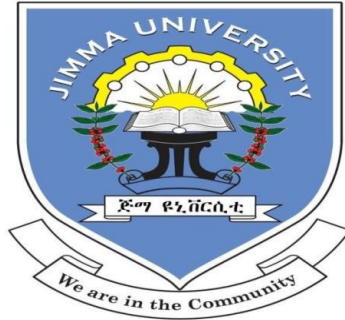THE PRACTICES OF INSTRUCTIONAL SUPERVISION AND TEACHER'S PROFESSIONAL DEVELOPMENT IN PRIMARY SCHOOLS OF SEBETA WOREDA OF OROMIA SPECIAL ZONE

A RESEARCH REPORT SUBMITED TO DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT FOR PARTIAL FULFILLEMENT AND REQUIREMENTS OF DEGREE IN SCHOOL LEADERSHIP

BY: - MERGA BIYESA GUTEMA

ADVISOR: - MEBERATU TAFESE (PhD)

COADVISOR: - ABEYA GELETA (PhD)

DEC, 2021

JIMMA, ETHIOPIA

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DECLARATION

First, I declare that this thesis is my own work and that all sources of the materials used for this thesis have been duly acknowledged.

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This Thesis has been submitted for examination with my approval as University Advisor

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APPROVAL SHEET

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COLLEGE OF EDUCATION AND BEHAVIORAL SUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

The thesis titled by: "The Practices of Instructional Supervision and Teacher's Professional development In Primary Schools of Sebeta Woreda of Oromia Special Zone" by Merga Biyesa Gutema has been approved and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respected to originality and quality.

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ABBREVIATIONS AND ACRONYMS

CDTLPO: Curriculum Development and Teaching Learning Process Owner

CPD: Continuous Professional Development

CRC: Cluster Resource Centers

EFA: Education for All

ESDP: Education Sector Development Program

ETP: Education and Training Policy

GEQIP: General Education Quality Improvement Package

MoE: Ministry of Education

NGO: Non-Governmental Organization

PDP: Professional development portfolio

SPSS: Statistical Package for the Social Science

SW: Sebeta Woreda

UNESCO: United Nation Educational Scientific and Cultural Organization

ACKNOWLEDGEMENTS

ABSTRACT

The purpose of the study was to examine the "The Practices of Instructional Supervision and Teacher's Professional Development in Primary Schools of Sebeta Woreda of Oromia Special Zone". The study employed descriptive survey design and a mixed method approach to collect and analyze data. Samples of the Schools and participants were drawn from 8 randomly selected schools of Sebeta Woreda. Then, quantitative data which collected from261 teachers in the sample schools, and qualitative data also collected from 30 school leaders participated in the study. Self-developed questionnaire was the main instrument of data collection. Interview and document analyses were also utilized to substantiate the data obtained through the questionnaire. Percentage was employed to analyze the profile of respondents. The data gathered by quantitative through questionnaire were analyzed through SPSS... particularly mean and standard deviation. The qualitative data obtained through document analysis were analyzed by narration. The outcomes of the Study suggested that extent to which School based supervisors design various intervention strategies so as to assist teacher's professional improvement was insufficient, the teachers didn't gained enough support from supervisors in order to improve their instructional skills, and there was low perception of teachers towards the implementation of school based supervision. Thus, such a situation made difficult for supervisory to contribute adequately to the professional development of teachers. Based on this it was recommended that the supervisors should have enough *knowledge in subject areas in order to provide effective feedback and guide towards the appropriate professional development activities. Supervisory practices should be outlined in school division policies, providing supervisors and teachers with the options in supervisory practices. Supervisors and teachers should collaboratively select a method that meets the individual needs of the teacher. In addition to these, teacher's attitude toward School based supervision should be changed by providing them training.*

<div align="center">**CHAPTER ONE**</div>

1. INTRODUCTION

In this chapter, the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, definition of key terms, and organization of the study was treated one after the other.

1.1. Background of the Study

Education is no longer restricted to considering human needs and the requirements of the present, but it seeks to address and reflect on developing human skills and capacities, and the necessities of the future (Hismanoglu, M. & Hismanoglu, S. 2010). The present era where the world is considered as a 'global village' has seen a great progress of knowledge leading to new and technological ways of teaching and learning. Kankam (2013) supports this by indicating that the emergence of the information and knowledge-based society has brought a change of mind-set in learning and that new approaches to learning necessitate new approaches to teaching which challenge the teacher's role as a facilitator of learning.

To this note, there is the need to ensure professional development, doing action research and class room supervision of the teachers. One important way of ensuring professional development of teachers is instructional supervision. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organization, Kweku and Dwamena (2014) contend that instructional supervision is seen as the stimulation of professional growth and development of teachers, selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction.

For a long time, instructional supervision focused on administrative activities due to lack of enough expertise. Thus supervisory practices emphasized on controlling rather than supporting teachers professional development, Glickman et al, (2004) This tradition resulted in the lack of efficiency and effectiveness in school supervisory practices, which in turn led to search for new organizational model as organizational success depends on the crucial necessity of effective and efficient supervision that implies cooperation of the members and stimulation of group thinking on the real problems.

In relation to this, Fekadu (2003) states that in order to meet educational objectives and enhance the teaching-learning process, supervisors and teachers expected to design and enrich

educational pedagogy. Tesfaye, (203) argues that creative supervisors shall well discover and devise a means of solving instructional problems. So the concept of creativity and innovation should therefore be encouraged; hence supervisors need to keep themselves abreast of new findings by participating in workshops and seminars, by making critical observations, and by taking refreshment courses.

In light of the above points, supervision highly connected with and virtually all persons whose title includes variant of supervision practices carry heavy responsibility for both maintaining and improving the programs that are offered to students. It is worthwhile to mind those with long time experience for there is always more to learn at the heart of the principle of learning: research on a lifelong learning indicate that even retirement does not stop someone from learning.

The researcher focused on the practices of instructional supervision and teacher's professional development. because firstly, instructional supervision although long existing in our country, secondly, the weakening of instructional supervision services has a lot to do with the deterioration of quality of education so, the study was attempted to seek for ways of alleviating the constraints and establishing an improved system in the implementation of practices of instructional supervision so as to enhance the teacher's professional development.

MoE, (2015), mentioned that the main focus of school based supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim, supervisors usually employ several supervisory practices. But MoE, (2002) mentioned that, the School based supervisors who were assigned to supervise at school level were not able to solve teacher's problems by identifying the strengths and limitations of teachers in the classroom. Sometimes they went to the classroom and simply observe the teaching-learning process and give feedback for teachers ineffectively. As a result, teachers did not gain professional support from School supervisors for improvement of their instructional limitations.

The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different levels of education officials to implement School based supervision program effectively. However, as all teachers are not qualified enough, they need support from School based supervisors (Giordano, 2008:11)

The conceptual framework model (see Figure 1), shows that supervision is a cyclical process. Depending on the professional context for instructional supervision, beginning teachers and supervisors collaboratively select between approaches to formative supervision. The formative process is developmental in nature and incorporates the ideals of developmental supervision model (Glickman et al., 1998). It is aimed at assisting beginning teachers to become effective and to constantly improve (Poole, 1994).

1.2.   Statement of the Problem

According to Carron, De Grauwe and Govinda (1998), education systems rely on instructional supervision to improve instruction by improving the quality of teachers and the achievement of learners. In this regard even though, many educational researches stated that the supervision services practiced in most countries, it fails to meet this aim. Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009).

In our country Ethiopia Research findings related to the past instructional supervision in Schools indicated that there are problems with the practices of educational supervision. For instance research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers.

In Ethiopia attention is   given to the provision and quality of education at all level, (ETP 1994). The society and employers need those who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service. Teachers who are well equip with knowledge, skill, understanding and favorable attitude. It is unfortunate that some teachers teach students Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision (Ogunsaju, 1983)

As a result, the learning environment in which learners learn affects the learning outcomes. It is stated in the ETP that the main objective of the teaching-learning process in our country is to create problem solving citizens (ETP, 1994). One of the measures by which this quality is assured is through educational; the quality of teachers is then must be attained. Hence teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the

instructional supervision before starting to teach their students. These factors affect the quality of students learning in many ways if not appropriately considered by the teachers.

Students have different ways of absorbing information and of demonstrating their knowledge. Their exposure to different methods of teaching affects the way they grasp knowledge. When the teacher lacks control of the methods of teaching to be used, it does not bring quality to student learning. If teachers do not commit themselves to use the teaching method suited to the content to be delivered, it will be result in less skilled manpower production that becomes less effective in solving the problems of the community in particular and society in general. ETP, 1994

This study was for most of its sort was conducted in Woreda level. The main purpose of the study is to investigate the practices of instructional supervision and the professional development of teachers in government primary schools of Sebeta Woreda. However, the existing reality in implementation of the practices instructional supervision at school do not to reveal a positive impact in supervision services on instructional improvement moreover, it appears that teachers are not properly supported by supervisors and supervision practices in tackling challenges in the implementation of the curriculum, improvements' of educational quality and so on supervisors goes to the school many times for the sake of collect report and information from the schools to report for office. Such supervision problem might have a negative influence on education quality because of this; they rarely support teacher and principals in school.

Here are many problems such as lack of willingness to apply different styles and methods of supervisory practices, fail learning one another, lack of following the styles to supervise, lack of updated awareness, these problems and the impact they may have on the quality of education have initiated the researcher to study the practices of instructional supervision and teacher's professional development in Woreda government primary Schools.

Leaders are supervising teachers while teaching, but it didn't bring students achievement and skills of teachers and leaders are doing outside of schools with Woreda administrative. From the Woreda primary schools the researcher selected primary schools due to the researcher work place. Moreover, in the sample schools practical observation supervision and CPD were interrelated in order to bring high achievement of students and improve teacher knowledge, skills, and attitudes in solving schools problems through them; however, they are not practically implemented in schools of Sebeta Woreda.

The researcher has personally participated in the workshops and understood the situation of supervisory practices in the study area. The problems that were mentioned on seminars, workshops and Woreda annual report which were observed by the researcher were: lack of strategic and short term plan to implement School supervision, lack of adequate professional support for newly employed teachers, less frequent classroom visits, less peer coaching by school based supervisors, more focus of supervisors on administrative matters than on academic issues, less mutual professional trust between supervisors and teachers, lack of providing training for teachers and also absence of properly designed systematic follow up and support systems. Because of this researcher was interested to conduct because of the above problems.

In order for the problem stated the investigated the following research questions were raised:

1. Which supervisory practices are effectively practiced in primary schools of Sebeta Woreda?
2. What is the current status teacher's professional development in primary schools of Sebeta Woreda?
3. Which supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda?
4. What are the major challenges that affect School supervisors and professional development while implementing in the School?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess the practices of instructional supervision and teachers' professional development in Sebeta Woreda government primary schools.

1.3.2. Specific Objectives

Specifically, the study would attempt:

To investigate the extent to which supervisory practices are effectively practiced in primary schools of Sebeta Woreda

To explore the current status of teacher's professional development in primary Schools of Sebeta

To identify supervisory practices predict teacher's professional developments.

To figure out the major challenges that affect School supervisors and professional development while implementing in the School

1.4. Significance of the Study

The findings of the study are expected to have the following benefits:

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which supervisory practices are being effectively practiced in primary schools of Sebeta Woreda and also bring out the challenges that stand against the success of the practices of instructional supervision in order to take actions of improvements.

2. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.

3. It is also hoped that the study may contribute to the improvement of quality education by initiating responsible parties in school improvement program which ultimately would end with the highest learners' achievement.

4. It may also add to the existing body of literature on teachers' professional development.

5. It contributes toward a better understanding for further related researches and finally, the ultimate issue underlying the study is to initiate schools toward utilization of supervisory activities to best they can.

1.5. Delimitation of the Study

The Study was delimited to Sebeta Woreda government primary (1-8) Schools Oromia Regional state. There are currently 16 primary schools in the Sebeta Woreda. Therefore, 8(50%) governmental primary Schools, 261 (34.8%) teachers, 8(100%) school principals, 16(100%) deputy principals) and also 6(100%) primary School Supervisors) are samples of the study.

The study also delimited by contingency theory would apply based on the assumption that no single leadership style is appropriate in all situations. According to this theory, leadership style is quite inflexible

1.6. Limitations of the study

Some limitations were observed in this study. One apparent limitation was that most of the primary school principals, vice principals, and teachers were busy and had no enough time to respond to questionnaires. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of relevant literature on the topic, especially due to lack of net work access. In spite of these short

comings, however, it was attempted to make the study as complete as possible by searching different materials in different universities and the researcher used more of the respondents" extra time to get plenty of information.

1.7. Operational Definition of Key Terms

Operational and contextual definitions of the selected terms of concern used in the study are as follows:-

Instructional supervision: A process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms

Supervision: Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. In this study supervision considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum.

Professional development: This teacher directed process occurs over a period of time, leading to the professional growth for the teacher.

Professional development is a vital component of ongoing teacher education and is central to the role of principals and teachers. This development is concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality.

Supervisors: In this study it refer to School Supervisors), School Principals, Deputy Directors, and Department Heads of Selected Schools and is a process of offering professional support for the improvement of instruction to enhance the quality of teaching and learning in the classroom.

1.8. Organization of the Study

The study had five chapters. Chapter one deals with problem and its approach. Chapter two consists of review of related literature, Chapter three deals with design and methodology chapter four data presentation, analysis and interpretations and chapter five deals with summaries, conclusions and recommendations of the study.

2. REVIEW OF RELATED LITERATURE

2.1. The Concepts of Supervision

The concept of supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovani & Starratt, 2002; Sullivan &Glanz, 2000).

The term "supervision" has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

Similarly, the project monitoring unit, (MOE, 2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision. In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the

educational experiences and learning of all students. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in Africa, ADEA(1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

2.2. Historical Development of Supervision

The world perspective; supervision is „an intervention that is provided by a senior member of a profession to a junior member or members of that same profession". This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998).

Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed" (http://www.education.State university.com/ pages /2472/ supervision). Likewise, Surya indicated the development of supervision through different periods as shown in the following figure:

Today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them they are often simply not available. Even more serious is the fact that most ministries are not able to answer and apparently simple question such as: How much is being spent on the provision of supervision and support services? This is an important question if countries are interested in spotting critical and probably small investments that could have a proportionally important impact on school efficiency

Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore in quality monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More impotently, the number of countries that initiate a process of

reorganizing and strengthening supervision services is increasing every year (Bernard and Goodyear, 1998

Table: 1. The Development of Supervision through Different Periods: World perspective

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors, superintendents
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific,clinical,humarelations,collaborative,colligial,peercoaching mentor, artistic, interpretative	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School based supervisors, peer coaching mentor, principals, central office supervisors

Sources Surya, 2002

2.3. Overview of instructional supervisory approaches

Implementing different supervisory approaches is essential, not only to give choices to teachers but also to provide choices to administrators and schools (Kutsyuruba, 2003). The widely-used approaches to instructional supervision (formative evaluation) are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007).

Clinical supervision This approach (model) to instructional supervision was developed by Goldhammer and Cogan in the late 1960s (Goldhammer, Anderson, &Karjewski, 1980). According to Sergiovanni and Starratt (2007), clinical supervision is "face-to-face contact with teachers with the intent of improving instruction and increasing professional growth" (p. 23). It is a sequential, cyclic and systematic supervisory process that involves face-toface (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003).

The purpose of clinical supervision, according to Snow-Gerono (2008), is "to provide support to teachers (to assist) and gradually to increase teachers' abilities to be self-supervising" (p. 1511). Collaborative supervision Collaboration and collegiality are very important in today's modern schools. According to Burke and Fessler (1983), teachers are the central focus of the collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues.

The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap one another but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan &Glanz, 2000; Uzat, 1998). Peer coaching Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each others' teaching and learn from one another to improve instruction (Beach & Reinhartz, 2000).

Peer coaching, according to Sullivan and Glanz (2000), is defined as "teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development" (p. 215). Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experienced), and focuses on innovations in curriculum and development.

Cognitive coaching is the term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with assigned supervisors, or experienced

teachers with assigned supervisors). In cognitive coaching, the coach (more experienced teacher or supervisor) acts as a mediator between the beginner teacher to be coached and his or her own thinking. Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, whereas cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996).

Mentoring, as defined by Sullivan and Glanz (2000), is "a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved" (p. 213). It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009).

Self-reflection (reflective coaching) because the context of education is always changing, teachers should have a professional and ethical responsibility to reflect on what is happening in response to the change. To do so, they can participate in self-assessment reflective practices (Kutsyuruba, 2003). According to Glatthorn (1990), self-directed development (reflective coaching) is a process by which a teacher systematically participates for his or her own professional growth in teaching.

Similarly, Sergiovanni (1991) stated that "self-directed approaches are mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers" (p. 305). Portfolios because teachers want to actively participate in their own development and supervision; they need to take ownership of the evaluation process (Kutsyuruba, 2003). The best way for teachers to be actively involved in such practices is by using a teaching portfolio (Painter, 2001). A teaching portfolio is defined as a process of supervision in which a teacher compiles collections of artifacts, reproductions, and testimonials that represent the teacher's professional growth and abilities (Riggs & Sandlin, 2000). In portfolios, teachers evaluate themselves and develop their teaching practice as well as pedagogical and domain knowledge with the evidence from collection of the artifacts (Reis &Villaume, 2002).

Professional growth plans Professional growth plans are defined as "individual goal-setting activities, long term projects teachers develop and carry out relating to the teaching" (Brandt,

1996, p. 31). This means that teachers reflect on their own instructional and professional goals by setting intended outcomes and plans for achieving these goals. In professional growth plans, as part of an instructional supervisory approach, teachers select the skills they wish to improve and document their plan, including the source of knowledge they wish to acquire, the types of workshops to be attended, the books and articles to be read, and the practice activities to be set.

2.4. Global Context

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in 17th century. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision was borrowed from the industries.

The main purpose was to control the school plan and pupils achievements (Dull, 1981). Over several decades great changes were observed in the philosophy, objective, function, technique and in the outcomes of supervision according to Olivaet. Al, (1997) these changes had happened, because supervisory behaviors and practices are affected by the political, social religious and industrial forces existent at the time. This situation clearly to be observed when one examines the stage of development in the evolutionary process. Different authorities in the field have considered distinct periods and stage of supervision. Eye and Netzer, (1965) notified that the classification is to a greater extent a matter of personal preferences. For the sake of the objective of this research the student researcher selected (Oliva, et. al, 1997) period for the readers of this paper. The distinct periods are stated in the table as follow.

As one of the government educational quality improvement strategy, teachers professional development was the top of other educational issues therefore, with the framework of the education and training policy (1994, TGE) ESDP is launched a twenty-year education sector plan with one of the main priorities quality improvement at all levels of educational system after extensive study by ministry of education (ESDP I_V).

The implementation of supervision has passed many phases before it arrive the current activities on this point Lucio and Mcneil, (1979) stated that. The history of modern school supervision shows that in the first quarter of the century supervision was in general, dominated by a classical view of people and institution. Teachers were regarded as

instruments that should be closely supervised to ensure that mechanically carried out the methods of procedures determined by administrative and special supervisors.

In the second quarter of the century supervision was conceived as the practice of human relations. This review endowed teachers with feelings and motives but often gave less attention to their properties as reasoning beings. Presently there are demands for supplementary approach which will recognize the importance of both mechanism and moral. Yet stress cognition in its process. Thus Educational Supervision has long history in order to reach at the time it passes different period. Concerning other authors, the stages of developments supervision varies markedly. They home differed in terminology related to the prominent features of each period and in the limits of any periods, indicating the difficulty of setting beginning and ending dates for phases which continually overlap.

Furthermore, the early stage supervision was marked by classical view and was led by layman. However, supervision to day hold a wide variety activities and personnel directed toward a major goal; the improvement of instruction. The current concept of supervision has its natural roots emphasize on "cooperative group work" democratic human relations and "research orientation."

2.5. Models of Supervision

Writers differentiate between several models of supervision upon which educational leaders and teachers can draw. In order to be effective, supervision policy cannot rely exclusively on one model, but should combine their best characteristics, as each process has distinct qualities that can contribute to teachers' growth and development as they seek to improve instruction. Cogan, Anderson, and Krajewski (as cited in Blasé &Blase, 1998) classified supervision approaches that appeared in the professional literature between 1850 and 1990 as follows:

1. Scientific management;
2. Democratic interaction approach;
3. Cooperative supervision;
4. Supervision as curriculum development;
5. Clinical supervision;
6. Group dynamics and peer emphasis;
7. Coaching and instructional supervision. (p. 7)

Duffy (1997), however, stated that there are only two leading models of teacher supervision. One, which dominates the literature and is seen occasionally in practice, is clinical

supervision (Goldhammer et al., 1980, 1993), where supervisors observe classroom teaching, make notes, analyze, and share the results with the teacher, assuming that the feedback will help the teacher improve his or her performance. The other model, found overwhelmingly in practice and disdained in the supervision literature, is performance evaluation (Duffy, 1997), otherwise called administrative monitoring (Glatthorn, 1990), and is an occasional surprise observation of classroom teaching.

Recent researches mentioned two broad models of instructional supervision that have been very effective over the last years: differentiated and developmental types of supervision. Differentiated supervision (Glatthorn, 1984, 1990) is an approach to supervision that provides teachers with options about the kinds of supervisory services they are offered. It assumes that, regardless of experiences and competence, all teachers will be involved in the three related processes for improving instruction: teacher evaluation, staff development, and informal observations. "The differentiated system builds upon…intensive development (or clinical supervision), cooperative development, and self-directed development" (Glatthorn, 1990.

Developmental supervision (Glickman et al., 1998) assumes that teachers are professionals at different levels of development and require particular approach to supervision. This model utilizes three approaches to supervision: directive, collaborative, and non-directive. The developmental model places emphasis on professional development of all the participants of instructional process (Tanner & Tanner, 1987).

Beach and Reinhartz (2000) stated that the challenge for supervisors is to integrate what is known about supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and promote quality teaching and learning. Teachers should then have the opportunity to reflect on all aspects of the teaching process and to participate in professional development activities that foster instruction.

2.6. Purposes of Supervision
It is generally accepted that effective instructional supervision is conducted for several specific reasons. Wanzare and Da Costa (2000) classified purposes of supervision, which include the following:

1. Instruction improvement (Beach & Reinhartz, 2000; Glickman et al., 1998; Goldsberry,
2. 1997; Nolan, 1997; Sergiovanni & Starratt, 1998; Waite, 1997).

3. Effective professional development of teachers (Acheson & Gall, 1997; Beach & Reinhartz, 2000; Glatthorn, 1984; Waite, 1997; Wiles & Bondi, 1996).

4. Helping teachers to become aware of their teaching and its consequences for learners (Glickman et al., 1998; Nolan, 1997).

5. Enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997).

6. Fostering curriculum development (Nolan, 1997; Oliva & Pawlas, 1997; Wiles & Bondi, 1996).

7. Encouraging human relations (Wiles & Bondi, 1996).

8. Fostering teacher motivation (Glickman et al., 1998).

9. Monitoring the teaching-learning process to obtain the best results with students (Schain, 1988).

10. Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992)

2.7. Ethiopian Context

As it was mentioned by different authors, supervision was introduced into the Educational system of Ethiopia around 1930s bearing its original name inspection. According to the basic rationale for the introduction of supervision into Ethiopian education system were the fast growth of school the need for coordination of the curriculum, and perhaps the most important reason was to assist teachers in the classroom activities. When we see the supervisory trends of our country we can understand the changes of terminologies form inspection to supervision and Vice-versa such changes we not based on pedagogies but were rather political motive (Haileselassie, 2002).

Although classifying of inspection/supervision into stages on the basis of mere changes of terminologies is not quite sound; as the change of inspection to supervision and vice-versa were not based on pedagogies but were rather politically motivated. Moreover, we do not 12 find convincing pedagogical explanation to justify the shift made in terminology. Furthermore, the shift was allegedly centered on required competence end has nothing to do with the terminology. Therefore, resorting to change in terminology does not reflect change in concept or content (Haileselassie, 2002). In this regard, Inspection/ supervision in the Ethiopian context can be divided into four stages:

The first period 1934-1954 E.C. In this period the inspectorial activities were carried out by laymen. The inspectorial office was carried by a British educational expert and two other Ethiopians. Direct inspection through visits, Curriculum related tasks and staff recruitment were the major responsibilities of inspection during this period.

The second period, 1955-1973 E.C. The term inspection was officially replaced by supervision. The preparation of a handbook for supervisors, and the beginning of supervisors training programmed which was reached by an agreement between the MOE and the H.S.I.U (now A.A.U) were the major steps undertaken during this period.

The Third Period, 1974-1980 E.C. in this period once again the change of name form supervision to inspection was being introduced. With the socialism demands of strict control, more attention being given to administrative activities then professional and pedagogical helps. The fourth period, 1986 E.C. to date inspection was changed into supervision with the essence of promoting Democratic Educational Leadership.

The Ethiopian Educational Training Policy of 1994 has made the educational management more decentralized. Regarding this (Hailesilassie,2002) remarked that what is envisaged at present is democratic supervision which would seek the participation of all concerned in all spheres of the educational establishment items of decision-making, planning and envelopment of objectives and teaching strategies in an effort to improve teaching learning process. Accordingly, devolution of authority to the grassroots level and decentralization of decision making process in instructional supervision are taking place.

In general, we can conclude that starting from the time of its introduction until recently tremendous efforts; have been invested on Educational Supervision to make it more relevant for the betterment of Education.

2.8. Principles of Supervision

Bar and his Colleagues, (1997) defined principles as "... aggregates of general roles of laws, concepts of fundamental truths, generally accepted tenets (beliefs)". Basic principles of supervision forwarded by scholars like (Haileselassie, 1997, Ayer and et al., 1954 and Melchior cited in Amberber, 1975) include the following:-

Supervision is Attitudinal: This principle compares that effectiveness to supervision depends up on the attitude of the supervisor and constructive attitude in the co-owner. Supervision is Creative: This principle suggested that supervision should seek latent talents, provide

opportunity for the existence of originality and for the development to unique contributions. Supervision is Cooperative: This principle implies instead of directing attention only to the improvement of individual teachers, the cooperation efforts of the entire staff in the study of educational problems of schools is so important.

Supervision should be Ethically Sound: This principle emphasize sensitivity to ultimate values, aims and polices with specific reference to their adequacy, Fact and law, with special emphasis given to accuracy and change and development and methods interims of changing values, clear aims and policies. Supervision should be Scientific: This implies that supervision should use orderly systematic and critical methods of study as well as utilizing more objectives, precise, sufficient, important, and more expertly secured and more systematically organized data and conclusion within its province as well as its own materials and procedures.

Supervision should be Democratic: This suggests that supervision should provide full opportunity for cooperation and participation as well as for substation of leadership for authority. In addition to this, according to Haileselassie, (2002) supervision is established on the following principles and beliefs to achieve the intended educational objectives.

Supervision provides a mechanism for teachers and supervisors; supervisors must see themselves not as cities of teaching performance, but rather as collaborators with teachers; teachers should not be viewed as consumer of research, but as generators of knowledge about learning and teaching; acquiring an understanding of the learning teaching process demand the collection of many types of data. And supervisor should focus not only on individual teachers but also on groups of teachers.

2.9. Major Skills of Supervisory Personnel
Katz in Sergiovani and Starratt, (1992) indicates three interrelated basic skill of supervisory personnel. These skills are technical, human and conceptual skill. The details of these skills presented briefly as follows.

2.9.1. Technical Skills
Technical skill implies "an understanding of and proficiently in a specific kind of activity particularly one involving methods, processes, procedures or techniques" (Ayalew, 1991). According to Terry, (1963) technical skill includes proficiency and clear understanding specific activities involving a process, procedures and techniques. It consist specialized knowledge and ability to perform and helps to accomplish the mechanical demanded in performing a particular job such as pupils and looking in to general working techniques of

scholars. Sergiovani and Carver, (1980) explained that in education; technical skill assumes an understanding of and proficiency in the method process, procedures and techniques of teaching and learning activates. Therefore, in order to manage the teaching learning activities properly and improve the teaching learning process, the supervisor must have adequate technical skill than other skills.

2.9.2. Human Relation Skills

According to Sergiovani, and Carver, (1980) Human relation skill could be verified as the executives, ability to wear effectively as a group member and build cooperative effort within the team he/she heads. (Terry, 1983) reveal that human skill includes the ability to work with others, to win cooperation's, being able to communicate idea and beliefs to others, and what ideas others are trying to convey to their group members. (Jenson, 1967) suggested that, benefits of supervision in smooth and good interpersonal relationships with the employees are: Know and respect the individual characters, talent and potentials, Help to avoid teachers frustration, can approach in which teachers fell free to express problems of concern to them, Recognize good work and make use of every opportunity to complement teachers for work well done and for improvement noted, Assist teachers in devising technique for creating and maintaining good classroom discipline, Encourage giving constructive in a friendly, firm and positive manner.

