Impact of Educational Supervision Practices on Professional Development of Teachers in Preparatory Schools of Kafa Zone

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IMPACT OF EDUCATIONAL SUPERVISION PRACTICES ON PROFESSIONAL DEVELOPMENT OF TEACHERS IN PREPARATORY SCHOOLS OF KAFA ZONE

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DECLARATION

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ACRONYM

CPD -Continuous Professional Development

CSA- Central Statistical Agency

KM- Kilo Meter

MoE- Ministry of Education

PTA- Parents Teachers Association

QAS- -Quality Assurance and Standards

REB- -Regional Education Bureau

SNNPR- -- Southern Nations Nationalities and PeopleRegional state

SPSS- Statistical Package for Social Science

WEO- Woredas Education Office

ZED- -Zonal Education Department

Abstract

The purpose of this study was to assess the impact of educational supervision practices on professional development of teachers in preparatory schools of Kaffa Zone.In order to achieve the research objectives, a descriptive research design with quantitative qualitative methods were used. A sample of 91 teachers of preparatory schools and 28 educational leaders (supervisors, principals and WEO) from four schools participated in this study. Four schools were purposefully selected as sample. The data were collected through questionnaire, FGD and semi-structured interview. Then it analyzed and discussed quantitatively and qualitatively. Based on the analysis of the data, it wasfoundand concluded that teachers had no common understanding about the contribution of educational supervision to the development of teachers' profession. While many teachers had sufficient recognition about the relationship of educational supervision and their professional development, some of them did not. This indicated that the teachers had the theoretical gap of understanding the contribution of educational supervision to the development of teachers' profession. The result of the study also depicted that the educational supervision procedures were not appropriately applied in the schools. The teachers did not get significant support from the supervisors. In addition, the result of the study revealed that the current educational supervisors lack such qualities as cooperativeness, creativity, and innovativeness. According to the findings of the study, the major challenge for the implementation of educational supervision were lack of commitment from supervisors and teachers, lack of awareness and lack of cooperation. Based on the findings, it was recommended that supervisors would promote the contribution of educational supervision by providing its theoretical and practical concept, create awareness among teachers. Supervisors advised to give constructive feed-backs, different trainings, experience sharing programs and workshops.The principals, WEO and other stakeholders had betterto provide some financial supports and increase the number of supervisors so as to solve the shortage of man power.

Key words*: Profession, facilitation,training, feedback, development*

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is the tool used for developing human skills and knowledge. The objective of education is to equip students with knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large (Todaro, 2006). Barro (2006) has further mentioned that education with higher quality fosters the economic growth and development of a nation. According to Sullivan and Glanz (2007), a nation which properly educates its children is investing for its future development. As likely in developing countries, Ethiopia, education has been given great attention because it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management (Aggarwl, 1985).It is also the building block of any nations' socio-economic, cultural, religious and political development (Ikegbusi & Iheanacho, 2016). So, schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to get their vast outcomes and dreams through instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools.

According to Sullivan & Glanz (2005), educational supervision has the potential to improve classroom practices, and plays great role to student success through the professional growth and improvement of teachers. They also argued that supervision is a co-operative course in which supervisors and teachers participate in discussion for the purpose of improving instruction which logically should contribute in to students' improvement on learning and reach in to success. Thus educational supervision differentiates intent of every teacher's and give feedback rapidly for each teacher based on their need and become successful by developing teachers profession and their salary scale. Supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process (Sullivan & Glanz: 2005).

Modern demands of teaching methodology require teachers to undertake life-long development in their profession to update and upgrade their knowledge and skills to improve their teaching supply. For teachers to maintain a continuous development in their profession they must undertake a lot of effective professional activities either individually or in groups through professional development strategies including study groups, peer-coaching, action research, mentoring, teaching portfolios, team teaching, and in-service training (Hismanoglu, 2014). New approaches of teaching include those that emphasize high order thinking skills, metacognition, constructivists approaches to learning and understanding, brain-based learning, co-operative learning strategies, multiple intelligence, and the use of computer-based and other technology that help students to gain access to information independently and it is argued that teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development. The quality of education cannot be improved by only adding more resources into the system. It also calls for effective management of these resources at the school level, ensuring an effective system of professional supervision, and preventing the deterioration of essential support structures for teachers. Through quality collaboration, teachers could move from their subjectivity and draw some conclusions about their experiences and views. This makes educational supervision, which is a co-operative problem-solving process that is a crucial concept in the professional development of teachers (Hismanoglu, 2014)

To achieve the goal of supervision, supervisors of instruction generally advice, assist and support teachers (Harris, 1998) by considering many goals in order to develop teachers profession. These goals include buildup teachers' ability on teaching learning process, material selection, new skill development and leading to know the general/main idea of the course; introducing new teachers with their profession; supporting cooperative work for the purpose of reach in to common success and target; based on appropriate plan and evaluation improve students status/ability and quality of education; to satisfy teachers by their work based on their continuous skill evaluation and differentiating teachers limitations and give solutions for such limitations; saving human resource and enables school community to understand the status of schools' and play a great role on the success of plan. Supervision in the school system mainly focuses on the whole school improvement and quality of education given to the students in order to get successful students. Supervision is the process in which supervisors provide professional

support for the school principals and teachers to strengthen the teaching and learning process (MoE, 2002). It is noted that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support (Blasé, et al., 1998).

Generally, Teachers in preparatory schools of Kafa zone viewed educational supervision as imparting positive influence on teacher professional development and effectiveness. In other words, both internal and external supervision of instruction have significant influence on the effectiveness and professional development of teachers in preparatory schools of Kafa zone. Therefore, the adoption of internal and external supervision is cost effective and should be effectively utilized to optimal benefits in the educational system, for the improvement of teaching and learning process that leads students to successand reach their goal.

1.2 Statement of the problem

School supervision services, which occupy central position in the management of education, have existed for long time at all levels of school structure. The achievement of educational goals is influenced by the degree of the performance of professional teachers, administrators, students and the society at large. Educational systems rely on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners(Netsanet, 2014).

Educational supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In this way, educational supervisors, Woredas, Zonal and Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2009). It has been useful to monitor and promote instruction by enhancing the quality of teachers and performance of learners (Goker, 1998). This mean supervision plays significant role in teaching- learning process. However, currently, teachers were not well treated on the day to day activities and this made teachers less competent and less performers. Similarly, MoE (2015) mentioned that, the educational supervision at school level were not able to solve teacher's problems by identifying the strengths and limitations of teachers in the classroom. Sometimes educational supervisors 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 based supervisors for improvement of their

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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 educational supervision (Giordano, 2008).

From the researcher's observation and experience of teaching and supervision for more than 20 years, however, the researcher has noticed that many teachers did not have the interest and need to be observed or cooperate with supervisors. Due to this teachers were complaining that educational supervisors were working not for the improvement of teaching- learning process as it is to be. That was why most of the result of students around the study area was below the expected. Different studies had been done and found related problems. For instance, Getachew, (2001) and Million, (2010) have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for responsible bodies as well as teachers who are supposed to carry out supervisory activities at school level. Moreover Zewuditu (2018) conducted a research on the practices of school based supervision in government secondary schools of East Wollega zone. Her finding showed that there were insufficient induction training for beginner teachers, absence of facilitating experience sharing program among teachers and absence of expanding best practice of teaching methodology among school were the problems of school based supervision.

To the best of the researcher's knowledge no studies have been carried out in relation to supervision and teachers' professional development. Whereas, such a study can be worthwhile to find out if the innovations bring the intended changes in the actual providing educational supervision practices for the attainment of the stated professional objectives. Therefore, this study attempted to investigate the impact of educational supervision on professional development of teachers in preparatory schools of Kafa zone and also identify the factor that the practice of educational supervision. Thus, this study intends to answer the following basic questions:

- What is the contribution of educational supervision to the professional development of teachers in preparatory schools of Kaffa Zone?

What33sz procedures of educational supervision are employed by supervisors in relation to teacher professional development in preparatory schools of Kaffa Zone?

- What factors affect the practice of educational supervision in preparatory schools of Kaffa Zone?

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study is to investigate the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone.

1.3.2 Specific Objectives

- To assess the contributions of Educational supervision to the professional development of teachers.
- Explore the procedures of educational supervision employed by supervisors in relation to teacher professional development.
- Identify factors that affect the practice of educational supervision practices on teachers' professional development in preparatory schools of Kaffa Zone.

1.4 Significance of the study

The study is significant in clearly showing the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone.

- The primary benefit of the study goes to teachers of preparatory schools. It provides the opportunity to themto get supports from supervisors regarding their professional development.
- It helps supervisors to provide different training and professional development opportunities to the teachers
- It provides information on problems on plan dependent education delivery system to the supervisors.
- It helps other researcher as a source for further study and also it helps the researcher to gain insight on how to conduct additional research.

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- Furthermore, it serves as an input for different levels of educational experts to know the current impact of educational supervision practices on professional development of teachers in preparatory schools.

1.5 Scope of the study

This study was conducted in 4 woredas of Kaffa Zone, with focus on investigating the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone. This study was delimited to assessing the impact of educational supervision practices on professional development of teachers. The study gave due emphasis to how teachers internalize the school-based supervision , assess the various supervisory options mostly applied by the supervisors in the school , the procedures of classroom observation used in the school, how and to what extent the school-based supervisors discharge their responsibilities and factors that affect school-based supervision practices. Due to the location of the schools and dispersed settlement, this study was delimited to the 4(33.33%) out of 12 preparatory schools of the specific Zone.

1.6 Limitation of the study

It should be stated that the study had gone through time, money and other resource constraints. Another apparent limitation was that most of the preparatory schools principals, unit leaders; teachers and woredas supervisors left their school for different reasons most importantly COVID-19 during the time of data collection. Some of them were unwilling to fill in and return the questionnaire within the required time. It is believed that the study might have been more reliable if it was possible to increase the size of the number of the sample schools and number of teachers since the larger the sample size is, the better the reliability. However, an effort was made to get support for duplication of data gathering tools. Similarly, possible agreements were made after discussion to ensure the reliability of the study in spite of these limitations.

1.7 Definition of Key terms

Profession: a type of job that requires special education training or skill

Preparatory school: A school system involves education from grade 11-12(2nd cycle or secondary school) (MoE 1994).

Training: a process by which someone is taught the skills that are needed fo an art, profession or job

1.8 Organization

This work is organized in five chapters, Chapter one is an introductory chapter, where the background to the study is presented. Here the reasons for carrying out this study were discussed. Objectives of the study and research questions are also mentioned. Finally, the chapter operationalizes the terms before outlining what constitute the thesis.

Chapter two is the literature review. Here concepts and definitions of educational supervision and various studies related with theories of supervision were presented. Chapter Three describes in detail the procedures and methods that were used in collecting and analyzing data from the primary and secondary sources. The aspects discussed in here include, research approach, a design of the study, methods of data collection. Other aspects involve issues of sampling the research site, population, techniques used in sampling, the size of the sample and data analysis process. Chapter four focuses on analysis and presentation of both quantitative data from the questionnaires as well as qualitative data from the interview, FGD. Before directly presenting the data for research questions, an introductory part outlines an important features and organization of the chapter. Moreover, in this phase quantitative and qualitative results were integrated Chapter five is the final chapter and is all about summary of the findings according to the research questions, conclusions and recommendations for improvement and for further actions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Supervision

The term supervision is derived from the word 'super-video' which means to oversee (Adepoju, 1998). 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 organizations (Nyarko, 2009)and for (Segun, 2004) the importance attached to school supervision in modern educational systems requires a lot of attention because many people are currently more conscious than in the past about the essence of education. Supervision is also a combination or integration of processes, procedures and conditions that are intentionally designed to advance the work effectiveness of individuals and groups. According to (Fischer, 2005)supervision should assist in the organization and implementation of curriculum programs for the learners. Supervision should help the school to develop good understanding with the neighboring communities. Supervision should help to interpret and clarify government policies and must be adequately provided for in the school annual budget.

The work of officers at the Ministry's Quality Assurance and Standards (QAS) Department is often troubled by many performers that include inadequate legal provision, which limits the enforcement of inspection reports, inadequacies in requisite skills, lack of definite staff development policy and inadequate budgetary allocations and tools. The capacity of management authorities such as Boards of Governors and Parents Teachers Associations (PTAs) is under consideration.

Supervision helps teachers supply the latest research findings on education, relevant to their teaching. The ultimate goal of supervision is to achieve an improvement in the quality of learning by the students. (Grimmett, P.P, 1996) Define supervision as that dimension or phase of educational administration which is concerned in improving effectiveness. Supervision in education is regarded as a service to teachers and learners both as individuals and groups. It is regarded as a means of offering specialized help in improving instructions. Based on ideas of (Ogumsanji, 1983)the ultimate goal of supervision is improving instructions for providing better education. Supervision is a way of stimulating, improving, refreshing, encouraging and

overseeing certain groups with an expectation of seeking their cooperation. It is essential practice of monitoring the performance of school staff noting the merit and demerit using benefiting and suitable techniques to better the flow of educational activities. School supervision is therefore a vital process and combination of activities which is concerned with the teaching and improvement of teaching in the school framework. These practices are aimed at assisting supervisors in becoming successful on performing their supervisory tasks. According to (Wiles &Bondi, 1980), supervision as a process is facilitated by leadership through which by teachers helping by counseling, planning and talking with each other about how to improve the teaching, learning situation in school. It is leadership, communication, curriculum development, capital development and a dynamic cooperative enterprise. The principles of supervision all indicate very clearly that school cannot learn effectively but teachers may not be able to realize their full potential and that effective learning may not take place if adequate supervision is not provided. The principle also shows that all teachers have a right and need for supervision(Sergiovanni, 2002).

