86	1.069	2.79
	Head depart	48	2.56	.848	
Clinical supervisor will enable have offer good relationship with teacher and sharpen the programs and procedures	Supervisor	6	2.50	.548	
	Principal	7	2.29	.488	2.70
	Head depart	48	3.00	.684	

Clinical supervisor will gives judges on the lesson that has observed in the classroom	Supervisor	6	3.50	1.225	
	Principal	7	2.71	.951	3.18
	Head depart	48	3.33	.975	
Clinical supervisor has identify strengthen and weakness of teacher in the classroom	Supervisor	6	2.67	.816	3.0
	Principal	7	3.29	.951	
	Head depart	48	3.04	.824	
Clinical supervisors are needed to have sufficient time for her/ his classroom visitation	Supervisor	6	3.00	.632	3.0
	Principal	7	3.29	.951	
	Head depart	48	3.15	.850	
	Average mean of Supervisors, Principals & Head departments	=6 =7 =48	26.9 24.14 28.8		

As it can be observed from table 6 for item 1, supervisors, principals and head departments were asked as clinical supervisors prepare schools strategic plans and arranges schedule for classrooms observation program with teachers together in order to improve teaching learning process as well as professional performance in schools, and as regards to the pre-observation conference stage issues was rated low as indicated in the mean values of (1.33,1.14and 1.23) by supervisors, principals and head departments respectively with (0.816,.378 and .425) Standard deviation (SD) mean value. Thus, there is an agreement between the three category groups in responding the extent to which supervisors are low conduct pre-observation conference with principals, head departments about issues. The Std. Error result (1.23) is less value means there is no significant different between three categories groups respondents with the preparation of schools strategic plans and organize schedules for classrooms observation program.

As depicted in Table4 (item 2), supervisors, principals and head departments replied were asked whether clinical supervisors create awareness that classroom observation program is helping process and they are not keys players in the improvement of classrooms observation program, the mean value (1.00,1.43 and 1.17) of supervisors, principals and head departments response that were; How often do supervisors have role plays in classrooms observation

program and also understand that the creation of awareness is assists and support the teachers through classrooms observation program.

So the result was response is rated moderate mean in effective low. When comparing with the set mean as a limit (1.83, 1.86 and 1.87) in the same response of respondents on schools strategic and arrangement schedules plan for classrooms observation program was rated as low with SD mean .408, .378 and .334, Std. Error mean of (1.86). Therefore, these three groups had be resulted as supervisors with teachers together they may prepare or design schools strategic planning in government secondary schools of Anywa (Anuaks) Zone, Gambella Regional State particular. Table 4 item 3, indicates that supervisors, principals and head departments were asked whether supervisors communicate with the teachers in the way how classrooms observation will conduct the respondents slightly that there was clearly rated (2.83, 3.00 and 3.00) and with the Standard deviation mean value (.408, .000 and .772) whereas, the Standard deviation Error mean value (Std. Error) (2.93) was acquired respectively from supervisors, principals and head departments respondents.

This result revealed that supervisors had less skills of how to communicate with teachers on issues of classrooms observation program the response were seem that is no significance difference in others response on these items. As indicated on table 4, item 4, further question also given for respondents to rate whether clinical Supervisors make agreement with the teacher on the methods and form of the observation the mean value (2.50, 2.71 and 2.85) of supervisors, principals and head departments responses respectively rated at low level on the point and with (.837, .756 and .545) Standard deviation mean value. Therefore, based on the overall mean= (2.79) slightly on the point it can be said that, supervisors did not make agreement with the teacher on the methods and form of the observation.

As it can be seen in Table 4 item 5, respondents were asked whether or not clinical supervisors plan with the teacher for post observation discussion time (mean=2.50,SD=.548,2.29=SD=.488 and 23.33,SD=.975) respectively rate at low level on the point. Therefore, based on the Std. Error mean = 2.70 rate at low level on the point it can be said that, supervisors did not plan with the teacher for post observation discussion. The significant level ($p=.206$) is greater than 0.05, this indicates that there is no significant difference between the opinions of supervisors and teachers. For items 5 and 6 of Table4, it is possible to say that clinical supervisors were ineffective in discussing and agreeing with their supervisees on the objective and methodology of the instructions in the classrooms.

As shown in the above table 4, (item 7), respondents were asked regarding the diagnoses teacher's difficulties at this stage (mean=3.50,SD=1.225, 2.71, SD=951 and 3.33, SD=975) respectively also rate at low level that the lesson plan of teachers was not analyzed by the clinical supervisors before the classrooms visitation presentation takes place. The Std. Error mean= 3.18 indicated the level of rating on the point become low.

The significant level ($p=0.00$) is less than 0.05, this indicates that there is a significant difference between the opinions of supervisors, principals and head departments. From the result it is possible to conclude that the diagnoses teacher's difficulties at this stage were not evaluated before classroom visit. School principals and cluster supervisors were asked through interview, what the important of steps in clinical supervision they had used from semester to semester for classroom observation in their school?, all (61 of respondents were shared the same procedures, stated that the scheduling of observation date program was familiar by them on school board as there is classroom observation. Or they may announce as there will be classroom observation on the staff meeting by the school principals. Also they said that, 'this was practiced without reaching on consensus with individual teacher on the objective and purpose of observation.' Moreover the documents available in the schools showed that the schedule for classroom observations were prepared by the clinical supervisors and approved by the school principal without participation or individual supervisee involvement.