 To conclude a supervisor endowed with human skill is said to have the skill to generating a friendly and conducive climate that may render the well-being satisfaction of all members and the organizations; he or she is approachable in such a way that teachers can 15 fell to express problems of concern; he or she able to provide constructive criticism in a positive and friendly way; what is more he or she is able to decide the type of skills he or she develops in working with others.

2.9.3. Conceptual Skills

Conceptual skill relates to the ability to integrate and coordinate the organizations activity (Ayalew, 1991) In a sense, it concerns the ability, to see the "total picture", how parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part. Griffs, (1956) defined conceptual skill as the ability to view the organization as a whole: recognizing how the various function of the organization depend on one another, and how changes in any one part affect all the other, hence, in order to advance the overall welfare of the total organization, the supervisor be able to master the conceptual skill.

This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovani and Carver, 1980). Hence, the development of conceptual skill relies heavily on a balanced emphasis of administrative theory, organizational, and human behavior.

2.10. Types of Supervision
Different authorities mentioned various kinds of supervision. According to Jagannath, Buston, and Brueckner, (1962) mentioned five kinds of supervision.

2.10.1. Inspection
It is supervision in its earlier from, which was merely continued to the inspection of the work of the teacher, and the person who was responsible for this job was popularly known as school inspection. In this case the inspector visits a school to pick holes here and there and is always on the lookout of bringing out inconsistencies and gaps to the notice of the head of the instruction. Such as inspection does not serve useful purpose it simply makes the teacher unhappy.

2.10.2. Laissez-Faire
It is actually not constructive supervision at all. It is a policy to letting each teacher to teach as his pleases, without reference to other teachers efforts. Little effort is made to assist teachers to improve the instructional program or develop any consensus among teacher with respect to philosophy or practices.

2.10.3. Coercive
It is an authoritarian concept which attribute to some authority of omniscience necessary to make momentous decisions. Teachers are to carry on the orders and instructions of the coercive supervisor. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them to teach scheduled subject matter on the stereotyped methods. Teachers are visited by them while teaching and defects and good points are made them known.

2.10.4. Training and Guidance
It is now increasingly recognized that two learning should be based on understanding interests and active participation of teachers, not a rote memorization. Education is a process to guiding growth, learners voluntary cooperation in the learning process is of utmost

significance. This change has brought to bear its impact on supervision. Instead of trying to compel teachers to adopt certain methods emphasis is laid on the teaching of teachers.

2.10.5. Democratic Leadership

Democracy is not merely a political organization or procedure it is a way of life and its principles apply to all aspects life. Democratic supervision eliminates the feeling that supervision is a supervisor being and the teacher an interior worker. It recognizes the dignity and worth of the individual and appreciation of the temperature of individual differences, as well as similarities and the assumption of authority by consent of the group.

2.11. Techniques of Supervision

School supervisors use different systems of supervision to activate the teaching learning process. Sergiovani, (1995) divided in to five as clinical, collegial, individual, informal, and inquiry based supervision, he states that teachers have different need, temperaments and these needs should be recognized. When teachers are likely to respond more positively to supervision than when no one best way approach is used. Yet for differentiated system of supervision to work, the roles of principals and teachers will have to change teachers will have to assume the responsibility for developing the options.

2.12. Tasks of Educational Supervision

The responsibility of supervisors in improvement of instruction as Glickman et al, (2004) explained domains of supervision are: Direct Assistance, Curriculum development, group development, professional development, and Action research.

2.12.1. Direct Assistance

Direct assistance is face to face contact with teachers with the intent of improving instruction and increasing professional development. An important purpose of direct assistance is to teachers modifying existing pattern of teaching in a ways that makes sense to them and a way the support agreed up on content or teaching standard. The supervisor's job therefore is to help the teachers in selected goals to be improved and teaching issues to be illuminated and to understand better his or her practices (Sergiovani & Starrat, 2002). As Cook,(1996) explained in Miller (2003) clinical supervision is a form of inquiry designed to encourage reflection and analysis of supervisory methods and to develop and test hypotheses about what is effective and why according to (Acheson an gall, 1997 in Farley, 2010) explained the clinical supervision to include three basic processes.

Pre observation: conference pre observation conference is a preparatory stage that to inform teachers what should be done during the observation. It is here the frame work for observations and for others data collection strategies are developed and an agreement is reached between supervisors and supervisees (Sergiovani & Starratt, 2002). Likewise Pajak, (1989) stated the pre-observation conference begins with the supervisor helping the teachers to express the ideal image that he or she wishes to project in the classroom lesson to be observed Collectively during pre-observation teachers and supervisor are contact face to face in order to determine the reason, purpose of the observation, method of the observation, and time of observation will be undertaken.

Observation: class observation is the second basic issue of clinical supervision where actual and acted to systematic observation of teaching attention given to the teacher interaction (Sergiovani& Starratt,2002) Class room observation is expected to help in providing teachers depend on prior standard set so that promote their teaching performance and hence to assist them to improve their professional competence.

Post (feedback) observation Conference: it is the step that comes after supervisors convert the raw data or information collected from the observation it is a sensitive position stages that teachers frankly discussed appraised and valued what they are contributing to learners. The staff member will also have the opportunity to criticize and comment on the observation whether it was under taken relies on setting contract. Hence the main purpose of post observation conference will be offered so as to provide feedback to the teachers and further planning what should be made in the future.

2.12.2. Curriculum Developments

Different scholar defined curriculum depends on the purpose content and strategies of curriculum. As (Olive, 2009) depicted: Curriculum is perceived as a plan or program for all experiences that the learner encounters under the direction of the school in practice the curriculum consist of a number of plans in written form and of varying scope that delineated the desired learning experiences the curriculum may be a unit a course a sequence of curse the school's entire program of studies and may be encountered inside or outside of class or school when directed by the personal of the school. The school cannot teach all things the central task of supervisor is to help teachers selected wisely among possible instructional goals and objectives supervisors assist individual teachers in determine more appropriate instructional

objectives for the pupils in specific classroom as a way to improve the curriculum (Lucio& Neil, 1979). 22

As Olive and Pawl, (1997) stated in curriculum development the supervisor acts as catalyst for change agent the supervisor helps teachers to identify curriculum problems and helps facilitate the study and search for solution. Likewise Lucio and Neil, (1979) described the primary purpose of supervisors are deriving better goals, objectives, and then second supervisory task is aid in selecting and arranging the means learning opportunities activities experiences instructional materials for attaining the objective and advancing toward the goals in doing so supervisors acts as means learning opportunities activities experience instructional materials for attaining the objective and advancing toward the goals. I

n doing so supervisors acts as facilitator and consultants rather than doing all things by themselves materials for attaining the objective and advancing toward the goals. In doing so supervisors acts as facilitator and consultants rather than doing all things by themselves in line with this (Glickman et al, 2004) asserted teachers who are involved in making decisions about school curriculum go through changes in their own thinking about teaching.

However supervisors are supporting teachers in respected to curriculum development depends on teacher's experience and knowledge they have and purpose of the curriculum development. In line with this Miller Seller, (1985 as cited in Glickman et al, 2004) described three positions of curriculum development: 1). Transmission position 2). Transaction position 3). Transformation positions: In the transmission position: the function of education is transmitting facts skills and value to students here the role of teachers master of traditional school subjects through traditional teaching methodology. Thus in this position the supervisor is being an expert on the instruction and therefore he/she has major decision making responsibility. In the state an essentialist philosophy is premised high supervisor responsibility and low teacher responsibility labeled directive supervision due to teachers are guided by a supervisor in all curriculum development activates.

In the transaction position: the individual is seen as rational and capable of intelligent problem solving. Education is viewed as dialogue between the student and curriculum in which the student reconstructs the knowledge through dialogue process. Teachers and supervisors emphasis on curriculum design that promoting solving problem and developing cognitive skills with in the academic discipline both of them are being equal partners in instructional

improvement and have equal responsibility on the issue. Under this situation an experimentalist philosophy is premised labeled it as collaborative supervision.

The transformation position: focuses on personal social change. It encompasses the teaching students skills promote personal and social transformation. In this position a vision of social change as movements toward harmony with the environment rather an effort to exert control over it. In perspective of this existentialist philosophy is premised on teacher discover their capacities for instructional improvement. This theory is described low supervisor responsibility and a high teacher responsibility is labeled non-directive supervision.

In sum curriculum developments at school level in respected to national consequences are very important for the academic improvement. As Glickman et al, (2004) depicted the tragedy of curriculum being simply a response to state tests is the loss of powerful vehicle for creating a broader instructional dialogue in a school which could enhance teacher individual and collective thinking about questions of what is worth teaching? How shall we teach? And how shall we assess?

2.12.3. Group Developments
In school to share different skills and knowledge teachers should be better if they are working in group. The groups to which a teacher belongs should have certain objectives a group's objectives are realized depends on a numbers of variables: the quality of leadership in the group, the quality of followership in the group and the skills of interaction among all members of the group.

Group fail to achieve their objectives when any one of these variables is deficient (Olive & Pawlas,1997) leaning the skills of working with groups to solve instructional problems is a critical task of supervision supervisor must emphasis on the group work as means of facilitating individual change and improvement in professional practices of teachers (Lucio& Neil,1979). Teachers to be effective in a group development they become reluctant apathetic and sometime hostile toward future meeting and considers teachers obtained some mutual benefits from it groups that work productively to be conscious of the element of successful group select clear procedure for group decision making be able to deals with dyes functional behavior use conflict to generate helpful information and determine appropriate leadership styles (Lucio& Neil, 1979) .

Hence to the group initiative to improvement instructional professional and curriculum development so that the supervisors should play a great role by stimulating all school activities to promote quality of learners. According to Lucio and Neil, (1979) stated improvement of the quality of learning experiences should be approached and conducted largely on a group basis with the whole group participating in identifying the needs selecting the goals planning way of working development materials putting recommendation in to action and evaluating results.

Therefore supervisors provide opportunities for activities at system wide and local building levels trying also to provide a means of communication and deals with instructional problems, so that the curriculum improvement activities exert a positive influence on the entire school system.

Professional growth plans are not a particularly new approach to teacher supervision and staff development (Fenwick, 2001). Beach and Reinhartz (2000) stated that in order to assess teacher performance, one must consider the instructional intent, the teaching learning interactions, and the results of teachers' efforts. It is useful for the supervisor to engage teachers in reflective writing, as well as describing the goals and objectives with their perceived results. In the past teachers participated in individual goal setting activities, which now are referred to as professional development plans – "long-term projects teachers develop and carry out" (McGreal, as cited in Brandt, 1996, p. 31).

The teachers are required to reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals. Teachers select the area in which they wish to enhance their skills, put their entire plan in writing, including where to obtain the knowledge, what workshops they will attend, what books and articles they expect to read and how they will set up practice activities. It also includes who will observe them as they begin to implement the new learning (Barkley & Cohn, 1999). Professional growth plans "could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning" (Fenwick, 2001, p. 422)

Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008, p. 6). According to Zepeda (2007), there must be a clear connection between

instructional supervision and professional development. She added that the various models or approaches to instructional supervision, such as clinical supervision, peer coaching, cognitive coaching, mentoring etc., each have different contributions to make towards enhancing teachers' professional development.

Research findings on instructional supervision suggested that there is a significant link between instructional supervision and professional development. They are inter-linked and inter-dependent (Burant, 2009). In support, Sullivan (1997) notes that the fields of educational development, instructional supervision and professional development are interlinked and "can and should overlap as needs and local preferences dictate" (p. 159).

2.12.4. Professional Developments

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual group or school and which contribute through these to the quality of education in the classroom. Glickman et al, (2004) noted virally any experience that enlarges a teacher's knowledge appreciation skills and understanding of his or her work falls under the domain of professional development the scholars further stated a supervisor with responsibility for professional development cannot hope to make every activity interesting and valuable to every teacher. This means the supervisor should not always be driven by needs and interests of teachers they should be driven by the goals and purposes of the school.

As Oliva and Pawl, (1997) depicted teachers may undergo staff development within the instructional and curriculum domains as they do when they perfect skills in instructional and curriculum development learn new pedagogical skills and familiar with new programs. They may also undergo training that does not fall within the realms of instructional development and curriculum development for example developing in their organization enhancing their self-concepts developing leadership, skills creative abilities for solving management problems and coping with stress.

According to Sergiovani and Starrat, (2002) described for enhancing teacher professional development supervisors should emphasis providing teachers with the opportunity and the resource they need to reflect on the practice and to share their practice with others. Anything supervisors can do to help develop and strengthen professional community among teachers were become an investment in promoting professional development. "Supervisors therefore,

help both indirectly by promoting opportunity and support and directly by collaborating with teachers as colleagues „" depicted in (MoE, 2009).

The most effective forms of professional development seem to be those that focus on clearly articulated professional development seem to be those that focus on clearly articulated priorities providing ongoing school based support to classroom teachers deal with subject matter content as well as sustainable instructional strategies and classroom management techniques to create opportunities for teachers to observe experience and try out new teaching methods.

According to Sparks and Loucks-Horsley, (1990) described in MoE, (2009) characteristics of effective professional development include programs conducted in school settings and linked to school wide efforts teachers participating as helpers to each other and as planners with administrators of in-service activities emphasis on self-instruction and with differentiated training opportunities teachers in active roles choosing goals and activities for themselves emphasis on demonstration supervised trials and feedback training that is concrete and on-going over time and ongoing assistance and support available up on request.

2.12.5 Action Research

The expected purpose and approach of educational research may vary depend on range of contexts and schools. The developing countries are always suffered by qualities of education. In order to know the cause and provide immediate remedy action research is playing a great role in schools (Glickman et al, 2004) depicted action research used in school gathering data to assess the gap between the community vision of the good school and current reality plan for change aimed at bridging the gap integrate the tasks of supervision to bring about change evaluate results and revise the action plan in a cycle for continuous improvement.