The purpose of supervision is to offer guidance to the teacher so that he can become complete, self-analysis, self-critic and self-improving. Instructional supervision without advice is somewhat sterile activity which is unlikely to be acceptable to teachers. Generally, the purpose of supervision include; assessment of teacher's work based on suitable criteria; provide a basis for concrete and constructive advice to improve the quality of educating children(Mgbodille, 1996). Supervision helps teacher to learn their problems and seek the best method of solving them; encourages the school to make a systematic effort to help pupils understand themselves and their feelings and be able to monitor their behavior. Effective supervision gives the teacher security and help them to develop confidence in the ability to isolate, analyze problems and develop problem solving techniques. It helps to determine whether a teacher should be transferred, promoted, detained or dismissed. It helps in assessing the school in identifying some of its most urgent needs; know the effectiveness of classroom management by the teacher and provide a guide for staff development (Mgbodille, 1996).

2.2 Historical Development of Educational Supervision

2.2.1 Global perspective

Many authors like Carro, and Govinda, (1998) stated that "The history of supervision varies from country to country and each case is characterized by a number of changes. Therefore, it has gone through many transforms and changes have occurred in the field in which its practices are affected by many forces like: political, social, religious, and industrial forces exist at different periods (Oliva, 2001).He also categorized supervision into seven, starting from 1620 up- to now. Here is showing that, no exact time of beginning and common agreement between the authors for the historical development of supervision. According to (Oliva , 2001), the major worldwide periods and types of supervision are discussed in the following table.

Table 2.1: The Development of Supervision through Different Periods: World perspective

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

2.2 2Historical Development of Educational Supervision in Ethiopia

Even though supervision has been practiced in Ethiopia for many years there are different assumptions raised by authors for the starting of the system in the country. Hialeselassie (2002), point that starting of the supervision in the country was after the introduction of modern (western) type of education into the country. As it is indicated in (MoE, 1994)for the first time, inspection was begun in Ethiopia in half of 1941.The forces that brought about the need for school inspection were the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching profession. As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950 for the first time, training program was started in Addis

Ababa Teacher Training School with small number of trainees. However, inspection was replaced by supervision in 1962. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994).

The change of the political system to socialist principles, made the management of education to strict control over the educational policies, plans and programs. Therefore, supervision was changed to inspection in 1980. However, inspection was changed to supervision in 1994 following the change of the political system in the country. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is predicted is, democratic supervision which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994). During the preceding political systems, the establishment of supervision in Ethiopian education system was limited to national, regional and Zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors was not clearly justified, so that they were less effective in implementing their activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals and teachers professional growth, and ultimately to maximize learning achievement (MoE, 2002)

2.3 The Purposes of Supervision

The major purpose of supervision is to provide services and assistance for improving teachers' professionalism in order to achieve their main tasks of classroom teaching, so it can improve the quality of student learning. The main objective of supervision is to repair teaching processes (Hoy & Forsyth, 1986; Glickman, 1990). According to Nurnalisa; et al (2015) there are two purposes of supervision, general purpose and specific purpose. The general purpose of supervision is to provide assistance to the teachers in the form of both technical assistance and

purpose in the form of guidance to the teacher and other school staff in order to raise the quality of work. For a general purpose to be reached easily it must be explained in detail, so that it becomes a specific purpose with clear targets.

According to Kutsyuruba (2003), the purposes of supervision are:

➢ To repair instruction
➢ Professional development of effective teachers
➢ To help teachers to be aware of their teaching and its consequences for learners
➢ To enable teachers to try new instructional techniques in a safe, supportive environment
➢ Fostering the development of the curriculum
➢ Inspiring human relations
➢ To foster motivation of teachers
➢ To monitor the learning process to get the best results with students and
➢ To provide a mechanism for teachers and supervisors to improve their understanding of the teaching and learning process through collective investigation with other professionals

Similarly, Ambarita; et al (2016) stated the purpose of academic supervision is to help teachers to improve the ability to achieve learning goals, and Sahertian and Mataheri in (Ambarita; et al, 2016) stated that there are three objectives of academic supervision:

➢ Assisting the teachers in developing teaching and learning process
➢ Helping the teachers to analyze the curriculum
➢ Assisting the teachers in developing school staff

Therefore, the general purpose of academic supervision is to assist teachers in formulating learning goals, guiding teachers in the teaching and learning experience, the use of resources of learning, the application of teaching methods, understanding student learning needs, assessing the progress of student learning, the moral development of students, adjusting to society, and building the quality of schools (Ambarita; et al, 2016).

Furthermore, according Sergiovanni (2003), the purposes of academic supervision are;

> Implementation of academic supervision to assist in developing and understanding professional teachers, the teaching and learning process, and developing skills and techniques in teaching;

> Monitoring the teaching and learning processes in schools;

> Encouraging teachers in implementing the ability to do the tasks of teaching, committed to their duties and responsibilities.

In promoting the objective of supervision, supervisors should use a variety of strategies and methodologies of supervision for each teacher, thus creating an effective process of supervision and creating fun learning for students as well. Many experts of education argued that this is caused by some differences in teachers' backgrounds, experience, the ability to think abstractly and level of concern (Beach &Reinhartz, 2000& Glickman et al, 1998). Therefore, the effectiveness of supervision should conform to the characteristics and contexts of teacher differences by using the most appropriate framework. On the other hand, Sergiovanni&Starratt (1998) found that the regulatory process can use a variety of appropriate styles, but it does not easily fit in a short time considering the needs and preferences of different teachers in the regulatory process.

2.4 Approaches of Supervision

According to Sullivan and Glanz (2000) the success in the implementation of supervision is influenced by several alternative approaches that can improve teacher professionalism such as mentoring, peer coaching, peer assessment, portfolios, and action research. Kutsyuruba (2003) said that the application of a different approach to supervision has a very important role, not only providing a choice to the teacher but also providing options for administrators and schools. Categories of approach that are often used in supervision are clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Clarke, 1995; Renihan, 2002; Sergiovanni&Starratt, 2007; Zepeda, 2007).

2.4.1 Clinical Supervision

According to Sergiovanni and Starratt (1998) clinical supervision is conducted to help teachers improve their professionalism face-to-face. Clinical supervision is a process of supervision that

is structured and systematically conducted face to face directly between teachers and supervisors with the purpose of improving the ability of teachers to teach in the classroom (Kutsyuruba, 2003). According to Snow-Gerono (2008) the purpose of clinical supervision is to give support and help teachers develop their own skills and gradually become more independent.

According to Kutsyuruba (2003), clinical supervision can be considered effective if it includes several themes, including: (a) in order to develop a good cooperative relationship between the teacher and the supervisor it should be based on trust, respect, and mutuality; (b) controlling the teacher is the result of supervision; (c) supervisor control over the selection of supervision that shows teachers' teaching practices; (d) the process of supervision continues developing from time to time; (e) the supervisor gives instruction, information, nonjudgmental observations to the teacher; (f) both teachers and supervisors take part in reflective practice.

2.4.2 Collaborative Supervision

In modern schools in this period, collaborative and collegial work has become very important. Based on Burke and Fessler (1983), a collaborative approach with teachers is the main focus in the supervision process. In the process of supervision, a collaborative approach is created to help new teachers to know a new environment, both the school environment and teaching environment, assisted by teachers who are experienced. So, experienced teachers have the responsibility ethically and professionally in providing any kind supervision which is needed by beginning teachers. In addition, Kutsyuruba (2003) said that a collaborative culture that builds the teacher at school can increase and improve the professional growth.

According Hosack-Curlin (1993) the guidance created by the collaboration between supervisors and teachers can significantly obtain changes in increasing skills in managing the class. This collaboration can be utilized by teachers to provide input or support to each other through the feedback given which purposes to repair (Burke &Strarrat, 1983). The main function of supervision using a collaborative approach is specifically to help beginning teachers through peer coaching, cognitive coaching and mentoring (Showers & Joyce, 1996; Sullivan &Glanz, 2002; Uzat, 1998; Sergiovanni&Starratt, 2007; Kutsyuruba 2003).

Peer Coaching: Is the process of collaboration supervision given for the purpose of improving instruction by way of pairs or small groups through the alternating observation of the teachers

who were teaching (Beach &Reinhartz 2000). Meanwhile, Sullivan and Glanz (2000), argued that the process of cooperation among fellow teachers to improve the ways in teaching and gain new skills in teaching can be generated through acquisition and curriculum development.

For beginner teachers, the peer coaching supervision process has a very important role. Thus, peer coaching is an opportunity for beginning teachers through a collaborative process, taking part in decision making, and providing feedback directly to improve and repair teaching skills(Bowman & McCormick, 2000). As explained by Sergiovanni and Starratt (2007), the purpose of the process of training is to develop community learning through collaboration and respect for each other, studying together, and learning diligently. So when the teacher studies diligently the service for students is more effective. In the implementation of developing professionalism, the teacher should be ready for the implementation of peer coaching and for selecting the appropriate team to support each other (Kutsyuruba, 2003).

Cognitive Coaching: Is a process that is built in a non-judgmental way through conference planning, observation, and a conference that reflects (Costa and Garmston 1994). The goal of cognitive development is improving existing practices, while the purpose of peer coaching is more focused on innovation in the implementation of the curriculum (Rain & Joyce, 1996). Beach and Reinhartz (2000) stated that in the implementation of cognitive coaching, there are some techniques in pairing partners, such as a teacher paired with teachers, the teacher with the supervisor, or a supervisor with a supervisor. However, it can be said to be peer supervision if supervisors are paired with a supervisor. Experts in supervision divide three stages in cognitive development three stages: planning, supervision of the lesson and reflections.

Mentoring: According to Sullivan &Glanz (2000) a supervision process performed by an experienced teacher (mentor) to the beginning teachers aims to facilitate and enhance collaborative learning without judgment, so teacher's performance in the classroom can be improved. Through the mentoring process in order to help beginning teachers to know the school environment, school culture and the real process of learning in the classroom, this is a major focus in supervision undertaken collaboratively (Sergiovanni&Starratt, 2007). Meanwhile, according to Murray & Mazur (2009) in the process of mentoring, senior teachers in the same school are designated as mentors for beginning teachers. Thus, it is collaboration between beginning teachers with an experienced teacher (Murray & Mazur, 2009).

2.4.3Self-Reflection

The occurrence of a change in the educational context is often the case that creates the responsibility of teachers to improve behavior and professionalism, which aims to reflect all the changes that have occurred and the changes experienced during these contexts (Kutsyuruba, 2003). Self-development is one of the efforts made by teachers systematically in improving the professionalism of teaching. This approach is more suitable for teachers who prefer to work alone or even because of schedule and other difficulties, which mean the teacher cannot work together with other teachers (Glatthorn, 1990). The process of self-reflection has become one of the alternative uses of time which is more efficient, less expensive, has the absence of excessive demands and does not depend on the same people (Sergiovanni&Starratt, 2007).

According to Glatthorn (1990) the capacity building is an option for teachers in promoting and developing their own teacher professional goals; in achieving the objectives they find their own resources, create and plan the steps in determining these objectives. This approach is in accordance with the teachers who are able and experienced in managing time well (Sergiovanni&Starratt, 2007).

2.4.4 Portfolio

In order to increase and develop professionalism, a teacher should have an active role in their own supervision. So they need possession of process evaluation (Kutsyruba, 2003). A portfolio of learning is the most effective way that can be carried out by teachers in applying practices (Painter, 2010). The National Board for Professional Teaching Standards, in giving incentives and teacher certification for performance and professionalism, use portfolios that they make. In evaluating teachers, many institutions such as schools use portfolios (Wolf, 2006).

A portfolio of learning is a collection of document information about a teacher's teaching practice. The portfolio is an interesting tool in the teacher evaluation process to describe the complexity and individuality of teachers' teaching in detail. But there are some things to discourage the use of portfolios in supervision; the pages are too many which causes the teachers not to master all the content within the portfolio. To ensure the implementation of the evaluation process through supervision portfolios runs well, some elements should be applied: good content and outcome standards for teachers, the requirements are specified in the preparation of the portfolio and the design of an efficient evaluation system. The preparation of these elements will

increase the possibility that the evaluation system will successfully meet the requirements of validity, reliability, and utility matters.

2.5Roles of Educational Supervisor

Supervisor has an important role to play in factory management. Supervision means overseeing the subordinates on work at the factory level. The supervisor is a part of the management team and holds the designation of first line managers; who has to perform many functions which helps in achieving productivity. Therefore, supervisor can be called as the only manager who has an important role at execution level. There are certain philosophers who call supervisors as teachers but, there are some more philosophers who call them as managers. But actually they should be called as a manager or operative manager. Their primary job is to manage the teachers at operative level of management(Abubaker, 2018).