In this case objective and purpose of the observation, individual needs, establishing relationship between clinical supervisors and supervisee, mutual trust and respect with each supervisee clinical supervisors were missed. This indicates that the pre observation conference with teacher of the schools was important in clinical supervision and is omitted under which the area study this was conducted. The first step of clinical supervision of preconference with teacher, according to Glickman et al., (2010), the teacher and the supervisor determine (1) the reason and purpose of the observation, (2) the focus of the observation, (3) the method and form of observation to be used, (4) the time of observation, and (5) the time for post-conference.

Working on the above issues according to Lovell and wiles (1983), provides an opportunity for the clinical supervisor and the teacher to establish relationship mutual trust and respect. Furthermore, as stated clearly in the supervision manual of Ministry of Education (MOE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee before the supervisors carry out classroom

observation. These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily.

However, the data collected through questionnaire and interview revealed that as the first stage of clinical supervision did not emphasized as part of the procedure of classroom observation in the area this study was conducted by clinical supervisors. But, this stage is the backbone of the clinical supervision that play a role of minimizing the conflicts may occur during the next procedure of clinical supervision.

4. What are the major challenges do cluster Supervisors and principals encounter by within their schools?

Table 7: Respondents View on the major challenges clinical supervisors cluster supervisors and principals encounter by in their schools.

Respondents responses on challenges practices of clinical supervision							
Variables	No=41	Very low	Low	Moderate	High	Very High	Total
Do your clinical supervisors prepared plan and schedule for classrooms observation?	Vice-Principals=7	0	28.6	57.1	14.3	0	100
	Teachers=28	1.2	25.0	52.1	16.7	4.2	99.2
	Woreda Education officers= 6	16.7	16.7	66.7	0	0	100
	Total =41	17.9	70.0	175.5	0	0	88.0
Clinical supervisor are do not provide or assists teachers during classrooms observation appropriate	Vice-Principals=7	0	28.6	42.9	14.3	14.3	100
	Teachers= 28	0	25.0	50.0	25.0	0	75
	Woreda Education=6	0	50.0	50.0	0	0	100
	Total =41	0	100	93.4	99	14.3	100
Clinical supervisors have lack of knowledge and skills techniques to in clinical supervision observation	Vice-Principals=7	0	71.4	28.6	0	0	100
	Teachers=28	3.6	28.6	14.3	35.7	17.9	100
	Woreda Education=6	0	16.7	83.3	0	0	100

	Total =41	3.6	99	99.05	35.7	17.9	100
Clinical supervisors are do motivate teachers for	Vice-Principals=7	0	28.6	71.4	0	0	100
classrooms observationthtthe	Teachers= 28	0	17.9	28.6	5.0	28.6	80.1
thethe teachers	Woreda education=6	0	0	66.7	16.7	16.7	100
	Total =41	0	46.5	99.8	21.7	45.3	100
Clinical supervisors are do not arranges of classrooms	Vice-Principals=7	57.1%	0	42.9%	0	0	100
observation	Teachers=28	7.1%	21.4%	14.3%	35.7%	21.4%	99.9%
	Woreda education=6	0	16.7%	33.3%	50.0%	0	100%
	Total =41	64.2%	38.1%	90.5%	85.7%	21.4%	98.8%
Clinical supervisors are poor in practice of classrooms	Vice-Principals=7	0	28.6	57.1	14.3	0	100
oobservation	Teachers=28	21.4%	53.6%	21.4%	3.6%	3.6%	99.04
	Woreda education=6	16.7%	0	33.3%	50%	0	83.3%
	Total =41	38.1%	82.2%	100	67.9%	3.6	98.4
Clinical supervisor would not give feedback to the	Vice-Principals=7	14.3%	14.3%	14.3%	57.1%	14.3%	98.7
supervisee	Teachers=28	25.0	28.6	16.7	0	0	70.3
i in appropriately way because of her/ his seniority	Woreda education=6	2.00	0	3.00	1.00	14.3%	20.3%
	Total =41	41.3%	42.9%	34%	68%	28.6%	79.09
Clinical supervisors have rare meeting with teachers	Vice-Principals=7	42.9%	0	42.9%	14.3%	0	85.8%
together for classrooms observation	Teachers=28	0	28.6%	25%	28.6%	17.9%	100%
	Woreda education=6	0	50.0%	16.7%	33.3%	0	100%
	Total =41	42.9%	78.6%	84.6%	76.2%	17.9%	99.8%
Clinical supervisor has big problem of identifying based	Vice-Principals 7	28.6%	14.3%	14.3%	42.9%	0	100%
classrooms observation	Teachers=28	0	21.4%	53.6%	21.4%	3.6%	100%
classroom condition/ situation	Woreda education=6	16.7%	0	33.3%	0	33.3%	66.6%
	Total =41	45.3%	35.7	100	64.3%	36.9	98.9

The analyses of the table 1 reveals that 65.5% of the Cluster supervisors, Principals, Head Departments don't prepared school strategic plans visit classroom to provide professional guidance to teachers whereas 34.5% of the sample group have responded that the teachers are guided and helped in the instructional activities by the supervisors. It means that the majority of the teachers working in the Anywa Zone are performing their duties without any type of supervisory help. There is no body in or outside the school that provides help and guidance in solving the problems that the teachers face in the classroom. The leadership at government secondary schools has no plans to share with the teachers about their problems and difficulties.

The analyses of the table 2 reveals that 71% of the Supervisors, Principals, and Heads of departments don't have friendly, supportive and democratic attitude for the sake of professional guidance in and out of the classroom in dealing with the teachers whereas 29% have responded that their attitude is friendly, supportive and democratic.

Table7, item1, regarding to assess practices challenges of clinical supervision in government secondary schools of Anywa (Anuaks) Zone Gambella Regional State, some questions were given for three groups of respondents; these groups were Vice- Principals, Teachers and Woreda Education officers.