As Sergiovani and Starrat, (2002) stated when action research is undertaken as individual initiative a teacher works closely with the supervisor in sorting out a problem and developing a strategy for its resolution and sharing findings and conclusions. In order to initiate teachers to conduct action research in school the supervisors should have knowledge about research. Lucio and Neil, (1979) asserted that if supervisors do not develop research skills efforts to set and test educational objectives may result only in accomplishing useful but not critically important tasks. Therefore the ability to conduct research and to help staff members in research requires a spirit of inquiry knowledge of content and skills in the research process.

2.13. Continuous Teacher Professional Development

2.13.1. Global Context

The term Continuing Professional Development (CPD) is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). Continuous professional Development (CPD) is among the new initiatives that targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system or educational structure. Mintesnot (2008) described CPD as follows "Continuous refers to throughout the practices working life, professional refers to maintaining the quality and relevance of professional service, and development implies the progression in personal quality to the acquired knowledge and skill". Continuous professional development (CPD) has unique definition as it is varied from different educational traditions and contexts. It is variously called teacher development, in service training (INSET) staff development, human resource development, continuing education and lifelong learning the term is used interchangeable with the term professional development (Naziha Ali R,2010).

CPD is defined by different scholars differently for instance Day, (1991) stated that CPD is a process by which alone and with others, teachers review, renew and extend their commitment as a change agents to the moral purpose of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children. Moreover Bolan (1981) quoted in (Go lover and law 1966) used the term CPD program to mean training activities engaged by teachers and principals following their initial certification and intended mainly or exclusively to improve their professional knowledge, skill and attitude.

To Bolan, CPD is a serious of activities given for teachers and other professionals to make them enough in their profession. According to Gray (2005), CPD embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required to carry out the job. Gray (2005) further states that, in teaching, such development used to be called „in-service training". In line with Gray's idea, Mohammed (2006) says that Continuing Professional Development may be regarded as all forms of „in service", „continuing education", „on-the-job-training", „workshop", „post qualification courses" etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, accredited or not. Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that

Teachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topic specific seminars given on in-services days, to everyday, informal "hallway" discussions with other teachers about instruction techniques, embedded in teachers' everyday work lives (p.182)

Further, Gus key (2002) describes professional development programs as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Desimone, Porter, Kwang Suk Yoon &Birman (2002) Concur with Gus key (2002) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices.

In addition, (Fraser et al. 2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: lifelong learning for professionals, a means of personal development, a means of assuring a way public that professionals are indeed up-to date, given the rapid pace of technological advancement, a means whereby professional associations can verify that the standard of their professionals are being upheld and a means for employers to garner a competent, adaptable workforce. From the above definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial or pre-service training.

The term Continuing Professional Development refers to the formal courses and programs that are attended by primarily and secondary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and programs may be in the form of but not limited to the following as outlined by Gray, (2005) whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of workshops and seminars at sub-city or zonal, district or national levels in a major initiative to address problems related to access, equity, and quality of educational provision.

2.13.2. Ethiopian Context
Continuing Professional Development: refers to the career-long process in teachers" lives those results in developing teachers" professional knowledge, skills, attitudes, & aspirations,

and a general understanding of their changing roles and tasks to raise student achievements and learning (MOE, 2009). In Ethiopia continuous professional development can be placed into two categories MoE, (2009)

Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g. convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

2.13.3. Continuous Teacher Professional Development Relationship with Educational Supervision.

The major principles of continuous teachers professional development are drawn from the works of Leo, (2004), Giable and Burns, (2005), Gray (2005), Hooker and Weiss, (2010) the content of professional development focuses on what students are to learn and how to address different problem students may face in learning the material.

Professional development and Educational development are interdependent both should be based on analyses of differences between (a) actual student performance and (b) goals and standards for student learning. Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. Professional development and Educational Supervision should be primarily school-based and built into the day-to-day work of teaching. Most professional development should be organized around collaborative problem solving. Professional development and

Educational Supervision should be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives. Professional development and Educational Supervision should incorporate evaluation by multiple sources of information on (a) outcomes for students and (b) the instruction and other processes involved in implementing lessons learned through professional development.

2.13.4. Characteristics of Professional Development

MOE, (2009) listed the following characteristics of effective CPD broad definition that aims at improving teachers performance in the classroom class practice based subject content and teaching strategies centered clear procedures for identifying and aligning training needs excellent use of classroom practitioners importance of an informal system within institutions

and locally available resources is recognized the processes which are being learned are modeled linking programs to school settings and school wide efforts conducted participation of teachers as helpers, facilitators and planners emphasis on self instruction and with differentiated training opportunities teachers in active roles, choosing goals and activities for themselves emphasis on demonstration, supervised trials and feedback, Ongoing support and assistance available up on request.

2.13.5. Professional Competencies of Ethiopian Teachers

In the Ethiopian context teachers are expected to have the following professional competencies which are to be achieved through CPD facilitating students leaning, outlines how teachers plan, develop, manage, and apply a variety of teaching strategies to support quality student learning. Assessing and reporting students learning outcomes describes how teachers monitor, assess, record, and report student learning outcomes. Engaging in continuous professional development describes how teachers manage their own professional developments and contribute to the professional development of their colleagues.

Mastery of Education and Training Policy curriculum and other program development initiatives describes how teachers develop and apply an understanding of ETP to contribute to curriculum and/or other program development initiatives. Forming partnership with the school community describes how teachers build, facilitate, and maintain working relationships with students, colleagues, parents, and other caregivers to enhance student learning

It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

2.14. Conceptual Framework
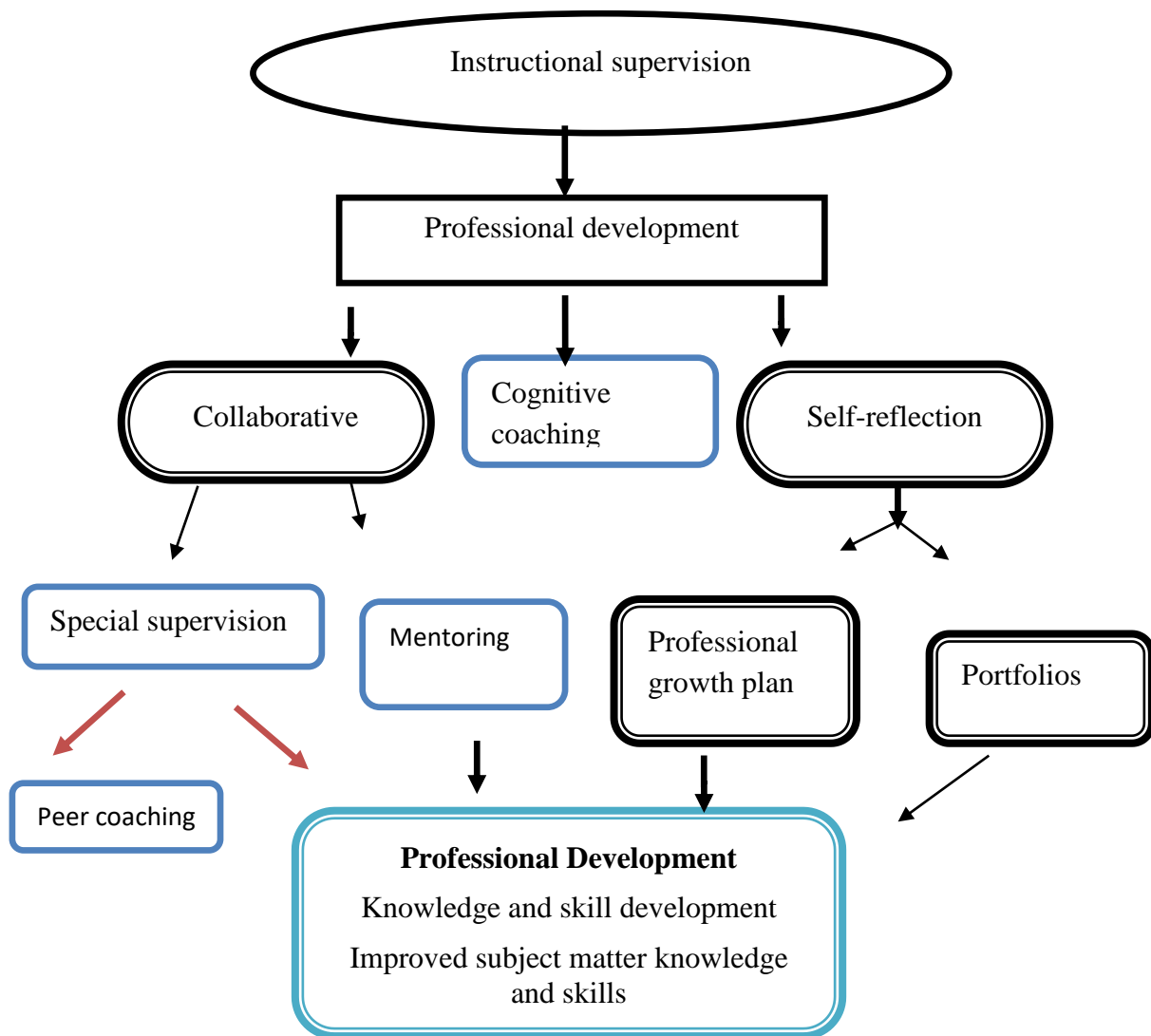
Source: Researcher 2002

Figure1. Instructional supervision Teachers using self-evaluation work alone and are responsible for their own professional growth. In the portfolio approach, teachers collect information from their students, colleagues, or themselves about their teaching. In professional growth plans, teachers reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcomes and plans for achieving the goals.

As can be seen from Figure 1, the supervisory process remains developmental, considering teachers' levels of development (Glatthorn, 1990; Glickman et al., 1998). At the conclusion of the formative supervision process, beginning teachers should   experience professional growth and an improvement in their ability to reflect on aspects of their teaching performance.

Parallel to formative processes, summative evaluation are used to measure the extent of professional growth and development of beginning teachers for the purposes of retention.

Supervision is a continual process that allows teachers the opportunity to facilitate their own professional growth. Each teacher is an individual with a set of preferences and perceptions that cause specific behaviors in different situations. Each school, as an organization, is relatively unique with its own peculiar professional context. The changing situational character of schools, or "contingency theory" (Hanson, 2003) is currently coming to be understood as a key to effective educational administration.

A contingency view of supervision is based on the premise that teachers are different and that matching supervisory options to these differences is important (Sergiovanni & Starratt, 1998). In choosing supervision methods, "teachers play key roles in deciding which of the options make most sense to them given their needs at the time" (p. 252). The process gives teachers the support and knowledge they need to change themselves in order to grow professionally.

The conceptual framework model (see Figure 1), shows that supervision is a cyclical process. Depending on the professional context for instructional supervision, beginning teachers and supervisors collaboratively select between approaches to formative supervision. The formative process is developmental in nature and incorporates the ideals of developmental supervision model (Glickman et al., 1998). It is aimed at assisting beginning teachers to become effective and to constantly improve (Poole, 1994).

The summative process involves evaluation as a means of judgmental appraisal to measure professional growth of beginning teachers (Wareing, 1990). Supervision and evaluation are viewed as separate activities (STF, 2002). Teacher evaluation is viewed as a critical function of administration, but systematic evaluation of teacher performance remains separate from supervision (Glatthorn, 1990).

Sergiovanni and Starratt (1998) suggested that teachers may choose between collaboration with supervisors or peers and self-reflection paths in supervision. Once the collaborative path is chosen, teachers can select from many supervision approaches including: clinical supervision (Goldhammer et al., 1993), cognitive coaching (Costa & Garmston, 1994), peer coaching (Showers & Joyce, 1996), and mentoring (Reiman & Thies-Sprinthall, 1998).

Clinical supervision is a three-step process consisting of a preconference, an observation, and a post-conference. Cognitive coaching allows teachers to ask questions to explore thinking

behind their practices. In peer coaching, teachers work collaboratively in pairs and small teams or cohorts, in which the coach provides feedback to teachers to help them to reach their professional goals. Mentoring provides the opportunity for experienced educator (mentor) to work with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved. Some teachers prefer to be supervised by a self-reflective process. Self-reflection path can involve self-evaluation portfolios (Sullivan &Glanz, 2000b), and professional growth plans (Fenwick, 2001).

2.15. Challenges against School based Supervision

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

2.15.1. Perception of Teachers towards Supervision

School based supervision aims at improving the quality of students" learning by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital.

Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive supervision in negative aspect.

In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

2.15.2. Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for

supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007), pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision

2.15.3 Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

2.15.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

2.15. 5. Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004; Holland, 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another. One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers" Certificate.

However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the secondary school, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and supervisors (including principals) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY
3.1. Description of the Study Area

Sebeta Woreda is one of the urban and rural centers in Oromia special zone surrounding Finfinne situated at about 24km on the South Western direction of the capital city of Ethiopia along Finfinne-Jimma road. The area is dominated by different chains of mountains including Wochocha, Mogle, and Furi Mountains as well as farm lands.

Geographically, Sebeta is located within an approximate geographical coordinates of 8053'38.50''N_8059'58.17''N latitude and 38035'11.91''E_38039'33.75''E longitude on the globe and its average elevation is 2365 meters above sea level (OUPI, 2008). With regard to relative location, it shares common boundaries with Finfinne in the North, North East and East, Burayu City in the North and rural villages of Sebeta Awas district in the south and western directions.

3.2. The Research design

The purpose of this study was to assess the practices of instructional supervision and teacher's professional development in primary schools of Sebeta Woreda of Oromia Special Zone. Descriptive survey design was employed because this design is used to describe what is happening and what will happen (Kothari, 2007).

The reason why the researcher preferred the descriptive survey was because it wants to show the current situation that exists in primary schools of Sebeta Woreda of Oromia Special Zone. Descriptive research design made the researcher to gather and describe variety of data related to the problem under consideration and possible predication of the future on the basis of findings on prevailing condition. The research design uses for this study was involves collecting information from head teachers, teachers and stakeholders who are associated with instructional procedures (Borg and Gall, 2007).

3.3. Research Method

Method is a style of conducting a research work which is determined by the nature of the problem (Singh, 2006). Therefore, in this study the research   methods used   both quantitative and qualitative methods with more focus on quantitative one for teachers or and Principals to assess the practices of instructional supervision and continuous professional development demands the collection of quantitative data. Moreover, quantitative and

qualitative approaches were applied, because it is used to obtain valid information to achieve the objective of the study.

3.4. Sources of Data

In order to strengthen the findings of the research the relevant data for the study was collected from both primary and secondary sources.