A supervisor plays crucial role at one time like as: (Abubaker, 2018).

- *Planner* - A supervisor has to plan the daily work schedules in the factory. At the same time he has to divide the work to various teachers according to their abilities.
- *Manager* -Supervisor is a part of the management team of an enterprise who is, in fact, an operative manager.
- *GuideandLeader* - A factory supervisor leads the teachers by guiding them the way of performing their daily tasks. In fact, supervisor plays an inspire role by telling them.
- *Mediator* - A Supervisor is called a linking pin between management and teachers, who is the spokesperson of management as well as worker.
- *Inspector* - An important role of supervisor is to enforce discipline in the factory. For this, the working includes checking progress of work against the time schedule, recording the work performances at regular intervals and reporting the deviations if any from subordinate. Supervisor can also frame rules and regulations which have to be followed by teachers during their work.
- *Counselor* - A supervisor plays the role of a counselor to the worker's problem who has to perform this role in order to build good relations and cooperation from teachers. This can be done not only by listening to the grievances but also handling and fix the grievances to teachers.

Therefore, we can say that effective and efficient supervision helps in improving better work performance, building good human relations, creating a congenial and co-operative environment. This can really help in increasing productivity. Supervisor, being the manager in a direct contact with the operatives, has got different function to perform. The objective behind performance of these functions is to bring stability and soundness in the organization which can be secured through increase in profits which is an end result of higher productivity (Abubaker, 2018).

2.6 Techniques of Supervision

A supervisor should understand, know and implement the techniques in the implementation of instructional supervision. This is because supervision has a role and is a very important concept in learning problems. In the context of assisting teachers and improve learning and so that the implementation operates effectively, the supervisor should have the technical skills in the implementation of supervision, the skills such as the ability to apply the techniques of supervision properly. Thus, supervisors should master the right techniques in the implementation of the supervision order to be able to formulate the purposes of supervision. The techniques in the implementation of supervision are divided into two, such as the techniques of individual supervision and group supervision techniques.

According Sagala (2010: 210) there are many techniques used by supervisors in the implementation of supervision that aims to assist teachers in teaching and learning, both cooperatively and individually or face to face, either directly or indirectly, or even through the media of communication, among others:

2.5.1 IndividualSupervision

According to Sagala (2010) this technique is implemented by the supervisor personally or individually with the aim of improving the quality of teaching in schools, when there is a problem faced by teachers which are personal or specific and secret. This technique can be implemented by classroom visits, classroom observations, individual meetings, visits between classes and self-judgement.

2.5.2 Classroom Visitation

Classroom visitations are carried out at any time in the classroom by the supervisor (the principal, inspector or supervisor) with the aim to see or observe the implementation of the

learning process in order to collect data; the data will be used to carry out follow-up and coaching process effectively. The purpose of classroom visitation is to observe the process of learning in the classroom and help teachers to solve problems faced. Optimizing the way teaching and learning is completed by teachers and assisting them in fostering optimal work profession is a function of class visitation.

2.5.3 Classroom Observation

Observation techniques implemented to follow the course of the visit the classroom during a lesson is conducted by the supervisor actively, and the purpose of the observation techniques is that in the learning process effective data will be obtained regarding aspects of the situation observed, watched and studied in the practices of learning of every educator, finding properties that stand out and excell in each educator, finding the needs of educators in teaching, obtaining materials and supervision programs and providing information to strengthen and foster the integrity of the school.

In practice, there are some aspects that are observed, including; activities and efforts undertaken by teachers and students in the learning process, learning how to use media, mental reactions of the learners, state of media used, social and physical environment of the school both inside and outside the school as well as supporting factors. The supervisors typically use a checklist as an observation tool for collecting data in collecting the necessary information more objectively about the situation in the classroom.

2.5.4 Individual Conference

This technique is implemented by teachers and supervisors through personal conversations on ways to solve the problems faced by an educator. The aim is to increase and develop better learning and to repair the weaknesses and faults the teacher faced. There are three types of individual meetings, the classroom conference, office conference and casual conference.

2.5.5 Inter-visitation

The advantage of this technique is that teachers have the opportunity to observe other colleagues who are teaching, get new experiences both in techniques and teaching methods in the classroom, providing motivation for teaching activities and creating an atmosphere of fairness in an informal discussion about the problems encountered. Visits between classes can be done

internally, namely the visit is carried out in the same school, and externally i.e. visits to other schools.

2.5.6 Self-Evaluation

One of the actions or the most difficult duty conducted by the leaders, especially for a teacher, is to carry out an assessment of himself by looking at his own ability in presenting the lesson material. To measure the ability in teaching, we can examine the ability of the learners and also self-assessment is a technique that can help teachers in maximizing teaching.

2.5.7 Group Supervision

According to Sahertian (2008) this supervision technique is conducted jointly in order to develop teachers by supervisors with a number of teachers in a group, such as meetings with teachers, study groups of teachers, discussions, workshops and the exchange of experiences between teachers.

Group technique supervision is carried out by the supervisor together with a number of teachers in one group. This grouping is based on problems experienced by teachers so that they are given appropriate supervision service. Some forms of supervision techniques that are used in the group, include teacher meetings, discussions, seminars, workshops, symposiums, and others.

2.6 Tasks of Instructional Supervision

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 1985). As it is indicated in (Jacklyn, 2008)there are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985).

2.6.1 Direct Assistance

It is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff (Glickman, 2004).

Direct assistance can be carried out effectively by conducting clinical supervision in a way that is goal oriented and provides support and a commitment to improvement. Thus, supervisors must be able to provide teachers with a pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

2.6.2 Curriculum Development

Curriculum is the core of a school's existence, what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher or individual classroom (Glickman, 1985). The need of curriculum development is for the improvement of instruction. As Glickman et al. (2004) state, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Curriculum development has become the major function of instructional supervision in the school. As Harris (cited in Million, 2010), designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units are the components of school-based supervision.

According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are:

➢ Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum;
➢ Plan and implement a well-established in-service training program;
➢ Aid in goal definitions and selections at local, state and federal level;

> ➢ Work closely with administrators to establish roles that are expected of consultant who are outside the school

2.6.3 Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. (Jacklyn, 2008)Describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students" learning will be enhanced.

Successful schools involve teachers in school wide projects through meetings. According (Glickman, 2004), teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching.

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to (Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards.

Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members(Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman, 2004).

2.6.4 Professional Development

Professional development is part of enhancing the instruction of teachers. According to (Glickman et.al, 1993), any experience that enlarges teachers" knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skillful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. (Harris, 1998) Views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. Professional development program for teachers can be carried out in the school. As Lawrence Glickman, (2004) concluded the following are characteristics of successful professional development: Involvement of administrators and supervisors in planning and delivering the program; Differential training experiences for different teachers; Placement of the teacher in an active role (generating materials, ideas, and behaviors); Emphasis on demonstrations, supervised trials and feedback, teacher experience sharing, and Mutual assistance; Linkage of activities to the general professional development program and Teacher self-initiated and self-directed training activities.

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in (UNESCO, 2006)teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD).Relevant activities in continuing professional development of teachers can include; improving teachers general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society. According to (Sergiovann et.al, 1995), teacher development and supervision go hand in hand. There should be various opportunities for the teachers' professional development. As it is indicated in(ADEA, 1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan et.al, 2005). By supporting this idea, (Glickman, 2004)indicated for the sake of teachers' professional

development the school should have schedules for workshops, staff meetings, and visit other schools.

2.6.5 Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) describes action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as "action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction".

Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered , should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers.

2.7 Principles of Educational Supervision

Principles are rules, guidelines, general truth, or laws which govern activities performed by peoples. Manual for educational supervision of MoE (1987 E.C), list some basic principles of supervision as follows:

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

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

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

Supervision is Attitudinal: this suggests that supervision should create situations where a favorable attitude prevails among participants. Supervisors should be able to give advice to teachers when needed as well as receive comments from teachers.

Supervision is Evaluative and Planned Activity: this emphasizes on that supervisors should travel and observe what is going on in the school system. They should talk to teachers, students, parents and school administrators to gather data. They should plan for improvement in cooperative with school personnel.

2.8 Modern supervision

Supervision has vital position in education, now a day and then. This is because the dynamic behavior of the system, the historical background of educational supervision shows how

supervision is changed time to time and put significant role in education. Modern supervision is different from the previous one in its many behaviors, functions, philosophy, objectives, approaches, tasks of supervisor and others. Mohanty (2008), Modern supervision is:

Democratic and cooperative spirit of organization: democracy does not mean "Laissez- faire" which let everybody go one's own way. Rather it implies a dynamic, understanding and cooperative leadership role. Hence, supervision is concerned with providing effective leadership and implies cooperative working relationship.

Maintenance of satisfactory interpersonal relationship: Supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the education process. Supervision has to create better human relationship and maintain high level of personal interaction.

Communicative: The supervisor is concerned with communication within a group as leadership depends on better social interaction. A good communication is related to good moral of teacher and free exchange of information helps in good planning.

Comprehensive in scope:unlike the earlier supervision, the modern type is wider in scope not merely focusing on criticism of teachers in the classroom. Today supervision is directed at improving all factors involved in pupil learning. Teacher improvement should require the totality of the teaching- learning situation.

*Creative:*The purpose of supervision is to draw out the best in teacher to ignite teacher latent talents to stimulate the initiative to encourage their originality and self-experience. It emphasizes on their success and strengths and makes their weakness and failure side issue. The supervisor should have new ideas, resourcefulness and original thinking. The modern supervisor should know how to present facts in pleasant way and to worker source fully.

Scientific: the supervisor makes use of scientific methods to effective improvement in instruction. Through supervisory experiments, action researches he should make his performance more scientific and effective. He will encourage constructive and critical thinking among teachers and discourage flattering and biased opinions.

Experimental and auto- critical nature: in contrast to autocratic and authoritarian type the emerging concept of supervision stimulates experimentalism and self-critics. Current practice and emerging philosophy should always be of critical analysis. Any aspect of the learning situation found to situation, is dropped or modified accordingly.

2.9 Responsibilities of Supervisor

The responsibility of educational supervision is supporting teachers and other educational experts from the improvement of teaching and learning activities and motivating them for their professional growth. Supervisors usually wear two or three other hats, but their specific responsibilities tend to include: mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession, bringing individual teachers up to minimum standards of effective teaching, improving individual teachers' competencies, no matter how proficient they are deemed to be, working with groups of teachers in a collaborative effort to improve student learning. And also, working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students and relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children. These responsibilities involve supervisors in much more complex, collaborative, and develop-mental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time (Education Encyclopedia,).

Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and schoolcommunity for the school development programmed. Based on this a supervisor monitors the curriculum development, facilities in-service training, and provides professional support for teachers particularly on the bases of schoolimprovement programmed and quality education(Moe, 2006). Therefore, in order to strengthen the supervisory activities the supervisors are expected to: prepare discussion and training programs for the beginner teaches first and collect and compile necessary data of the school and organize discussion programs with schools.

2.10 Supervisory Behaviors

The derived categories of supervisory behaviors are:

Listening- The supervisor sits and looks at the teacher and nods his or her head to show understanding.

Clarifying- The supervisor asks questions and statements to clarify the speaker's point of view.

Encouraging- The supervisor provides acknowledgement responses that help the speaker continue to explain his or her position

Reflecting- The supervisor summarizes and paraphrases the speakers massage for verification of accuracy.

Presenting- The supervisor gives his or her own ideas about the issues being discussed.

problemsolving- The supervisor takes the initiative, usually after preliminary discussion of the issues or problems, in pressing all those involved to generate a list of problem solution.

Negotiation- The supervisor moves the discussion from possible to probable solutions by discussing the consequences of each proposed action, exploring conflict or priorities, and narrowing down choices with questions.

Directing- The supervisor tells the participants either what the choices are or the supervisor tells the participants what is to be done.

Standardizing- The supervisor sets the expected criteria and time for the decision to be implemented. Target objectives are set. Expectations are conveyed with words.

Reinforcing- The supervisor strengthens the direction and the criteria to be met by telling of possible consequences. (Glickman, 2010).

2.11 Effective Supervisory behavior

Effective supervisory behaviors listed by Campbell (2000) are: clarifies expectations and styles of supervision, maintains consistence of theory and current research, provides frequently scheduled supervision, accessible and available, encourages the exploration of new ideas and techniques. In addition, he/she is personally and professionally matured, willing to serve as a

model, perceives growth as an ongoing process, able to assess learning needs of the supervisee, provide constructive of criticism and positive reinforcement, invested in the supervisee`s development, has the ability to be present and immediate, has an awareness of personal power, accepts and celebrate diversity.

