

PRACTICES OF INSTRUCTIONAL SUPERVISION IN SECONDARY
SCHOOLS IN LIMU KOSA WOREDA

By:

BIRU SORESSA



JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

OCTOBER, 2020
JIMMA ETHIOPIA

Practices of Instructional Supervision in Secondary Schools in Limu Kosa Woreda

By:

Biru Soressa

Under the Guidance of
Dr. Abeya Geleta (PhD)

And

Dr. Abunu Arega



*A Thesis Submitted to the School of Graduate Studies of Jimma University, College
of Education and Behavioral Sciences in Partial Fulfillment of the Award of the
Degree of Masters of Arts in Educational leadership*

JIMMA UNIVERSITY
OCTOBER, 2020
JIMMA ETHIOPIA

Declaration

I hereby declare that this thesis entitled, "*Practices of Instructional Supervision in Secondary Schools in Limu Kosa Woreda* ", has been carried out by me under the guidance and supervision of Dr. Abeya Geleta and Dr. Abunu Arega

This thesis is original and has not been submitted for the award of degree of diploma in any university or institutions.

Researcher's Name

Date

Signature

CERTIFICATE

This is to certify that the thesis entitled, "*Practices of Instructional Supervision in Secondary Schools in Limu Kosa Woreda* " submitted to Jimma University for the award of the degree of master in Educational Leadership is a record of valuable research work carried out by Biru Soressa under our guidance and supervision.

Therefore we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree of diploma.

Main Advisor's Name

Date

Signature

Co- Advisor's Name

Date

Signature

LETTER OF APPROVAL

This is to certify that the thesis prepared by Biru Soressa entitled “**Practices of Instructional Supervision in Secondary Schools in Limu Kosa Woreda**” and submitted in partial fulfillment of the requirements for the degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS.

Department head Name

Signature

Date

Advisor Name

Signature

Date

Internal examiner Name

Signature

Date

External examiner Name

Signature

Date

Acknowledgment

First, I would like to extend my heartfelt gratitude to my advisors Dr. Abeya Geleta and Dr. Abunu Arega for making this a meaningful learning process by providing guidance, supervision and support. I believe your gracious support was invaluable throughout the course of this study to the completion. This is something I dearly value and remains fresh in my memory for years to come. I truly want to say thank you.

Last but not least I would like to thank my families, friends and colleagues who emotionally and materially there when I needed and supported me along the journey.

Abstract

The purpose of this study was to assess the practices of instructional supervision in secondary schools in Limu Kosa Woreda. Instructional supervisory support strategies, the role of school leaders, the practice of instructional supervision, and effectiveness of supervisory practice and challenges of supervisors were the major variables used in the assessment. Through cross-sectional survey research design a quantitative data was collected randomly from 147 participants involving teachers, principals, supervisors and department heads. Frequency, percent and mean or average score were employed to summarize the data and answer descriptive research questions which probe to identify the type of supervisory support strategies employed across schools and the nature of the practice and effectiveness. In addition, bivariate correlation, and one-way analysis of variance were used as inferential statistical tools to investigate if there exist statistically significant difference between schools in terms of instructional supervisory support practices. The results showed that the supervisory support was low and less diverse. Peer teaching, mentoring and collegial coaching identified as supervision support techniques observed. Effectiveness of supervisory practices is generally observed low. Perceived negative attitude and supervisors' relationship with teachers reported as major attributing factors for this. The result also shows variation between schools in the practice of instructional supervision. To improve teachers' instructional performance it is important for supervisors and school leaders to diversify supervisory support styles, improves relations with teachers and provides support based on the needs of teachers and learners.

Key words: instructional supervision, practice of supervision, instructional performance, contextual supervision.

Table of contents

Contents	Page
ACKNOWLEDGMENT.....	I
ABSTRACT.....	II
TABLE OF CONTENTS	III
LIST OF TABLES	VI
LIST OF FIGURES	VII
ABBREVIATIONS/ACRONYMS	VIII
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	1
1.2 STATEMENTS OF THE PROBLEM	3
1.3 OBJECTIVES OF THE STUDY	4
1.3.1 General objective of the study	4
1.3.2 Specific Objectives of the study	4
1.4 SIGNIFICANCE OF THE STUDY	5
1.5 DELIMITATION OF THE STUDY	5
1.6 DEFINITION OF KEY WORDS	6
1.7 ORGANIZATION OF THE STUDY.....	6
CHAPTER TWO	7
2. REVIEW OF RELATED LITERATURE	7
2.1. DEVELOPMENT OF SUPERVISION CONCEPTS	7
2.1.1 Concept of Supervision	7
2.1.2 Theoretical development	8
2.1.3 Supervision Theories	9
2.2 EMPIRICAL REVIEW	11
2.3 CHALLENGES OF INSTRUCTIONAL SUPERVISION	14
2.3.1 Teachers’ Attitude and Principals’ Instructional Supervision Practice	14
2.3.2 The Size of the School.....	14

2.4 THE PRACTICE OF SUPERVISION IN THE ETHIOPIAN CONTEXT	15
2.5 CHALLENGES RELATED TO THE PRACTICE OF INSTRUCTIONAL SUPERVISION	16
2.6 MODELS OF INSTRUCTIONAL SUPERVISION.....	18
2.6.1 Clinical Supervision model	19
2.6.2 Psychotherapy-Based Supervision Models	20
2.6.3 Developmental Models of Supervision	22
2.6.4 Integrative Models of Supervision	25
CHAPTER THREE.....	27
3. RESEARCH METHODOLOGY	27
3.1 RESEARCH DESIGN	27
3.2 POPULATION AND SAMPLE FRAME	27
3.3 SAMPLE AND SAMPLING TECHNIQUES	27
3.4 DATA COLLECTION TECHNIQUES AND PROCEDURE	28
3.5 METHODS OF DATA ANALYSIS	30
3.6 ETHICAL ISSUES.....	30
CHAPTER FOUR.....	31
4. DATA ANALYSIS, RESULTS AND DISCUSSION.....	31
4.1 PRELIMINARY ANALYSIS.....	31
4.1.1 Examination of the data and response rate	31
4.1.2 Demographic profiles	31
4.2 DESCRIPTIVE STATISTICAL ANALYSIS	34
4.2.1 Instructional supervision support strategies	35
4.2.2 Role of school leaders.....	36
4.2.3 Effectiveness of supervisory practices	37
4.2.4 Practice of supervision procedure.....	37
4.2.5 Contribution of IS for performance improvement.....	38
4.3 SUMMARY OF DESCRIPTIVE RESULTS	40
4.4 INFERENTIAL ANALYSIS	41
4.4.1. Correlation	41

4.4.2 One-way ANOVA	41
4.5 DISCUSSION OF THE RESULTS.....	43
CHAPTR FIVE	45
5. SUMMARY, CONCLUSION AND RECOMMENDATION.....	45
5.1 SUMMARY	45
5.2 CONCLUSION	46
5.3 RECOMMENDATION	46
REFERENCE	48
APPENDIX.....	54

List of tables

Table 1: Sample size	28
Table 2: Reliability test.....	29
Table 3: Respondents' Characteristics	32
Table 4: Educational background.....	33
Table 5: Number of participants from each school.....	34
Table 6: Descriptive summary of main variables	34
Table 7: Instructional support strategies	35
Table 8: Role of school leaders	36
Table 9: Effectiveness of supervisory practice	37
Table 10: Practice of supervision procedure.....	38
Table 11: Contribution of supervision practices for teachers' performance.....	39
Table 12: factors affecting supervision support.....	39
Table 13: Descriptive statistics for all scales	40
Table 14: contribution of IS Practice to teachers' performance	41
Table 15: Oneway ANOVA.....	42

List of figures

Figure 1: Development of supervision through different periods.....	10
Figure 2: Models of Instructional supervision	19
Figure 3: Gender	32
Figure 4: Work experience	33
Figure 5: Distribution of the data.....	35
Figure 6: Means plots	43

Abbreviations/Acronyms

MOE:	Ministry of Education
ESDP:	Education Sector Development Program
CBT:	Cognitive-behavioral theories
CRC:	Cluster resource center
DFID:	Department for International Development
REB:	Regional Educational Bureau
WEO:	Woreda Education office
ANOVA:	Analysis of variance
SD:	Standard Deviation
CS:	Contextual supervision
SPSS:	Statistical package for social sciences
IS:	Instructional Supervision
SNNP:	Southern Nation nationality and people
FGD:	Focus group discussion
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
UPE:	Universal Primary Education
FPE:	Free Primary Education

CHAPTER ONE

1. INTRODUCTION

This study assessed the practice of instructional supervision in secondary schools in Limu Kosa Woreda. The objective is to improve understanding about the nature of supervisory practices mainly by investigating the type and level of supervisory support given by school leaders including supervisors, teachers' instructional performance improvement and challenges limiting effectiveness of the practice. This chapter established background for the study by describing the purpose, indicating study gaps and questions, objective and significance of the study.

1.1 Background of the Study

In the modern educational system expansion of education relies on increasing number of educational institutions, teachers and students as well as providing all sort of facilities which are essential for proper progress of education. Education quality assurance at any level is the prime concern of the modern educational practices. Supervision determines both the need for quantitative expansion as well as qualitative improvement of education at all levels (Waite, 1995; Caspi and Reid, 2002). Supervision is so pervasive and virtually has been part of varieties of professions. As such it has evolved conceptually as well as in practice over the years. Supervision is commonly understood as the process by which a trained senior professional helps another person to learn and develop professionally through review and reflection on their work.

In education the notion of supervision consists of four primary functions: educational, administrative, supportive and evaluative (Kadushin, 1992; Waite, 1995; Jeffrey, 1994). Quality supervision involves active implementation of all functions. Educational supervision is a planned program concerned with the effective operation of educational institution within the legal requirements and rules to make sure teachers and other faculty members are doing what they're supposed to do and that students are receiving the best education possible. The scope of educational supervision extends to all the areas of educational activity with the larger purpose of improving the product of education through the upgrading of the quality of instruction and other school practices (Carron, De Grauwe and Gavina, 1998).

Instructional supervision on the other hand is a type of educational supervision which is school based and carried out by relevant staff (principals, administrators, teachers, and inspectors) in

schools to provide supervision, support, and continuity assessment for teachers' professional development and improvement of the teaching process. Instructional supervision enhances teachers' professional knowledge and promotes the effectiveness of teaching activities. According to Tesfaw and Hofman (2014), instructional supervision is the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of providing guidance and support to teachers. Zepeda (2010) on the other hand looks at instructional supervision as the continuous monitoring of classroom teaching with the aim of not only promoting professional practices, but also to enhance professional development in a collegial and collaborative style.

According to Peretomode (2001) instructional supervision is a quality control tool in the school system which focuses primarily upon the achievement of appropriate expectation of educational system. Instructional supervisory activities include: checking of teachers' lesson notes, scheme of work, pupils' notes, teachers' punctuality, teachers' regularity in class, classroom observation, demonstration, conferencing, workshop, micro-teaching, moderation of examination question papers and moderation of marking schemes among others (Anike 2015).

Instructional supervision aims to improve teaching and learning. The rationale is that a teacher's instructional behavior affects student learning and an examination of instructional behaviors can lead to improvement in teaching and learning (Blase and Blase, 1999; Sergiovanni and Starratt, 2007). These in turn positively contribute to quality of education. Cognizant of this fact, the need for effective school leadership and supervision included in Ethiopian education system, as a component of quality improvement package, in Teacher Development Program Guideline (MOE, 2002). In line with this, Education Sector Development Program IV [ESDP IV] noted the importance of providing quality based instructional supervision to improve the quality of education (MOE, 2010:10) by forming school clusters.

As far as my observation and first-hand experience working in Limu Kosa Woreda education office for several years goes supervisory practices fall short of the standards required and thus teachers are not satisfied with the supervisory services given in government secondary schools. Coupled with these empirical literatures regarding the practice of instructional supervision in the study area was limited. Therefore, assessing the practices of instructional supervision has paramount importance as it brings more understanding about the nature of instructional practices

and associated challenges to inform the way forward in meeting intended goals. The significance of this study could be understood from this end.

1.2 Statements of the Problem

Instructional supervision has been playing vital roles in the management of educational activities. It is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni and Starratt, 2007). In Ethiopia at the main focus of instructional supervision is providing support for teachers and enhancing their role as key professional decision makers in practice of teaching and learning (MOE, 2010).

Studies showed that instructional supervision in Ethiopian secondary schools were not effective and successful in developing teachers' profession and improving instruction (Chanyalew, 2005; Atiklt, 2008; Alemayehu, 2011; Abebe, 2014; Zewdu, 2018). These studies further suggest that school based supervision was insufficiently practiced and proper procedures and standards were poorly followed.

Although some studies related to supervision conducted specifically in Jimma Zone (Tadesse, Taye, Bekalu, Adula, and Abbi, 2013; Amanuel, 2015; Afework, Frew and Abeya, 2017) instructional supervision practice not comprehensively investigated. For instance Tadesse, Taye, Bekalu, Adula, and Abbi (2013) focused on utilization of supervision feedbacks, Afework, Frew and Abeya's (2017) study assessed the supervisory practice of cluster resource Centre in primary schools but only Amanuel's (2015) study directly touched school based instructional supervision in secondary schools in four woredas of Jimma zone. From this we can understand that empirical literature on instructional supervisory practice is limited in Jimma zone in general and little has been done when we consider secondary schools in Limu Kosa Woreda. This study addressed this gap by examining current practices of instructional supervision in government secondary schools in Limu Kosa Woreda.