3.4.1. Primary Source of Data

In this Study, primary data sources were employed to obtain reliable information about the practices of instructional supervision and teacher's professional development in primary schools of Sebeta Woreda of Oromia Special Zone. The major sources of primary data are teachers, supervisors, principals, and vice principals of government schools of Sebeta Woreda because they are the implementers of the instructional supervision and professional development in the school.

3.4.2. Secondary Source of Data

The secondary source of data collected from school supervision related documents, teacher's check list of supervision, guidelines available in Sebeta Woreda Schools. These files were observed to strengthen the data obtained through questionnaires and interviews.

3.5. The Study Population

The Study population was government primary school teachers, principals, Woreda education office experts and school supervisors. There are 16 primary schools as a population organized under four clusters. Hence, the participants of this study were primary school supervisors, Principals, vice-principals, and teachers are the participants of the study. There are eight (8) principals, sixteen (16) vice-directors, 261 teachers, and six (6) school supervisors in the Sebeta Woreda. These groups of participants were appropriate for this study, because, they are among front line for instructional supervision and professional development, and help the researcher to get reliable and first hand information about the issue in focus.

3.6. Sample and Sampling Techniques

As to the statistical information obtained from Sebeta Woreda education office, currently there are total of eight (16) Government primary schools (1-8) in the Sebeta Woreda. Sample selection was done at two levels; schools and individuals. The researcher favored this technique as it helps to get more representative sample from geographically scattered participants. From each school simple random sampling technique was used to select the samples. Eight 8 (50%) of primary Schools were selected by simple random sampling.

Because of the number of schools in the Woreda were too large as a result the researcher was preferred to take only eight primary schools in the Woreda. Then from each eight (8) sample schools eight principals, six supervisors and Sixteen vice principals were selected by using Simple random and availability sampling techniques. Whereas, out of 751 teachers 261 (34.8%) is the sample size of a target population. In order to determine sample size the researcher uses the formula of finite (known population) Yemane, 1967.

$$n = \frac{N}{[(1+N)(e)^2]} \quad n = \frac{751}{[(1+751)(0.05)^2]} \quad n = \frac{751}{[1+751(0.0025]} 751 \quad n = \frac{751}{2.8775} \quad n = 261$$

Table 2.Summary of sample teachers in each school in Sebeta Woreda

No	Name of sample schools	Population Sex			Sample Sex			Sampling technique
		M	F	T	M	F	T	
1	Oda Guda	61	46	107	25	18	43	Simple random
2	Dibe	50	45	95	27	14	41	Simple random
3	Geja Sego	45	37	82	18	9	27	Simple random
4	Awash Melka	51	39	90	24	15	39	Simple random
5	Jewe	72	51	123	21	8	29	Simple random
6	Tefki	54	40	94	25	11	36	Simple random
7	Kelecha	57	31	81	22	5	27	Simple random
8	Kemisi Dika	42	28	70	12	7	19	Simple random
	Total	432	317	751	174	87	261	

Table 3.Sample Size Determination for principals, supervisors and vice principals of Sebeta Woreda (leaders)

No	Respondent	Total population	Sample size	Percentage	Sampling technique
1	Principals	8	8	100%	Census
2	Vice principals	16	16	100%	Census
3	Supervisors	6	6	100%	Census
	Total	30	30	100%	

N. B. Principals, vice principals, and Supervisors were treated as leaders

3.7. Data Gathering Tools
The data gathering tools employed in the study were questionnaires, interview and document analysis.

3.7.1. Questionnaires
The researcher used questionnaires to collect data from teachers and leaders of the schools. Questionnaires are believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires are prepared in English language and administrated to teachers with the assumption that they easily understand the language.

In this study, two sets of questionnaire items were used. The first set of items deal with the general background of the respondents. The second set of questionnaires, which is prepared in English, will be administered to teachers, in selected primary schools. In terms of content, there are two sets of questionnaires that have different items. The first section certain items on background information of the respondents and the second section on issues related to the practices of instructional supervision and professional development in the school.

Therefore, for structured question items, Likert scales is going to be employed, because Likert scale is the simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of three scales. These are: Strongly Agree and Agree=4, Undecided= 3, Disagree, and Strongly Disagree =2

3.7.2. Interview

Semi-structured interview was prepared in English and interviewed in Afan Oromo for the Schools Principals, Vice Principals, and Supervisors. The interview was conducted with the interviewee in Afan Oromo to avoid communication barriers. The purpose of interview was to get in-depth information that may not be easily secured by the questionnaires. Interview notes were taken: summarized and translated into English..

3.7.3. Document Analysis

The analysis of instructional supervision and professional development records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback was taken as better to get relevant information because it is so difficult to analyze. Here were no well documented supervisor practices and from researchers practical observation professional development in sampled school was not implemented well.

3.8. Data Collection Procedure

To answer the basic research questions through a series of data gathering procedures, the expected relevant data were gathered by using questionnaire, interview and document analysis. Those procedures help the researcher to get accurate and relevant data from the sample units. In doing so, after having letters of authorization from Jimma University, Sebeta Woreda education office for ethical clearance, the researcher directly were take the pilot-test at Roge primary School because checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998).

To ensure validity of instruments, initially the instrument prepared by the researcher and developed based on the guidance of advisor, who is involved in providing his inputs for validity of the instruments. At the end of all aspects related to pilot test, the researcher consults city education offices and the principals of respective schools for permission. After making agreement with the concerned participants, the researcher introduces the research objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools. The participants are allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument.

Finally, the questionnaires were collected and make ready for data analysis. On the other hand, school principals, vice principals and supervisors were interviewed. While interview is

being conducted, the obtained data is carefully recorded with tape recorder and written in a notebook to minimize loss of information. In addition, the data available in document forms related to instructional supervision and professional development collected from the sample schools. At the end, the data collected through various instruments from multiple sources analyzed and interpreted.

3.9. Methods of Data Analysis

The data were analyzed both quantitatively and qualitatively. Quantitative data were analyzed by using frequency, percentage and mean scores. On the other hand qualitative data was analyzed by narration and description.

3.9.1 Quantitative Data

As regards to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. The items of the questionnaires were presented in tables according to their conceptual similarities. The scores of each item were organized statistically compiled and imported in to SPSS version 20 to calculate frequency, percentage and the mean value of each item. Percentage and frequency were used because these are easier to interpret and useful to compare the trend over item or among categories.

3.9.2 Qualitative Data

The data collected using unstructured interview and the document analysis were analyzed and interpreted qualitatively. The hand written notes of interview were transcribed, categorized and complied together into themes; summary sheets were prepared and translated into English. The result of document analysis and open ended questions was summarized and organized into related category.

Accordingly, analysis and interpretations were made on the basis of the questionnaires, interviews and document analysis. Finally, the overall course of the study was summarized with findings, conclusions and some possible solution.

3.10. Ethical Considerations

Researcher tries to establish good relationship with all the participants by making himself clear where he comes from, why he decide to conduct the research or the purpose, objective and usefulness of the study was clearly explained . The researcher was also arranging the interview time without affecting or without consent of each informant and interview. In

similar way he were make himself clear to the principals vice principals, teachers and supervisor. Before the beginning of the document analysis he was asked permission from the school principals to see different documents.

Finally, the researcher was informed to participants that their responses were kept confidential and they do not reveal to the public.

3.11. Pilot test

To check content validity and consistency or reliability of the instruments pilot test was conducted prior to the final administration of the questionnaires. This helped the researcher to make necessary modifications so as to correct and avoid confusing and ambiguous questions. For pilot testing, teachers, supervisors, vice principals and principals was selected to fill the questionnaire.

The researcher asked the respondents about the clarity and whether or not the questionnaire fully covered all the area and measures issues related to the practices of instructional supervision and professional development. This was made on non-sampled schools of Dima and Roge primary schools. Based on the comments obtained from respondents, items which are not clear were cleared, unnecessary items were made to be omitted and other items which are assumed to be important for the objective of the research and not included have been made part of the questionnaire

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

This part of the study deals with the presentation, analysis and interpretation of the findings of the data obtained from the sample population through questionnaires, interviews and document analysis. Both quantitative and qualitative data analysis techniques were used.

The data obtained from questionnaire were analyzed using frequency, mean, standard deviation. Also section attempts to present the analysis and interpretation of data collected through questionnaires, interviews and document analysis.

The quantitative as well as qualitative data were integrated in this chapter. The qualitative data were used as complementary to the quantitative data. Therefore, the qualitative data includes the data collected through interviews, open-ended questions and document analysis; whereas, the quantitative data includes the data which were collected through questionnaires. Questionnaires were prepared and administered for 30 of school leader's and261of teachers. Therefore, the total number of questionnaires distributed to school leaders and teachers. From the distributed questionnaires to teachers, 100% were completed and returned and the return rate is 100%.

This chapter consists of two major parts. The first describes the respondents 'personal information and the second deals with presentation, data analysis, and interpretation of both quantitative and qualitative data gathered from the respondents through questionnaires, interview and document analysis. Document analysis and open-ended questions of the questionnaires were interpreted as complementary to the quantitative data and used for the purpose of triangulation.

4.1. The Demographic Characteristics of Participants

Regarding to the respondents on the case of sex of Table 4.1, below 147(56.4%) and 114(43.7%) of the respondents were males. This indicates that majority of both teachers and leaders were males, it implies that the participation of females in both teachers and leaders position were very low. Those, the involvement of female in the teaching learning process and leading the school activities were low.

Table: 4. Personal Information of Respondents

No	Variables	Categories of items	Teachers		Leaders		Total	
		Respondents						
1	Sex		No	%	No	%	No	%
		Male	147	56.4	21	70	168	58
		Female	114	43.7	9	30	123	42
		Total	261	100	30	100	291	100
2	Age	≤20	-	-	-	-	-	-
		20-25	2	0.76	-	-	2	0.69
		26-30	82	31.42	3	10	85	29.21
		31-36	100	38.32	21	70	121	41.59
		≥ 37	77	29.5	6	20	83	28.52
		Total	261	100	30	100	291	100
3	Work experience	1-5	20	7.66	-	-	20	6.87
		6-10	26	10.	2	6.66	28	9.6
		11-15	55	21	3	10	58	19.93
		16-20	49	18.74	6	20	55	18.92
		21-25	52	20	14	46.68	66	22.69
		≥26	59	22.6	5	16.66	64	21.99
		Total	261	100	30	100	291	100
4	Educational background	Diploma	156	59.8	11	36.7	167	57.38
		First Degree	105	40.2	19	63.3	124	42.62
		Total	261	100	30	100	291	100

Source: Researcher, 2013

As one can see from the above Table, concerning the age of respondents in item 2, 3, 4 respondents were on the level of giving he necessary information which means that they can give the necessary information on the practices of instructional supervision and professional development in the school system. The researcher infer that majority of the respondents were aged at 31_36years old.

Ro 3, concerning the experience of the respondents, 63(25.1%), 47 (32.6%) of the respondents giving respectively had served for 21-25, 68(27.1%), 19(13.2%) had served above 26 years. This signifies that the respondents were at the level of senior teacher or

department heads and senior school leaders. From the above ideas, one can understand that many of the teachers and leaders were in a better position to lead and teach because they are rich in experience. Moreover, having rich experience help them to easily identify the weakness and strengthen in their school activities and provide professional support to improve their school.

Ro 4, Table 4.1denotes educational background of the teachers and leaders. From the respondents response, 156(39.5%) and 13 (14.9%) of the respondents were diploma graduates and 239(60.5%) and 74(85.1%) of the teachers and leaders respectively had first degree graduates. This indicates that the Sebeta Woreda in collaboration with the Zone advisable strives to upgrade the educational level of the Woreda teachers and leaders in the primary Schools of the Sebeta Woreda.

This is because; proper qualification of teachers and leaders had their own impact on acquiring the quality of education in general and practicing effective and efficient instructional supervision and professional development in particular. In addition to this, a well-qualified teachers and leaders bring a quality of education as well as produce, knowledgeable and competent student.

4.2. Which supervisory practices are effectively practiced in primary schools of Sebeta Woreda?

Table: 5. Respondents view on the supervisory practices are effectively practiced in primary schools

No	Items	R	RN	Agree		Undecided		Disagree		M	SD
				F	%	F	%	F	%		
1	The current supervisory is the most appropriate form of supervision for the needs of the school	T	261	105	40.2	20	7.7	136	52.1	2.89	1.146
		L	30	7	23.3	-	-	21	70	2. 74	
2	Clinical supervision style dominantly practiced	T	261	110	42.1	11	2.8	140	40.3	3.12	.943
		L	30	22	73.3	-	-	8	26.7	3.34	
3	Supervisors support teachers to do action research	T	261	92	35.2	38	14.6	131	50.2	2.77	1.042
		L	30	8	26.7	-	-	17	56.7	3.54	
4	Supervisions provided in the school is democratic	T	261	110	42.1	-	-	151	57.9	3.72	.993
		L	30	10	33.3	-	-	13	43.3	4.33	
5	Monitoring day to day activities of the teachers	T	261	135	51.7	28	10.7	98	34.8	4.16	.877
		L	30	18	60	-	-	10	33.3	4.21	
6	Teaching Portfolio is organized	T	261	100	38.3	24	9.2	137	52.5	3.73	.935
		L	30	11	36.7			19	63.3	2.71	
7	Providing short term training at school level.	T	261	94	36.1	31	11.9	136	51.9	2.35	1.134
		L	30	7	23.3			23	76.7	1.97	
8	Teachers professional growth planned	T	261	149	57.1	16	6.1	96	36.8	3.17	1.490
		L	30	21	70.1	-	-	9	30	3.75	
9	Supervision of teachers are stressful	T	261	114	43.7	-	-	147	56.3	2.80	1.00
		L	30	13	43.3	-	-	17	56.7	3.17	
10	Supervisions are necessary	T	261	175	67.1	6	2.3	80	30.6	3.28	.891
		L	30	22	73.3			8	26.7	3.55	

NB: L=leaders, T=teachers, R=Respondents, F=Frequency, M=Mean, SD=Standard Deviation

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree , ≥ 4.5 =strongly agree

According to item 1, of Table: 5, the respondents were asked to respond whether they were practiced supervisor methods for needs of schools or not. In their response 136(52.1%) of

teachers and 21(70%) of leaders disagreed that current supervisor methods for he needs of the school was no appropriate where as 105(40.2%) of teachers and 7(23.3%) leaders agreed on the issue. The above data infer that majority of the respondents replied that the type of supervision practiced was not the needs of the schools in primary schools of Sebeta Woreda. The average mean value of the two groups which means the teachers 2.89 and leaders with average mean value =2.82 with standard deviation 1.146.This shows that the current supervisory methods are not the most appropriate form of supervision for the needs of the school. It infers that, the current supervisory practices were not the most appropriate form of supervision for the needs of the school in order to improve teacher's knowledge and skills.