Hence, Supervisor to be effective he/ she need to has supervisory leadership skills, and behaviors that help to support teachers in their day to day activities such as listen, encourage teachers to explore their own investigation, negotiate with teachers and other staff members. And also supervisors should acquire positive attitude towards teachers' activities, good communicators, they should be desire for the job. Moreover, supervisors to be acquired personal qualities and characteristics such as, people oriented, open and flexible, respectful, trust worth, supportive, intelligent and tolerant

2.12 Relationship between Supervision and Teacher Professional Development

Teachers have an essential role in the process of promoting and achieving educational success. It can be said that the teachers are the human resources that determine the success of learning. Teacher education is an element that is very closely associated with learners in their daily educational efforts in schools and is very decisive in achieving the objectives of learners. Therefore, enhancing the professional teachers should be an important concern in improving the quality of education.

Danim (2012) defined teachers as professional educators whose primary task is to educate, teach, guide, direct, train, assess, and evaluate students in formal education. The main tasks of the teacher will work effectively if a teacher has the ability to teach in a professional manner that is reflected in the competencies, proficiency or skill, certain or specific ethical norms.

Despite the fact that the government and society have a role in promoting and improving the quality of education, this burdens teachers into a central role in advancing the quality of education. Therefore, teachers are required to work professionally. To encourage teachers as professionals, the teacher should be assisted in every encounter and when facing problems in the learning process. In supporting teachers to solve their problems, the government has developed instructional supervision.

According to Sergiovanni and Starratt (2007) efforts to assist teachers in developing and improving teachers' knowledge, teaching skills and the ability to make professional decisions is the purpose of supervision. Zepeda (2007) argued that in developing the professional teacher evaluation should be in a close relationship with instructional supervision. That is, through a variety of instructional supervision approaches, so that this can be the link between learning and development professional supervision. Instructional supervision approaches include using clinical supervision, peer evaluation, cognitive coaching, mentoring, and others.

Based on Sergiovanni and Starratt (2007), Nolan and Hoover (2008), instructional supervision is a program implemented in schools that serves for developing, directing, and increasing the capacityof teachers in the learning process with the aim to assist students in learning. Instructional supervision should be carried out continuously in teacher improvement efforts in accordance with the methods and skills that continue with updates to make the teachers professionals, and more importantly, teacher professional development efforts (Anderson & Snyder, 1998; Carter, 2001; Zepeda, 2007). One essential element in the education system is the development teachers' professionalism. A professional teacher should be able in the improvement of teaching methods, classroom management skills, adaption to the needs of students, and be able to build a culture of teach as well (Wanzare Da Costa, 2000).

Mc Quarried and Wood's (1991) data of supervision is indispensable and it is used in the planning, development and improvement of professional teachers. This instructional supervision program is one of the steps in forming the professionalism of teachers to be teachers. But in practice, until now there are teachers who have not yet realized the importance of supervision. There are still many teachers who consider that the supervision is carried out to look for errors in teachers, so there are also teachers who feel fear when supervised. This assumption should be eliminated, given the purpose of supervision is to help teachers to solve problems encountered in the classroom. Supervision is conducted by the supervisor at the school, the principal or senior teacher.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

Kafa zone is found in the south western part of Ethiopia in SNNPRS, Ethiopia. It is one of the thirteen zones in the SNNPRS. Kafa zone is bordered in the south by DebubOmo zone, on SouthWest by Bench Maji zone, in the West by Sheka zone, in the North byOromiaNational Regional State, and in the East by Konta zone. The zonal capital Bonga is 419 Km South West of Addis Ababa and 708 Km from the regional town, Hawassa (NABU, 2011). According to the 2007 national population census, the total population of Kafa zone is 880,251(CSA, 2008)and the Kafecho constitute the largest portion of this. Kafinoono is the main language of the area with Amharic being the second widely used language. Within the Kafecho group, there is a minority group called Manja. The Kafecho society, beside, the division into Manja and non Manja, is also classified into a large number of yaro (lineage groups).

Figure 1: Map of Kafa Zone
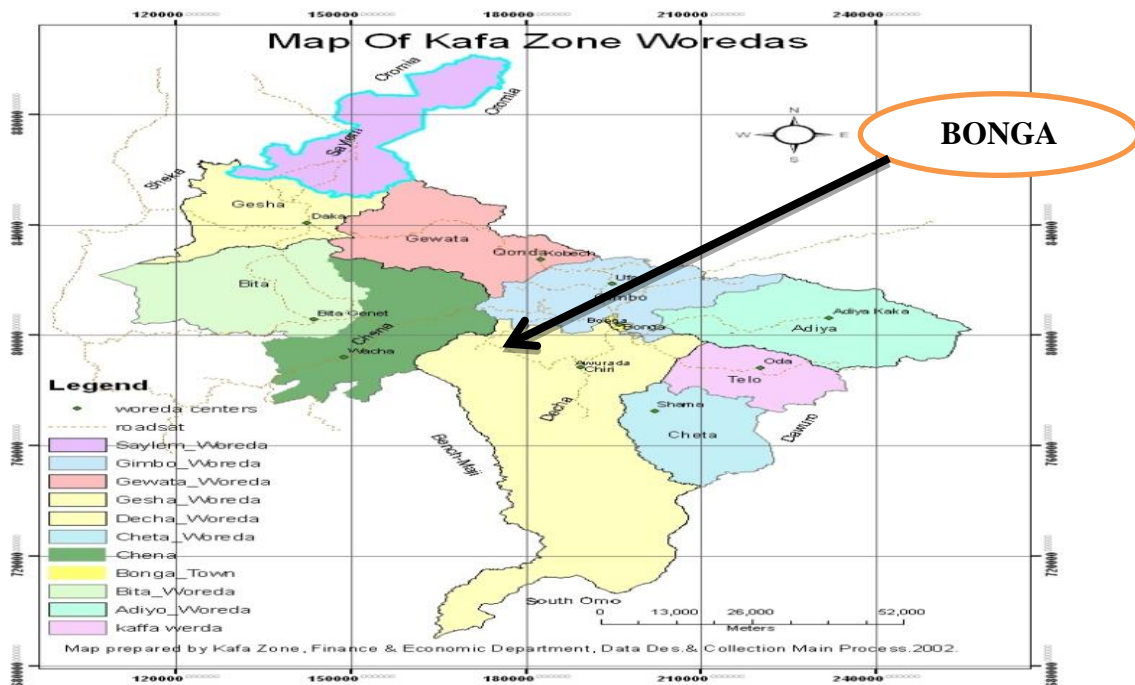
3.2. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari, 1990). Also he explained, the descriptive study is concerned with the condition or relationships that exist opinions that are held, processes that are going on, effects that are evident, or trends that are developing. According to (Zikmund, 2003), descriptive survey research tries to "paint a picture" of a given situation by addressing who, what, when, where, and how questions. The major aim of this study was to describe impact of educational supervision practices and its impact on professional development of teachers in preparatory schools, as it exists at present. In this study, thus, descriptive survey design involving both qualitative and quantitative techniques was employed. The descriptive survey method enabled the researcher to analyze the data and give the conclusions from developed generalizations. Furthermore, the method helped for identifying the major performances, opinion, suggestions and comment pertaining to the issue under this study.

3.3 Research Method

According to Kothari (2004), "Quantitative research is based on the measurement of quantity or amount". It is applicable to phenomena that can be expressed in terms of quantity. On the other hand qualitative research is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind". For this study, the researcher used both quantitative and qualitative types of data. Therefore the research used mixed research method which includes both qualitative and quantitative research method.

3.4 Sources of Data

The study used of both primary and secondary sources of data. The primary data sources were preparatory teachers and the key informants from the Woredas educational officials, directors and supervisors. The secondary data were collected from published and unpublished reports of different level of education offices and preparatory schools (country, regional and zonal, woredas, and kebeles), report of CSA (central statistical agency), websites and different published articles.

3.5 Population, Sample Size and Sampling Technique

Target population for study was Teachers, principals, supervisors and WEO in Preparatory Schools of Kafa Zone. Four schools were selected purposively to conduct the study for their suitability to the researcher in terms of cost, time, and human resource. The data were collected from the four preparatory schools (Bishaw W/Yohannis, Chena, Awrada and Gimbo). The number of teachers in Bishaw W/Yohannis, Chena, Awrada and Gimbo were 33, 28, 15and 16 respectively. Therefore the researcher also took all (92) teachers of the selected schools purposively, since the number manageable and attainable. Similarly, 8 school principals of the selected four schools, 4 school supervisorsand 16woreda officials were taken as a sample by using purposive sampling techniques from theselected woredas. Accordingly, the total number of educational leaders (principals, supervisors and WEO) was 28.

Table3.1: The summary of the total population of sample school, sample size and sampling technique

No	Type of respondents	Sample school	Total population	Sample size	%	Sampling techniques	
1	Teachers	Bishaw W/Yohannis	33	33	100	Purposive	
		Chena	28	28	100		
		Awurada	15	15	100		
		Gimbo	16	16	100		
3	Principals		8	8	100	purposive	
4	Secondary school supervisors		4	4	100		
5	Woreda education officers		16	16	100		
		Total	120	120	100		

3.6 Instruments of Data Collection

As Nunan (1992) suggests, using a variety of data collection instruments ensures the validity of the data. Hence, the researcher used three data collection instruments in the study. For this study,

questionnaire, focus group discussion and interview were used. The questionnaire was designed for teachers in preparatory schools and educational leaders (principals, supervisor and Woredas Education Office (WEO)). The questionnaires were provided to the educational leaders (principals, supervisor and WEO) so as to know the depth of their expectation,concept and applicability of the practice of educational supervision in the schools under their follow up.The structure of the questionnaire was designed as both open ended and close ended. The close ended questions were designed as different choices from different given alternative list (select any answer) and it was coded and open ended questions allowed the respondent to discuss their idea freely. In addition to the questionnaire and focus group discussions, interviews were held with preparatory school supervisors. This discussion was used to supplement, to increase the reliability and validity of the questionnaire response. For ease collection of the necessary data the researcher employed enumerators who were active on communicating with people in order to gather good data. Then, the researcher gave them the appropriate lesson for how to collect the necessary data for only three days.

Questionnaire: The questionnaire was the major tool in the study. It was prepared based on the objective of the study. According to Gall et al., (2007) questionnaire is written form which ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience. The questionnaire is the most widely used type of data collection instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007). Because of this it is believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. The, questionnaires was prepared in English Language and administered to preparatory school teachers, educational leaders (principals, supervisor and WEO). The closed type items of the questionnaires were in the form of Likert-scale. Because Likert's scale is easy to construct; as well as simplest way to describe opinion, suggestion, and frequency of respondents and it provide more freedom to respondents. The scale consists of five scales: 5- strongly agree, 4-agree, 3- undecided, 2- disagree, and 1- strongly disagree and open-ended items prepare were provided for the respondents to freely express their ideas and respondents demographic information. In addition

to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to impact of educational practices on professional development of teachers in preparatory schools. Supporting the above ideas, Cohen, et al.(1994) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. This questionnaire consisted of two parts. The first part deals with the general participants' background and the next five largest parts contained the whole number of both closed and few open-ended question items that address the basic questions of the study.

Focus Group Discussion: Focus group Discussion was preferred for the school principals and woreda education officials because they were small enough in number work in the same area. As it was stated by Abebayehuet. al (19992) that FGD was an informal yet structured discussion in which a small number of participants (usually six to twelve) guided by a modulator or facilitators, talk about topics of special importance to particular project issue. The number of teachers, school principals and supervisors were involved in each group of the discussion. Therefore, four (4) focus group discussions were conducted. These techniques would be employed to obtain qualitative data concerning the various aspects of educational supervision on the development of teachers' profession. In addition, this method of data gathering would enable the researcher to generate qualitative data which gives an insight into attitude and perceptions in a social context where people can consider their own views in the context of others and where new ideas can be introduced as it allows group dynamics. In order to maximize the responses which would be obtained from focus group, the discussion would be held in a silent environment in which participant feel comfort in order to extract opinions and to share ideas and perceptions through group interaction. The researcher would act as a facilitators and ask pre-determined open ended questions which the participants expected to answer.

Interview: The interview is the most common method in collecting qualitative data. Flick (2007) defines the interview as accessing a person's opinion and claims that the interview allows an interviewer to measure or understand the interviewee's knowledge, information, likes and dislikes, attitudes, thinking and beliefs. In this study the researcher used semi-structured interview for its flexibility for interviewer and freedom for interviewees. The interview held

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provided potential data for the research. The interview guide consisted of two parts i.e. general background of the participants and the selected theme of the interview guide. Subsequently, it was used for selected 4 supervisors, 4 school leaders, 9 teachers and 8 Woreda Education Experts. The interview guide was prepared and held in accordance with general understanding on educational supervision and its impact on teachers' professional development. It was prepared in English version and the discussion was made in Amharic language. The process of interview was recorded by note book as the interviewee didn't show the willing to be asked. The intensity of the study offered by a qualitative approach strengthens the investigation of educational supervision and its impact on teachers' professional development.

3.4 Validity and Reliability checks

3.4.1 Validity Checks

The core essence of validity is captured nicely by the word accuracy. From this general perspective, a student researcher's data are valid to the extent that the results of the measurement process are accurate. Stated differently, a measuring instrument is valid to the extent that it measures what it purports to measure. In order to establish the content validity, questionnaires were sent to experienced teachers and school leaders those who graduated in educational leadership to check items based on their relevance and representation of the factors and clarity of wording. Based on their comments, the instruments were improved before they were administered to the major participants of the study to reduce errors. As a result, twenty nine questions about procedures of supervision for classroom observation were reduced in to twenty one; six lengthy items were shortened, and many unclear items were made clear.