The vice-principals response on supervisors whether they had knowledge to used or prepared the school strategic plans or not to improve instructional activities and increase teachers performance as well the learners achievement in schools (57.1%) fell to moderate level out of seven vice-principals, whereas, 25% were rate low level whose are teachers out of 28 claimed that there was low preparing strategic schools planning and schedules programs for classrooms observation by supervisors and lack of skill in applying techniques of with 71%(percent) were claimed that the supervisors had lack of knowledge about the practice of supervision, and also they have lack of commitment for their work, using less participative supervisory approach, and constraints of school finance to support supervisory practices was generalized as a big challenges in each sample school under study. It means that the majority of the teachers working in the Anywa Zone are not performing their duties without any type of supervisory help. There is no body in or outside the school that provides help and guidance in solving the problems that the teachers face in the classroom. The leadership at government secondary schools has no plans to share with the teachers about their problems and

difficulties. It means that the majority of the supervisors at secondary schools level behaves with their teachers in non-democratic way and does not give any value to the opinions of the teachers at all; as a result, the supervisors are not able to share their school strategic plans with teachers.

As shown in Table7, item 2 with regard to supervisors lack of skill in applying techniques of supervision, about clinical supervision they had lack of knowledge and skills techniques (71.4%) percent of vice-principals claimed that they agreed low to prepare program for classrooms observation and this response could contrary with the rate that slightly 35% percent of teachers claimed high rate level as supervisors had a little knowledge on classrooms observation programs and the strategic designing in schools and from the whole (88%) percent replied response moderate on Supervisors had lack of skill in applying techniques of supervision the supervisors don't encourage innovative and constructive ideas whereas 35% responded that they support and appreciate the teachers who put forward innovative ideas. Change is permanent reality of this universe; and positive changes are owed to innovative and constructive ideas. It is a frequent complaint against the school that it lacks the capacity to transform and modify itself according to the needs of the day. The supervisors instead of encouraging the innovative ideas tend to suppress them. It shows that the supervisors are completely inclined in following the trodden path instead of encouraging the staff to go for innovative ideas. As a result, the school remains far behind as compared to the forward looking pace of society.

Whereas about 28 percent of vice-principals claimed moderate on supervisor's lack of knowledge about the concept of supervision, in the contrary, about 3.6% percent of Woreda education officers claimed Very low that supervisor's lack of knowledge about the concept of supervision.

As regarding to motivation whether supervisors had skills that requires knowledge to motivate teachers in case practice of clinical supervision for classrooms observation 75% percent replied that supervisors had lack of motivation with teachers in order to improve the classrooms visitation, 28% percent were claimed that supervisors had big problems of motivation on classrooms visitation program and whereas, 17% percent of teachers out of 28 population response that supervisors had low motivation in classrooms observation program.

As regards the participative supervisory approach they used, there was 57% moderate of vice-principals noted that somehow or medium the approaches they used where, 53.6% was low

for teachers and 50% was claimed that high of approaches rate by Woreda education officers respondents.

Therefore, the findings of the study from these groups clinical supervisors had practice clinical supervision moderately in schools according to mentioned above while, other question a raised that as clinical supervisors had provide feedback appropriately to teachers in schools vice- principals were rate 42% very low, 42% moderate, 28% were low, and 17% only were high so the result of this item was moderate supervisors they had a little skills to provides and solve some classrooms challenges.

Thus, about the percent of teachers 28% rate low on the point in the contrary about 42% were rate low level percent of vice-principals and from the total population about 50%percent slightly with regards to using less provide skills to supervise during classrooms observation.

In the last item, respondents were asked if there would have constraints of school finance to support supervisory practices. Accordingly, majority of vice-principals, teachers and Woreda education officers (42% percent) replied agree on the contrary about 50% percent of teacher's rate low on the point of constraints of school finance to support supervisory practices. The absence of fantastic between the three categories made the researcher look for evidence of documents of supervisory, vice-principals, teachers and Woreda education officers regarding the issues about the utilization of the school equipment's by the supervisor reveals that the school equipment's are used by the supervisors (Heads departments /Principals) were not used appropriately and judiciously. It means that the majority of the supervisors are not using the school equipment's properly. In this way, they are not competent enough to utilize the facilities that are available to the institution and it will be great loss of the resources of the schools.

In line with this MOE (2012) noted supervisors need to have knowledge to determine school strategic change requirements and opportunities: to support school's principal in developing, implementing and evaluating change strategies. Besides, the data which obtained from teachers reported that supervisory had constrains finance for classrooms. Among them, one interviewee said that.

It was so many times reported to the supervisor for classrooms and also school stationary for teaching aids. Sometimes, i was borrowing stationery from other schools unless. In addition to these i spend my salary for transportation and communication for supervisory activities. The other challenges to apply clinical supervision in the schools are using less supervisory

approach for classrooms observation, supervisors focus on teacher rather than student's progress, and instructional improvement as well as professional. Besides, there are some others challenges noted by supervisors constraint of finance was a chronic in government secondary schools of Anywa (Anuaks) Zone to support teaching learning process. As interview held with school vice-principals asserted that absences of competent supervisors were hindered to conduct classrooms supervision practices in schools and their numbers were considered as basic challenge. The reason raised by interviewees was most of experienced teacher in schools are not reluctant for hiring as supervisors because of they fear as they might not paid adequate salary in respect to their experiences. The interviewees were also claimed that absences of upgrading teachers by educational administration on the market enforced to hold back services of supervision.