Contextual supervision model developed by Ralph (1998) employed to guide this study with some modification. The model demonstrates the nature of instructional supervisory practices both from supervisors' and supervisees' perspective. Therefore, it is important to adjust the types

of supervisory support styles with the needs and competence of supervisee. Thus instructional supervisory practice assessed based on the type and amount of supervisory supports provided to teachers by instructional leaders, its effectiveness and levels of teachers' instructional performance. Therefore, supervisory support strategies, role of instructional leaders, effectiveness of supervisory practice, teachers' instructional performance and challenges of supervisory practices were main variables of analysis under this model in the study. Hence, the assessment addressed the following basic research questions:

- 1) What are the types of instructional supports teachers at secondary schools in Limu Kosa Woreda gaining from instructional supervisors and school leaders?
- 2) To what extent instructional supervisory practices given are effective in improving teachers' instructional performance?
- 3) What are the challenges associated with instructional supervision in secondary schools in Limu Kosa Woreda?
- 4) What is the relationship between instructional supervisory practices and teachers' instructional performance in secondary schools in Limmu Kosa woreda?
- 5) Is there statistically significant difference between schools in terms of supervisory support practice?

1.3 Objectives of the Study

1.3.1 General objective of the study

The main purpose of this study is to assess instructional supervisory support styles and practices to provide more understanding about the nature of school based instructional supervisory practices in secondary schools in Limu Kosa Woreda.

1.3.2 Specific Objectives of the study

This study would address to:

1. Assess the nature and type of supervisory support provided to secondary school teachers to improve their instructional performance.
2. Examine the extent to which supervisory supports given are effective to influence instructional practices

3. Identify challenges associated with instructional supervision in secondary schools across Limu Kosa Woreda.
4. Investigate the influence of current practices of instructional supervision on teachers' instructional performance
5. Identify if there is significant difference exists between schools in terms of supervisory support practice.

1.4 Significance of the Study

This study has a number of significant benefits to diverse stakeholders. The following are hoped to be the major ones.

- First and for most it will provide more understanding about the nature of the practice of instructional supervision across secondary schools in Limmu Kosa Woreda and contribute to literature related to school based supervision
- The findings of the proposed study will be also informative to different stakeholders working to improve teachers professional development to enhance provision of quality of education
- It may also give relevant and timely information to school principals, teachers, supervisors and educational officers concerning the existing practice of instructional supervision in their schools.
- It may show the major contribution of instructional supervision for quality education and the professional development of teachers.
- Last but not least the study may help to attract other researchers interested in instructional supervision.

1.5 Delimitation of the Study

Supervision is a nationwide program, and important for all primary and secondary schools alike but due to time and resource constrains and most importantly for relevance and my first hand personal experience working as education officer in the study area , this study limited geographically and conceptually to specific area and specific issues. In terms of geographic scope the study focused on public secondary schools in Limu Kosa Woreda. Conceptually the study assessed the practice of instructional supervision using contextual supervision model.

Specifically the study examined the effectiveness of the practice of instructional supervision and extent it helps in improving teachers' instructional performance.

1.6 Definition of key words

Supervision: is the process by which a trained senior professional helps another person to learn and develop professionally through engaging in a process of review of and reflection on their work.

Educational supervision: it is a general type of supervision concerned about everything related to school quantitatively and qualitatively.

Instructional supervision: a type of educational supervision which is school based and carried out by relevant staff (principals, administrators, teachers, and inspectors) in schools to provide supervision, support, and continuity assessment for teachers' professional development and improvement of the teaching process.

School-based supervision: the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers.

Practice: practical activities the supervisor and supervisee perform to improve teachers professional development and students achievement

1.7 Organization of the Study

This study organized into five chapters. The first chapter established background for the study mainly providing why the study is important and the gaps addressed as well as questions answered by the research. The second chapter deals with review of the related literature. This chapter mainly covers conceptual, theoretical and empirical review related to the topic of the study. It logically described the gaps in the study and synthesized conceptual framework to address the gaps. The third chapter focuses on the research design and method. This part mainly aims or shows the scientific procedures the researcher proposed and its relevance to answer the basic research questions established. The fourth chapter presents data analysis, results and interpretation as well as discussion of the results against earlier findings and theories. Summary, Conclusions, recommendations and future direction will make up the final chapter of the study.

CHAPTER TWO

2. Review of related literature

This chapter presents theoretical and empirical review related to the topic of the study. It logically described the gaps in the study and synthesized conceptual framework to address the gaps. The theoretical part provided a brief overview of the concept of supervision, its development, application and importance, theories, types and models of supervision. The empirical section reviewed recent and relevant empirical studies. Gaps in the extant literature and main study questions developed from review of this section. Finally, this chapter discussed conceptual framework chosen for the study and variables measured to address the research questions.

2.1. Development of supervision concepts

Supervision historically rooted in bureaucracy and emerged from Western Europe and North America (Jeffrey, 1994; Waite, 1995). The initial supervisory concepts are characterized by external supervision, which is known as the “Period of Administrative Inspection during 1642-1875. Some significant trends of supervision emerge in 20th century, in the years following 1920, as the improvement of instruction as a major function of supervision. Accordingly, scientific, creative and democratic supervision were developed primarily during the period from 1925 to 1950 (Bala, 2012; Kalita, 2017) later concept like clinical supervision came into being. The traditional supervision based in bureaucracy has been in conflict with newer ideas of professionalism. Thus modern supervision has democratic outlook and assumes a co-operative and comprehensive nature that encompasses the child, teachers, administrator, parents and all other concerned with the machinery of educational institutions, under its roof (Kalita, 2017).

2.1.1 Concept of Supervision

Supervision is a compound term made from the word ‘Super’ and ‘Vision’ which respectively means ‘above’ or ‘over’ and ‘to See’. Thus, supervision implies overseeing and directing the works of others. Caspi & Reid (2002) defined supervision as the act overseeing of another’s work with sanctioned authority to monitor and direct performance, to ensure satisfactory performance. It is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are

consciously designed to advance the work effectiveness of individuals and group (Adepoju, 1998). Supervision has been defined variously by different scholars. According to Stone (1988), supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. According to Kerio (2004), supervision is termed as that phase of administration aimed at achieving specific school goals and objectives

Supervision has been conceptualized to consist of three primary functions: educational, administrative, and supportive (Kadushin 1992). Although quality supervision is considered to involve active implementation of all three functions, one is often given greater emphasis over the others (Caspi and Reid, 2002). Supervision of instruction may be defined as the efforts to stimulate, coordinate and guide the continuous development of teachers as well as other educational workers in an educational institution, both individually and collectively for improvement of all the functions of the institution. Thus, it involves human elements (the pupils, parents, teachers and other non-teaching staffs & the community as a whole), material elements (include money, building, equipment, playgrounds etc.) as well as curriculum, methods of teaching, techniques of teaching etc. It involves stimulating professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching, evaluation of instruction etc.

The scope of educational supervision extends to all the areas of educational activity with the larger purpose of improving the product of education through the upgrading of the quality of instruction and other school practices. This includes; inspection, research, training, guidance and evaluation (Aggarwal, Y.P. & Sachdeva, M.S. (2007). Supervision employs various techniques such as observation, demonstration, visitation, workshops, seminars, conferences, teachers' guides, handbooks of suggestions, professional journals and in-service education. In India supervision is planned cooperatively by all educational workers. Its programmes are flexible and related to the situation, and include analysis and improvement of the situation, of the final product of education and of its own effectiveness.

2.1.2 Theoretical development

Much history of school supervision or educational supervision describes it as a series of disjointed and unrelated events. Supervision simply reflects social movements and educational developments occurring in society. The theory and practice of school supervision have been

influenced by social, philosophical, economic, and political forces (Jeffrey, 1994). Supervision was originally inspectional and later redefined as an efficient, authoritative, and managerial function after going through stages evolution (Kalifa, 2017). Supervision historically marked by the development of seven models: inspection, efficiency, democratic, scientific, leadership, clinical, and changing concepts. School-based management and peer coaching are attempts to use democratic ideals to overcome the bureaucratic history of supervision (Jeffrey, 1994).

2.1.3 Supervision Theories

Through theories related to supervision are diverse as supervision involved in many professions. Carl Rogers identified three theories: psychoanalytic, client centered and cognitive-behavioral.

Psychoanalytic

Psychoanalytic supervision is by far the oldest mainly because from its inception, psychoanalysis has addressed the concept of supervision. The supervisor assists the counselor to be open to the experience that can be considered similar to mirror therapy whereby the counselor learns the analytic attitude that includes such attributes as patience, trust in the process, interest in the client, and respect for the power and tenacity of client resistance. An assumption of the psychoanalytic supervision model is that the most effective way a counselor can learn these qualities in the supervisory climate is to experience these qualities directly from the supervisor in authentic setting i.e. when he is involved in task of supervision.

Client centered

Carl Rogers was concerned with the concept of supervision for trainee counselors, as he observed from early recordings of therapy sessions that the usual forms of learning were not effective in teaching student counselors the non-directive approach of person centered therapy. Supervisors soon became starkly aware of this. Roger (in his client centered therapy) introduced us to concepts of listening and communicating our understanding of the experience with a client in such a unique way that many individuals were not familiar with prior entering into formal education in counseling. Therefore, client centered therapy and supervision is about stepping into the experience of the individual who chooses to be influenced, hence it becomes both a mirror and a paradox. The successful client centered supervisor must therefore have a profound trust in the counselor, believing he has both the ability and motivation to grow and explore the therapy and the self.

Cognitive-behavioral

Cognitive-behavioral supervision, proceeds on the assumption that both adaptive and maladaptive behaviors are learned and maintained through their consequences. As a result, CBT (Cognitive-behavioral theories) supervisors are more specific and systematic in their approach to supervision goals and processes than some of the other supervisory perspectives. The supervisory model of the cognitive behavioral therapist consist of building rapport, skill analysis and assessment, setting goals (for the supervisee), implementation of strategies, follow-up and evaluation. CBT supervisors accept part of the responsibility for supervisee learning, but define the potential of the counselor as the potential to learn, and therefore supervision is concerned with the extent to which the supervisee is able to demonstrate technical competency.

Figure 1: Development of supervision through different periods

Period	Type of supervision	Purpose	Person Responsible
1620-1810	Inspection	Monitoring rules looking for deficiencies	Parents, clergy/selectmen, citizens committees
1850-1910	Inspection, instructional Improvement	Monitoring rules, helping teachers improve	Superintendents, Principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors" superintendent
1930-1950	Human relations, democratic	Improving instruction	Principals, central office Supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, democratic	Improving instruction	Principals, central office supervisors, school-based supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial	Improving instruction, increasing teacher satisfaction, expanding students" understanding of classroom events	Principals, central office supervisors, school-based supervisors, peer/coach mentor
1985-Present	Scientific, clinical, human resources, collaborative/collegial/mentor	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students" classroom events	School-based supervisors, peer/coach/mentor, principals, central office supervisors

Abebe Tesema (2014, p.11)

2.2 Empirical review

According to Acheson and Gall (1978), clinical supervision is based on a perception that teachers may welcome a supervisory style focused on their own interests and expectancies. The main purpose of clinical supervision is to increase the professional performance of teachers and to improve instructional effectiveness (Acheson and Gall, 1978). The most distinctiveness of clinical supervision is to stress, directly, teacher-supervisor interaction, and to focus on enhancing the professional quality of teachers.

That the clinical supervision increases individual consciousness, personal and professional competencies, and self-confidence of teachers, it causes an increase in job satisfaction, and decreases in organizational burnout levels of teachers. Clinical supervision not only provides the efficiency of learning and teaching process in class via in-service training of teachers, but also assists teachers to climb the peak in their profession by reaching the top stage "Self-actualization" as stated in Maslow's Hierarchy of need.

Tsedeke (2016) studied the practices and problems related to educational supervision in, SNNP Region, Ethiopia and tried to identify major problems that affect current practices of instructional supervision. Through descriptive survey design he determined samples for the study using purposive sampling techniques and used questionnaire, interview and observation as data collection tools. The findings of the data indicated that secondary schools supervisors support teachers in curriculum, staff and instructional development functions of supervision occasionally. On supervisors' lack of motivation, shortage of budget, insufficient knowledge about supervision, lack of coordination and workload of external supervisors were found as the major problems affecting the practices of instructional supervision in the study area.

Berhane (2014) assessed the practices and challenges of instructional supervision in Asossa zone primary schools. Through descriptive survey design collected data from 157 teachers, 24 school principals, and 13 cluster supervisors. Findings show that supervisors support to improve teacher's instructional skills was insufficient. Liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education were also insufficient. Supervisors were overburdened with other tasks, teaches the same credit like other teachers, and lack of incentives'.

Abebe (2014) assessed the practices of school-based supervision in government secondary schools in Kamashi Zone. The study emphasized on teachers know how and understanding about the school-based supervision, various supervisory options applied by supervisors, the procedures employed in classroom observation, the extent to which school-based supervisors discharge their responsibilities and the challenges existing in the implementation of school-based supervision. Using descriptive survey method data collected from five secondary schools found in the Zone. Principals, school-based supervisors (unit leaders and department heads), and teachers were subject of the study. The result indicated that teachers lack awareness and orientation on the activities and significance of school-based supervision, the practices of supervisory options were ineffectiveness, inability of supervisors to apply the necessary procedures properly. Further, lack of relevant training programs for supervisors, scarcity of experienced supervisors, lack of supervision manuals and incentives were identified as major factors influencing the school-based supervision,

Zewdu (2018) investigated the practices and challenges of School based supervision in East Wollega Zone in government secondary schools. Employed descriptive survey design and Multistage sampling technique. 5 supervision experts from four Woreda education offices, 64 education leaders from 10 government secondary schools and 134 teachers were participated in the study. the main findings showed that : the organization of school based supervision was insufficiently practiced, standard procedures was not properly followed, intervention strategies designed to assist teachers professional improvement was insufficient, and the teachers didn't gained enough support from supervisors. Moreover, lack of strategic and short term plan to implement School based supervision; supervisors teaching load, lack of relevant training programs, inadequate pre-service and in-service training, teacher's attitude towards supervision work, lack of clear direction from woredas education experts and collegial relationships, supervisors competence, and lack of follow up feedback were identified as major challenges.