3.4.2 Reliability Checks

In order to check the reliability of the research instruments, the pre-test has been done in schools which were non- sampled.The questionnaires were piloted at Kaka secondary and preparatory school which is located in Kaffa Zone Adiyoworeda. There were 25 teachers in Kaka secondary preparatory school. Among those 20 sample teachers were taken as a pilot test.After the questionnaires were returned reliability of the instrument would be measured by using Cronbach alpha test. A reliability test is performed to check the consistency and accuracy of the measurement scales. Reliability coefficient, this descriptive summary of the data's consistency

normally assumes a value somewhere between 0.00 and +1.00, with these two "end points" representing situations where consistency is either totally absent or totally present. This reliability measurement indicates the extent to which the individual scale items are consistently measuring the same concept (Fowler, 2008). Low levels of alpha mean that the scale contains quite a bit of error, while levels that approach 1 indicate that the scale measures the concept with relatively little error. As Cronbach's alpha shows the results were acceptable that indicating questions in each construct were measuring a similar concept. Based on this, the Cronbach''s coefficient alpha was calculated for each field of the questionnaire and the entire questionnaires. As a result, the reliability coefficient ($\propto$) of the instrument was found to be 0.79 (79%) and, hence, was taken to be reliable. As explained by Drost (2004), if the result of Cronbach''s coefficient alpha is 0.7(70%) and above it is considered to be satisfactory, indicating questions in each construct are measuring a similar concept. The table below indicates the computed reliability coefficient of the pilot study.

Table 3.2: Reliability test results with Cronbach's alpha

No	Variables	Number of items	Reliability coefficient
1	Teachers understanding about the contribution educational supervision	10	0.72
2	Procedures of supervision for classroom observation	21	0.82
3	Factors affecting the implementation of educational supervision in the schools	7	0.78
	Total reliability result		**0.77**

3.5 Procedures of Data Collection

Before implementing any of the tools above the relevant data collection instruments were designed, based on the objective of the study and the review of related literature. Then, the instruments were commented by research advisors and other colleagues to make necessary changes. At the beginning of the data collection process in the actual study area, the consent of participants was asked. Then the purpose of the study was explained for participants. Following these, discussion with principals and teachers of the selected schools were made on the area of

aim and time to apply the tasks. This created smooth relation with concerned bodies and help to get their willingness to collect necessary data on its appropriate time. Teachers were given clear directions to complete the questionnaire. In the same way school principals, woreda education officials and supervisors were given vivid explanation on the way to discuss on the provided FGD questions and interview respectively. Thus, the first data was collected by using the questionnaires. This was because of its importance for the researcher to have clear information and feed-back about the impact of educational supervision on the teachers' professional development. After having some important clues and information about the impact of educational supervision, the researcher proceeded to ask the interview questions to supervisors. Then, focus group discussion was done accordingly. Finally, after the data is collected, the researcher analyzed and interpreted it.

3.3 Method of Data Analysis and Interpretation

This section discusses how the collected data was analyzed. In this study, as it was stated in the design of the study, data was analyzed both qualitatively and quantitatively. Therefore, majority of the data from the questionnaire was quantitative. But the interview and FGD gave forth a considerable amount of qualitative data. The quantitative data obtained from the questionnaire were analysed using the descriptive statistics, and included mathematical or graphical techniques, to organize or summarize numerical data (Gay et al., 2009). Hence, the researcher used SPSS version 20 to find out the mean, standard deviation and percentage so as to analyze the quantitative data of the questionnaire and arranged the data into tables to indicate key findings of this study.

3.4 Ethical Issues

This study considered all the ethical issues. To be legal and keep ethical consideration, the researcher has got letter of support from Jimma University, college of education and behavioral science department of educational planning and managementbefore going to the study area. Additionally, permission was obtained from the selected school administration and other concerned bodies to conduct the research. In this regard, during the course of this study, the researcher convinced that respondents could not be coerced in to for responding a questionnaire and participating in an interview. To make the research process professional, ethical considerations were made. The researcher had informed the respondents about the purpose of the study; which means purely

for academic; also the purpose of the study introduced in the introduction part of the questionnaires and interview guide to the respondents and confirmed that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The researcher has not personalized any of the respondents during data presentations, analysis and interpretation. Furthermore, all the sources used for this research were acknowledged. Data were collected properly from the right sources, and results were reported genuinely.In these ways, the study tried to satisfy the rules, policies and codes in relation to research ethics of Jimma University.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1. Introduction

The purpose of this study was to investigate the impact of educational supervision practices on professional development of teachers in preparatory schools of the study area. To achieve the objectives of this study and answer research questions, both quantitative and qualitative i.e. mixed research approach was used. This section focuses on the analysis and presentation of data generated through a mixed method. Data collected from preparatory teachers and educational leaders (principals, supervisors and WEO) questionnaires constitute the quantitative data and the qualitative data was obtained from semi-structured one-to-one interviews and FGD. Since this study used mixed method, analysis and presentation of quantitative and qualitative was done separately. The quantitative and the qualitative data, as well as literature control, were integrated in the discussion and interpretation of the findings.

4.2. Background of the Respondents

This part commences with the analysis of the demographic data gathered from the respondents using frequencies and percentage. Accordingly, the general respondents" characteristics including sex, age, and educational level, teaching experience, responsibility and training on teachers and educational leaders are presented

Table 2.1: Demographic Characteristics of Teachers and educational leaders Participants

No	Item		Teachers (n=92)		Edu-Leaders (n=28)		Total (n=120)	
1	Sex	Male	79	85.87%	22	78.57%	101	84.17%
		Female	13	14.13%	6	21.43%	19	15.83%
		Total	**92**	**100%**	**28**	**100%**	**120**	**100%**
2	Working experience	1-5	25	27.17	-	0%	25	20.83%
		6-10	26	28.26%	-	0%	26	21.67%
		11-15	13	14.13%	3	10.71%	16	13.33%
		16-20	16	17.39%	7	25%	23	19.17%
		21-25	7	7.61%	13	46.43%	20	16.67%
		26 & above	5	5.43%	5	17.86%	10	8.33%
		Total	**92**	**100%**	**28**	**100%**	**120**	**100%**
3	Educational background	Diploma	2	2.17%	1	3.57%	3	2.5%
		First degree	73	79.35%	22	78.57%	95	79.17%
		MSC/BSC	17	18.48%	5	17.86%	22	18.33%
		Total	**92**	**100%**	**28**	**100%**	**120**	**100%**

Regarding sex of the respondents, item 1of Table 4.1 above, showed79 (85.7%) were male and 13 (14.13%) were females. As to the work experience of the respondents only 5 (5.43%) of the teachers were above 26 years. Teachers with work experience between1-5 and 6-10 were 25(27.17%) and 26 (28.26%) respectively. Similarly, the teachers with the work experience 11-15 and 16-20 years were 13 (14.13%) and 16 (17.39%), while 7 (7.61%) of the teachers had the work experience of 21-25 years. This indicates that most of the teachers were young and had the long journey with teaching profession. Therefore, educational supervision should play it role in developing the profession of these young teachers and foster students learning.

As regard the educational background of the respondents, item 3 of Table 4.1 portrays that there were two diploma holder teachers. The data from the table depicts that 73(79.35%) and of teachers educational leaders were first degree holder and the remaining 17 (18.48%) and of teachers educational leaders were MA holders. In the case of educational leaders, 22 (78.57%) of them were

first degree holders while 5 (17.86%) were MA holders. From this, it is possible to understand that most of the respondents in the sample Woredas had the similar qualification.

4.3 Presentation and analysis of the main data

Data for this section were collected from preparatory school teachers and Educational leaders (principals, supervisors and WEO) questionnaires. To this end, total of 120 questionnaires were distributed to 92 preparatory school teachers and 28 educational leaders (school principals, supervisors and WEO. Except one questionnaire from one of the teachers all were returned.

The feedback of the respondents for the variables indicated below were measured on five point Likert scale with measurement value 1= Strongly disagree; i.e. very much dissatisfied with the case described; 2= Disagree, i.e. not satisfied with the case described; 3= Neutral, i.e., uncertain with the case described; 4= Agree, i.e., feeling all right with the case described and considered as satisfy; and 5 =strongly agree, i.e. very much supporting the case described and considered as highly satisfy. To make easy interpretation, the following ranges of values were reassigned to each scale: 1-1.49= strongly disagree; 1.5-2.49 = Disagree; 2.5-3.49= Neutral; 3.5-4.49= Agree; and >4.5 = Strongly Agree (Best, 1977, cited in Asrat, 2014 and Yonas, 2013). For items which were negatively constructed, the scale was inversely interpreted. The participants were requested to indicate their responses on the level of the agreement between the attitude expressed in each statement and their own personal feelings.

4.3.1. Analysis of data obtainedfrom Questionnaires

Table 4.2: Contribution of educational supervision to the teachers' professional development

	Item	Respondent		1	2	3	4	5	Mean	T
1	Providing capacity building programs to teachers	Teachers	FR	2	9	50	13		3.19	91
		Educational Leaders	FR		2	6	19	1	3.68	28
2	Facilitating and organizing peer coaching and experience sharing programs	Teachers	FR	6	52	33			2.30	91
		Educational Leaders	FR	-	-	15	13	-	4.46	28
3	Encouraging teachers to plan their own professional development.	Teachers	FR	-	1	25	55	10	3.81	91
		Educational Leaders	FR	-	2	5	18	3	3.79	28
4	Enabling teachers to formulate applicable instructional objectives	Teachers	FR	-	3	30	48	10	3.71	91
		Educational Leaders	FR	-	-	-	18	10	4.36	28
5	Helping teachers to identifying locally available teaching and learning resources	Teachers	FR	-	-	32	47	12	3.78	91
		Educational Leaders	FR	-	-	5	19	4	3.96	28

NB- FR = Frequency, T = Total, Strongly agree = 4.5- 5, Agree = 3.5- 4.49, Neutral =2.5-3.49, Disagree =1.5- 2.49, strongly disagree = ≤1.49

To indicate the understanding of teachers', educational leaders (principals, supervisors and WEO) of study area, frequency and mean scores of both responses were computed. As shown in item 1 of table 4.2 the preparatory school teachers and educational leaders' responded in relation to the capacity building of educational supervision. Accordingly, the majority of teachers remained neutral, but the majority of educational leaders agreed. The teachers had mean value of 3.19 while educational leaders had mean value of 3.68. This implies that the teachers were uncertain about the contribution of educational supervision to provide capacity building programs to the teachers. Hence, comparing the two mean, the mean of teachers showed wide range than that of educational leaders, implying that educational leaders were more consistent in their response.

Concerning the contribution on which educational supervision facilitates and organizes peer coaching and experience sharing programs, was asked in item 2 of the same table. Accordingly, the majority of teachers disagreed whereas educational leaders showed their agreement. Hence, the mean value 2.20confirmed the disagreement of teachers, while the mean value 4.46 showed the agreement of educational leaders (principals, supervisors and WEO). This implies that only educational leaders have aware on the contribution of educational supervision to facilitate and organize peer coaching and experience sharing programs. This also indicates that the teachers didn't get or experienced sufficient peer coaching and experience sharing programs from the educational supervision.

In the above table 4.2 item 3, majority of teachers and educational leaders show their agreement. On the other hand the mean value 4. 02 and 3.79 of the teachers and educational leaders respectively indicated that educational supervision encourages teachers to plan their own professional development. This shows that teachers have the understanding about contribution educational supervision help teachers to plan on their professional development. Similarly the result revealed that the educational leaders were also well oriented about the impact of educational supervision in the process of planning on professional development of teachers. With regards to item 4 of table 4.2, one of the questions raised to respondents was whether or not teachers and educational leaders had aware of the contribution of educational supervision to enable teachers to formulate applicable instructional objectives. Hence, the responses the majority of teachers and educational leaders showed agreement. The mean value 3.90 of the teachers and as well as educational leaders 4.36 showed their agreement too. This implies both teachers and educational leaders had understanding about the contribution of educational supervision formulating applicable instructional objectives.

In relation to item number 5 of the similar table, the respondents were asked their level of agreement on the contribution of educational supervision to identify locally available teaching and learning resources. As presented by both teachers and educational leaders showed their agreement. Likewise, the mean value 3.97 and 3.96 of teachers and educational leaders respectively, show their agreement. This result shows that both teachers and educational leaders enough knowledge about the contribution of educational supervision to identify locally available teaching and learning resources.