There is an attempt from Government side to spend large expenditure to fulfill school with qualified school leaderships, short and long term training opportunities are given to school teachers, principals, and supervisors so as to improve their qualification develop schooling system and made assign supervisors so that support schools and their teachers in coup gap.

In different cluster school supervisors and school principals are hired as merit and kept their career structure though different stage. As (MOE, 1994) stated, "The school management and other educational personnel need to organize basis of professional principles including professional code of ethics, salary working conditions, incentives, professional development, and overall rights and duties".

In general there are different techniques of supervision mentioned earlier essential to give supervisory support to teachers, and to apply these techniques the supervisor should identify the needs of the teacher before he/she select the techniques. Most of the time classroom observation is very useful to identify challenges of teaching in classroom and find possible solutions together with the teacher by following the steps. Various therefore all mentioned challenges directly and indirectly contribute their own influence towards supervision practices to develop their profession.

In line with this (MoE, 2010) in ESDP IV asserted the main challenges concern to teacher professional development, leadership, and management capacities at school level remain weak. To document observation is not given enough attention by significant number of school leaders and teachers in the study area. Face-to-face group discuss with the supervisors

were used to gather data on the challenges. The challenges that supervisors reported with reference to supervision of teachers are as follows:

Secondary school managing responsibilities of supervisors in Government schools have limited power and authority school leadership and management. Important and final decisions are made by the REB and supervisors do not have full power to deal with undisciplined, disrespectful and failure teachers because of friendship or relationship with the managing directors and no one is punished before. Majority of supervisors reported that some teachers do not want to be supervised by supervisors of schools those to supervise teachers. These teachers think that the supervisors are not worthy of exercising leadership power over them in school and classroom matters

To overcome challenges faced by government secondary school supervisors in supervising schools, however, various efforts are needed from the Regional education bureau and zonal Education Department

4.13 Discussion of the finding

The main aim of the study was to find out the practices of clinical supervision and how they apply in their government secondary schools so as to improve students learning as well as professional development. Findings from the quantitative data indicate that supervisors have not effective in practices of clinical supervision in government secondary schools. Evidence from the quantitative data further indicate that most of the supervisors have not an open and trusted professional relationship as a result of supervisors' approach in clinical supervision. As regards the demographics characteristic of the respondents were reported below as Figure 1, above the data was an indicating the gender of the research subjects who were involved in this study, 83(81.3%) were male and a small percentage 19(18.6%) were females. The dominance of male composition in most teachers and most principals may be attributed to the fact that most female shy from applying or contesting for elective positions while male are aggressive.

The findings mean that respondents were comprised of persons aged more than 26 years who are most probably mature or parents. This shows that majority of those sampled were mature and experienced to take up leadership and management of educational institutions in the area of study.

The above mentioned data show that the average age of the participants of government secondary schools of Anywa Zone, Gambella Regional State were not than 40.

From the Figure 3, above gives an indication the years of experience that the research participants had in the teaching learning. Fifteen 15(14.7%) of the research participants had an average of between 1 and 5 years' experience in the teaching, 26 (25%) had an average of between 6 and 10 years' experience, 38(37.2%) had an average of between 11 to 15 years' experience and 23(22.5%) had an average of between 16 and 20 years' providing clinical supervision experience. The study findings show that (37%) of the respondents have worked over 10 years while (25%) have worked for between six and ten years.

The findings mean that the respondents have been working for long enough and therefore have work experience which may have influenced practice of clinical supervision in schools for classrooms activities improvement. The above mentioned data shows that the majority of the participants of the government secondary schools of Anywa Zone, Gambella Regional State had more 15 years' experience on the teaching profession.

In the researcher's view, one would assume that since the majority of research participants had more 15 years' experience on the teaching professional, they would be stable and therefore able to cope under any circumstances. However, this is not the case where supervisors observed are concerned. The finding indicates that the respondents had the required academic qualification for either appointment as supervisors and principals to participating in practice of clinical supervision.

The findings mean that respondents were comprised of teachers academic qualification had majority were BA/BSC degree holders levels so the practice of clinical supervision could had be role by teachers who have qualified in BA/BSC degree holders in schools of Anywa Zone Gambella Regional State. Table 4 item 3, indicates that supervisors, principals and head departments were asked whether supervisors communicate with the teachers in the way how classrooms observation will conduct the respondents slightly that there was clearly rated (2.83, 3.00 and 3.00) and with the Standard deviation mean value (.408, .000 and .772) whereas, the Standard deviation Error mean value (Std. Error) (2.93) was acquired respectively from supervisors, principals and head departments respondents.

This result revealed that supervisors had less skills of how to communicate with teachers on issues of classrooms observation program the response were seem that is no significance difference in others response on these items. As shown in the above table 4, (item 7), respondents were asked regarding the diagnoses teacher's difficulties at this stage (mean=3.50,SD=1.225, 2.71, SD=.951 and 3.33, SD=.975) respectively also rate at low level

that the lesson plan of teachers was not analyzed by the clinical supervisors before the classrooms visitation presentation takes place. The Std. Error mean= 3.18 indicated the level of rating on the point become low.

The significant level ($p=0.00$) is less than 0.05, this indicates that there is a significant difference between the opinions of supervisors, principals and head departments. From the result it is possible to conclude that the diagnoses teacher's difficulties at this stage were not evaluated before classroom visit.

Clinical supervisors are an image of face-to face relationship between supervisors and teachers, needs to be conducted by seniors teachers; in school who are specialist in the area of supervision and not by consultants who are far from real classroom happenings (Pajak, 1993).