Afework, Frew & Abeya (2017) assessed the supervisory practice of cluster resource center (CRC) supervisors in Jimma Zone primary schools. Descriptive survey design was employed and data collected from 238 randomly selected teachers, and 60 school principals, 12 CRC supervisors and 6 woreda supervision coordinators. Result showed that CRC supervisors were less successful in playing their administrative, linking, and pedagogic and community

mobilization roles and responsibilities on continuous base. In Ethiopia, as far as the practice of supervision in primary and secondary schools is concerned some researchers such as Chanyalew (2005), Getachew (2001), and Million (2010), conducted studies in different contexts, and found out that the instructional supervision is not effective and successful in developing teachers profession, and improving instruction.

Tadesse, Taye, Bekalu, Adula, & Abbi (2013) explored the utilization of supervision feedbacks in some secondary schools in Jimma zone. Specifically through qualitative case study they explored how secondary schools use feedbacks they receive from the supervisors. Data were collected from Woreda education offices, school administration board, principals, vice-principals, supervisors, department heads, and senior teachers through in depth interview, FGD and document analysis. Results from narrative descriptions revealed that, there was no difference among the schools concerning the importance of utilizing supervision feedbacks in improving teaching learning activities in schools. On the contrary, the actual utilization of supervision feedback is not as per the intended and is under challenge.

Amanuel (2015) in his study assessed the practice and problems of clinical supervision and teacher development in some government first cycle Secondary Schools in Jimma Zone. He used descriptive survey method and collected data from eight secondary schools in four randomly selected woredas of Jimma zone from 72 teachers, 52(department heads and senior teachers), 25(principals, vice principals and CRC supervisors). Mean, weighted mean, standard deviation and independent sample t-test were utilized to analyze the data from the questionnaire and interview and document data analyses narration for the purpose of triangulation. The finding revealed that clinical supervisors were not properly performing their role as a clinical supervisors; hence, the clinical supervision being practiced was ineffective in carrying out the procedures of clinical supervision; clinical supervisors contributed poorly for the teachers' development. Role diversity of clinical supervisor, lack of relevant skills on supervision, the selection and appointment problem of clinical supervisors were among the major problems that hinders clinical supervisors' effectiveness on their role. Clinical supervisors and also the clinical supervision were not directly connected with the purpose of teachers' development and for the purpose of instructional improvement.

2.3 Challenges of instructional supervision

2.3.1 Teachers' Attitude and Principals' Instructional Supervision Practice

Effective instructional supervision has a direct impact on performance of teachers and students. In the school this efficiency can be achieved through providing teachers with clear performance expectations, fair and consistent feedback and career development. This should be within a context of an environment or culture where communication, innovation and professionalism are encouraged and nurtured. School goals and objectives may not be achieved if the principal does all the work alone (Olembo, 1992).

Njagi (1981) observed that teachers viewed the climate of the school to be either good or bad based on their perception of prevalent attitudes and psychological qualities of their principals and their relationship especially with the principal. Thiongo (2001) observed that teachers views on supervision may differ from school to school because of the various ways principals performed their supervisory roles. Robinson and Dessler (2002) report that the evaluation of teaching has increased in recent years and teachers, especially through their organizations, have not wholeheartedly embraced current processes of evaluation. They have been raising valid questions concerning the competencies on which they are judged, who does the evaluation, how the evaluation is conducted, and what use is made of the results. Teachers question the reliability of the data collected on their performances and the competence of the supervisors for making assessments.

Furthermore, they want to be involved in the creation of the evaluation process. Karagu (1982) through his study on perception of teachers on principals supervisory role in Thika and Nairobi; found out that teachers perceived effective principals as persons who are hardworking, have accurate knowledge of what goes on in the schools and are interested in teachers as individuals, they are approachable, kind, considerate and willing to take advantage of teacher's special skills as well as giving them a share in decision making in the schools.

2.3.2 The Size of the School

School size according to the web refers to the capacity of students in a school. Throughout the world, pupils and students enrollment at all levels of education are on a rising trend. World Bank

(2002) pointed out that the quality of education in Uganda under UPE is unsatisfactory as there is inadequate teaching due to high teacher pupil ratio and overcrowding in classes that negatively affect the standards of education. After the introduction of FPE policy in Kenya in 2003, there has been massive increase in enrollment figures in primary schools. According to Department for International Development ([DFID], 2007) increases in enrolment are associated with large class sizes and lower KCPE and KCSE scores. Wathera (2008) noted that increase in enrollment overwhelms teachers and they are not able to give individualized attention to pupils or students.

2.4 The practice of supervision in the Ethiopian context

Supervision, as a technical service cooperatively done, is incorporated all levels of education system. A comprehensive and coordinated approach needs to be established between all those educational sectors (i.e. Educational institution and offices from central to woreda and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and school based organization of supervision. Out of school organization, supervision is combined with department of educational programs and supervision at federal MOE level; Regional Education Bureau level; Woreda Education Office level and CRC level.

Outside the school, the main functions of educational supervision focus on:

- a) Rendering the necessary professional and technical support to maintain quality and standard.
- b) Maintaining the quality and standard of education at all levels in order to ensure achievement of educational objectives.\

In line with this the supervision manual of MOE (1995) revealed that out of school supervision is expected to focus on the following major tasks:

- a) Organizing and implementing clinical supervision in order to solve teachers' instructional problems by setting discussions and counseling sessions and providing instructional leadership for teachers.
- b) Ensuring that the programs of education in schools addressed the local situation and the need of the community.
- c) Demonstrating model supervisory activities for principals, vice principals and department heads and also preparing short term and frequent training.
- d) Evaluating and controlling the implementation of curriculum and standards of the whole education system.
- e) Organizing and implementing teachers' in-service trainings and experience sharing sessions.

Similarly the major tasks of supervision department at regional level are enumerated as follows: Developing the capacity of regional supervisors and providing technical support, ensuring implementation of federal and regional policies related to education program, monitoring and evaluating all education programs of the region, facilitating curriculum implementation, arranging a forum for experience sharing among teachers and supervisors and establishing and strengthen the linkage between REBs, ZEDs, WEOs and schools improving the quality of teaching learn/ing practice.

2.5 Challenges related to the practice of instructional supervision

Variety of factors can influence the effectiveness of supervisory practices. These factors may arise from different angle. Some of the problems encountered during the practice of instructional supervision may arise from teachers' perception of instructional supervision, working environment and the supervisors. With respect to teachers' perception, Miller (1944: 356), state that "the leading test of success of supervision is found in the attitude of the teachers towards the supervisors. Similarly, in a study of supervision and teacher satisfaction, Fraser in Mpofo (2007:17) state, "the improvement of the teaching-learning process was dependent upon teacher attitudes toward supervision." He says that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

Moreover, Lucio and McNeil (1976:28), state that the satisfaction of teacher with the school system has been found to depend upon the extent to which they perceive that the role of their supervisor meets their expectations. This indicate that teachers whose wants and needs are in agreement with their supervising principals expectation express significantly higher job satisfaction than teachers whose wants are in conflicting with the principals definitions of the teachers role.

However, Harrison (1968:11) emphasis that what teachers expect of supervision does not always coincide with what need or with what they want. Lucio and McNeill (1979:19) indicated that supervisors are sometimes perceived as lacking visibility in schools, being remote figures without realistic connections with the world of classroom engaging in teacher adversary rules and seeming unsure of how to work with facilities that are scornful of them. Consequently, supervisors have not always been appreciated, nor have their judgments been respected by teachers Harrison (1968, p.11).

Beside, Thompson and et al (1982, p.395) in their study concluded that teachers are continued to perceive supervision as being used solely for rating and they perceive that the assistance component is absent from the supervision practice. Other writers like Gold hammer, Anderson, and Krajewski (1980:14), concluded "teachers dislike being subject of supervision". They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of a threat. Therefore, the perception of teachers toward instructional supervision is one major factor that determines the effectiveness of supervisory practices.

There are also problems emanated from the supervisors that impede the successful practice of supervision. According to Glickman (2004:12), for those in supervisory role, the challenge to improving students learning is to apply certain knowledge interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach in collective and purposeful manner. The educational supervisors are expected to be leaders in developing and improving the school program, providing a stimulating environment and pleasant surroundings, and creating a working atmosphere of security and well-being for the teacher and students Harrison (1968:2).

Thus, for the successful effectiveness of supervision practice, supervisors are required to be equipped with adequate educational and interpersonal knowledge and technical skills. Writers like Humer and Mittal (in Arefayne 2010,p.32), indicated that factors like personal ability to human relations skills as guiding the work force, instructing and inspiring them for better performance; the technical and managerial skills, training and wisdom as well as how supervisor best lead and supervise his/her workmen may affect supervisor in being effective.

The effectiveness of supervision practices can also highly affected by working environments. The geographical feature of the school in terms of availability of transport facilities, availability of quality equipment materials, quality staff, the distance between schools and the distance between supervisor home and school can impede the effectiveness of supervisory practices. The manual of the inspection department of the ministry of education (1984:6-70 on his part explains the problems related with supervision practices to our country context as follows: shortage of time, ineffective transport system, in effective fund and lack of supervisory personnel or shortage of equalized human power who are eligible in facilitating the teaching learning process.

Researchers like Amberber, 1975, Fekadu, 1992 and Zawdneh 1987 (in Haile, 2010: 29) pinpointed the following problems that Ethiopia supervision practices faces. Some of the problems are: teachers have negative attitude toward the supervisory program, supervisor do not apply the principles and techniques they learned, supervisor lack skills in human relationships while working with teacher, and lack of necessary facilities for supervisors. Therefore, in order to solve all these gaps and ensure the effectiveness of supervisory practices all the stakeholders of the school should work together cooperatively.

2.6 Models of Instructional supervision

Contemporary educational supervision expresses democratic and leadership focused supervisory approach which consists of collaboration, trust, sharing and improving (Kayıkçı, Yılmaz and Şahin, 2017). Supervision is one of the key requirements in order to use organizational resources efficiently, and to develop the organizations (Katz and Kahn, 1978). We ought to value supervisory facilities in schools more since educational activities are to be renewed and developed continuously. Supervision in education is voiced as an assisting tool for teachers that enables educational development and increases the achievement of students (Spears, 1956; Sullivan & Glanz, 2000). Similarly, Jeffrey and Woods (1994) stress that the philosophical root of supervision is based on the fact that the more teachers are qualified the more students learn more and better.

The supervisory approaches have, recently, changed from looking for deficiency to improvement (Glickman, Gordon and Ross-Gordon, 2013; Sullivan and Glanz, 2000). In parallel fashion, the basic function of the contemporary supervision approach stressing improvement is to evaluate students' successes and teachers' performances, to monitor curriculum and instruction, and to develop them (Pajak, 2010). Contemporary supervision approaches have an important role in fostering the efficacy of learning and teaching facilities. We may list some of them here as clinical supervision, peer supervision, instructional supervision, differentiated supervision, artistic supervision, and developmental supervision. According to these approaches, supervision is assessed as a social process that encourages and assists teachers in their professional development, focuses on the learning and teaching activities, and evaluates the instruction for improvement (Ağaoğlu and Ceylan, 2010). Here below five different models of supervision

discussed. These are clinical, psychotherapy-based, developmental, and integrated developmental models of supervision as illustrated in the figure below.



Figure 2: Models of Instructional supervision

2.6.1 Clinical Supervision model

Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: “the rationale and practice designed to improve the teacher’s classroom performance.” Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher’s classroom behavior. If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In lines with this, Acheson and Gall (1987) define clinical supervision as “supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification.

2.6.2 Psychotherapy-Based Supervision Models

Psychotherapy-based models of supervision often feel like a natural extension of the therapy itself. “Theoretical orientation informs the observation and selection of clinical data for discussion in supervision as well as the meanings and relevance of those data (Falender & Shafaanske, 2008, p. 9). Thus, there is an uninterrupted flow of terminology, focus, and technique from the counseling session to the supervision session, and back again. Several examples of specific psychotherapy-based supervision models are described briefly below.

Psychodynamic Approach to Supervision: psychodynamic supervision draws on the clinical data inherent to that theoretical orientation (e.g. affective reactions, defense mechanisms, transference and countertransference, etc.). Frawley-O’Dea and Sarnat (2001) classify psychodynamic supervision into three categories: patient-centered, supervisee-centered, and supervisory-matrix centered.

Patient-centered began with Freud and, as the name implies, focuses the supervision session on the patient’s presentation and behaviors. The supervisor’s role is didactic, with the goal of helping the supervisee understand and treat the patient’s material. The supervisor is seen as the uninvolved expert who has the knowledge and skills to assist the supervisee, thus giving the supervisor considerable authority (Frawley-O’Dea and Sarnat, 2001). Because the focus is on the patient, and not on the supervisee or the supervisory process, very little conflict occurs between supervisor and supervisee, as long as they both interpret the theoretical orientation in the same way. This lack of conflict or stress in the supervision sessions often reduces the supervisee’s anxiety, making learning easier. Conversely, if conflict were to develop using this model, supervision could be impeded by not having a way to deal directly with it.

Supervisee-centered psychodynamic supervision came into popularity in the 1950s, focusing on the content and process of the supervisee’s experience as a counselor (Frawley-O’Dea and Sarnat, 2001; Falender and Shafranske, 2008). Process focuses on the supervisee’s resistances, anxieties, and learning problems. The supervisor’s role in this approach is still that of the authoritative, uninvolved expert but because the attention is shifted to the psychology of the supervisee, supervision utilizing this approach is more experiential than didactic. Supervisee-centered supervision was adapted to fit several psychodynamic theories, including Ego

Psychology, Self Psychology, and Object Relations (FrawleyO'Dea and Sarnat, 2001). Supervisee-centered supervision can stimulate growth for the supervisee as a result of gaining an understanding of his/her own psychological processes, but this same advantage can also be a limitation in that it makes the supervisee highly susceptible to stress under scrutiny.