With regard to item 2 of Table: 5, the respondents asked whether there were a clinical supervision style dominantly practiced or not, when they were responded to this question, 110(42.1%) of teachers and 22(73.3%) of leaders answered that they agreed that there was the practice of clinical supervision in the school while 140(40.3%) of teachers and 8(26.7%) of the leaders were disagreed on the issue. The average mean value of the teachers (M=3.24) and 3.64 of the mean value of teachers with SD of =.943. This show that majority of the teachers and leaders answered that clinical supervision was practiced but it was not preplanned and documented separately for each teacher in most schools of the study area.

Concerning item 3 of Table: 5, 131(50.2%) teachers and 17(56.7 %) of leaders replied that training and guidance were not practiced in school activities and they were strongly disagreed on the issue while 92(35.2) of teachers and eight (26.7) leaders were showed agreement on the item. This infers that training and guidance were not dominantly practiced in school activities. The mean value of teachers (M=2.67) and leaders were 3.24. This indicates that there was no neither agreement nor disagreement on the item. The mean scores calculated from both respondents indicated that the practice was done inefficiently but there were trying to facilitate experience sharing programs. High experience sharing between teachers helps to identify their limitations and strength their good work, so, it is very important to minimize the teachers' instructional limitations.

Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less experienced teachers should be encouraged and motivated to receive and obtain their good experience. For this purpose, the MoE planned Continuous Professional Development (CPD) program for two important purposes which are updating and upgrading teachers. However, during interview the School supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there was a

very low experience sharing programs were held. However, facilitating the experience sharing at Woreda, Zone and at region level was written in the primary and secondary schools instructional organization document (Oromia, 1994 E.C).

With regard to item 4 of Table: 5, above the respondents asked to respond whether there was a democratic supervision in their school. They responded that 151 (57.9%) of teachers and 13(43.3%) of leaders disagreed on the issue. Whereas 110(42.1%) of teachers and 10(33.3%) of the leaders responded that they disagreed on the issue. As one can infer from the table, in primary schools of Sebeta Woreda there was no democratic supervision in the study area. The average mean value of the teachers responses were (M=3.72) and 4.33 of the leaders with standard deviation of (SD=.993) rated as neither agreed nor disagreed on the issue. From this one can understood that, it is possible to recognize that cognitive development teachers and leaders in the areas of skills and knowledge were not practiced in the study area.

With regard to item 5 of Table: 5, above, 135(51.7%) of the teachers and 18(60%) of leaders answered that monitoring day to day activities of the schools is very necessary. This indicates that the monitoring is very necessary. An interview viewed that the democratic supervision is necessary if it is planned, properly designed, followed, and implemented as it is needed to the school. From this, the researcher infers that democratic supervision is very necessary for achieving the school goals and objectives.

To item 6 of Table: 5, 161(61.7%) of teachers and 19(63.3%) of leaders replied that portfolio records were not documented and developing individual task plan while 100(38.3%) of teachers and 11(36.7%) of leaders agreed. The average mean value of the responses was (M=2.76) with standard deviation of (SD=3.79) rates as neither agreed nor disagreed on the issue. This means portfolio records was not properly documented. From this it was justifiable to the teachers had no clear understanding about how portfolio documentation benefits both the school and leaders.

As shown in item 7 Table: 5, 94(36%) of teachers and 7(23.3) of leaders replied that on the monitoring the day to day activities of the schools they agreed. However, 167(64) of teachers and 23(76.7%) of leaders disagreed. The average mean value of the respondents were (M=3.43 with standard deviation of (SD=1.2925) which shows some level of agreement on the issue. Based up on the data above the researcher concludes that the teachers and leaders to some extent agreed on personal growth plan.

Item 8 in Table: 5, above was intended to elicit information to whether leaders were receptive to professional growth plan in their development, 112(42.9%) of teachers and 9(30%) of

leaders were receptive to performance appraisals while 149(57.1%) of teachers and 21(70%) of principals agreed. The average mean value of the respondents were (M=2.88) which was rated neutral on the issue. Moreover, the open-ended questionnaire and an interview revealed that the leaders were not receptive to their professional growth plan in many schools of the Woreda.

The data from item 9 of Table: 5, 114(43.7%) of teachers and 13(43.3%) of the leaders were agreed on the supervision of teachers are stressful and fully understood in schools whereas 147(56.3%) of teachers and 17 (56.7%) of leaders disagree on the issue. The average mean value of the respondents were (M=3.225) with standard deviation of (SD= 1.001) which shows neutral value on the issue. The interview revealed that the supervision of teachers were stressful and it was not fully understood by school stakeholders except the supervisors even it was not designed at the beginning of the year but common to known at the time of evaluation. With regard totem 10 of table: 5, above, 175(67.1%) of teaches and 22(73.3%) of leaders agreed on the supervisions are necessary whether they communicated and fully understood in schools. Whereas, 86(32.9%) teachers and 8(26.7) of the leaders disagreed. The average mean value of the respondents was M=3.31 with standard deviation of (SD=.981) which shows disagreement on the issue.

In a study of instructional supervision and teacher satisfaction, Fraser (1980, p. 224) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision". Fraser further noted that unless teachers perceive instructional supervision as a process of promoting professional growth and student learning, the supervisory practice would not bring the desired effect. In line with this, the findings in this study show that both beginner and experienced teachers were convinced of the need for instructional supervision, and believe that every teacher can benefit from instructional supervision. They perceive that supervision should be collaborative, promote professional growth and trust among teachers, and supervisory choices should be available to beginner teachers. However, the majority of both leaders and experienced teachers have a neutral opinion on satisfaction with the general instructional supervisory processes. This implies they have reservations about the quality and amount of supervision provided in their schools

4.3. What is the current status of teacher's professional development in primary schools of Sebeta Woreda?

Table: 6. Respondents view on the current status of teacher's professional development in primary schools.

No	Items	R	RN	Agree		undecided		Disagree		M	SD
				F	%	F	%	F	%		
1	Teachers have appropriate knowledge about teaching methodology	T	261	108	41.4	15	5.7	138	52.8	3.36	1.242
		L	30	8	26.7	-	-	22	73.3	2.00	
2	Teachers are aware of the what, why, how of supervision practiced	T	261	72	27.6	41	15.7	148	56.7	3.46	1.203
		L	30	19	63.3	-	-	11	36.7	3.23	
3	Teachers have their own supervision records and means to develop their professional development	T	261	84	32.2	47	18	130	49.8	3.50	.900
		L	30	20	66.7	-	-	10	33.3	2.04	
4	Teachers who involve in supervisory practice and know about the what, why, when of the supervision practiced	T	261	98	37.5	-	-	163	62.4	4.27	1.136
		L	30	24	80	-	P	6	20	3.29	
5	Teachers and school principals have full information about supervisory practice which can help then to develop their professional development	T	261	73	27.9	19	7.3	169	64.8	3.31	1.235
		L	30	15	50	-	-	15	50	3.88	
6	Woreda supervisors measure principals and teachers supervisory performance by using only limited sources.	T	261	153	58.6	8	2.02	100	38.3	3.50	1.411
		L	30	24	80	-	-	6	20	3.32	

NB: L=leaders, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation, M=mean

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree , ≥ 4.5 =strongly agree

As illustrated in the item 1 of Table: 6, 108 (41.1%) of teachers and 8 (26.7%) of leaders responded that they had an appropriate knowledge about the performance of principals. And, Although 138(52.8%) of teachers and 22(73.3%) of leaders disagreed with the ideas. The average mean value of this issue was (M=2.68) with standard deviation of (SD=1.342) rated as neutral on the variation of appropriate knowledge about the supervision of teachers from school to schools. The above evidence depicted that most of the supervisors had not appropriate knowledge about supervision, and they were not fully implemented their knowledge to support principals and teachers as a whole. Beside to this, some supervisors were below the standard to build the teachers and to know their performance.

As shown in Table: 6, of item 2, 148(56.7%) teachers and 11(36.7%) of leaders disagreed. while 72(26.6%) of teachers and 19 (63.3%) of leaders agreed on aware of what, why, and how of teachers supervision was carried out. The average mean value of the item was (M=3.345 and standard deviation=1.203 shows that respondents disagreed with the issue.

Concerning item 3 of Table: 6, 130(49.8%) of teachers and 10(33.3%) of leaders were asked that whether teachers have their own performance records and means to supervise them or not. They responded that there were no any records regarding teachers' activities in the schools. Whereas 84 (32.2%) of teachers and 20 (66.7%) of leaders agreed. The average mean value of the item was (M=4.271) and standard deviation=1.222 shows that respondents disagreed with the issue. As a result, the researcher is possible to say that, in many of the primary schools of Sebeta Woreda, teachers did not have their own supervision records in the schools.

As indicated in item 4, of Table: 6, 163(62.4%) of teachers and 6 (20%) of leaders replied that, teachers who involved in supervisory practice and know about the what, why, when, of the supervision practiced was not continuously implement and they didn't know what, why, and when the supervision carried out While 98 (37.5%) of teachers and 24 (80%) of leaders agreed on the issue. The average mean value of the item was (M=3.8) and standard deviation=1.136shows that respondents neither agreed nor disagreed with the issue.

The reaction to item 5 of the Table: 6, 169(64.8%) of teachers and 15(50%) of leaders disagreed on the item above. However, 73(27.9%) of teachers and 15(50%) of leaders had a full information about principals which can help them to appraise principals appropriately. The average mean value of the item was (M=2.89) and standard deviation=1.251 shows that respondents found to be indifferent with the issue. This evidence described that there was no

significant difference between the two groups. The supervisors were not included in supervisory process and they even they were not got full information about it. Some of the group members raised by saying, they were not heard about whether they supervised or not. The concludes that majority of the teachers and leaders in the Woreda had full information because they had responsibilities to assign teachers, department heads and supervisory committee in the process of the supervision in primary schools of Sebeta Woreda.

Item 6 of Table: 6, above depicted that 153(38.3%) of teachers and 24(80%) of leaders agreed on the item. Whereas 100 (29.1%) of teachers and 6(20%) of leaders disagreed. From the above data, one can understand that Woreda supervisors measures principals' performance by using only limited sources. The average mean value of this issue was (M=3.41) with standard deviation of (SD=1.411) rated low on the variation Woreda supervisors measure teachers and leaders supervisory performance by using only limited resources from school to schools.

4.4: Which supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda?

Table: 7. Respondents view on the supervisory practices significant predict professional developments of teachers in primary schools.

No	Items	R	RN	Agree		Undecided		Disagree		M	SD	p-value
				F	%	F	%	F	%	M	SD	0.15
1	Preparing teachers' mind to accept the development by explaining importance of latest educational issue	T	261	154	5 9	11		96	36.8	2.45	1.00	
		L	30	16	5 3	4	13.3	10	33.3	2.39		
2	Encouraging teachers to be aware of educational issues in order to exchange successful experience with colleagues	T	261	156	59.8	54	20.7	51	19.5	3.36	0.82	0.8
		L	30	19	63.3	-	-	11	36.7	3.06		
3	Encouraging teachers to do self-learning to update their professional experience	T	261	175	67.1		-	86	32.9	3.50	.900	0.28
		L	30	21	70		-	9	30	2.13		
4	Encouraging teachers to pursue higher education programs to raise their academic professional level	T	261	186	71.3		-	75	28.7	4.27	1.321	0.91
		L	30	15	50	5	16.7	10	33.3	2.62		
5	Organizing educational workshops in service training programs, seminars and conferences for teachers.	T	261	203	77.8	-	-	58	22.2	3.31	1.235	0.57
		L	30	12	40	-	-	16	60	3.86		
6	Nominating teachers to attend educational workshops and in –service training to develop professionally	T	261	198	75.7	-	-	63	24.1	3.40	1.512	0.01
		L	30	18	60	-	-	12	40	2.52		
7	Assessing, evaluating, identifying and specifying teachers' professional needs and development	T	261	195	74.7	-	-	66	25.3	3.46	0.98	0.100
		L	30	17	56.7	-	-	13	43.3	3.37		
8	Advising teachers to participate in different courses to update their professional development	T	261	100	38.3	-	-	161	61.7	0.99	2.55	0.029
		L	30	21	70	-	-	9	30	1.19		
		T									2.84	2.849

NB: L=leaders, T=teachers, R=Respondents, NR=No of Respondents, F=Frequency, SD=Standard Deviation, M=mean

Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Neutral, 3.5 – 4.49 = Agree , ≥ 4.5 =strongly agree and p-value at α=0.05

As one can see from item 1, Table: 7, 96(36.8%) of teachers and 10(33.3%) of leaders replied that the instructional supervision in schools were not prepares teachers mind to accept the development by explaining importance of latest educational issue while 154(59%) of teachers and 16(64.1%) leaders shown agreement up on it. According to the table above, the overall mean 2.42 shows the disagreement of the majority of respondents with the issue. Therefore it can be concluded that the instructional supervisions did not prepare any instructional development of teachers in the class room. In this regard, the t-test revealed that the significance level (p=0.15) is greater than 0.05 this shows there is no significance difference between the two respondent groups regarding to the 1st item. This indicates that the instructional supervision prepares teachers mind to accept the development by explaining importance of latest education issue rated neither agree nor disagree on the issue. The interview and document analysis of instructional supervision shows that there was no a well established supervisory practices, well organized formats, weekly, monthly, which includes all the activities that the leaders perform in schools like adult education, action research, implementations of school grant and even CPD. Moreover, there were no pre-supervision meetings and post observation meetings. The researcher concludes that, the instructional supervision prepares teachers' mind to accept the development by explaining the importance of latest educational issue.

On the other hand, the data collected from the WEO and supervisors supervision experts through interview revealed that majority of School supervisors did not regularly identify any instructional limitations of teachers to develop teacher's continuous professional development in the classrooms. They simply conduct the clinical supervision per semester and in many of the secondary schools per year, but did not regularly identify teachers' strength and limitation on instructional matters. This implication showed that supervisors had an opportunity to identify instructional limitations of teachers in the classroom, but they did not regularly identify the limitations of teachers and did not indicate appropriate solutions. The document analysis support this issue as School based supervisors trying to identify instructional limitations of teachers per semester once but did not regularly identify the limitations of teachers and they did not indicate proper solutions how teachers could improve their limitations. Therefore, the findings implied that School supervisors insufficiently identify the strengths and limitations of teachers by conducting classroom observation.