Table 4.3: Contribution of educational supervision to the teachers' professional development

	Item	Respondent		1	2	3	4	5	Mean	T
	Facilitating teachers to select teaching techniques which enhance learning	Teachers	FR	-	1	20	60	10	3.87	91
		Educational Leaders	FR	-	2	6	15	5	3.82	28
7	Helping teachers to use effective methods to help learners to overcome their learning difficulties	Teachers	FR	3	8	50	30		3.18	91
		Educational Leaders	FR	-	-	-	18	10	4.36	28
8	Helping teachers to familiarize them with various assessment techniques	Teachers	FR	27	51	13			1.85	91
		Educational Leaders	FR	-	-	9	18	1	3.71	28
9	Assisting teachers to conduct action research to solve professional problems	Teachers	FR	2	9	49	11	20	3.42	91
		Educational Leaders	FR	-	-	-	17	11	4.39	28
10	Facilitating teachers to creates a congenial and co-operative environment	Teachers	FR	-	-	30	50	11	3.79	91
		Educational Leaders	FR	-	-	8	19	1	3.75	28

NB- FR = Frequency, T = Total, Strongly agree = 4.5- 5, Agree = 3.5- 4.49, Neutral =2.5-3.49, Disagree =1.5- 2.49, strongly disagree = $\leq$1.49

Based on the information from table 4.3, item 6,teachers and educational leaders were asked to reveal about the impact educational supervision to teachers to select teaching techniques which enhance learning. Accordingly, the majority of teaches and educational leaders agreed on the idea. In the same way the mean value of the teachers and educational leaders was 3.87 and 3.82 respectively. This shows the agreement of both teachers and educational leaders concerning the contribution educational supervision to teachers to select teaching techniques which enhance learning.

With regards to item 7 of table 4.3, the question posed to respondents was related with the contribution of educational supervision to help teachers use effective methods which help the learners to overcome their learning difficulties. As portrayed, the majority of teachers were neutral while the majority of educational leaders agreed. Therefore, teachers with mean score 3.18are

uncertain with the premises whereas the mean score 4.36 of the educational leaders response showed the agreement. This implied that many teachers were less oriented about the impact of educational supervision to help teachers use effective methods to help learners, to overcome their learning difficulties.

According to table 4.3 items 8 above, the respondents were asked the degree of their understanding of the contributions of educational supervision to help teachers to familiarize them with various assessment techniques. Consequently, majority of teachers disagreed whereas the majority of educational leaders agreed. The teachers with mean= 1.85 shows uncertainty while educational leaders with mean 3.75, shows agreement. This result indicates that the understanding of teachers and educational leaders varied regarding the contribution of educational supervision to help teachers so as to familiarize them with various assessment techniques. Similarly, as shown on the same table item 9, the mean score 3.42 of teachers response shows uncertainty while the mean score 4.39, of the response of educational leaders shows disagreement. This also indicates that teachers and educational leaders had different understanding about the contribution of educational supervision to help teachers in order to conduct action research to solve professional problems.

As indicated on the last item of table 4.3 the majority of teachers and educational leaders agreed on the idea presented. The mean score 4.01 of teachers and the mean score 3.75, of educational leaders inclines to agree. This indicates that both teachers and educational leaders have the understanding in terms of the contribution of educational supervision to help teachers to create a congenial and co-operative environment.

Table 4.4: Procedures of educational supervision

	Item	Respondent		1	2	3	4	5	Mean	T
1	Hold pre-observation meeting with teachers	Teachers			57	21	13		2.52	91
			FR							
		Educational Leaders	FR			19	9		4.32	28
2	Inform the reason and purpose for the observation and the focus of observation	Teachers	FR		69	16	5	1	2.32	91
		Educational Leaders	FR				15	13	4.46	28

No	Item		FR/T						Mean	T
3	Tell the time of observation and the time for post conference	Teachers	FR			30	61		3.76	91
		Educational Leaders	FR				19	9	4.32	28
4	Observe teachers throughout the time allocated for classroom observation	Teachers	FR		53	29	9		2.52	91
		Educational Leaders	FR			12	16		3.57	28
5	Focus on teaching learning process and take necessary information about the whole teaching- learning process	Teachers	FR		52	16	23		2.68	91
		Educational Leaders	FR			10	18		3.64	28

NB- FR = Frequency, T = Total, Strongly agree = 4.5- 5, Agree = 3.5- 4.49, Neutral =2.5-3.49, Disagree =1.5- 2.49, strongly disagree = $\leq$1.49

As shown in the table 4.4 item 1, the majority teachers disagreed on the provided idea whereas some of them remained neutral and few of them agreed. On the other hand the majority of educational leaders were neutral. However, the mean value 2.52 of the teachers inclined to neutral. In the same manner the mean value 4.32 of the educational leaders inclined to agreement. Therefore, one can conclude that there was insignificant educational supervision support provided to the teacher which hold pre-observation meeting with teachers.

According to the table 4.4 item 2, the respondents were asked to reply about the educational supervision procedures inform the reason and purpose for the observation and the focus of observation. Regarding this major of teachers disagreed while few of them were neutral. But, differently the majority of educational leaders agreed. The mean value 2.32 and 4.46 of the teachers and educational leaders respectively, showed the significant difference of both group of respondents. Therefore, one can conclude that there were not integration among educational leaders and teachers to apply educational supervision procedures which inform the reason and purpose for the observation and the focus of observation

In item 10 of the same Table, respondents were requested to rate whether educational supervisor tell the time of observation and the time for post conference. Accordingly, the majority of teachers and educational leaders explained their agreement. Similarly the mean value 3.76 and 4.32 of the teachers and educational leaders respectively, confirmed their agreement. This result showed the teachers were told the time of observation and the time for post conference under procedures of educational supervision.

With regard to Item 4 of the similar table, teacher respondents and educational leaders were asked to rate whether educational supervisors observed teachers throughout the time allocated for classroom observation. Thus, the majority of teachers replied their disagreement while some of them remained neutral. On the other side the majority of educational leaders replied their agreement. The mean value 2.52 of the teacher remained neutral while the mean value 3.57 of the educational leaders confirmed their agreement again. Although the responses of both groups seemed different, it was slightly similar. Therefore, it can be concluded that there were some educational supervisors who observed teachers throughout the time allocated for classroom observation.

Concerning item 5 of the same table, respondents were requested to rate whether the educational supervision focused on teaching learning process and took necessary information about the whole teaching- learning process. To this end, the majority of teachers showed their disagreement whereas few of them were neutral and agreed. But, the majority of the educational leaders showed their agreement while some of them remained neutral. The mean value 2.68 of teachers' response was neutral and 3.64 of the educational leaders depicted their agreement. Therefore, it can be concluded that the educational supervisors focused on teaching learning process and took necessary information about the whole teaching- learning process.

Table4.5: Procedures of educational supervision

	Item	Respondent		1	2	3	4	5	Mean	T
6	Provide constructive feedback following classroom observation	Teachers	FR		31	53	7		2.74	91
		Educational Leaders	FR			10	18		3.64	28
7	Set strategies for future improvement with supervisees	Teachers	FR		32	53	6		2.71	91
		Educational Leaders	FR			7	21		3.75	28
8	Arrange inter-school visitation to share good practices.	Teachers	FR		56	30	5		2.44	91
		Educational Leaders	FR			13	15		3.53	28
9	Assist teachers to undertake joint planning of experience sharing programs in local school context.	Teachers	FR		63	22	6		2.37	91
		Educational Leaders	FR			7	21		3.75	28

| 10 | Helps and advises teachers in the preparation of annual and daily lesson plans | Teachers | FR | 5 | 34 | 48 | 4 | | 2.56 | 91 |
| | | Educational Leaders | FR | - | - | 7 | 20 | 1 | 3.79 | 28 |

NB- FR = Frequency, T = Total, Strongly agree = 4.5- 5, Agree = 3.5- 4.49, Neutral =2.5-3.49, Disagree =1.5- 2.49, strongly disagree = ≤1.49

As indicated in item 6 of Table 4.5, respondents were asked to rate whether educational supervisors provided constructive feedback following classroom observation or not. To this effect, the majority teachers were neutral while some of them disagreed. On the other side, the majority of educational leaders showed their agreement. The mean value 2.74 of the teachers showed the uncertainty of the respondents whereas the mean value 3.64 of the educational leaders confirmed their agreement. This implied that constructive feedback was given following classroom observation by the educational supervision.

As shown in item 7of the same table, respondents were requested to rate whether the educational supervision set strategies for future improvement with supervisees or not. To this end, the majority teachers were neutral whereas the majority of educational leaders showed their agreement. The mean value 2.71 of the teacher was also neutral whereas the mean value 3.75 of the educational leaders agreed on the provided idea. Therefore, regardless of their slight difference, one can conclude that there were strategies for future improvement with supervisees, by educational supervisors.

Concerning item 8 of the same table, respondents were requested to rate whether educational supervision arranged inter-school visitation to share good practices or not. In this regard, majority of teachers showed their agreement while some of them were neutral. On the other hand the response from educational leaders showed the major number. The mean value 2.44 of teacher confirmed and the mean value 3.53 of the educational leaders also assured their agreement. This implies that inter-school visitations were not properly provided to teachers from educational supervisors.

As shown in tem 9 of the same table, respondents were requested to reply about the practice of educational supervision to assist teachers to undertake joint planning of experience sharing programs in local school context. To this effect, the majority of teacher disagreed while few of them were uncertain. To the contrary the majority of educational leaders showed their

agreement. The mean value 2.37 of the teachers remained uncertain while the mean value 3.75 of the educational leaders confirmed their agreement. This also shows there was a significant difference among the teachers and educational leaders.

According to the table 4.5 item 10, majority of the teachers are uncertain on the idea that educational supervision helps and advises teachers in the preparation of annual and daily lesson plans to the contrary the majority of educational leaders (principals, supervisors and WOE) agreed. The mean value of teachers and educational leaders' response is 2.56 and 3.22 respectively. This indicates that teachers and educational leaders have varied understanding of application of educational supervision procedures in order help and advice teachers in the preparation of annual and daily lesson plans. Therefore, it can be concluded that the teachers were not properly supported by the educational supervisors while they were preparing annual and daily lesson plans.

Table4.6: Procedures of educational supervision

	Item	Respondent		1	2	3	4	5	Mean	T
11	Assist teachers in developing/selecting instructional materials	Teachers	FR	12	48	19	12		2.34	91
		Educational Leaders	FR	1	-	-	16	11	4.29	28
12	Makes teachers familiar with different techniques of classroom management	Teachers	FR		63	14	14		2.46	91
		Educational Leaders	FR	-	-	3	22	3	4.00	28
13	Guides teachers to encourage their pupils to express their ideas and feelings	Teachers	FR	3	56	17	15	2	2.48	91
		Educational Leaders	FR	1	-	-	16	11	4.29	28
14	Directs teachers to establish a positive relationship with students	Teachers	FR	-		68	23		2.25	91
		Educational Leaders	FR	1	-	6	16	5	3.86	28
15	Explains to teachers the ways of considering and teaching students with mixed abilities or special needs	Teachers	FR	6	47	19	19	5	2.56	91
		Educational Leaders	FR	-	-	9	13	6	3.89	28

Regarding item two of table 6c item 11 the majority of teachers and educational leaders disagreed that educational supervision assists teachers in developing/selecting instructional materials. Similarly, the mean value of teachers' response 2.34 confirmed their agreement. However, educational leaders showed their agreement on the idea and the mean value 4.29 also assured their agreement. The response from teachers and educational leaders was different. Hence, the result depicts that the teachers were not properly assisted in developing/selecting instructional materials.

As we can see in table 4.6, item 12, the majority of teachers disagreed on the idea while few of them agreed or neutral. But, on the educational leaders' side, the majority of the respondents showed their agreement. Correspondingly, the mean score 2.46 of the teachers response confirmed their disagreement and the mean score 4.00 of the educational leaders also depicted their disagreement. Therefore, this revealed that teachers did not get sufficient support from the educational supervisors to makes them familiar with different techniques of classroom management

As shown in the above table 4.6 item 13 the majority of teachers disagreed regarding the procedure of educational supervision in guiding teachers to encourage their pupils to express their ideas and feelings. The mean value their response 2.48 also shows their disagreement. However, the response of the majority of the educational leaders' response and the mean value 4.29 of their response confirmed their agreement again. Although the educational leaders showed their agreement on the idea, the result depicts that the support from educational supervisor in the study area was convenient enough to guide teachers so as to encourage their pupils to express their ideas and feelings.

The data in table 4.6, item 14 stated above illustrated that the majority of teachers disagreed while the majority educational leaders agreed. Similarly, the mean value 2.25 and 3.86 of both teachers and educational leaders respectively, confirmed the difference of their response. This result shows that there is a gap between the educational leaders and teachers in terms of providing getting support. Therefore, one can conclude that the teachers were   properly supported by educational supervisors and regularly directedto establish a positive relationship with students.

As it can be seen from the above table 4.6 item 15 the majority of teachers disagreed while some of them stayed neutral and agreed. To the contrary the majority of educational leaders agreed the idea about the provided procedure of educational supervision. However, the mean value 2.56 of the teachers' response depicts their uncertainty. Whereas, the mean value 3.89 of the educational leaders confirmed their agreement regarding, the procedure of educational supervision. As far as the result obtained from responses concerned, educational supervisors gave some sorts of supports to the teachers to consider and teach students with mixed abilities or special needs.