In this case, supervisors have low knowledge about clinical supervision in their various clusters of schools, as indicated by them during the interviews. In addition to this, the result of the present study that supervisors practice clinical supervision in government secondary schools of Anywa Zone, in contrast, with the research finding of Milne and Waterman (2002) that supervisors in the health and education sectors do not practice clinical supervision. It can be argued that the supervisors in this study admission that they practice clinical supervision in schools might derive from the fact that it is part of their duties. On the contrary, findings from the interviews indicated that the supervisors are unable to use their skills in clinical this qualitative finding supports by (Marshal, 2005) stated that teachers teaching in New York (USA) are not properly supervised. The result also supported by Oduro (2008) and Opare (2009) that in Ghana supervision in public schools is rather poor.

Come up with reasons by the supervisors, as reported in the qualitative data, inappropriate to use clinical supervision effectively were the size of clusters, other administrative duties and the tedious nature of the process of clinical supervision to effective success. In spite the study findings showed supervisors are inappropriate with practices of clinical supervision. Finally the finding concluded that there low practice of clinical supervision in government secondary school of Anywa (Anuaks) Gambella Regional State.

CHAPTER FIVE

5.SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter has consists of three sections these are summary, conclusion, and recommendations. The first section it presents summary of the findings. Next section, it presents the major conclusions of the findings, and lastly, it provides recommendations on the basis of the data findings.

5.1 Summary of the study

The main aim of the study was to find out the practices of clinical supervision and how they apply in their government secondary schools so as to improve students learning as well as professional development. Findings from the quantitative data indicate that supervisors have not effective in practices of clinical supervision in government secondary schools. Evidence from the quantitative data further indicate that most of the supervisors have not an open and trusted professional relationship as a result of supervisors' approach in clinical supervision.

As regards the demographics characteristic of the respondents were reported below as Figure 1, above the data was an indicating the gender of the research subjects who were involved in this study, 83(81.3%) were male and a small percentage 19(18.6%) were females. The dominance of male composition in most teachers and most principals may be attributed to the fact that most female shy from applying or contesting for elective positions while male are aggressive.

The findings mean that respondents were comprised of persons aged more than 26 years who are most probably mature or parents. This shows that majority of those sampled were mature and experienced to take up leadership and management of educational institutions in the area of study. The above mentioned data show that the average age of the participants of government secondary schools of Anywa Zone, Gambella Regional State were not than 40. From the Figure 3, above gives an indication the years of experience that the research participants had in the teaching learning. Fifteen 15(14.7%) of the research participants had an average of between 1 and 5 years' experience in the teaching, 26 (25%) had an average of between 6 and 10 years' experience, 38(37.2%) had an average of between 11 to 15 years' experience and 23(22.5%) had an average of between 16 and 20 years' providing clinical supervision experience. The study findings show that (37%) of the respondents have worked over 10 years while (25%) have worked for between six and ten years. The findings mean that the respondents have been working for long enough and therefore

have work experience which may have influenced practice of clinical supervision in schools for classrooms activities improvement. The above mentioned data shows that the majority of the participants of the government secondary schools of Anywa Zone, Gambella Regional State had more 15 years' experience on the teaching profession. In the researcher's view, one would assume that since the majority of research participants had more 15 years' experience on the teaching professional, they would be stable and therefore able to cope under any circumstances. However, this is not the case where supervisors observed are concerned.

The finding indicates that the respondents had the required academic qualification for either appointment as supervisors and principals to participating in practice of clinical supervision. The findings mean that respondents were comprised of teachers academic qualification had majority were BA/BSC degree holders levels so the practice of clinical supervision could had be role by teachers who have qualified in BA/BSC degree holders in schools of Anywa Zone Gambella Regional State. Table 4 item 3, indicates that supervisors, principals and head departments were asked whether supervisors communicate with the teachers in the way how classrooms observation will conduct the respondents slightly that there was clearly rated (2.83, 3.00 and 3.00) and with the Standard deviation mean value (.408, .000 and .772) whereas, the Standard deviation Error mean value (Std. Error) (2.93) was acquired respectively from supervisors, principals and head departments respondents. This result revealed that supervisors had less skills of how to communicate with teachers on issues of classrooms observation program the response were seem that is no significance difference in others response on these items. As shown in the above table 4, (item 7), respondents were asked regarding the diagnoses teacher's difficulties at this stage (mean=3.50,SD=1.225, 2.71, SD=951 and 3.33, SD=975) respectively also rate at low level that the lesson plan of teachers was not analyzed by the clinical supervisors before the classrooms visitation presentation takes place. The Std. Error mean= 3.18 indicated the level of rating on the point become low.

The significant level ($p=0.00$) is less than 0.05, this indicates that there is a significant difference between the opinions of supervisors, principals and head departments. From the result it is possible to conclude that the diagnoses teacher's difficulties at this stage were not evaluated before classroom visit. Clinical supervisors are an image of face-to face relationship between supervisors and teachers, needs to be conducted by seniors teachers; in school who are specialist in the area of supervision and not by consultants who are far from real classroom happenings (Pajak, 1993). In this case, supervisors have low knowledge about

clinical supervision in their various clusters of schools, as indicated by them during the interviews. In addition to this, the result of the present study that supervisors practice clinical supervision in government secondary schools of Anywa Zone, in contrast, with the research finding of Milne and Waterman (2002) that supervisors in the health and education sectors do not practice clinical supervision. It can be argued that the supervisors in this study admission that they practice clinical supervision in schools might derive from the fact that it is part of their duties. On the contrary, findings from the interviews indicated that the supervisors are unable to use their skills in clinical this qualitative finding supports by (Marshall, 2005) stated that teachers teaching in New York (USA) are not properly supervised. The result also supported by Oduro (2008) and Opare (2009) that in Ghana supervision in public schools is rather poor.