The supervisory-matrix-centered approach opens up more material in supervision as it not only attends to material of the client and the supervisee, but also introduces examination of the relationship between supervisor and supervisee. The supervisor's role is no longer one of uninvolved expert. Supervision within this approach is relational and the supervisor's role is to "participate in, reflect upon, and process enactments, and to interpret relational themes that arise within either the therapeutic or supervisory dyads" (Frawley-O'Dea & Sarnat, 2001, p. 41). This includes an examination of parallel process, which is defined as "the supervisee's interaction with the supervisor that parallels the client's behavior with the supervisee as the therapist" (Haynes, Corey, and Moulton, 2003).

This model of supervision also includes another model such as

Feminist Model of Supervision: Feminist therapy is also described as "gender-fair, flexible, interactional and life-span oriented. It advance the notion that an individual's experiences are reflective of society's institutionalized attitudes and values

Cognitive-Behavioral Supervision: As with other psychotherapy-based approaches to supervision, an important task for the cognitive-behavioral supervisor is to teach the techniques of the theoretical orientation.

Person-Centered Supervision: Carl Rogers developed person-centered therapy around the belief that the client has the capacity to effectively resolve life problems without interpretation and direction from the counselor (Haynes, Corey, & Moulton, 2003). In the same vein, person-centered supervision assumes that the supervisee has the resources to effectively develop as a counselor. The supervisor is not seen as an expert in this model, but rather serves as a "collaborator" with the supervisee. The supervisor's role is to provide an environment in which the supervisee can be open to his/her experience and fully engaged with the client (Lambers, 2000)

2.6.3 Developmental Models of Supervision

In general, developmental models of supervision define progressive stages of supervisee development from novice to expert, each stage consisting of discrete characteristics and skills. For example, supervisees at the beginning or novice stage would be expected to have limited skills and lack confidence as counselors, while middle stage supervisees might have more skill and confidence and have conflicting feelings about perceived independence/dependence on the supervisor. A supervisee at the expert end of the developmental spectrum is likely to utilize good problem-solving skills and be reflective about the counseling and supervisory process (Haynes, Corey, and Moulton, 2003).

For supervisors employing a development approach to supervision, the key is to accurately identify the supervisee's current stage and provide feedback and support appropriate to that developmental stage, while at the same time facilitating the supervisee's progression to the next stage (Littrell, Lee-Borden, and Lorenz, 1979; Loganbill, Hardy, and Delworth, 1982;).

To this end, a supervisor uses an interactive process, often referred to as "scaffolding" (Zimmerman and Schunk, 2003), which encourages the supervisee to use prior knowledge and skills to produce new learning. As the supervisee approaches mastery at each stage, the supervisor gradually moves the scaffold to incorporate knowledge and skills from the next advanced stage. Throughout this process, not only is the supervisee exposed to new information and counseling skills, but the interaction between supervisor and supervisee also fosters the development of advanced critical thinking skills. While the process, as described, appears linear, it is not. A supervisee may be in different stages simultaneously; that is, the supervisee may be at mid-level development overall, but experience high anxiety when faced with a new client situation. The developmental model includes directive, non-directive and collaborative types of supervision

1) Directive supervision

In Directive supervision the role of the supervisor is to direct and inform the teacher, model teaching behaviors, and evaluate the teacher's mastery of defined behaviors. There are at least three problems with directive supervision. First, there is the problem of how the supervisor defines good teaching. Second, this model may give rise to feelings of defensiveness and low

self-esteem on the part of the teacher. Third, there is the problem of assigning ultimate responsibility for what goes on in the classroom. A second problem with directive supervision is that it can make teachers see themselves as inferior to the supervisor, and this can lower their self-esteem.

Another negative consequence of directive supervision is that it can be threatening. While going to work the teacher keeps saying more than once. "Oh, supervisor, don't come today". This state of affairs can produce a half engagement. Although the teacher wants to fully engage himself in his own ideas of what the students could benefit from, he could not because of the overriding threat that the supervisor would disapprove. A third problem with directive supervision is that a prescriptive approach forces teacher to comply with what the supervisor thinks they should do. This keeps the responsibility for decision making with the supervisor instead of shifting it to the teacher.

2) Alternative supervision

In this model, the supervisor's role is to suggest a variety of alternatives to what the teacher has done in the classroom. Having a limited number of choices can reduce teachers' anxiety over deciding what to do next, and yet it still gives them the responsibility for decision-making. Alternative supervision works best when the supervisor does not favor any one alternative and is judgmental. The purpose of offering alternatives is to widen the scope of what a teacher will consider doing. The supervisor offers suggestions about how alternatives can be used to guide the beginning teacher. One way is to have teachers try the opposite of they usually do. Another way is to duplicate inside the classroom what goes on outside of the classroom setting. The aim is for teachers to try alternative behaviors and to pay attention to the consequences. If teachers are provided with strategies that give them a way to understand the consequences of what they do, teachers can gradually on themselves to make teaching decisions.

Instead of prescribing what the teacher should have done with a lesson, the supervisor could have had the teacher describe what he did and then the opposite of what he did. The supervisor could have requested that the teacher try the opposite to see what happens ,which could have taught him a strategy of paying attention to the different consequences on the students' behavior of doing lessons differently.

3) Collaborative supervision

Within a collaborative model the supervisor's role is to work with teachers but not direct them. The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship. The teacher and supervisor work together in addressing a problem in the teacher's classroom teaching. They pose a hypothesis, experiment and implement strategies that appear to offer a reasonable solution to the problem under consideration. Instead of telling the teacher what he should have done, the supervisor could have asked, 'what did you think of the lesson? How did it go? Did you meet your objective?' This would be said in a positive, interested, and nonjudgmental way.

4) Non directive supervision

The essence of non-directive supervision the supervisor attempts to have the teacher come up with his own solutions to teaching problems. Supervisors who listen and demonstrate an understanding of what the teacher has said are providing an understanding response. An understanding response is a recognized version of what the teacher has said. If supervisors are more non directive when supervising teachers will have the freedom to express and clarify their ideas and a feeling of support and trust could grow between the supervisor and the teacher. Non directive supervision can also have a different result. Some teachers report that it makes them feel anxious and alienated. One reason for anxiety may be due to the inexperience of the teacher. The way the supervisor understands nondirective supervision could also cause the teacher anxiety. The supervisor has simply used the surface techniques while ignoring the deeper principles.

5) Self-help explorative supervision

The self-help explorative model of supervision is an extension of creative supervision. The emergence of this model is the result of Fanselow (1977a, 1981) who proposes a different way to perceive the process that teachers go through in their development, one that provides opportunities for both teachers and supervisors to gain awareness of their teaching through observation and exploration. The supervisor is not seen as a helper which is the basis for other models of supervision but as another, perhaps more experienced, teacher who is interested in learning more about his or her own teaching. The aim is for both the visiting teacher and teacher

to explore teaching through observation of their own and others' teaching in order to gain an awareness of teaching behaviors and their consequences, as well as to generate alternative ways to teach.

6) Creative supervision

The creative model encourages freedom and creativity in three ways. It can allow: a combination of models or a combination of supervisory behaviors from different models; a shifting of supervisory responsibilities from the supervisor to other sources and an application of insights from other fields that are not found in any of the models. Working with only one model can be appropriate but it can also be limiting. Sometimes a combination of different models might be needed. A supervisor can select a particular supervisory approach according to the type of information the teacher is seeking. Another supervisor approaches supervision through a nondirective model; after he gains the teachers' trust, he begins to collaborate more with them.

2.6.4 Integrative Models of Supervision

As the name implies, integrative models of supervision rely on more than one theory and technique (Haynes, Corey, & Moulton, 2003). Given the large number of theories and methods that exist with respect to supervision, an infinite number of "integrations" are possible. In fact, because most counselors today practice what they describe as integrative counseling, integrative models of supervision are also widely practiced (Haynes, Corey, and Moulton, 2003). They describe two approaches to integration: technical eclecticism and theoretical integration.

Technical eclecticism tends to focus on differences, chooses from many approaches, and is a collection of techniques. This path calls for using techniques from different schools without necessarily subscribing to the theoretical positions that spawned them. In contrast, *theoretical integration* refers to a conceptual or theoretical creation beyond a mere blending of techniques. This path has the goal of producing a conceptual framework that synthesizes the best of two or more theoretical approaches to produce an outcome richer than that of a single theory.

Examples of Integrative supervision models include: Bernard's (1979) discrimination model, Holloway's (1995) systems approach to supervision, Ward and House's (1998) reflective learning model, and Greenwald and Young's (1998) schema-focused model (Haynes, Corey, and Moulton, 2003).

Bernard's Discrimination Model: Today, one of the most commonly used and researched integrative models of supervision is the Discrimination Model, originally published by Janine Bernard in 1979. This model is comprised of three separate foci for supervision (i.e., intervention, conceptualization, and personalization) and three possible supervisor roles (i.e., teacher, counselor, and consultant) (Bernard and Goodyear, 2009). The supervisor could, in any given moment, respond from one of nine ways (three roles x three foci).

For example, the supervisor may take on the role of teacher while focusing on a specific intervention used by the supervisee in the client session, or the role of counselor while focusing on the supervisee's conceptualization of the work. Because the response is always specific to the supervisee's needs, it changes within and across sessions. The supervisor first evaluates the supervisee's ability within the focus area, and then selects the appropriate role from which to respond. Bernard and Goodyear (2009) caution supervisors not to respond from the same focus or role out of personal preference, comfort, or habit, but instead to ensure the focus and role meet the most salient needs of the supervisee in that moment.

Systems Approach: In the systems approach to supervision, the heart of supervision is the relationship between supervisor and supervisee, which is mutually involving and aimed at bestowing power to both members (Holloway, 1995). Holloway describes seven dimensions of supervision, all connected by the central supervisory relationship. These dimensions are: the functions of supervision, the tasks of supervision, the client, the trainee, the supervisor, and the institution (Holloway). The function and tasks of supervision are at the foreground of interaction, while the latter four dimensions represent unique contextual factors that are, according to Holloway, covert influences in the supervisory process. Supervision in any particular instance is seen to be reflective of a unique combination of these seven dimensions.

CHAPTER THREE

3. Research methodology

The research methodology chapter provides specific procedures or techniques used to identify, select, process, and analyses information about study topic. In other words, it discussed chosen method and materials, defined study population, explain scientific tools and techniques employed in data collection and analysis and their relevance for the study problem.

3.1 Research Design

Survey research design was employed in the study. Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population or people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). Thus, through quantitative approach quantitative data obtain for this study using survey questions. Although survey research has more in common with correlational studies, it mainly describe trends in the data and focus more toward learning about a population than relating variables or predicting outcomes, as is often the case in correlational research. In a cross-sectional survey design, the researcher collects data at one point in time within short span of time. This design is chosen for this study because the method could allow researchers to assess current attitudes and practices of study subjects regarding the practice and effectiveness of instructional supervisions in schools. Hence it is helpful to achieve objective of the study.

3.2 Population and sample frame

The study conducted in all 7 secondary schools found in Limmu Kosa Woreda. The target populations of the study consist of teachers, school principals, department heads and school supervisors. Therefore, a sample frame for the study was 179 secondary school teachers and 56 school leaders (principals, vices, unit leaders, department heads and supervisors). The total sample frame was 235 individuals.

3.3 Sample and Sampling techniques

Sampling technique is helpful to obtain statistically justifiable sample size and choose appropriate method of sampling to be used (Saunders et al. 2007). In this study proportionate stratified sampling techniques employed to draw proportionate representative sample from each school involved in the study.

3.3.1 Sample size determination

To estimate sample size, an estimate of the population proportion is needed. Here in this study I used Yamane’s (1967) simplified formula to calculate sample size. With 50% of population proportion, at 95% degree confidence level and 5 percent margin of errors the actual sample size or valid sample size can be computed follows;

$$n = \frac{N}{1 + N(e^2)}$$

Where

n is the required sample size

N is the total population.

e is the margin of error required

$$n = \frac{235}{1+235(.05^2)} = 235/1.5875 = 147.03$$

Therefore, the required minimum sample size is 147 individuals. The final sample size including 10% response to the minimum sample size ($147(147*.1) = 15$) was 162 participants.

Table 1: Sample size

No	Schools	Teachers		Principals		Supervisors		Dept Heads		Min Sample	10% response Error
		Total	Sample	Total	Sample	Total	Sample	Total	Sample		
1	Limu Genet	78	54	3	1	2	2	5	2	59	
2	Babu	26	18	3	1			5	2	21	
3	Ambuye	39	28	3	1			5	2	31	
4	HarewaKoticha	9	6	1	1			4	2	9	
5	Kossa	9	6	1	1			4	2	9	
6	Cime	9	6	1	1			5	2	9	
7	Gale Sefera	9	6	1	1			4	2	9	
Total		179	124	13	7	2	2	32	14	147	15
										162	

Note: supervisors are common for all schools

3.4 Data collection techniques and procedure

The study made use of primary data obtained through questionnaires and semi-structured interviews. A semi structured interview was prepared for supervisors and school principals and

it was designed to collect more supplementary opinion to validate and triangulate the data gathered through questionnaire. The reason behind semi structured interview items was the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James *et al.*, 1997).

Though the questionnaires employed used before in different studies some modification was made to suit the specific context. Before, actual gathering of data 20 teachers involved in the pilot test to examine internal consistency (reliability test) of the items that made up each scales. A pilot test assessment indicated a desirable alpha above 0.65 as illustrated in the table below. Finally on average eight items were used to assess each variable of the study. Participants rated each item using five point likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The researcher visited all school under study and administered the questionnaires in person.

The reliability statistics table below illustrates the result of the pilot test. The test measures relative worthiness of internal consistency of the items or scales used in the study. In other words, this refers to the degree to which the items that make up a given scale measure the same underlying construct. One of the most commonly used indicators of internal consistency is Cronbach’s alpha coefficient.