Table 4.7: Procedures of educational supervision

	Item	Respondent		1	2	3	4	5	Mean	T
16	Encourage teachers to discuss ways of solving any problem regarding with the school teaching and learning activities	Teachers	FR	1	19	6	65		3.82	91
		Educational Leaders	FR	1			19	8	4.18	28
17	Provide different results of educational researches and directs teachers to learn appropriate teaching techniques	Teachers	FR	15	59	13	4		2.07	91
		Educational Leaders	FR	9	16	2	1		1.93	28
18	Organizing induction program for new teachers	Teachers	FR		4	13	59	15	3.93	91
		Educational Leaders	FR	1			14	13	4.36	28
19	Initiate teacher to develop group for better learning	Teachers	FR	4	26	55	6		2.69	91
		Educational Leaders	FR	1		11	16		3.50	28
20	Spread best practices & teaching methodologies among schools and teachers.	Teachers	FR	7	55	18	11		2.36	91
		Educational Leaders	FR			1	22	5	4.14	28
21	Organize and facilitate educational workshops, in-service training programs,	Teachers	FR	24	45	13	9		2.08	91
		Educational Leaders	FR				20	8	4.29	28

	seminars and conferences for teachers									

NB- FR = Frequency, T = Total, Strongly agree = 4.5- 5, Agree = 3.5- 4.49, Neutral =2.5- 3.49, Disagree =1.5- 2.49, strongly disagree = ≤1.49

It is possible to see from the above table 4.7 item 16 about the procedures of educational supervision to encourage teachers to discuss ways of solving any problem regarding with the school teaching and learning activities. Hence, the response of the majority of the teachers and educational leaders shows agreement. The mean value 3.82 and 4.18 of teachers and educational leaders also shows their agreement. Therefore, it can be concluded that there were encouragements from educational supervisors to enable teachers to discuss ways of solving any problem regarding with the school teaching and learning activities.

Regarding item one of above table 4.7, item 17 majorities of the teachers educational leader disagreed and few teachers reported their uncertainty partially. The mean value of both teachers and educational leaders were 2.07 and 1.93 respectively that showed the similarity. Therefore, the result illustrated that educational supervisors did not provide different results of educational researches and directs teachers to learn appropriate teaching techniques.

As we observe item 18 of above table 4.7, majority of the teachers and educational leaders agreed on the idea about the procedures of educational supervision in organizing induction program for new teachers. Correspondingly, the mean value 3.84 and the mean value 3.75 of teachers and educational leaders respectively, confirmed their agreement. This implies that the new teachers got organized induction programs from the process of educational supervision. As indicated on table 4.7, item 19, above the response of majority of teachers and some of educational leaders were neutral. But, on the other hand, while the mean value 2.69 of teachers remained neutral, the mean value 3.50 of the response from educational leaders showed their agreement. Therefore, it can be concluded that there were little support from the educational supervisor toinitiate teachers to develop group for better learning

As can be seen from the above table 6d item 20 the respondents were asked to reply their understanding about the practice of educational supervisor to spread best practices & teaching methodologies among schools and teachers. Regarding this, the majority of teachers disagreed while few of them remained neutral and disagreed. To the contrary, the response obtained from

the educational leaders depicted their agreement. Likewise, the mean value 2.36 of the teachers confirmed their disagreement, but the mean value 4.14 of the educational leaders assured their agreement on the proposed premise. As shown in Table 4.7 item 21, the respondents were requested to express their practiced procedures of educational supervision regarding organizing and facilitating educational workshops, in-service training programs, seminars and conferences for teachers. Following this, the majority of teachers disagreed and strongly disagreed. To the contrary, the majority of educational leaders replied their agreement. The mean value 2.08 of the teachers' response also confirmed the disagreement and the mean value 4.29 of the educational leaders depicted their agreement. This result depicts that the teachers did not attained educational workshops, in-service training programs, seminars and conferences organized and facilitated by the educational supervision.

Table 4.8: Factors affecting the implementation of educational supervision

	Item	Respondent		1	2	3	4	5	Mean	T
1	Inadequate attention given to educational supervision service	Teachers	FR	-	-	19	65	7	3.88	91
		Educational Leaders	FR	-	10	9	9	-	2.96	28
2	Limitation of skills in applying techniques of supervision	Teachers	FR	-	-	6	67	18	4.45	91
		Educational Leaders	FR	9	17	-	-	2	1.89	28
3	Use supervision only for administrative purpose	Teachers	FR	-	-	28	54	9	3.79	91
		Educational Leaders	FR		20	8		-	2.29	28
4	Lack of commitment to do their work properly and continuous support from the supervisors	Teachers	FR	-	-	14	65	12	4.16	91
		Educational Leaders	FR	9	15	4	-	-	1.82	28
5	Lack of participatory approach which engages teachers in all aspects of professional development.	Teachers	FR	-	-	9	67	15	4.05	91
		Educational Leaders	FR	9	16	2	1		1.93	28
6	Inadequacy or shortage of material and financial support from stakeholders including schools.	Teachers	FR	7	23	51	3	7	2.63	91
		Educational Leaders	FR	-	24	3		-	2.18	28
7	Lack of cooperation of teachers to implement ideas, comments given by supervisor	Teachers	FR	2	39	44	5	1	2.51	91
		Educational Leaders	FR	9	17	-	-	2	1.89	28

As indicated in the above table 4.8 item 1 majority of the teachers was agreed on the problem that inadequate attention given to educational supervision service But more of educational leaders partially disagreed while some of the remained uncertain and agreed. The mean value 3.99 of the teachers confirmed their agreement whereas the mean value 2.96 of the response of educational leaders remained uncertain. Concerning table 4.8 item 2 the respondents were asked about the limitation of skills in applying techniques of supervision. To this respect, majority ofteachers agreed and significant of educational leaders confidently showed their disagreement. The mean value of both teachers and educational leaders was 3.79 and 2.29 respectively that shown the difference between both groups. On the other hand, item three indicated about using educational supervision only for administrative purpose. To this end, majority of the teachers agreed, whereas most of the educational leaders showed their disagreement. The mean value of both teachers and educational leaders showed the difference which was 34.45 and 1.89 respectively.

Regarding item four, about lack of commitment to do their work properly and continuous support from the supervisors' majority of the teachers showed their agreement and only few numbers of teachers remained neutral whereas, majority of educational leaders disagreed. The mean value of both teachers and educational leaders was revealed the difference which was 1.82 and 4.05 respectively. Similarly, item 5, majority of teachers agreed on the idea that, lack of participatory approach which engages teachers in all aspects of professional development. To the contrary, most of the educational leaders confirmed their agreement. The mean value of both teachers and educational leaders was 4.05 and 1.93 respectively which showed difference.

Concerning item seven, majority of the teachers were neutral while few of them agreed on the idea that inadequacy or shortage of material and financial support from stakeholders including schools. On the other hand, educational leaders disagreed. However the mean value of both teachers and educational leaders showed approximately the same which was 2.63 and 2.18 respectively. Moreover as we can see table 4.8 item 7, majority of teachers were neutral while some of them disagreed on the idea that, lack of cooperation of teachers to implement ideas, comments given by supervisor**.** Similarly, almost all of the educational leaders confirmed their

disagreement. However, the mean value of both teachers and educational leaders was 2.51and 1.89respectively which showed slight difference.

4.3.2 Analysis data obtained from Interview and FGD

Interview and Focus group discussion was among the tools used in order to obtain valuable data for the study. The interview was made with teachers, principals, supervisors and WEO. The FGD were made in four different groups containing teachers, principals and supervisors. Following this, the participant gave their response and suggestions based on the questions. As follows:

I.   Importance and contribution of educational supervision

The first item in the interview was intended to check the knowhow of respondents about the importance and contribution of educational supervision. Almost all of the teachers replied that the educational supervision has remarkable value to the development of teachers' profession. In this regard, one of the participants from the interviewee replied that:

> ... I can explain many contributions of educational supervision from my experience. For instance, it is the means of getting new ideas messages about the current status of education. Most of the time, our supervisors come up with different activities and duties to be done by the teachers and school leaders. They usually bring different check lists and ask about our daily activities in or out of the classroom. Then they support us by giving advises.

Another teacher also replied almost the same response to the above teacher. According to his explanation:

> ...Educational supervision played important role in my teaching career. When I was a beginner teacher in the present Gimbo secondary school, I faced different problems regarding the classroom management. But different supervisors and other experienced teachers under the organization of the supervisor supported me by showing different methods. After that I had not faced similar problems to manage my classroom.

Moreover, many teachers described the contribution educational based on their experience and the benefit they get from the support. Among the contributions mentioned by the teachers were ways of lesson planning, different teaching method, assessment techniques and sharing experience.

The school principals were also asked about the advantages and the contributions of educational supervision. The responses from the principals were also similar with the response of teachers. One of the principal respondent's explanations:

> *... Educational supervision facilitates the teaching learning process from planning to implementation. It is the means to provide help for the teachers, to plan together, observe classroom of the teaching and learning process, motivate teachers to use different teaching method, instructional materials and share experiences.*

The response from the interviewed supervisors further added the contribution of educational supervision. According to their response:

> *...Educational supervision enabled us to provide different supports to strengthen the development of teachers. Since the primary goal of teaching is to facilitate students learning and bring change in the minds of pupils, the teachers must be with developed professional knowledge.*

For this matter educational supervisors play vital role in facilitating different opportunities to the development of the teachers' profession. For instance, one of the supervisors said:

> *... The educational supervisiondeliver different opportunities to develop the profession. For instance the continuous professional development, staff trainings, workshops, experience sharing programs can be mentioned. In addition supervisors work with the school principals and the community to make good relationship among the teachers and students in order to create harmonious environment to the teaching and learning process. Therefore, as a supervisor I believe that educational supervision is a pillar for the development of teachers professional development if it is properly applied.*

The data obtained from all of the FGD regarding the contribution of educational supervision, supported the idea raised in the interview. In this regard, the members in one of FDG said:

> *"It is obvious that the professional development and educational supervision has strong relationship. All of the teachers come to school after the graduation to start the teaching profession. However, the theoretical knowledge about the profession challenges most of them when they start the practical application of the profession. Therefore, the role of educational supervision is needed to suite the theoretical knowledge to practical. The supervisors facilitate the situation for the novice teachers to share experience from the*

experienced colleagues, help them begin induction courses, nominate the mentors and follow the activities….

In general, it is possible to conclude that the contribution of educational supervision was recognized and understood in the study area.

II. The practice of educational supervision procedures

Concerning the practice of educational supervision procedures, the teachers were asked to give their explanation based on their experience and school context. Accordingly, the first question of the interview was about the frequency of class observation performed by their supervisors. Hence, the majority of the interviewees replied that they were not frequently observed by the supervisors. Most of the time supervisors focus on the administrative issues than observing in the classroom. When they have new ideas they call the staff meeting and share the information to be implemented. Sometimes they post notes and new experience on the board and walls of the staff. To the contrary the response from many interviewed supervisors depicts that they usually observe the classroom teaching and learning process and support by giving advices and sharing different teaching methods. However, they also agreed that the number of teachers from their catchment schools may be small in number. This might make their visitation frequency less. For instance one of the interviewed principal replied that:

…Classroom observation was taken place once a semester. There were no such steps to be followed to accomplish classroom observation. The supervisors only inform the teachers the time and section that they will come to observe. Then they come with the checklist and observe the classroom then discuss on the points to be improved and went back. Therefore there were no continuous support and feedback providing experience.

The next interview question was about the extent of support given to the teachers to develop their professional skills, in terms of planning, classroom management, and preparing teaching materials. Concerning this question the majority of teachers replied related answers. For instance one of the interviewee replied that:

…Although the supports from the supervisors were little and not frequent, we sometimes get supports like sample of lesson plan preparation, experience sharing meetings. However, they always ask us to do continuous professional develop (CPD) trainings as a part of our regular work.

Another teacher amongst the interviewed also gave her response for the similar question as follows:

> … *Oursupervisor come to our school many times. But, most of the time he checks whether the teachers prepared the daily lesson plan, annual plans are prepared or not. When he visits few of our colleagues, he fills observation checklists and discuss with those teachers individually. Nonetheless, he doesn't revisit to check the progress is made based on the discussion and comment. Therefore, as to me the support we get from our supervisor regarding professional development is not sufficient.*

Similar question was provided to the supervisors and their responses were slightly different from the teachers' response. According to their response, more or less they provide required support which can help the development of teachers. For example one of them replied that:

> ... *I support the teachers in my cluster schools based on my plan. I always discuss with the teachers concerning their professional development. I help them to plan the yearly and daily lesson on time. I observe some selected teachers class room and suggest some remedies.*

However, the data obtained from the FGD supported the response of teacher. According to the response of the group members, the support provided from the supervisors was insufficient to help the professional development of teachers. Therefore, one can conclude that the teachers in the study area were not properly supported in order to develop their profession.