To come up with reasons by the supervisors, as reported in the qualitative data, inappropriate to use clinical supervision effectively were the size of clusters, other administrative duties and the tedious nature of the process of clinical supervision to effective success. In spite the study findings showed supervisors are inappropriate with practices of clinical supervision. Finally the finding concluded that were low practice of clinical supervision in government secondary school of Anywa (Anuaks) Gambella Regional State.

5.2 Conclusion of the study

The conclusion of the study reveals that the supervisors don't visit schools to find out the problems of teachers and provide supervisory support in the solution of their problems. The teachers are working without any type of help and guidance from the internal and external supervisors. Their attitude in dealing with the staff is authoritarian and the teachers are not able to share their problems with them. They don't give any value to the opinions of the teachers at all. They do not believe in the concept of supervision as a process of sharing support, helping, and guiding, counseling and motivating teachers to solve problems which they face while teaching in classroom rather they follow fault finding and authoritative approach to get them frightened and to bully them. They practice and follow the principles of inspectorial model of supervision, which has no place in this modern time. They do not give value to the innovative and constructive ideas offered by the teachers. Questioning and creative ideas are taken as breach of discipline. They are themselves not competent enough to help and lead the team; and as a result, the teachers are unable to share their problems with them because of lack of competency and their authoritative attitude.

They also don't perform any role for locating and provision of instructional material to facilitate their teachers in the instructional activities in the classroom. It is also revealed that the majority of the Head of schools are not competent enough to guide their staff to perform the educational activities in the classroom. It indicates that we have to review the procedure of promotion of the Head of the schools that entirely based on seniority of service.

They don't plan the academic activities at the start of academic year. It is very difficult to achieve the targets with- out any type of planning on the part of teachers. It is also concluded that the supervisors don't delegate the responsibilities to the staff members. They try to keep all the matters under their own arm. In this way, they are not able to utilize the potential of their team effectively. They even don't involve the staff in decision making process, and they don't own the decision and they are imposed on them. The team members will not put their all-out efforts in the activity when they are not involved in decision making process. They don't encourage innovative and constructive ideas that bring healthy changes in the environment of the school, and the school climate remains static and stereotyped. They are inclined in following the trodden path instead of encouraging the staff to go for innovative ideas. It is the nature of human beings that they put their all-out efforts when they are fully convinced about the importance and the need of work. The majority of the supervisors does not explain the rationale of the decisions and demand blind following from the staff working in their institutions. As a result, they take it as a burden on themselves and develop a reaction against the authority. It makes the school climate very tiring and frustrating. They are unable to perform to the level of their abilities when they are considered as a blank slate or non-living organism that are at the disposal of the Heads to be used according to his own whims and likings; and leaving no space for the expression of personal opinions. They take this situation as a threat to their autonomy and freedom. It has been observed the supervisors do not properly utilize the facilities and equipment available to the educational institutions. In this way, it is wastage of the resources that are available to school. The study adopted descriptive survey design in which it targeted a population of 207 respondents government secondary schools of Anywa (Anuaks) Zone, 7 schools, six cluster supervisors in the 7 schools, seven school principals, seven school vice-principals, twenty eight teachers, forty eight head departments, and six Woreda education officers from three targeted Woreda of study; who were selected by used of both purposive and simple random sampling methods. A sample of seven government secondary schools was picked through random sampling with six supervisors, seven principals, seven vice-principals, twenty eight teachers, forty eight

head departs and six Woreda education officers from each schools in Woreda out of 207 total population 102 (50%) were taken through the sampling random methods. Data was collected from supervisors, principals and head departments by used of questionnaires, Whereas, interviews was held for teachers, vice- principals and Woreda education officers both semi-structure-unstructured or open ended and closed ended used interview was employed and documents analysis as guides schedules. However, it was conclude that the practice of clinical supervision in classroom observation programs and preparation of schools strategic planning for classrooms observation in schools slightly were moderate improved teaching learning conditions in the schools at zone particular. Regarding the educational qualification majority of respondents had BA/BSC degree holders and whereas, regarding the experiences high score of respondents were between 10 to 15 years work experiences and another regards to age the majority at range group of 26 to 30 respectively so that the schools have old enough teachers to practice of clinical supervision, the supervisors and principals were moderate in roles such as assisting, supporting and advise teachers during the classrooms observation program in schools. Finally, the study recommend that the responsible bodies of supervisory in both at Zonal and Woreda levels have to assign well equipped supervisors in supervisory task or work, and schools principal's should have select through the national criteria's in the Zone in order to improve teaching learning as well as teachers performance, and last the Zonal education department should has to an enhance schools performance by selecting well trained supervisors and principals for their schools. The responsible bodies should provide the supervisors and principals with training so as to enhance their skills in practice of classroom observation and improve their teacher's performance in schools so as to ensure that the schools attract only the best talents in Anywa (Anuaks) Zone, Gambella Regional State.

5.3 Recommendations of study

The finding from this study have prompted the researcher to make recommendations.