Table 2: Reliability test

Variables	N of Items	Cronbach's Alpha
Instructional supervision Support System	7	.755
Role of school leaders	7	.749
Effectiveness of supervision support	12	.796
Supervision practice procedure	6	.698
Contribution of Instructional Supervision	6	.723
Factors hindering Instructional Supervision	7	.739

Source: from own data

Literatures often consider an alpha coefficient value above 0.7 as good to determine internal consistency of the items (Pallant 2007). We can see that a desirable alpha values obtained for all variables of the study. The alpha results indicated suitability of the use of the instrument for the study.

3.5 Methods of data analysis

The data obtained was analyzed using procedure having three series steps. The first step was preliminary analysis where response rate, response bias, and reliability of the instrument on the scales analyzed. In the second step the data was summarized descriptively to identify general trends: develop demographic profile of the sample; calculate and present a table of descriptive statistics (mean, variance, and range) on the instrument, and provide answers to descriptive questions that aim to assess and explore the type and nature as well as challenges related to instructional practices in the schools under investigation. ANOVA and correlation were used to answer inferential questions

3.6 Ethical issues

I think is crucial to address ethical issues of concern to all parties involved in the study. Hence in this study, first the schools were notified through letter regarding the objective of the study to seek indirect consent from the participants. Confidentiality of the responses of the participants was ensured during the course of the study.

CHAPTER FOUR

4. Data analysis, results and discussion

This chapter presents analysis of the data, interpretation of the results as well as its discussion. It mainly classified into four sub sections: preliminary analysis, descriptive statistical analysis, inferential statistical analysis and discussion of the results. Each sub sections developed logically to lead consequently to the findings of the study.

4.1 Preliminary analysis

Preliminary analysis mainly concerned about how preparation of the data for analyses has come about. This includes examining and cleaning the data, response rate, reliability test and description of respondents' demographic information.

4.1.1 Examination of the data and response rate

Survey questions were distributed and administered to a total of 162 determined samples. Among these 152 individuals filled and returned the questionnaire. However, 5 questionnaires were rejected due to numerous missing responses. Finally, 147 questionnaires deemed fit used for analysis in the study. Therefore, the response rate stands at 90.7% which is desirable. Following this the data was coded and fed into SPSS 20 version. Before analysis the data was also inspected visually as well as through summary tables to examine missing values, out of range values and outlier and. Based on this procedure data was cleaned and prepared for further analysis.

4.1.2 Demographic profiles

Respondents' characteristics, gender, work experience and educational background are demographic variables of interest considered in the study.

Table 3: Respondents' Characteristics

		Characteristics of the respondents			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	124	84.4	84.4	84.4
	Principals	7	4.8	4.8	89.1
	Supervisor	2	1.4	1.4	90.5
	dept. heads	14	9.5	9.5	100.0
	Total	147	100.0	100.0	

The table above shows that the overwhelming majority 84% of the individuals participated in the study were secondary school teachers. Two supervisors were involved though this number seems small it cannot be ruled out insignificant because the number of supervisors in the woreda education office are few not more than 4.

Gender

Sex wise the majority of the participants which constitute about 102(69%) were males. Males roughly account almost two-third of the total population. As illustrated in the figure below females were fewer in number than their male counterparts and they account 45(31%).

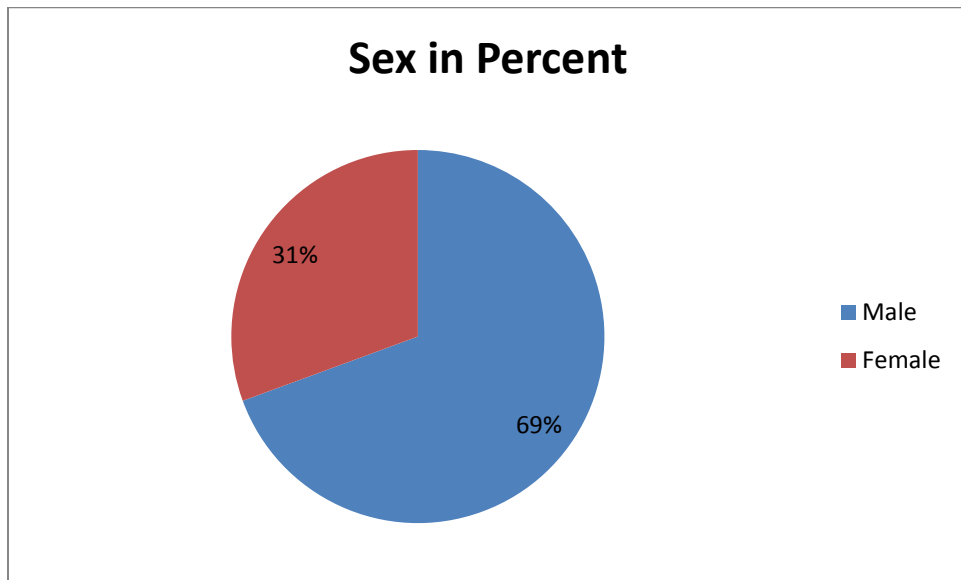


Figure 3: Gender

Education

Table 4: Educational background

		Educational background			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	3	2.0	2.0	2.0
	Degree	130	88.4	88.4	90.5
	MA	14	9.5	9.5	100.0
	Total	147	100.0	100.0	

In terms of education almost 88% of the participants were first degree holders. There were also few second degree holders about 10%. Only three teachers were found to be trained at diploma level.

As illustrated in the figure below about 35.4% of the participants which were majority reported to have work experience between 6-10 years. Roughly half of the participants about 51.7% had work experience below 10 years while the other half about 49.3% had experience above 10 years.

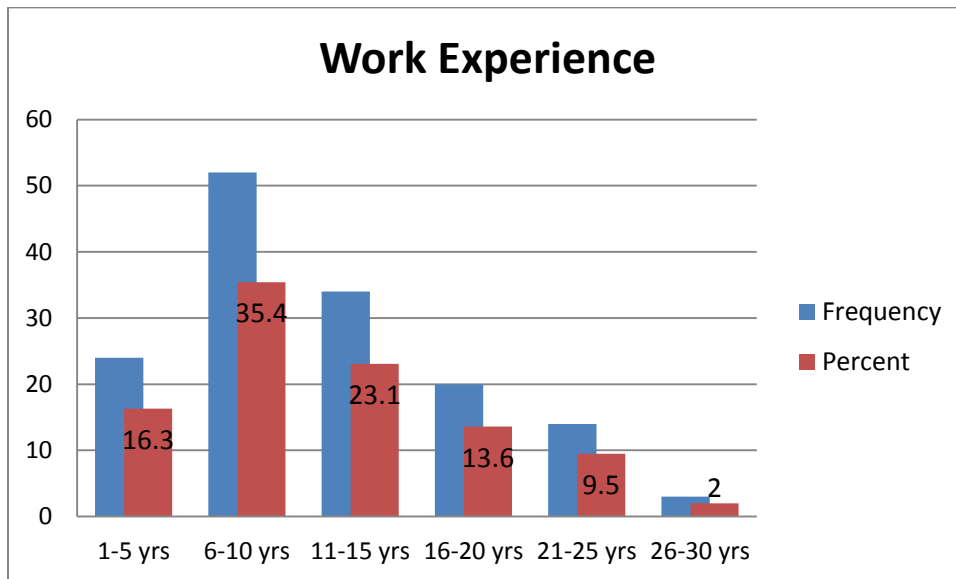


Figure 4: Work experience

The table below indicates the number of participants that were participated in the study. The first two schools comprise almost half of the participants about 48.3%. The number of participants proportionally related to the size of the schools. Meaning the numbers is representative.

Table 5: Number of participants from each school

		Participants from each school			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Limu Genet	53	36.1	36.1	36.1
	Babu	18	12.2	12.2	48.3
	Ambuye	28	19.0	19.0	67.3
	Harewa	12	8.2	8.2	75.5
	Kossa	12	8.2	8.2	83.7
	Cime	12	8.2	8.2	91.8
	Gale Sefera	12	8.2	8.2	100.0
	Total	147	100.0	100.0	

4.2 Descriptive statistical analysis

The descriptive summary statistics table below illustrates different information: number of participants involved in the study, minimum and maximum values of scales, mean values, standard deviation and skewness or distribution of the responses.

Table 6: Descriptive summary of main variables

		Statistics					
		Instructional supervision SS	Role of school leaders	Effectiveness of supervision SS	Supervision practice	contribution of ins supervision	Factors hindering ISP
N	Valid	147	147	147	147	147	147
	Missing	0	0	0	0	0	0
Mean		2.9815	3.4849	3.1298	3.3243	3.1417	2.9427
Median		3.0000	3.5714	3.0833	3.5000	3.3333	3.0000
Mode		2.29 ^a	3.57	3.75	3.50	3.33 ^a	3.00 ^a
Std. Deviation		.62879	.67640	.55673	.57892	.66017	.57767
Skewness		.171	-.596	-.180	-1.533	-1.357	-1.127
Std. Error Skewness		.200	.200	.200	.200	.200	.200
Kurtosis		-.969	-.013	-.188	2.410	.909	1.273
Std. Error of Kurtosis		.397	.397	.397	.397	.397	.397

a. Multiple modes exist. The smallest value is shown

From the table above we can observe that six main variables were analyzed in the study. The mean values for almost all variables are less than the median and the mode values. This indicates that the data is negatively skewed (-1 and -0.5) though the skewness is moderate. The kurtosis

values are in all cases less than 3 indicating the absence of outliers. The following histogram figure interestingly depicts the distribution of the data. Since the distribution of the data is moderate the impact of outliers is negligible the data can be used for further descriptive and inferential analysis. Each of the six variables along with their attributes was analyzed below using descriptive tools such as mean, standard deviation and z-score. These descriptive tools and analysis were used to answer the first three research questions.

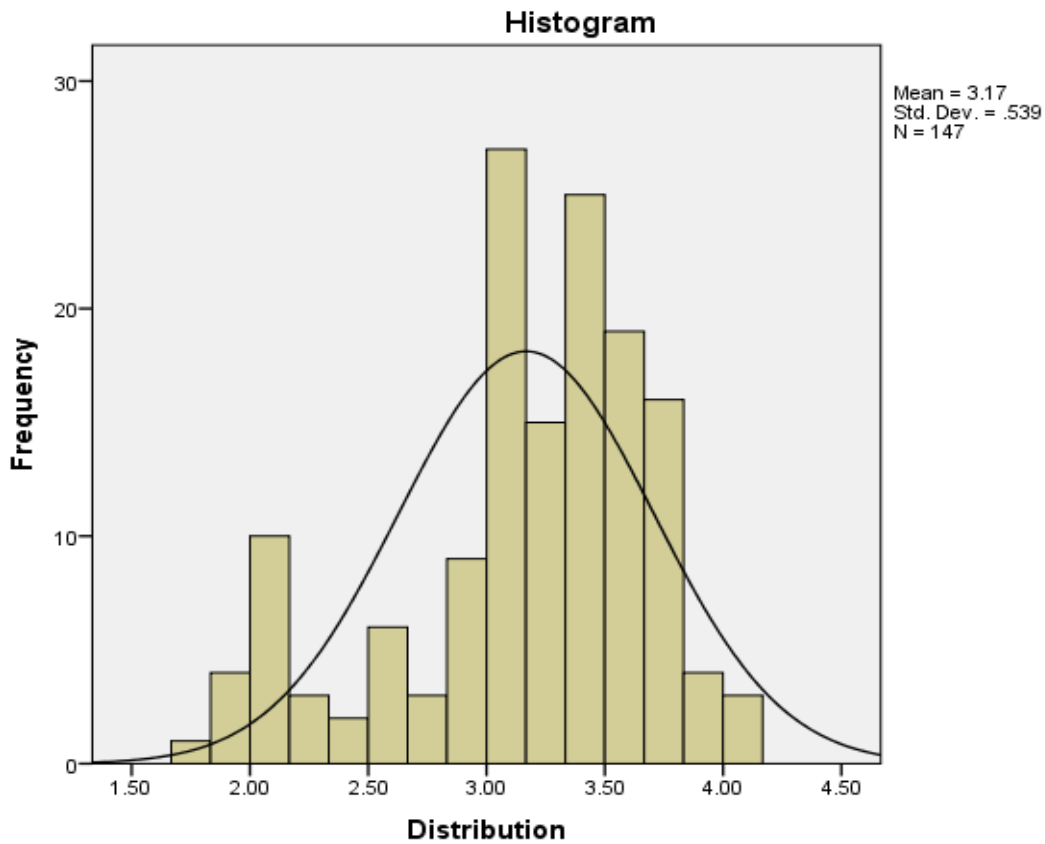


Figure 5: Distribution of the data

4.2.1 Instructional supervision support strategies

Eight common types of instructional support strategies provided in questionnaires to assess if they are implemented in secondary schools in Limu Kosa woreda. These were induction, mentoring, training, experience sharing, collegial coaching, short-term training, teaching material preparation and action research, peer teaching and study group. Among these peer teaching (mean =4.06, SD= .75), was found dominant mode of supervisory support system.

Table 7: Instructional support strategies

instructional supervision support system					
	N	Minimum	Maximum	Mean	Std. Deviation
induction programs	147	1.00	5.00	3.1156	1.07600
mentoring programs	147	1.00	5.00	3.1361	1.09569
Training	147	1.00	5.00	2.5578	.80350
experience sharing programs	147	1.00	5.00	2.6327	.87649
collegial coaching techniques	147	1.00	5.00	3.1293	1.18363
short-term training on assessment	147	1.00	5.00	2.4898	.87089
prepare teaching materials & Ac. Res	147	1.00	5.00	2.3810	1.04903
peer teaching and study groups	147	2.00	5.00	4.0612	.75148
Valid N (listwise)	147				

Although average mean value for mentoring (mean =3.13, SD= 1) and collegial coaching (mean =3.12, SD= 1.8) looked undesirable further z-score analysis indicated that they were observed to a lesser extent. Nevertheless, the supervisory support styles or strategies lack diversity. This answers the first research question which enquired the type of instructional supervisory support strategy used to support school teachers in their instructional performance.