.With regard item 2 of Table: 7, the respondents were asked whether the instructional supervision encourages teachers to be aware of educational issues in order to exchange

successful experience with colleagues was relevant or not.51(19.5%) of teachers and 11(36.7%) leaders were responded that the instructional supervision did not encourages teachers to be aware of educational issues on order to exchange successful experience with colleagues whereas 156 (59.8%) of teachers and 19(63.3%) leaders disagreed on the issue above. The neutral mean value for this item was 3.23 with standard deviation of (SD=1.385), this shows that the criteria which was in schools were not strictly relevant. As well as interview made with supervisors' and more teacher respondents showed that this was no relevant to create awareness about the instructional supervision in their schools.

The data from item 3, of Table: 7, 175 (67.1%) of teachers and 21 (70%) leaders were replied that instructional supervision encourages teachers to do self-learning to update their professional experience. While 86(21.7%) teachers and nine (30%) of leaders were responded that they disagreed. The average mean value= 3.43 with standard deviation 1.2615 rated with partial agreement. This implies that the rating instructional supervisions in the primary schools of Sebeta Woreda. Specifically, the document analysis revealed that the instructional supervision that they were implemented were not specific in terms of time, resource, and the labor force. In addition to this, the interview also strengthen the idea above, there was no specific criteria that the leaders in schools even they added that the number of the criteria from school to school were far apart. From the above data one can observe that, there were no specific instructional supervision encourages teachers in Sebeta Woreda

According to item 4 Table: 7, 75(28.3%) of teachers and 10 (33.3%) of leaders were replied that the instructional supervision encourages teachers to pursue higher education programs to raise their academic professional level were not practical in the study area, to support this view point five (17.2%) of teachers strongly disagreed while 186(71.3%) of teachers and 15(50%) of leaders agreed on the issue. The average mean value = 3.42 with standard deviation 1.155 rated with partial agreement. This implies that the instructional supervision encourages teachers to pursue higher education programs to raise their academic professional level that they operating were practical in the primary schools of Sebeta Woreda. The researcher concludes that there was instructional supervision which encourages teachers to pursue higher education programs to raise their academic professional level in majority of primary schools of the study area.

With regard to item 5 of Table: 7, 58(22.2%) of the teachers and 16(60%) of leaders were responded that the instructional supervision organizes educational workshops in serving

training programs, seminars, and conferences for teachers were not there whereas 203(77.8%) of teachers and 12 (40%) of leaders agreed. The researcher sum up that, the instructional supervision organizes educational workshops in serving training programs, seminars, and conferences for teachers what they have been done in bringing student's achievement and teacher's motivation in their work.

The data from item 6, Table: 7, 63(24.1%) teachers and 12(40%) of leaders replied that they disagreed while 198 (75.7%) of teachers and 18 (60%) of leaders answered that they agreed on the issue and the rest 31(15.6%) of the respondents strongly disagreed with the idea. The mean value of the responses (M=2.96) with standard deviation of (SD=1.512) shows instructional supervision not nominates teachers to attend educational workshops and in service training to develop professionally. This indicates that there was no relationship between the responses of the two groups.

Item 7 on Table: 7, was intended to see if instructional supervision assess, evaluate, identifies, and specifies teachers' professional needs and development or not. Accordingly, 66 (25.3%) of teachers and 13 (43.3%) leaders responded that they disagreed. Whereas 194(74.7%) of the teachers and 17(56.7%) of leaders showed their agreement. The mean value of the responses (M=3.528) with standard deviation of (SD=1.268) shows somewhat positive assessment about the issue. The researcher concludes that, instructional supervision not assesses, evaluates, identifies, and specifies teachers' professional needs and development in many schools of the Sebeta Woreda primary schools.

With regard to item 8 Table: 7, 161(61.7%) of teachers and 9 (30%) of leaders were replied that the instructional supervision advices teachers to participate in different courses to update their professional development were not practical in the study area, to support this view point five (17.2%) of teachers strongly disagreed while 100(38.3%) of teachers and 21(70%) of leaders agreed on the issue. The average mean value = 3.42 with standard deviation 1.155 rated with partial agreement. This implies that the instructional supervision advices teachers to participate in different courses to raise their academic professional development that they operating were practical in the primary schools of Sebeta Woreda. The researcher concludes that there was instructional supervision which encourages teachers to pursue higher education programs to raise their academic professional level in majority of primary schools of the study area.

4.5. What are the major challenges that affect School supervisors and professional development while implementing in the School

Table: 8. Respondents view on the Challenges that affect School Supervisors and teachers' professional development while implementing in the schools

No	Items	Respondents	N	M	SD	Df	P	T
1	Lack of strategic and short term plan to implement School based supervision	School leaders	30	3.94	1.06	94	.82	.23
		Teachers	261	3.76	1.13			
		Total	291	3.86	1.12			
2	The supervisors are overloaded with classroom activities and rushing to cover the Cpd course	School leaders	30	3.82	.82	94	.30	1.05
		Teachers	261	3.81	1.13			
		Total	291	3.82	1.09			
3	School based supervisors teaches the same credit like ordinary teachers	School leaders	30	3.67	.90	94	.34	.96
		Teachers	261	3.70	1.07			
		Total	291	3.68	1.05			
4	Lack of adequate training system on the practices of School based supervision	School leaders	30	3.96	.51	94	.07	1.87
		Teachers	261	3.97	.56			
		Total	291	3.97	.56			
5	Inadequate pre-service and in service training	School leaders	30	3.94	.52	94	.001	14.52
		Teachers	261	3.76	.67			
		Total	291	3.85	1.16			
6	Supervisors attitude towards supervision work	School leaders	30	3.92	.49	94	.001	11.00
		Teachers	261	3.93	.80			
		Total	291	3.93	1.14			
7	Ability to conflict resolution and performance counseling	School leaders	30	3.88	.51	94	.001	13.50
		Teachers	261	3.96	.65			
		Total	291	3.92	1.08			
8	Inadequate attention given to supervision service	School leaders	30	3.89	1.16	94	.001	7.11
		Teachers	261	3.91	.91			
		Total	291	3.9	1.17			
9	Lack of clear direction from Woreda Education experts.	School leaders	30	3.84	.80	94	.98	.03
		Teachers	261	3.94	4.64			
		Total	291	3.89	4.27			
10	Lack of cooperative, honest, friendly and collegial relationship.	School leaders	30	3.87	.49	94	.001	11.00
		Teachers	261	3.85	.80			
		Total	291	6.86	1.14			

As it can be observed from item 1 - 10 of table: 8, teachers and educational leaders with = 3.94, SD=1.020) and (=3.76, SD=1.003) mean scores and standard deviation respectively agreed that, lack of strategic and short term plan to implement School based school supervision was a challenge to supervisors in School based supervision.

This confirms the views of Carron and De Grauwe (1997) that advisers, supervisors and other staff need planning because effective planning in any activity helps to implement it effectively, but they didn't plan it. According to interview conducted from both Woreda and zone education experts, whatever pattern of supervision procedures, supervisors (advisers, inspectors or other such staff), need regular planning but they were seldom plan for School

based supervision. The overall mean 3.85 agreed with the idea. The test revealed that the significance level (p=0.109) is greater than 0.05. This indicated that there is no statistically significance difference of responses

In table: 8, above item 2, teachers and educational leaders with (=3.82, SD=1.129) and (=3.81, SD= 1.081) mean scores and standard deviation respectively indicated that School based supervisors were overburdened with many tasks. The t-test revealed that the significance level (p=0.065) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly during interview the participants indicated that School based supervisors were currently overburdened with many tasks. Therefore, almost all of the informants who participated in the interview expressed that having work load was the major problem of School based supervision. One of the interviewee said that:-

"Since most of our school based supervisors were having a teaching load more than 18 periods a week, it is impossible to provide School based supervision service to teachers effectively. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers." Therefore, based on the response of majority, it is possible to conclude that having big workload hindered school based supervisors to implement the School based supervision activities effectively and efficiently.

As it can be described in item 3 of the same table: 8, above, respondents were inquired to indicate their level of agreement regarding on supervisors teaches the same credit with other ordinary teachers. Teachers and educational leaders with (= 3.67, SD=1.223) and (=3.70, SD=0.970) mean scores and standard deviation respectively agreed that School based supervisors has been teaching the same credit like other ordinary teachers.

The t-test revealed that the significance level (p=0.090) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Furthermore, the result obtained from interview confirmed that most School based supervisors taught 18 periods in average per week and MoE (1994) confirmed that big work load of members of School based supervisors affects the practice of School based supervision, because shortage of time hinders provision of adequate supervision. Therefore, from result obtained it is possible to suggest that School based supervisor teaches the same credit like other teachers. So, they were not support teachers as possibly by using their maximum efforts.

Although, MoE,(1994:6) indicated that the education and training helps in bringing-up human power to play a great role and take countrywide responsibility having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large, = 3.97, SD=0.976) and (=3.96, SD=0.853) mean scores respectively agreed that School based supervisors had lack of adequate training system concerning internal supervision. The t-test revealed that the significance level (p=0.835 is greater than 0.05. This indicated that there is no statistically significance difference of response. The qualitative data obtained from interview also supported the idea that School based supervisors had no adequate training system in the school. They said that most of the time, training given was for supervisors at Woreda and zone level but not for School based supervisors.

As the same table: 8, item 5, teachers and educational leaders with = 3.94, SD=1.020) and (=3.76), SD=1.003) mean scores and standard deviation respectively indicated (agreed) that the absence of preserves and in-service training was a challenge to supervisors in School based supervision. This confirms the views of Carron and De Grauwe (1997) that advisers, supervisors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff), need regular training but they were seldom provided with pre-service or in-service training. The t-test revealed that the significance level (p=0.109) is greater than 0.05. This indicated that there is no statistically significance difference of responses.

As responses to item 6 in the same table: 8, all the teachers and educational leaders with (= 3.92, SD=0.978), (=3.93, SD=0.973) mean scores and standard deviation respectively indicated (agreed) that the attitude of supervisors towards supervision work was a challenge to School based supervision. This supports Oliva and Pawlas's (1997) perception that some School based supervisors as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. Some respondents in Rous" (2004) study expressed feelings of fear and disappointment, which were associated with the use of criticism by School based supervisors. The supervisors' criticisms were reported to have stifled the teachers" use of innovative practices. Similar studies conducted in Ghana have shown that frequent visits to classrooms are necessary to improve teachers' time-on-task. The t-test revealed that the significance level (p=0.167) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly during interview the participants indicated that,

(agreed that) the attitude of supervisors towards supervision work was a challenge to educational supervision.

As the same table: 8, item 7, all the teachers, School based supervisors and the interviewee with (= 3.88, SD=1.016) and (=3.92, SD=0.878) mean scores and standard deviation respectively agreed that lack of ability to conflict resolution and performance counseling towards supervision work was a challenge to School based supervision. The t-test revealed that the significance level (p=0.400) is greater than 0.05. This indicates that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that lack of ability to conflict resolution and performance counseling towards supervision work was a challenge to internal supervision.

Regarding to item 8 above table: 8, the teachers and educational leaders with (= 3.91, SD=0.937), (=3.89, SD=0.944) mean scores and standard deviation respectively agreed that in adequate attention given towards supervision service was a challenge to School based supervision. The t-test revealed that the significance level (p=0.166) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that in adequate attention given to towards supervision service was a challenge to School based supervision.

In table: 8, item 9, the teachers, School based supervisors with (= 3.84, SD=1.017) and (=3.90, SD=0.867) mean scores and standard deviation respectively agreed that lack of clear direction from WEO supervision experts was a challenge to School based supervision. The t-test revealed that the significance level (p=0.183) is greater than 0.05. This indicated that there is no statistically significance difference of responses. In the same way, during interview the respondents informed that lack of clear direction from WEO experts was a challenge to School based supervision.

Regarding to item 10 of table: 8, =3.85, SD=1.051) and (=3.87, SD=0.899) mean scores and standard deviation respectively indicated that lack of cooperative, honest, friendly and lack of collegial relationship with and among teachers was a challenge to school based supervision. Pajak (2010) pointed out that good supervisors are those who are capable of communicating with teachers to bring professional improvement. Hence, it can be said that lack of cooperative, honest, friendly and collegial relationship is a problem related to supervisors that affect School based supervisory practices in the study area.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDAIONS

5.1. Summary of the Major Finding

The findings reported in chapter four summarized along the following themes that reflect the research questions. The Practices of instructional supervision was important to provide pedagogical and professional support to teachers by bringing in-school supervision. Thus, instructional supervisors are responsible to provide support. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of the study was to examine the practices of instructional supervision and professional development in Sebeta Woreda in primary schools and recommending possible solutions. The study also tried to answer the following basic research

1. Which supervisory practices are effectively practiced in primary schools of Sebeta Woreda?

2. What is the current status teacher's professional development in primary schools of Sebeta Woreda?

3. Which supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda?

4. What are the major challenges that affect School supervisors and professional development while implementing in the School

To this effect, the study was conducted in Sebeta Woreda Primary Schools. Accordingly, 30 schools leaders, and 261 teachers were included using census and simple sampling techniques. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using frequency, percent, mean scores and standard deviation. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

1. Based on the findings of the study, the majority of teachers, principals and supervisors responded that majority of the respondents replied that the type of supervision practiced was not the needs of the schools in primary schools of Sebeta Woreda. The average mean value of the two groups which means the teachers 2.89 and leaders with

average mean value =2.82 with standard deviation 1.146.This shows that the current supervisory methods are not the most appropriate form of supervision for the needs of the school. It infers that, the current supervisory practices were not the most appropriate form of supervision for the needs of the school in order to improve teacher's knowledge and skills. Also 131(50.2%) teachers and 17(56.7 %) of leaders replied that training and guidance were not practiced in school activities and they were strongly disagreed on the issue while 92(35.2) of teachers and eight (26.7) leaders were showed agreement on the item. This infers that training and guidance were not dominantly practiced in school activities. The mean value of teachers (M=2.67) and leaders were 3.24. This indicates that there was no neither agreement nor disagreement on the item. The mean scores calculated from both respondents indicated that the practice was done inefficiently but there were trying to facilitate experience sharing programs. High experience sharing between teachers helps to identify their limitations and strength their good work, so, it is very important to minimize the teachers' instructional limitations.