1. Zonal Education Department and with Woreda education offices to gather should be look for over qualified teachers to assign for the position.
2. Zonal Educational Department are expected to reconsider their existing structure in manner of increasing transparency, accountability and responsibility among the supervisors and school principals as well as teachers in general
3. The Woreda Education Offices are expected to design the ways of producing fees sources for the supervisors to increasing the participation of teachers on classroom observation at all schools levels in the Zone
4. Adequate time should be given for clinical supervision by school leaders such as supervisors, principals, department heads, and senior teachers to improve classroom teaching
5. Clinical supervisors should be scheduled programs which concern classroom observation frequently practiced
6. The educational bureau of the region and other sectors at various levels should take a wise decision budgeting to upgrade knowledge and skills of both principals and school clinical supervisors
7. Training should be offered to supervisors and teachers in how supervision should be practices or implemented to raise awareness on specifically particular clinical supervision.
8. Unique or mutual relationship has to be paramount essential between teachers and supervisors at all levels of regional State
9. Supervisors should be assigned based on specialize subject areas in order to minimize instructional challenges
10. In formulating the overarching goals of clinical supervision tasks at secondary school level, the supervisory agents must strive to recognize the relevance of factors that must be taken into account.
11. It is advisable to involve supervisory agents in the stages of program planning and development so that all participating parties can jointly consider potential improvements. This role can solve some of the problems in the field of education and avoid problems during and after the classrooms observation program.
12. The supervisory agents should ensure that adequate attention is given to the various schools of supervisors and principals during the classrooms observation program to implement of the programs.

13. The supervisory agencies must verify that those responsible for learner recruitment and placement offer guidance and counseling regarding directions for personal development, and those they provide organized information on the programs offered, the diplomas awarded, and the future opportunities they open up

Supervisory agents should verify that appropriate learning conditions prevail in all classrooms.

14. It is advisable that supervisory personnel ensure the existence of a support and guidance system to help participants cope with problems that arise during their observation program, e.g.: time management observation, emotional support, reinforcement of teachers' mutual commitment, and the like.

15. To reduce the phenomenon of fear from teachers' supervisory bodies should verify that an introductory session is held for each group of teachers to clarify and coordinate expectations.

16. It is recommended that all teachers be made aware of potential challenges (in terms of the difficulty of the session conducts), and the need for them to have support and encouragement from their top bodies and responsible actors

16. It is recommended that supervisory bodies act to provide teachers during the classrooms observation program with access the resources necessary for classrooms observation program.

17. In conclusion, supervisory bodies must contend with the main challenges involved in teachers and learners, and in conducting.

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Appendices (Appendixes)

Appendix- A: Practices and challenges of clinical supervision in government secondary schools of Anywa Zone, Gambella regional State

Questionnaires to be filled by Supervisors/ Principals

Dear respondent: the purpose of this questionnaire is to gather relevant data that help to assess practices of clinical supervision in government secondary schools of Anywa Zone Gambella regional State. I would like to assure you that this purely for academic purpose and hence would not affect any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to supervision. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

You do not need to write your name on the questionnaire

For questions with alternative choices put tick mark “✓” in the bracket mark

Write your opinion briefly for open ended questions on the space provided.

Thank you in advance for your cooperation! Sincerely

By: Ochan Wadi

I . Background of information

1. Name of Woredas

2. Name of Schools

3. Gender: Male Female

4. Question related qualification

Certificate Diploma MA /MSC degree
any other

5. Question related Age: below20

21 – 25 years 31 – 35 years

26 – 30 years 36+ years above

6. Question related experiences

1-5years 6-10 years 11-15 years

16-20 years 21-25 years 26+ and above

7. Question related to area of specialization: School Leadership

English Biology

Civics any others

4.4. Organized of classrooms observation program/ Procedures of classrooms observation

2. How is supervision organized and to what do teachers based clinical supervisors practice supervision in their schools?

Table 5, View on organizing of clinical supervision and how teachers practices based clinical supervision in their schools

Respondents on question how supervision is organized and to what teachers based clinical supervisors practice supervision in their schools?							
	Response	VL	L	M	H	VH	Total
Clinical supervisor make clear vision, rules, regulations and policies of schools							
Clinical supervisors conduct schools through well designed strategic plan in schools							
Clinical supervisors conduct-post conference after all phases in schools							
Clinical supervisors provide feedback following classrooms observation program							
Clinical supervisors evaluate schools performance with teachers together to improve instructionally							

II. Process conducting of classroom-observation

Process of clinical supervision visits, below is some statements pertaining to procedure of classroom observation in supervision. So, you are kindly requested to respond to the practices of class observation and tick mark "(✓)" under your preferred response number in the column provided below.

Responses: VL= Very Low =L=Low, M=Moderate, H= High, VH=Very High

I. How do clinical supervisors of Anywa (Anuaks) Zone, government secondary schools practice clinical supervision?

	Statement	Scale Responses					Total	
		VL	L	M	H	VH	No	%
		1	2	3	4	5		
1	Clinical supervisor are designing the schedule for classroom observation							
2	Clinical supervisors have provided references for classroom observation							
3	Clinical supervisor would encourage teachers to participate in classroom observation through face to face contact.							
4	Clinical supervisor has knowledge of identifying strength and weakness of the teacher during the classroom visits.							
5	Clinical supervisors have allotting time for classroom observation							
6	Supervisor would give feedback to the supervisee in appropriately way							
	Total							

Choose from the following rating scales where:

Very Low= VL, Low=L, M= Moderate, H=High and Very High=VH

II. What are mechanisms of clinical supervisors to minimize challenges of clinical supervision in classrooms observation?

No	Statement	Scale of responses					
		VL	L	M	H	VH	
		1	2	3	4	5	
01	Clinical supervisors identify teachers deficiencies to improve learners academic achievement during the classroom observation						
02	Clinical supervisors identify the skill gaps of through the lesson that has given by them to the learners in the classroom						
03	Clinical supervisors provide feedback to teachers to use appropriate learning in methods the classroom						
04	Clinical supervisors encourage teachers in order to develop instructional goals and objectives						
	Total						

8. If there are any other techniques of identifying classrooms strength and challenges of teachers, please mention them briefly

3. To what extent do clinical supervisors, principals and head departments design various interventions so as to assist teachers to their challenges?