4.2.2 Role of school leaders

School leaders play central role in supervision activity. They are instrumental from planning to implement supervisory support. Thus this variable assesses whether school leaders plays roles expected of them. This is important to measure effectiveness of one aspect of the practice of supervision from school leader's side. Accordingly the frequency of classroom supervision was average (mean=3.62, SD= 1.15), supervision was not accidental and supervisee informed before actual supervision (Mean=3.77, SD= 1.1), feedback was immediate (Mean=4, SD= .76) and team spirit and collaboration (Mean=3.61, SD= 1) was average.

Table 8: Role of school leaders

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Classroom supervision frequency	147	1.00	5.00	3.6190	1.14875
Impacts on overall activities	147	1.00	5.00	2.3197	1.02025
Allocates ample time for supervision	147	1.00	5.00	3.2925	1.11779
knowledge of supervision activity	147	1.00	5.00	3.0884	1.16410
Pre-inform supervision time	147	1.00	5.00	3.7687	1.10459
Immediate feedback provision	147	1.00	5.00	4.0068	.76298
Encouraging team spirit and collaboration	147	1.00	5.00	3.6054	1.03075
Due attention for supervision activities	147	1.00	5.00	3.0136	1.11642
Valid N (listwise)	147				

Though school leaders played important role in some areas such as feedback provision and building team spirit and collaboration, their impacts on over all supervision activities was low. For example they lack good knowledge of supervision activity and provision of due attention.

4.2.3 Effectiveness of supervisory practices

Table 9: Effectiveness of supervisory practice

Effectiveness of the supervisory practices					
	N	Min	Max	Mean	Std. Deviation
nurture teachers leadership and autonomy	147	1.00	5.00	2.8503	1.06214
promote open communication and collaboration	147	1.00	5.00	3.4218	.95749
Provision of supportive learning environment	147	1.00	5.00	2.5306	.93857
Support collegial relationships	147	1.00	5.00	3.3741	.92315
Engages teacher in the planning, designing, and evaluation	147	1.00	5.00	2.5034	.84703
Establishes healthy supervisory	147	1.00	5.00	3.1633	1.06656
Reviews actions and accepts feedback	147	1.00	5.00	3.4422	1.09875
Encourages the dev't use of d/t form of supervision	147	1.00	5.00	2.9184	1.06314
understanding diversity of teachers and learners	147	1.00	5.00	3.1973	1.11429
comprehensive understanding and use of pedagogy	147	1.00	5.00	3.8776	.90583
Employs differentiated procedures for assessment	147	1.00	5.00	2.7007	.94662
Foster continuous and open deliberation on curriculum	147	1.00	5.00	2.8231	1.15688
Encourage action research as a strategy	147	1.00	5.00	3.5782	1.05937
Valid N (listwise)	147				

Average mean= 3.13 & SD= .56

Effectiveness of supervisory practices was generally low (*mean= 3.13 & SD= .56*). However, average means values observed for some attributes of the variable. For example, comprehensive understanding and use of pedagogy (*mean= 3.87 & SD= .90*) and encouragement for action research (*mean=3.58 & SD= 1*) were reported average. However, in other areas the average mean score were low indicating poor supervisory practice.

4.2.4 Practice of supervision procedure

The practice of supervision procedure involves a number of attributes indicated in the table below. Among the eight attributes of the supervision procedure four of them were reported by participants. Seeking consent(*mean= 3.78 & SD= .73*), reviewing and endorsing observation form(*mean= 3.59 & SD= .92*), using appropriate form(*mean= 3.62 & SD= .90*), and

conducting both formal and informal observation($mean= 3.93$ & $SD= .71$). This is one attributes to assess effectiveness of the supervision from procedural aspect and help to answer the second research question.

Table 10: Practice of supervision procedure

Practice of supervision procedure					
	N	Minimum	Maximum	Mean	Std. D
Teachers' need identification	147	1.00	5.00	2.31	1.10
Consent sought before observation	147	1.00	5.00	3.78	.73
Pre – observation form filled reviewed and endorsed	147	1.00	5.00	3.59	.92
Appropriate form used for classroom observation	147	1.00	5.00	3.62	.90
Both formal and informal observations were made	147	1.00	5.00	3.93	.71
Teachers' Portfolio reviewed and validated via discussion	147	1.00	5.00	2.84	1.09
Post – observation conference held b/n school leaders and teachers	147	1.00	5.00	2.73	1.07
Supervisors reinforce the actions of the teacher	147	1.00	4.00	2.65	.99
Valid N (listwise)	147				

However, important procedures such as need identification, teachers' portfolio review and teacher's action reinforcement poorly practiced as illustrated by their mean value scores in the above table.

4.2.5 Contribution of IS for performance improvement

This dimension assessed the influence of instructional supervisory practice for teachers' instructional performance improvement. As we can see below in the table from eight areas teachers' performance improvement had observed on three attributes. The supervisory practice enabled teachers to create cooperative environment (Mean= 3.66 and SD= .99), helped teachers in preparation of teaching aid materials (Mean= 3.67 and SD= .95) and facilitated community involvement in the schools (Mean= 3.84 and SD= 1). The magnitude of the influence measured using correlation in the forthcoming section.

Table 11: Contribution of supervision practices for teachers' performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. D
Enable teachers to select and use appropriate teaching materials	147	1.00	5.00	2.9864	1.00673
Supervisory practice improves instructional effectiveness	147	1.00	5.00	2.6939	1.01098
Help teachers to solve actual instructional problems	147	1.00	5.00	2.4218	1.07859
Enable teachers to create cooperative spirit in school	147	1.00	5.00	3.6599	.98965
Assists teachers in preparation of teaching aid materials	147	1.00	5.00	3.6667	.94603
Improves student's academic performance	147	1.00	5.00	3.1565	.97714
Brought behavioral change on the part of the learners	147	1.00	5.00	2.7755	1.09667
Facilitates community involvement in school	147	1.00	5.00	3.8435	1.00479
Valid N (listwise)	147				

Average mean=3.15 and SD= 1

Conversely the supervisory practice was not helping teachers to solve actual instructional practices (Mean= 2.42 and SD= 1.07), help teachers to use appropriate teaching materials (mean= 2.98 and SD= 1), improving students' academic performance (Mean= 3.16 and SD= .98) or in bringing behavioral change on the parts of the learners (Mean= 2.78 and SD= 1.09). Generally the result shows the contribution of supervisory practice for teachers instructional performance was low (mean =3.15, SD= 1).

4.2.6 Challenges of instructional supervision

Three factors observed to have relatively more effect on supervisory support. These are perceived negative attitude (*Mean=3.67, SD=.89*), availability of sufficient budget (*Mean=3.80, SD=.79*) and supervisors relationship with school teachers (*Mean=3.51, SD=1*).

Table 12: factors affecting supervision support

Factors hinder instructional supervision					
	N	Minimum	Maximum	Mean	Std. Deviation
perceived negative attitude	147	1.00	5.00	3.6667	.89392
perceive instructional supervision as CPD	147	1.00	5.00	2.5170	1.08762
Supervisor's competence	147	1.00	5.00	2.7687	1.28781
inadequate budget	147	1.00	5.00	3.8027	.79931
Presence of adequate material resource	147	1.00	5.00	2.5986	1.04462
Adequacy of qualified personnel	147	1.00	5.00	2.3741	.79563
Supervisors relationship with teachers	147	1.00	5.00	3.5102	1.04270
enough time to support	147	1.00	5.00	2.5306	.83835
support from Education Office	147	1.00	4.00	1.9728	.70172
Valid N (listwise)	147				

Average mean= 2.94 SD= .58

4.3 Summary of descriptive results

The results of descriptive analysis can be summarized as follow. Generally instructional support strategies employed at the schools were limited in terms of diversity (mean=2.98 and SD=.63) and ineffective. The role of school leaders was average (Mean=3.48 SD= .67). As can be seen under Z score column in the table below except for the role of school leaders (Z value =0.57) and supervision practice (Z score= 0.27) which have positive Z values, the values for other variables are negative indicating the score for raw data is less than the mean value. Meaning the mean value for the role of school leaders is located 0.57 above the mean value 3.48 i.e., standard mean value for the variable is 4.05. Similarly the standard mean for procedure of supervisory practice can be located 0.27 above the actual mean value 3.32 (Mean= 3.59).

Table 13: Descriptive statistics for all scales

Summary Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. D	Z score
Instructional supervision SS	147	1	5	2.98	.63	-.35
Role of school leaders	147	1	5	3.48	.67	.57
Effectiveness of supervision support	147	1	5	3.13	.56	-.07
Procedure Supervision practice	147	1	5	3.32	.58	.27
Contribution of ins supervision	147	1	5	3.14	.66	-.05
Factors hindering ISP	147	1	5	2.94	.57	-.43
Valid N (listwise)	147					

Average mean = 3.17 and SD= .54

The value of the z-score tells us how many standard deviations the raw score away from the mean. If a z-score is equal to 0, it is on the mean. A positive z-score indicates the raw score is higher than the mean average. A negative z-score reveals the raw score is below the mean average (Singh, 2006). For example, for Instructional supervision support system the raw score is -0.35 standard deviations below the mean value 2.98, i.e., $(2.98 - .35 = 2.63)$. This means the diversity of supervision support strategy was low and ineffective. We can also observe that supervision support system and practice was ineffectiveness hence contribution to teachers' instructional performance improvement was low. This requires high and diverse supervisory support and higher roles from school leaders, supervisors and mentors to improve teachers' instructional performance.

4.4 Inferential analysis

Correlation and One-way ANOVA were used in this section to provide answer for the two inferential questions.

4.4.1. Correlation

The correlation table below illustrates whether the practice of instructional supervision at the schools actually related to teachers' performance and contributed for teachers' improvement. This addresses the fourth research question which probes the relationship between practice of instructional supervision and teacher's instructional performance. There is positive relationship between the variables practice of instructional supervision and teacher's instructional performance ($r=0.053$ & $p=0.522$) as illustrated in the table below but coefficients of correlation meaning r value is very small indicating little impact or insignificant relation. These means instructional supervisory support system was ineffective and little contributed to teachers' performance.

Table 14: contribution of IS Practice to teachers' performance

	Correlations		
	1	2	3
1. Practice of Instructional supervision	1		
2. Contribution to teachers' performance	.053 .522	1	
3. Effectiveness of superv. support system	.031 .711	.690** .000	1

*** $P < 0.001$*

4.4.2 One-way ANOVA

Analysis of variance was employed to examine if schools were different in terms of the effectiveness of instructional supervisory practice. ANOVA measures the mean score between more than two groups (Pallant, 2005). Here we compare the variance (variability in mean scores of instructional supervisory practice) between the schools. In other words ANOVA used to analyses if schools differ in terms of instructional supervisory support effectiveness score.

Table 15: One-way ANOVA

ANOVA					
Total supervision Score					
	Sum of Sq	Df	Mean Square	F	Sig.
Between Groups	24.153	6	4.025	30.781	.000
Within Groups	18.309	140	.131		
Total	42.462	146			

The statistics in the table above shows significant difference between schools in terms of supervisory practices. There was a statistically significant difference between groups or schools as demonstrated by one-way ANOVA ($F(6, 140) = 30.781, p = .000$). A Tukey post hoc test(see Appendix 1) showed significant difference between: Limu Genet and the other schools except Gale ($P = .000$); Babu and harewa($p=.042$) and other schools ($p=.000$) except Ambuye and Gale; Ambuye , Limu Genet ($p.000$), Cime($p=.046$) and Gale ($p= .29$); Harewa, Limu ($p=.000$), Babu($p= .042$) and Gale ($p= .008$); Kossa, Limu, Babu and Gale ($p= .000$); Cime, Limu, Babu and Gale ($p= .000$) and Ambuye ($p=.046$) and between Gale, Ambuye ($p=.029$), Harewa ($p= .008$), Kossa ($p= .000$) and Cime ($p=.000$). However, ANOVA test is not robust as the requirement for homogeneity of variance was not met (Levene statistic $p=.000$) meaning variance between the groups is not equal. The means plot graphically depicts the ANOVA coefficient value difference in terms of means statistics value.