2. The findings of the study confirmed that, the current status teacher's professional development in primary schools of Sebeta Woreda were insufficient. As the average of the respondent shows 130(49.8%) of teachers and 10(33.3%) of leaders were asked that whether teachers have their own performance records and means to supervise them or not. They responded that there were no any records regarding teachers' activities in the schools. Whereas 84 (32.2%) of teachers and 20 (66.7%) of leaders agreed. The average mean value of the item was (M=4.271) and standard deviation=1.222 shows that respondents disagreed with the issue. As a result, the researcher is possible to say that, in many of the primary schools of Sebeta Woreda, teachers did not have their own supervision records in the schools. At the same time, 163(62.4%) of teachers and 6 (20%) of leaders replied that, teachers who involved in supervisory practice and know about the what, why, when, of the supervision practiced was not continuously implement and they didn't know what, why, and when the supervision carried out While 98 (37.5%) of teachers and 24 (80%) of leaders agreed on the issue. The average mean value of the item was (M=3.8) and standard deviation=1.136shows that respondents neither agreed nor disagreed with the issue.

3. The findings underscored that; the supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda were in sufficient. As the average of the respondent shows 58(22.2%) of the teachers and 16(60%) of leaders

were responded that the instructional supervision organizes educational workshops in serving training programs, seminars, and conferences for teachers were not there whereas 203(77.8%) of teachers and 12 (40%) of leaders agreed. The researcher sum up that, the instructional supervision organizes educational workshops in serving training programs, seminars, and conferences for teachers what they have been done in bringing student's achievement and teacher's professional development in their work. 63(24.1%) teachers and 12(40%) of leaders replied that they disagreed while 198 (75.7%) of teachers and 18 (60%) of leaders answered that they agreed on the issue and the rest 31(15.6%) of the respondents strongly disagreed with the idea. The mean value of the responses (M=2.96) with standard deviation of (SD=1.512) shows instructional supervision not nominates teachers to attend educational workshops and in service training to develop professionally.

4. The findings of the study revealed that; teachers and educational leaders with (=3.82, SD=1.129) and (=3.81, SD= 1.081) mean scores and standard deviation respectively indicated that School based supervisors were overburdened with many tasks. The t-test revealed that the significance level (p=0.065) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly during interview the participants indicated that School based supervisors were currently overburdened with many tasks.

Therefore, almost all of the informants who participated in the interview expressed that having work load was the major problem of School based supervision. One of the interviewee said that:- "Since most of our school based supervisors were having a teaching load more than 18 periods a week, it is impossible to provide School based supervision service to teachers effectively. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers." Therefore, based on the response of majority, it is possible to conclude that having big workload hindered school based supervisors to implement the School based supervision activities effectively and efficiently.

5.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The evidences allow the researcher to conclude that; supervisory practices are do not effectively practiced in the primary schools of Sebeta Woreda and do not indicate

solution. As a result the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Therefore, from the above results one may conclude that supervisory practices are practiced ineffectively. Thus, Teachers, who are the main actors in the process of teaching and learning, have individual differences in their competence, need, temperament, action and the likes. Thus, while organizing the functions of supervision in schools, it is difficult to get better supervisory results without using the different options of supervision by considering the individual difference among them. This may reduce the effectiveness of students" achievement, teachers" professional development as well as the schools goal achievement.

2. Based on the findings, the current status teacher's professional development in primary schools of Sebeta Woreda were insufficient and do not indicate solution. Didn't create awareness of what, why, how of supervision practiced, there's no one of the teachers own supervision records and means to develop their professional development. Accordingly, from the above findings, one may conclude that, the current teacher's professional development were not properly assisted and supported by instructional supervisors. So, instructional supervisors did not arrange induction training for beginner teachers and did not properly design various interventions to assist teachers to reduce their instructional limitations.

3. In addition, the result of the study showed , the supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda were insufficient and do not indicate solution. Didn't support teachers to conduct action research on pedagogical skill improvement of teachers; do not facilitate short term training to teachers continuously; do not advice teachers to use model effective teaching methods and do not encourage them to motivate students and do not create competition among teachers by designing different evaluation programs on pedagogical skill improvement. From the above findings, one may conclude that, supervisory practices significant did not predict professional development of the teachers.

4. Finally, the findings of the study indicate that; instructional supervisors were overburdened with multiple tasks; taking this reality in mind, one may conclude that, instructional supervisors were overburdened with other tasks in the school; they teaches the same credits like other teachers; teachers do not accept their limitations

positively; instructional supervisors do not have financial allowances and not authorized to take remedial actions; do not supported by WEO experts; do not have available resources and do not have enough instructional guidelines to support teachers efficiently. One may conclude that, teachers expect a lot of support from instructional supervisors, as they had great experience and better skill, so, they should be committed to help and support teachers rather reasoning out many challenges as they mentioned. Therefore, the WEO take account the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment, instructional supervisors have many challenges to properly practice instructional supervision in the school.

5.3 Recommendation

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practices of instructional supervision and teacher's professional development in primary school of Sebeta Woreda.

1. The findings of the study revealed that, supervisory practices are do not effectively practiced in the primary schools of Sebeta Woreda and do not indicate solution. To this end, Sebeta special need education teachers College, Woreda education office, special Zone education department and the region in collaboration with schools and other voluntary organizations must provide training for instructional supervisors on the supervisory practices effective nesses.

2. The findings of the study revealed that, the current status teacher's professional development in primary schools of Sebeta Woreda were impeded with many problems. Therefore, it is recommended that Sebeta special need education teachers College, Woreda education office must; arrange CPD training for teachers; facilitate experience sharing between teachers; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research on the specified teachers' professional development. The Oromia Region Education Bureau Supervision and MOE supervision manuals pointed out that school based instructional supervision is organized to enhance teachers' professional development to promoting students learning

3. In addition, the result of the study showed that, the supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda

were insufficient and do not indicate solution. It is suggested that, Sebeta special need education teachers College, Woreda education office, special Zone education department and the region in collaboration with schools and other voluntary organizations must provide training for instructional supervisors on the specified supervisory practices sigficant predict teachers' professional deployment.

4. Finally, the findings indicated that, instructional supervisors are overburdened with many tasks. Therefore, school based supervision was not effectively well organized and implemented. They must effectively support teachers and had high responsibility than teachers to support instructionally. It is recommended that, teachers expect a lot of professional support from them; as they had great experience and better skill; they must be committed to help and support teachers rather reasoning out many challenges as they mentions. Of course, the WEO take parts the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment.

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JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Leaders and Teachers

Dear respondents: The purpose of this questionnaire is to collect relevant data on the study titled 'The practices of instructional supervision and teacher's professional development in primary school of Sebeta Woreda of Oromia Special Zone". Since your responses are vital for the success of the study, you are kindly requested to read all questions and fill the questionnaire genuinely. Be sure that your responses will be used for academic purpose only and information will be strictly confidential and kept only with the researcher.

I. General Directions

1. You do not need to write your name on the questionnaire;

2. Read all the instructions before attempting the items in the questionnaire;

3. There is no need to consult others to fill the questionnaire;

4. Please, use a tick mark "√" to choose one of the suggested scales.

For the short questions write your opinion in brief on space provided for you.

Thank you for your cooperation!

Part One: Background Information

Indicate your response by using a tick mark (√) in the box provided or by giving short answers on the space provided.

1.1. School_____

1.2. Sex: Male   ☐   Female   ☐

1.3. Age: <20 ☐   20 – 25 ☐   26-30 ☐   31-36 ☐   above 37   ☐

1.4. Work experience: 1-5 years ☐ 6-10 year's ☐   11-15 years ☐   16-20 years ☐
21-25 year's   ☐   above 26 years   ☐

1.5. Type of School: Government School   ☐   Private School   ☐

1.6. Educational background: Diploma ☐ First Degree ☐ Second Degree ☐ other

☐

1.7. Current work position: Teachers   Principal s Leaders   ☐

1. 8. Supervision of my teaching is conducted by: principal ☐ vice-principal ☐ department head   ☐   superintendent/inspector   ☐ others   ☐

Part Two: Please, Respond to the following rating scale questions based on the   table.

In the following table, there are items which describe as the practices of instructional supervision and professional development. So, read each item and express your feeling based on your practical observation whether these items show the real practice of perceptions regarding actual supervisory practice design at your school or not by choosing. N.B 5=Strongly Agree (SA), 4=Agree (A), 3= Undecided), 2= Disagree (D) or 1=Strongly Disagree (SD) Use "√" mark under the scale you choose in the table corresponding to each item

Table: 1. Supervisory practices are effectively practiced in primary schools of Sebeta Woreda

No	Items	Scales				
1	The current supervisory/method is the most appropriate form of supervision for the needs of the school	5	4	3	2	1
2	The Clinical supervision style dominantly practiced					
3	Training and guidance					
4	The Cognitive development					
5	The practice of Democratic supervision					
6	Portfolios records of teachers					
7	Monitoring day to day activities					
8	Professional growth plans					
9	Supervision of teachers are stressful					
10	Supervisions are necessary					

In the table below, there are items which describe about how often *Woreda* supervisors, *Woreda* education workers, and department heads and involved in supervisory practice as well as to what extent they are knowledgeable, skillful and are aware of their roles and responsibilities in supervision. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly

Disagree (SD). Use "√" mark to write in the table corresponding to an item described below.

Table: 2.The the current status teacher's professional development in primary schools of Sebeta Woreda

No	Items	Scales				
1	Supervisors have appropriate knowledge about supervision	5	4	3	2	1
2	Teachers are aware of the what, why, how of supervision practiced					
3	Teachers have their own supervision records and means to develop their professional development					
4	Teachers who involve in supervisory practice and know about the what, why, when of the supervision practiced					
5	Teachers and school principals have full information about supervisory practice which can help then to develop their professional development					
6	Woreda supervisors measure principals and teachers supervisory performance by using only limited sources.					

The questions in this section are intended to provide information regarding your past experiences with supervision and what the ideal supervision should be. Please, keep in mind that you are asked to respond to these questions according to how you feel at this time in your career. For each of the following statements about practices of supervision, please mark the circle that indicates the frequency of supervisory approaches.

1. Strongly Disagree 2.Disagree3.Partially Agree 4. Agree 5. Strongly Agree

Table: 3.The supervisory practices significant predict professional developments of teachers in primary schools of Sebeta Woreda

No	Items	Scales				
1	Prepares teachers' mind to accept the development by explaining importance of latest educational issue	5	4	3	2	1
2	Encourages teachers to be aware of educational issues in order to exchange successful experience with colleagues					
3	Encourages teachers to do self-learning to update their professional experience					
4	Encourages teachers to pursue higher education programs to raise their academic professional level					
5	Organizes educational workshops in service training programs, seminars and conferences for teachers.					
6	Nominates teachers to attend educational workshops and in –service training to develop professionally					
7	Assess, evaluates, identifies and specifies teachers' professional needs and development					
8	Advices teachers to participate in different courses to update their professional development					

In the table below, there are items which describe about how often *Woreda* supervisors, *Woreda* education workers, and department heads and involved in supervisory practice as well as to what extent they are knowledgeable, skillful and are aware of their roles and responsibilities in supervision. So, answer the items based on your practical observation. N.B 5=Strongly Agree (SA), 4=Agree (A), 3=Partially Agree (PA), 2= Disagree (D), 1=Strongly Disagree (SD). Use "√" mark to write in the table corresponding to an item described below.

Table: 4.The major challenges that affect School supervisors and professional development while implementing in the School

No	Items	Scales				
1	Lack of strategic and short term plan to implement School based supervision	5	4	3	2	1
2	The supervisors are overloaded with classroom activities and rushing to cover the Cpd course					
3	School based supervisors teaches the same credit like ordinary teachers					
4	Lack of adequate training system on the practices of School based supervision					
5	Inadequate pre-service and in service training					
6	Supervisors attitude towards supervision work					
7	Ability to conflict resolution and performance counseling					
8	Inadequate attention given to supervision service					
9	Lack of clear direction from Woreda Education experts					
10	Lack of cooperative, honest, friendly and collegial relationship					

1. How would you improve upon the supervisory process as you have experienced it?
   _____

2. How should supervision differ for teachers as opposed to more experienced teachers?
   _____

3. What approaches to supervision should be used for teachers experiencing difficulties?
   _____

4. What in your opinion should be the practices supervision and professional development
   _____?

5. How can the supervisory process provide more effectively for your professional development?
   _____?

THANK YOU FOR YOUR COOPERATION

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions for principals, and supervisors related to the practices of Instructional supervision and teachers professional development in Sebeta Woreda primary schools

I. General Direction

The purpose of this interview is to collect relevant data on the study titled   explore the practices of Instructional supervision and teachers professional development in Sebeta Woreda primary schools. Since the data which the researcher is going to collect using this interview are vital for the success of the study to get deep information about the Supervision and professional development, concerned school principals and   Woreda government primary schools   are kindly requested to answers the interviews.

1. How do you express the supervision practices and professional development in your school?
2. What do you think about the supervision employed in your school?
3. How do you express the capabilities of supervisors in relation to the supervision and professional development in your school?
4. What are the major problems and possible solutions related to the practice of supervision and professional development in your school?

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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Guiding questions for consulting documents related to the practices of instructional supervision and professional development.

General Direction

The purpose of this checklist is to collect relevant data on the study titled Practices of supervision and professional development in primary Schools of SebetaWoreda. Since the data which the researcher is going to collect using this instrument are vital for the success of the study, the concerned school personnel are kindly requested to show all the documents which the data collector asks them to do so. Be sure that the data will be used for academic purpose and information will be strictly confidential and kept only with the researcher.

II. The Profiles of the School

Name of the School_____.

III. Guidelines for document Analysis

1. The presence of separate supervision format in each, month, year.

2. The presence of school observation plan of supervision and professional development

3. The presence of pre-supervision on meetings properly documented

4. Regarding documents which show post observation

5. Concerning checklists for follow up of school observation and portfolio works

6. Feedbacks given for each teacher are properly documented

7. The presence of rewards given for better performing teachers properly documented

8. Concerning documents which show disciplinary measures taken based on the results of professional development in each school

9. Personal portfolios documents of teachers, principals regarding their supervision results given by, Woreda supervisors