No	Statements	Scale of responses				
		VL	L	M	H	VH
		1	2	3	4	5
1	Clinical supervisor are arranging classrooms visitation with teachers together in orders to improve instructional and professional development					
2	Clinical supervisors in the school assist teachers in planning lessons					
3	Clinical supervisors facilitate experience sharing programs with teachers and resulted in best students achievement					
4	Clinical supervisors assist teachers in developing instructional materials for their schools					
5	Clinical supervisors spread new teaching methodologies among school of teachers to maximize performance of learners					
	Total					

9. If there are any other alternatives of intervention by clinical supervisors to assist or teachers to improve their instructional challenges in the classroom, please write down briefly _____

4. What are the Major challenges practices of clinical supervision in government secondary schools?

IV. Major challenges of clinical supervision in government secondary schools?

No	Items	Scale of responses				
		VL	L	M	H	VH
		1	2	3	4	5
1	Clinical supervisors are overloaded with many tasks					

2	Supervisors are not well trained enough in school based supervision to give support to teachers					
3	Teachers have no awareness for classrooms observation to accept their instructional faults/ failures					
4	Schools do not allocate adequate budget for classrooms observation program.					
5	Schools do not provided appropriate for supervisors					
6	Clinical supervisors have limit time to support teachers through clinical supervision					
	Total					

10. If there are any other challenges faced by clinical supervisors while observation classrooms in government secondary schools please mention as possible briefly.

Appendix- B: Practices and challenges of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State

Questionnaire for Woreda Education Officer dear interviewee

The aim of this interview is to collect data about the implementation of the Clinical Supervision at secondary schools in your Woreda. The type information you will provide determines the quality of the study. Please be sure that the information you will forward is used only for academic purpose. Therefore, you are kindly requested to give factual information for the interview.

Thank you for your cooperation!

I. Background Information

1. Name of Woreda-----

2. Name of school-----

3. Age: below 20-25 years 26-30years 31-35 years
36-40 years 41 years above

4. Gender: male female

5. Work experience 1-5years 6-10years 11-20 years 21 years above

6. Level of qualification: Certificate Diploma Bachelor of Art /BA
Bachelor of Science/ BSC Master of Art/ MA above

7. Area of specialization: Educational Leadership Natural Science Social Science Others

8. Have you been trained on Supervisory areas? Yes No

9. Did your office arrange any training opportunity for the Secondary schools Supervisors/ Principals on issues related to Supervision? Yes No

10. What are the roles of Principals /Supervisors on practices of clinical supervision to teaching learning as well as curriculum and professional development? Yes No

11. How does your office job perform follow up, Monitor and supervise the effectiveness of Clinical Supervision implementation?

Appendix- C: Practices and challenges of clinical supervision in government secondary schools of Anywa Zone, Gambella Regional State

Questions filled by head departments

First of all I would like to thank you for consulting to spend your time to discuss with me on the implementation of the school improvement program in your school. The purpose of the interview is to collect data about the implementation of school improvement. It is also assured that the information that you would provide can be kept confidentially as the data to be used only for academic purpose.

Since the information you will provide is invaluable for the success of the study.

You are kindly requested to provide genuine information.

Thank you for your cooperation!

Sincerely

By: Ochan Wadi

I. Background Information

1. Name of Woreda _____

2. Name of the school _____

2. Age: below 20-25 years 26-30 years 31 -40years

41years a above

3. Gender: male female

4. Question related to experiences as ordinary teacher 1-5years 6-10years 10-15 years 16-20 years 21years above

5. Work experience as principal: 1-5years 6-10years 11-15years 16-20years

6. Question related to academic background: certificate diploma BA/BSC MA/ MSC Others

7. Question related to area of specialization: Social Science Natural Science School Leadership (SCL) Others

8. What are the roles plays of head departments on clinical supervision practices to create awareness on school improvement program implementation in your school?

9. What challenges do you think constrain effective implementation of the clinical Supervision in your school?

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

1=Very Low (VL), 2=Low (L), 3=Moderate (U), 4=High (H), 5=Very High (VH)

I. To what extents do clinical supervisors of Anywa (Anuaks) Zone provides assists to supervise and identify problems of teachers during classrooms observation program?

Nos	Items					
		VL	L	M	H	VH
		1	2	3	4	5
01	Clinical supervisors are do frequent observed classrooms problems with teachers together					
02	Clinical Supervisors assists the problems of classrooms during observation program?					
03	Clinical Supervisors encourage and motivate school teachers in order to improve teaching learning process as well as professional performance					
04	Clinical supervisors provide appropriate advice teachers to use necessity of teaching methods in the classroom					
05	Clinical Supervisors design appropriate intervention to improve the identified challenges of teachers in the classrooms					

5. If there are any other means of identifying classrooms observation and problems of teachers, please you are highly welcome write them brief _____

II. What are the mechanisms of clinical supervisors to minimize challenges of classrooms observation?

No	Items	Scales				
		VL	L	M	H	VH
		1	2	3	4	5
01	Clinical supervisors are participating with teachers together in order to minimize challenges of classrooms during observation program?					
02	Clinical Supervisors can assists the teachers problems and motivate the supervisee in the classrooms during observation program					

03	Clinical Supervisors encourage and motivate school teachers in order to improve teaching learning process as well as professional performance					
04	Clinical supervisors provide appropriate support and advice to teachers through the necessity of teaching methods in the classroom					
05	Clinical Supervisors design appropriate intervention to improve the failures or challenges of teachers in the classrooms					