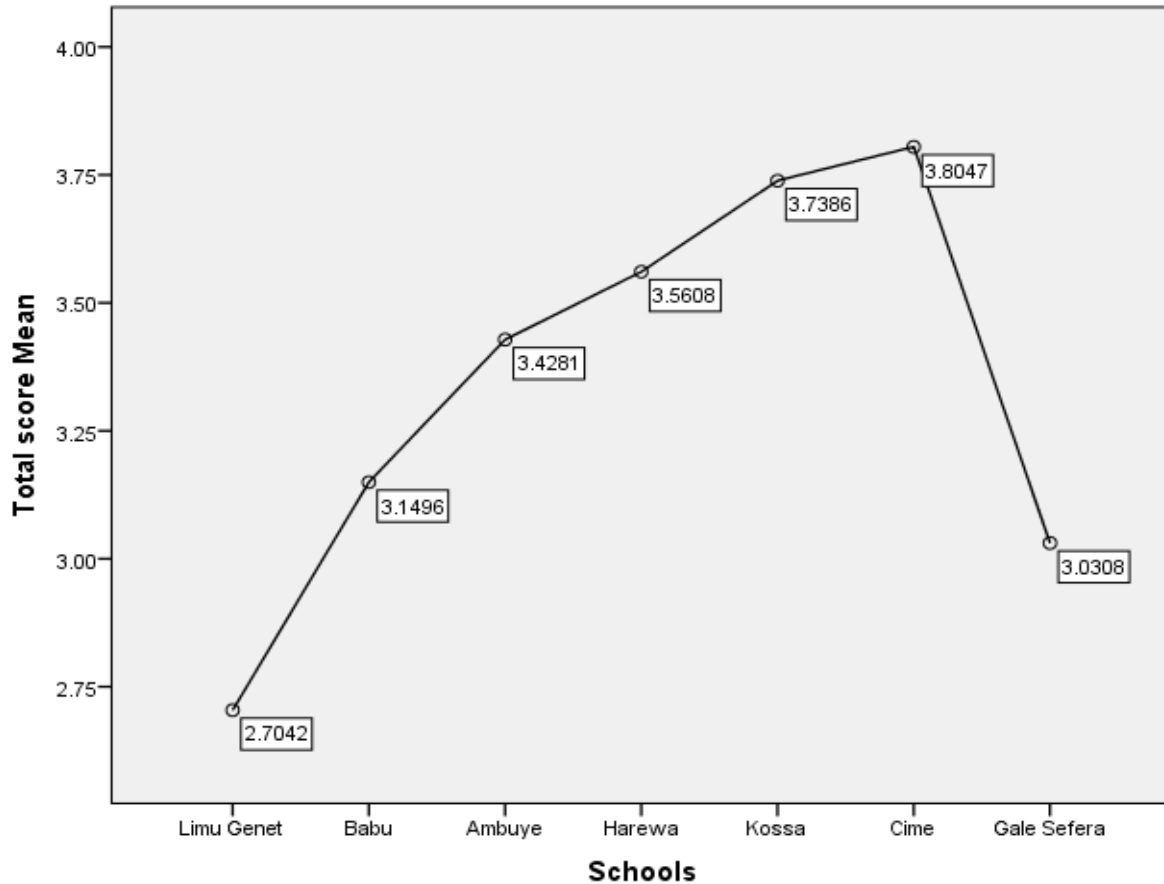


Figure 6: Means plots

4.5 Discussion of the results

The purpose of this study was to assess the practice of instructional supervision in secondary schools in Limu Kosa Woreda. To this end the study tried to answer five research questions. The first question assessed the type of instructional supervisory support systems used by supervisors and school leaders to support teachers in their instruction. With regard to the types of instructional supervisory support strategies, the results generally showed that instructional supervisory support strategies used were less diverse. Peer teaching and study group, mentoring and collegial coaching were relatively observed in the assessment but peer teaching was dominant method of offering supervisory support for teachers. We can generally say that the instructional supervisory support styles were low in terms of diversity and ineffective in terms of practice. This result was consistent with that of Abebe (2014) who found ineffective practices of supervisory options and Berhane's (2014) assessment which indicates insufficient supervisory support.

The second research question examines the extent of the effectiveness of instructional supervisory practices. This was examined through the amount of support given and roles school leaders and supervisors played, practice of supervisory procedure and teacher's instructional performance improvement. Though school leaders played important role in some areas such as feedback provision and building team spirit and collaboration, their impacts on over all supervision activities was low. For example they lack good knowledge of supervision activity and proper attention for supervision activity. In addition, the result shows important supervisory procedures such as need identification and teachers' portfolio review and discussion rarely practiced by school leaders and supervisors. Thus generally, instructional supervisory practice was low or ineffective due to limited use of supervisory support strategy, poor role of school leaders and ineffective practice of supervisory procedures. This result supports the findings of Abebe (2014) who found the inability of supervisors to apply the necessary procedures properly and the findings of Amanuel's (2015) assessment which shows ineffective practice of clinical supervision in first cycle Secondary Schools in Jimma.

The third question explored challenges of instructional supervision. Perceived negative attitude, insufficient budget for supervision activity and poor supervisor's relationship with teachers were some the challenges reported. The fourth question examined the relationship between current instructional supervisory practices and teachers' instructional performance and the result revealed no statistically significant relation between instructional supervisory practice and teacher's instructional performance. Meaning supervisory support given contributed little to teacher's instructional improvement. The last question addresses variation between schools in terms of effectiveness of instructional supervisory support practice. The result showed significant difference between schools in terms of supervisory practices. Generally, ineffective supervisory practices contributed less to teachers' instructional performance. As a result teachers' instructional improvement was low in areas such as solving actual instructional practices, use of appropriate teaching materials, improving students' academic performance or in brining behavioral change on the parts of the learners. Hence the result shows the contribution of supervisory practice for teachers' instructional performance was low.

CHAPTR FIVE

5. Summary, Conclusion and recommendation

5.1 Summary

The purpose of this proposed study was to assess the practices of instructional supervision in secondary schools in Limu Kosa Woreda to provide more understanding about school based instructional supervision. Instructional supervisory practice studied from two dimensions: from teachers' instructional performance improvement and effectiveness of supervisory support styles or strategies provided by educational leaders (school leaders and supervisors) to school teachers. The level of teachers' instructional performance measured based on teachers' competence and confidence level in instruction. On the other hand, the level of effectiveness of supervisory support styles provided by instructional leaders to teachers measured through diversity of supervisory support styles and amount of supports and tasks given to supervisees. Six variables related to the two dimensions assessed to address basic research questions proposed and thereby understand the nature of supervisory practices in secondary schools in Limu Kosa Woreda. These variables were instructional supervisory Support styles, role of school leaders, and effectiveness of supervisory support, Supervision procedure, and contribution of instructional supervision practice and challenges of instructional Supervision.

Supervisory support styles or strategies lack diversity and only peer teaching and study group was dominant mode of supervision support system. Though school leaders played important role in some areas such as feedback provision and building team spirit and collaboration, their impacts on over all supervision activities was low. Supervisors and school leaders lack good knowledge of supervision activity. Supervisory support practice was poor due to limited support strategy or style and low school leaders' role in supporting instructional supervision. For instance important roles such as need identification, teachers' portfolio review and teacher's action reinforcement poorly practiced. Perceived negative attitude, availability of sufficient budget and supervisors' relationship with school teachers were challenges facing instructional supervision. Thus, instructional supervisory practice contributes low to teachers' instructional performance improvement. Moreover, supervisory support practice varies across schools.

5.2 Conclusion

It can be concluded that the instructional support strategies or styles used in the schools were less diverse and vary between schools. Peer teaching, mentoring and collegial coaching were the preferred supervision support techniques observed in the schools. The level of support given to teachers was low. Instructional leaders were not played encouraging roles in supporting teachers to improve their instruction. Therefore, the practice of instructional supervisory practices was ineffective. In other words instructional supervisory practice was low or ineffective due to limited use of supervisory support strategies, poor role of school leaders and ineffective practice of supervisory procedures. As a result the contribution of supervisory practice for teachers' instructional performance improvement was low. Perceived negative attitude, availability of insufficient budget and supervisors' relationship with school teachers were the major challenges of school supervision in secondary schools in Limu Kosa woreda.

5.3 Recommendation

Based on the finding of the study the following recommendations were made for school leaders and supervisors.

- The study showed that in secondary schools in Limu Kosa district instructional supervision support systems were limited in diversity. This in turn had an impact on the effectiveness of the support system hence Woreda education office in collaboration with various school leaders should increase diversity of supervision support system to enhance teachers' performance and at the same time their effectiveness.
- One of the factors impacted on effectiveness of supervision support system was lack of positive attitude for instructional supervision on the part of the teachers. Overwhelmingly teachers see supervision as performance evaluation rather than as a method to improve their instructional performances. Therefore, educational leaders concerned should work to improve their approach and relation with teachers to overcome the negative attitude teachers have for supervision activity.
- To improve teacher's instructional performance school leaders and supervisors should identify teachers' need first and provide appropriate supervisory support.

- Variation observed among schools in relation to the implementation and methods of typologies of supervision support used. To make the practice of supervision effective Woreda education office should ensure provision of similar supervisory support practices across schools by devising and implementation similar plan.

Reference

- Abdulkareem (2001). The Importance of Instructional Supervision *for Primary School Teachers* unpublished Master's Thesis, Addis Ababa University
- Abebe, T. (2014). The Practices and Challenges of School-Based Supervision in Government Secondary Schools of Kamashi Zone of Benishangul Gumuz Regional State (M.A Thesis, Jimma university, Jimma). Retrieved from <https://opendocs.ids.ac.uk/20.500.12413/5338>
- Acheson, A.K., & Gall, M.D. (1978). *Techniques in the clinical supervision of Teacher's*. New York: Longman Publishers
- Afewerk, E. A., Frew, A.T. & Abeya, G. G. (2017). Cluster supervision practices in primary school of Jimma Zone. *International Journal of Educational Administration and Policy Studies*, 9(5), 68-78
- Aggarwal, Y.P. & Sachdeva, M.S. (2007). Educational Administration and Supervision. Ludhiana: Vinod Publications
- Alemayehu, G. (2008). *The current practices and problems of subject-area instructional supervision in secondary schools of Addis Ababa City Administration* (Unpublished master's thesis). Addis Ababa: Addis Ababa University.
- Alemayehu Tesema (2011). Educational Leadership Problem Of Government Secondary School Principals (AAU Unpublished MA Thesis).
- Amanuel, H. (2015). *The Practice and Problems of Clinical Supervision and Teacher Development in Secondary Schools of Jimma Zone* (M.A Thesis, AAU, Addis Ababa). Retrieved from <http://etd.aau.edu.et/bitstream/handle/123456789/9264>
- Anike, S., Eyiene, A. & Mercy, E. (2015). Instructional supervisory practices and teachers' role effectiveness in public secondary schools in Calabar South Local Government area of Cross River State, Nigeria. *Journal of Education and Practice*, 6(23), 43-47
- Arong, F.E., & Ogbandu, M.A. (2010). Major Causes of Declining Quality of Education in Nigeria Administrative Perspective: A Case Study of Dekina Local Government Area. *Canadian Social Science* 6(3): 61-76.
- Atiklt Desta (2008). The Status of School in Built Instructional Supervision in Government Secondary Schools of Mekele Zone. AAU (Unpublished MA Thesis)
- Beach, D. B. & Reinhartz, J. (1989). Focus on supervision. New York: Harper and Row.
- Berhane, A. (2014). The practices and challenges of instructional supervision in Asossa zone primary schools.

- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Needham Heights, MA: Allyn & Bacon.
- Bernard, J. M. (1979). Supervisor training: A discrimination model. *Counselor Education and Supervision*, 19, 60-68.
- Blase, J. & Blase, J. (1999). Principals' instructional leadership and teacher development Teachers' perspectives. *Educational Administration Quarterly* 35: 349-378.
- Carron, G, Grauwe, De. and Gavina, R. (1998). *Supervision and Support Services in Asia*. UNESCO: Paris. Available at <http://www.unesco.org/iiep>
- Caspi, J. & Reid, W. (2002). *Educational Supervision in Social Work: A Task-Centered Model for Field Instruction and Staff Development*. New York: Columbia University Press.
- Chanyalew, W. (2005). *The Practice and Problems of Instructional Supervision in Secondary Schools of Hadya zone*: Unpublished Master's thesis, AAU. Addis Ababa.
- Cogan, M. (1973). *Clinical supervision*. Boston, MA: Houghton Mifflin Co
- De Grauwe, A. (2001a). *School Supervision in Four African Countries: Volume I: Challenges and Reforms*. Paris: UNESCO/International Institute for Educational Planning experience. Paris: UNESCO/International Institute for Educational Planning.
- Falender, C. A., and Shafranske, E. P. (2008). *Clinical supervision: A competency-based approach*. Washington, DC: American Psychological Association.
- Fanselow, J.F. (1977). The Treatment of Error in Oral Work Foreign Language Annals 10, 583-593
- Fraser, K. (1994). Supervisory behavior and teacher satisfaction. *Journal of Education Administration* 18(2): 224-227.
- Getachew, G. (2001). *School-based instructional supervision in selected secondary schools of Addis Ababa: Unpublished Masters of Arts Thesis, at AAU*.
- Giordano, E.A. (2008). *School Clusters and Teacher Resource Center*. Paris: UNESCO/International Institute for Educational Planning.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision and instructional Leadership: A developmental approach*. USA: Pearson Education, Inc.
- Glickman, CD, Gordon, SP and Ross-Gordon, JM. (2001). *Supervision and Instructional Leadership (A developmental approach) (4th Ed.)*. Boston: Allyn and Bacon
- Goldhammer, R., Anderson, R.H. & Krajewski, R. J. (1980). *Clinical supervision: Special methods for the supervision of teachers*. London: Holt, Rinehart and Winston.

- Harris, B. M. (1998). *Paradigms and parameters of supervision in education*. Englewood Cliffs: Prentice Hall.
- Harrison Raymond,(1968). *Supervisory Leadership in Education*. New York: Litt. on Educational Publishing, Inc.
- Haynes, R., Corey, G., & Moulton, P. (2003). *Clinical supervision in the helping professions: A practical guide*. Pacific Grove, CA: Brooks/Cole
- Holloway, E. (1995). *Clinical supervision: A systems approach*. Thousand Oaks, CA: Sage.
- Jeffrey, G.(1994). *History of Educational Supervision: Proposals and Prospects*. A conference Paper presented at the Annual Meeting of the Council of Professors of Instructional Supervision, Chicago, Illinois March 18, 1994, pp.1-39
- Kadushin, A. (1992). *Supervision in Social Work*. New York: Columbia University Press.
- Kalita, S.(2017).Theoretical perspectives of educational supervision. *International Journal of Advanced Educational Research*, 2(5); 129-132
- Karagu, N.M. (1982).“A Study of Perceptions of Headmasters and Teachers Pertaining to the Role of the Secondary School Headmasters in Kenya”, Ph.D. Thesis, University of Nairobi, 1982.
- Kayıkcı, K., Yılmaz, O. and Şahin, A.(2017). The Views of Educational Supervisors on Clinical Supervision. *Journal of Education and Practice*, 8(21), pp. 159-168.
- Kerio, C.M. (2004). *An analysis of principals’ effectiveness in selected supervisory practices and teachers attitudes towards the practices in public primary schools of Kericho District*.Unpublished M.Ed. project in Nairobi.
- Kerubo, M. J. (2010). *Role of head teachers’ instructional supervision on Kenya certificate of primary education performance in public primary schools*. Unpublished masters’ thesis, Kenyatta University, Kenya.
- Kutsyruba, B. (2003). *Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers* (Master’s thesis). Saskatoon: University of Saskatchewan.
- Lilian, C.M. (2007).*Perception of classroom supervision by secondary school teachers in the Harar region: Unpublished Masters of Arts” Thesis, Tshwane Universityof Technology*
- Littrell, J. M., Lee-Borden, N., & Lorenz, J. A. (1979). A developmental framework for counseling supervision. *Counselor Education and Supervision*, 19, 119-136.
- Loganbill, C., Hardy, E., & Delworth, U. (1982). Supervision: A conceptual model. *Counseling Psychologist*, 10, 3-42.
- Lucio and Mc Neil, (1979) .*Supervision in Thought and Action*. New York: McGrawHill, Inc.

- Million Morki. (2010). *an assessment on the status of school-based instructional supervision In Secondary schools of West Arsi Zone*. Unpublished Masters of Arts“ thesis, Addis Ababa University at Addis Ababa.
- MoE (1995).*Supervision Manual*. Addis Ababa. Ministry of Education
- MoE.(2002). *Educational supervision manual*. Addis Ababa.
- MoE (2004).Continuous Professional Development.For school teachers.(A guideline). Addis Ababa, June.
- MoE. (2010). *A presentation of the Ethiopian education sector development program: A policy document for education sector review (ESDP): ESDP III (2005/6 to 2010/11)*. Addis Ababa.
- Mohanty, J. (2008). Educational Management Supervision School Organisation. New Delhi:Neel Kamal Publications.
- Njagi, S.N. (1981). *A study of attitudes of teachers towards head teacher’s administrative behaviour with particular reference to teachers from Kirinyaga district*. A. Thesis University of Nairobi.
- Okumbe, J. A. (1998).*Educational Management: Theory and Practice*. University of Nairobi Press.Kenya.
- Olembo, J.O., Wanga,P.E. &Karagu, N.M. (1992). *Management in education*. Nairobi:Educational Research and Publications (ERAP).
- Okumbe, J.A (2001).*Human Resources Management: An Educational Perspective*: Educational Development and research Bureau Nairobi, Kenya.
- Pajak, E. (2010). *Supervising instruction: Differentiating for teacher success*. Norwood, MA: Christopher-Gordon
- Pallant, J.(2005). *SPSS survival manual:A step by step guide to data analysis using SPSS for Windows (Version 12)*. Australia: Allen Unwin
- Peretomode, V.F. (2001). *Introduction to Educational Planning and Supervision*. Lagos:Joja Educational Research and Publishers Ltd
- Sergiovanni, T. J., and Starratt, R. J. (2002). *Supervision: A redefinition (7thed.)*. New York: McGraw-Hill Companies Inc
- Sergiovanni, T.J. and Starratt, R.J. (2007).*Supervision: A redefinition (8thed.)*. NewStone, B. (1988). *Supervisory Skills.2nd Edition*. Great Britain: Pitman Publishing.York: McGraw-Hill Companies Inc.
- Singh, K.(2006). *Fundamentals of research methodology and statistics*. New Dehli: New Age International
- Sullivan, S., &Glanz, J. (2000).*Alternative approaches to supervision: Cases from the Field*212-235.

- Tadesse, R., Taye, T., Bekalu, F., Adula, B. & Abbi, L.(2013). An exploration of the utilization of supervision feedbacks: The Case of Some Secondary Schools in Jimma Zone. *Education*, 3(6): 309-318.
- Tesfaw, T.A and Hofman, R.H (2014). Relationship between instructional supervision and professional development. *The International Education Journal: Comparative Perspectives*, 13 (1), 82-99.
- Tsedeke, H. (2016). Practices and problems related to educational supervision in, SNNP Region, Ethiopia. *International Journal of African and Asian Studies* 27(2016), 81-98
www.iiste.org
- Waite, D.(1995). *Rethinking instructional supervision: notes of its language and culture*. London: The Falmer Press
- Ward, C. C., & House, R. M. (1998). Counseling supervision: A reflective model. *Counselor Education and Supervision*, 38, 23-33.
- World Bank (2006).Higher Education Development for Ethiopia: Pursuing the Vision. A Bank Sector Study.
- Zepeda, S.J. (2010). *Instructional supervision: applying tools and concepts* (3rd ed.). New York: Eye on Education.
- Zewdu, N. A.(2018). *Practices and challenges of school based supervision in government secondary schools of east Wollega zone*(MA Thesis, AAU, Addis Ababa). Retrieved from <http://etd.aau.edu.et/bitstream/handle/123456789/9264>

Appendix 1

Multiple Comparisons						
Dependent Variable: Distribution						
Tukey HSD						
(I) school	(J) school	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Limu Genet	Babu	-.44540	.09866	.000	-.7406	-.1503
	Ambuye	-.72397	.08449	.000	-.9767	-.4712
	Harewa	-.85667	.11561	.000	-1.2025	-.5108
	Kossa	-1.03441	.11561	.000	-1.3803	-.6885
	Cime	-1.10055	.11561	.000	-1.4464	-.7547
	Gale Sefera	-.32658	.11561	.078	-.6724	.0193
Babu	Limu Genet	.44540	.09866	.000	.1503	.7406
	Ambuye	-.27857	.10925	.150	-.6054	.0483
	Harewa	-.41127	.13477	.042	-.8145	-.0081
	Kossa	-.58901	.13477	.000	-.9922	-.1858
	Cime	-.65515	.13477	.000	-1.0583	-.2520
	Gale Sefera	.11883	.13477	.975	-.2844	.5220
Ambuye	Limu Genet	.72397	.08449	.000	.4712	.9767
	Babu	.27857	.10925	.150	-.0483	.6054
	Harewa	-.13270	.12478	.938	-.5060	.2406
	Kossa	-.31045	.12478	.172	-.6837	.0628
	Cime	-.37658	.12478	.046	-.7499	-.0033
	Gale Sefera	.39739	.12478	.029	.0241	.7707
Harewa	Limu Genet	.85667	.11561	.000	.5108	1.2025
	Babu	.41127	.13477	.042	.0081	.8145
	Ambuye	.13270	.12478	.938	-.2406	.5060
	Kossa	-.17774	.14764	.892	-.6194	.2639
	Cime	-.24388	.14764	.649	-.6856	.1978
	Gale Sefera	.53009	.14764	.008	.0884	.9718
Kossa	Limu Genet	1.03441	.11561	.000	.6885	1.3803
	Babu	.58901	.13477	.000	.1858	.9922
	Ambuye	.31045	.12478	.172	-.0628	.6837
	Harewa	.17774	.14764	.892	-.2639	.6194
	Cime	-.06614	.14764	.999	-.5078	.3755
	Gale Sefera	.70784	.14764	.000	.2662	1.1495
Cime	Limu Genet	1.10055	.11561	.000	.7547	1.4464
	Babu	.65515	.13477	.000	.2520	1.0583
	Ambuye	.37658	.12478	.046	.0033	.7499
	Harewa	.24388	.14764	.649	-.1978	.6856
	Kossa	.06614	.14764	.999	-.3755	.5078
	Gale Sefera	.77397	.14764	.000	.3323	1.2157
Gale Sefera	Limu Genet	.32658	.11561	.078	-.0193	.6724
	Babu	-.11883	.13477	.975	-.5220	.2844
	Ambuye	-.39739	.12478	.029	-.7707	-.0241
	Harewa	-.53009	.14764	.008	-.9718	-.0884
	Kossa	-.70784	.14764	.000	-1.1495	-.2662
	Cime	-.77397	.14764	.000	-1.2157	-.3323

*. The mean difference is significant at the 0.05 level.

APPENDIX
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

MASTER OF SCHOOL LEADERSHIP

APPENDIX A- A Questionnaire to be completed by secondary school teachers ranking senior position

Dear respondents,

This questionnaire is designed to solicit data for a MA research entitled “practices of Instructional Supervision in Secondary schools of Limu Kosa Woreda”. Your responses will be completely anonymous or are kept confidential and used only for academic purposes. I am grateful to you for taking your time and fill-in this questionnaire. No matter how cautious it is, this study will not achieve its objectives without your assistance. Hence, I kindly request you to genuinely fill out and return the questionnaire.

Note

1. No need of writing your name or putting signature
2. Please give your responses to the alternatives in each table by putting “X” mark
3. You are kindly requested to give responses to the open-ended questions by writing

Thank you in advance for your kind cooperation!

Part one: Personal Information/Demographic Data

1.1. Wereda _____ School _____

1.2. Your current position:

1. Teaching only 2. Unit leader 3. Vice principal. Department head

1.3. Your educational qualification:

1. Diploma 2. BA/BSc 3. M.A/MSc 4. Other

1.4. Sex: 1. Male 2. Female

1.5. Age: 1. <20 2. 20-25 3. 26-31 4. 32-37 5. >37

1.6. Total years of service in the school:

1. <3 2. 4-6 3. 7-9 4. 10-12 5. 13-15 6. 15 years above

Part Two: Instructional Supervision

Hence, for the items given in each table, please respond by putting “X” mark under one of the given five alternatives. Indicate your degree of agreement using the following measurement scales:

Strongly disagree = 1 Disagree = 2 Undecided= 3 Agree= 4 strongly agree=5

	Instructional Supervision Support Strategies	Strongly disagree	disagree	neutral	agree	Strongly agree
		1	2	3	4	5
1.	Supervisors organize and support induction programs for beginner teachers in the school.					
1)	Supervisors facilitate professional development through mentoring programs					
2)	Supervisors provide training to achieve teachers’ professional development					
3)	Supervisors assist teachers to undertake joint planning of experience sharing programs					
4)	Supervisors organize collegial coaching techniques of supervision for teachers CPD					
5)	Supervisors facilitate short-term training to teachers’ teaching methods and assessment techniques					
6)	Supervisors support teachers to prepare teaching materials and conduct action research					
7)	Supervisor encourages peer teaching and study groups					

	The role of school leaders (principals, department heads and lead teachers	Strongly disagree	disagree	neutral	agree	Strongly agree
		1	2	3	4	5
1.	The school leaders frequently supervises me in classroom					
1.	Principal’s classroom supervision affects my overall activities in the school					
2.	The principals allocates ample time to supervise my lesson					
3.	The school leaders had good knowledge of supervision activity					
4.	The principal pre-informs me about classroom supervision					
5.	The principal gives me feedback immediately after supervising me					
6.	They encourage good team spirit and collaboration					
7.	They provide due attention for supervision activities					

Effectiveness of the supervision support practices		Strongly disagree	disagree	neutral	agree	Strongly agree
		1	2	3	4	5
1	Recognize that instructional supervision is a teacher support function to nurture teachers leadership and autonomy					
2	Utilizes procedures that promote open communication and collaboration and mutual trust.					
3	Recognizes teachers strengths and needs and provides opportunities growth in a supportive learning environment					
4	Support collegial relationships among teachers and instructional leaders					
5	Engages teacher in the planning, designing, and evaluation of individual professional development programs.					
6	Establishes healthy supervisory relationship in self-assessment among teachers based on respect and trust					
6	Reviews actions and accepts feedback in an atmosphere of collegiality and collaboration.					
7	Encourages the development and use of differentiated forms of supervision					
8	Thorough understanding of the diversity teachers and learners and the context where teaching – learning occurs.					
9	Supervisors had comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes.					
10	Employs differentiated procedures for teacher formative evaluation which are appropriate to respective levels of teachers professional development.					
11	Foster continuous and open deliberation on curriculum issues and problems by connecting theory and practice.					
12	Encourages the conduct of action research as a strategy to improve instruction and for professional development					

	Practice of Supervision procedure	Strongly	disagree	neutral	Agree	SA
1						
2	Supervisor Identifies/recognize the strengths and needs of the teacher in a school.					
3	Teachers consent sought before actual observation					
4	Supervisors and teacher reviews the pre – observation form filled up by the teacher and endorsed by the school head.					
5	Supervisors together with the school head observe class using the appropriate Form for Observation – taking into account the planned activity made by the teacher					
6	Observations are made both formally and informally through a walk through process.					
7	Supervisors and teacher review the Teachers Portfolio to validate Observations and allow the teacher to show and explain evidences included in the portfolio.					
8	Supervisor, School Head and the Teacher hold Post – observation conference					
9	Supervisors reinforce the actions of the teacher.					

	Contribution of instructional supervision for teachers instructional performance improvement	Strongly disagree	disagree	neutral	agree	Strongly agree
		1	2	3	4	5
1	Instructional supervisory practices enable teachers to select and use appropriate teaching materials.					
2	An instructional supervisory practice improves instructional effectiveness.					
3	Instructional supervisory practices help teachers to solve the actual instructional problems.					
4	Instructional supervisory practices enable teachers to create cooperative spirit in school community					
5	Instructional supervisory practice assists teachers in preparation of supportive teaching materials					
6	Instructional supervisory practice improves student's academic performance					
7	Instructional supervisory practice help to bring behavioral change on the part of the learners					
8	Instructional supervisory practice facilitates community involvement in school leadership					

	Factors that hinder instructional supervision	Strongly disagree	disagree	neutral	agree	Strongly agree
		1	2	3	4	5
1	Teachers perceived negative attitude for instructional supervisors and supervision activities					
2	Teachers perceive instructional supervision as a means of teachers' CPD					
3	Supervisor's competence in instructional supervision.					
4	Adequate budget was allocated for supervision program in schools					
5	Presence of adequate material resource; guideline checklist, manuals, stationery materials					
6	Adequacy of qualified and well experienced supervisory Personnel					
7	Supervisors create a smooth relationship with teachers for the improvement of instruction					
8	Instructional supervisors have enough time to support all teachers instructionally					
9	Supervisors are getting support from Education Office					