III. The challenges of educational supervision

The researcher interviewed the teachers, supervisors, principals and WEO about the challenges which hinder the implementation of educational supervision. To this end, different respondents mentioned many factors as challenges of the educational supervision. Lack of commitment from the supervisors, lack of co-operation from principals and teachers, lack of man power, lack of economic support from responsible bodies and other problems were described by the interviewees. For example one of the teachers responded that:

> … *The major challenge of educational supervision is the commitment of the supervisors. The supervisors come to schools only to visit or take some information like the data of students per week or month, to check the atmosphere of the school and the community. Therefore, helping teachers in relation to their professional development is undermined by the supervisors' lack of commitment….*

Among the principal respondents most of them supported the response of teachers. For instance one of them replied that:

> … *When the supervisors come to school, their first intention is to gather information from principals, departments and unit leaders. Then they usually give comments those should be improved for the future. But they didn't facilitate some training programs and workshops in or among the schools. As to me this is may be from their less commitment to facilitate such activities rather than administrative issues….*

Despite having some differences, the data obtained from supervisor respondents were similar. Accordingly, many supervisors stated that lack of human resource, lack of co-operation and lack of economic support was the major constraints that challenge educational supervision. One of the respondents replied that:

> *… Most of the time, I prepare some training manuals and ask the woreda education office to support my proposal to be applied in the schools. However, I have ever got financial or material support from this office. For this matter I couldn't give some trainings and workshops those can support the development of teacher's profession…*

Therefore, it can be concluded that, lack of commitment from supervisors, lack of human resource, lack of co-operation and shortage of economic supports were among the challenges of educational supervision in the study area.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter closes the whole work of the study. It summarizes the entire study focusing on the objectives of the study. It also presents the main points drawn from the study as a conclusion and forward recommendations based on the conclusions made.

5.2. Summary of the major findings

The objective of the study was to assess the impact of educational supervision practices on professional development of teachers in preparatory schools of the study area. To achieve an intended goal of the research, three research questions were raised:

- What are the contributions of Educational supervision to the professional development of teachers?
- What procedures of educational supervision are employed by supervisors in relation to teacher professional development?
- What are the barriers and challenges of educational supervision practices on teachers' professional development?

In order to achieve the research objectives answer the questions, a descriptive research design with quantitative qualitative research approach of data collection and analysis methods were used. A sample of 91 teachers of preparatory schools and 28 educational leaders (suervisors, principals and WEO) from four schools participated in this study. Four schools were purposefully selected as sample. The data were collected through questionnaire, FGD and semi-structured interview. Then the collected data was analyzed and discussed quantitatively and qualitatively. Finally, it was possible to reach its end by finding out the impact that educational

supervision has on the teachers' professional development and the challenges which hinder its implementation based on the objectives of the study. Thus, the findings of the study were summarized below.

1. Generally the data obtained from the questionnaire, interview and FGD revealed different implications regarding the contribution of educational supervision in the process teachers' professional development. The response of the teacher respondents varied based on the item of the questionnaires. In addition, the response of teachers and educational leaders (principals, supervisors and WEO) was different in the most cases. For instance, the teachers were uncertain to accept its contribution on providing the capacity building program, helping them to use effective methods to help learners to overcome their learning difficulties and assisting them to conduct action research to solve professional problems. In addition the teacher showed their disagreement about the contribution of educational supervision on the process of helping teachers to familiarize them with various assessment techniques. To the contrary, the educational leaders agreed on the contributions of the educational supervision stated above. Even if the teacher respondents show disagreement and uncertainty on few items of the questionnaires, they showed their agreement on many points.

2. Therefore, as shown in the result, the majority of the teachers and educational leaders respondents agreed that educational supervision has the contribution in terms of encouraging teachers to plan their own professional development, enabling teachers to formulate applicable instructional objectives, helping teachers to identifying locally available teaching and learning resources, facilitating teachers to select teaching techniques which enhance learning, and facilitating teachers to creates a congenial and co-operative environment.

3. Regarding the procedures of educational supervision which were employed by supervisors, the data collected from the respondent showed different responses. The overall response of teachers obtained from questionnaire, interview and FGD revealed their dissatisfaction on the practice of educational supervision programs.

4. The findings of the study indicated that the teacher respondents were uncertain regarding about practice of implementing the educational supervision so as to help their profession. For instance the respondents portrayed their uncertainty about the procedures of

educational supervision in terms holding pre-observation meeting with teachers, informing the reason and purpose for the observation and the focus of observation, observing teachers throughout the time allocated for classroom observation and focusing on teaching learning process and take necessary information about the whole teaching-learning process whereas the educational leader showed their agreement.

5. The findings of the study showed that the educational supervision procedures were not properly provided to the teachers in order to help their professional development. According to the response of teacher respondents the educational supervision procedures like arranging inter-school visitation to share good practices, assisting teachers to undertake joint planning of experience sharing programs in local school context, assisting teachers in developing/selecting instructional materials, making teachers familiar with different techniques of classroom management, guiding teachers to encourage their pupils to express their ideas or feelings and directing teachers to establish a positive relationship with students were no efficiently provided to support their professional development. However, the majority of the educational leaders (principals, supervisors and WEO) agreed on the practicability of the procedures.

6. Concerning the challenges of educational supervision the response of teachers were different. According to their response inadequate attention which given to educational supervision service, limitation of skills in applying techniques of supervision, lack of commitment from the supervisors and use supervision only for administrative purpose were the among the challenges which hinder the implementation of educational supervision. On the other hand the educational leaders mentioned lack of cooperation of teachers to implement ideas, comments given by supervisor, inadequacy or shortage of material and financial support from stakeholders as the major challenges of educational supervision. Finally, conclusions and recommendations were made based on the findings of the study.

5.3. Conclusions

Based on what has been found out as result of the study and the summary stated above, the following conclusions are drawn.

1. The study reveals that teachers had no common understanding about the contribution of educational supervision to the development of teachers' profession.

2. While many teachers had sufficient recognition about the relationship of educational supervision and their professional development, some of them did not. This indicated that the teachers had the theoretical gap of understanding the contribution of educational supervision to the development of teachers' profession.

3. Even if the result of the study confirmed almost the entire educational leader had the recognition about the contribution of educational supervision so as to develop teachers' profession, the result obtained from teachers portrayed the gap among them. Therefore, it can be concluded that the teachers were not properly getting awareness regarding the contribution of educational supervision to the development of their profession from the educational leaders.

4. The result of the study depicted that the educational supervision procedures were not appropriately applied in the schools. They did not get significant support from the educational support.

5. The way the teachers get constructive feed-back after the observation was not satisfactory. In addition, teachers were not familiarized with different techniques of classroom management and assessments.

6. Generally, the result of the study revealed currently, educational supervisors were lack of the elements such as cooperativeness, creativity, and innovative. Lack of these basic elements made them inefficient in applying the procedures of educational supervision which can develop teachers' profession. Thus, these cause teachers were not innovators and creators of their methodology to solve their problem through action research and lack of cooperativeness.

7. Therefore, educational supervision procedures were not applied the procedures of educational supervision.

According to the findings of the study, the major challenge for the implementation of educational supervision were lack of commitment from supervisors and teachers, lack of awareness and lack of cooperation. Lack of man power, Inadequacy or shortage of material and financial support from stakeholders, thus, were among the challenges of educational supervision.

5.4. Recommendations

Based on the conclusions derived above, the following recommendations are forwarded:

➢ It is better to that the Supervisors promote the contribution of educational supervision by providing its theoretical and practical concept and by creating awareness among teachers.

➢ It is advisable that principals and supervisors plan together with the teachers to continue the educational supervision. They should observe regularly following the principle of educational supervision.

➢ Supervisors need to hold discussions before and after supervision and give constructive feed-backs.

➢ Different trainings, experience sharing programs and workshops concerning teachers educational development could be provided by supervisors and school principals.

➢ Supervisors need to be committed and strong enough to overcome different hardships those can harm the applicability of educational supervision.

➢ Teachers need to be co-operative enough to get the support of supervisors and to obey the duties and obligations of educational supervision.

➢ It is advisable that the principals, WEO and other stakeholders provide some financial support in order to provide different staff trainings and workshops.

➢ Finally, it is better to increase the number of supervisors by ZED and WEO to solve the problem related to the man power.

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APPENDIX A: QUESTIONNAIRE

JIMMA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Planning and Management (EDPM)

Questionnaire to be filled by preparatory school Teachers, principals,supervisors& WEO

The main purpose of this questionnaire is to gather relevant data that help to assess the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone. I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the impact of educational supervision in developing teachers' profession. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Please Note that:

- You do not need to write your name on the question

Thank you in advance for your cooperation!

i

Part one: Background information

Give information about yourself by putting a tick (√) mark in the given box and/or by writing your responses in the given blank spaces.

1.   Name of the school _____

2.   Name of the woreda _____

3.   Sex: a. Male ☐   b. Female ☐

4.   Age (in years): 21 – 25 ☐   26 – 30 ☐   31 – 35 ☐   36 – 40 ☐

5.   Qualification Diploma ☐ BA/BED/BSc ☐ MA /MED/MS ☐   If any _____

6.   Teaching experience in years (only for teachers)

    Below 5 years ☐   6-10 years ☐   11-15 years ☐

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

Part Two: Teachers' understanding about contribution of Educational Supervision

Please give your appropriate response to each item based on your understanding and experience. Your responses could vary from "Strongly agree" to "strongly disagree" use tick "(√)" mark to give your responses.

Key: 5 = strongly agree

     4=Agree

     3 = Undecided

     2=Disagree

     1 = Strongly Disagree

1.	Teachers understanding about the contribution educational supervision	1	2	3	4	5
1.1	Providing capacity building programs to teachers					
1.2	Facilitating and organizing peer coaching and experience sharing programs					
1.3	Encouraging teachers to plan their own professional development.					
1.4	Enabling teachers to formulate applicable instructional objectives					
1.5	Helping teachers to identifying locally available teaching and learning resources					
1.6	Facilitating teachers to select teaching techniques which enhance learning					
1.7	Helping teachers to use effective methods to help learners to overcome their					

	learning difficulties					
1.8	Helping teachers to familiarize them with various assessment techniques					
1.9	Assisting teachers to conduct action research to solve professional problems					
1.10	Facilitating teachers to creates a congenial and co-operative environment					

1.11. What else do you understand about contribution of educational supervision on teachers' professional development? _____

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Part Three: Questionnaires related to Procedures of supervision for classroom observation.

Please give your appropriate response to each item based on your experience about classroom observation. Your responses could vary from "Strongly agree" to "strongly disagree" use tick "(√)" mark to give your responses.

Key: 5 = strongly agree   4=Agree   3 = Undecide   2=Disagree   1 = Strongly Disagree

2.	Procedures of supervision for classroom observation.	1	2	3	4	5
2.1	Hold pre-observation meeting with teachers					
2.2	Inform the reason and purpose for the observation and the focus of observation					
2.3	Tell the time of observation and the time for post conference					
2.4	Observe teachers throughout the time allocated for classroom observation					
2.5	Focus on teaching learning process and take necessary information about the whole teaching- learning process					
2.6	Provide constructive feedback following classroom observation					
2.7	Set strategies for future improvement with supervisees					
2.8	Arrange inter-school visitation to share good practices.					
2.9	Assist teachers to undertake joint planning of experience sharing					

	programs in local school context					
2.10	Helps and advises teachers in the preparation of annual and daily lesson plans					
2.11	Assist teachers in developing/selecting instructional materials					
2.12	Makes teachers familiar with different techniques of classroom management					
2.13	Guides teachers to encourage their pupils to express their ideas and feelings					
2.14	Directs teachers to establish a positive relationship with students					
2.15	Explains to teachers the ways of considering and teaching students with mixed abilities or special needs					
2.16	Encourage teachers to discuss ways of solving any problem regarding with the school teaching and learning activities					
2.17	Provide different results of educational researches and directs teachers to learn appropriate teaching techniques					
2.18	Organizing induction program for new teachers					
2.19	Initiate teacher to develop group for better learning					
2.20	Spread best practices & teaching methodologies among schools and teachers.					
2.21	Organize and facilitate educational workshops, in-service training programs, seminars and conferences for teachers					

2.11. Please, explain if there are any other ways of implementing and organizing educational supervision in order to develop teachers' profession._____

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Part Four: Questionnaires related to Challenges against the implementation of educational Supervision

Please give your appropriate response to each item based on your experience about the challenges of educational supervision. Your responses could vary from "Strongly agree" to "strongly disagree" use tick "(√)" mark to give your responses.

Key: 5 = strongly agree

  4=Agree

  3 = Undecided

  2=Disagree

  1 = Strongly Disagree

3.	Challenges against the implementation of educational supervision in the schools	1	2	3	4	5
3.1	Inadequate attention given to supervision service					
3.2	Limitation of skills in applying techniques of supervision					
3.3	Use supervision only for administrative purpose					
3.4	Lack of commitment to do their work properly and continuous support from the supervisors					
3.5	Lack of participatory approach which engages teachers in all aspects of professional development.					
3.6	Inadequacy or shortage of material and financial support from stakeholders including schools.					
3.7	Lack of cooperation of teachers to implement ideas, comments given by supervisor					

3.8. If there are any other challenges faced the implementation of educational supervision in the schools regarding teachers' professional development, please write them briefly_____

_____

_____

_____

FOCUS GROUP DISCUSSION QUESTIONS

JIMMA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Planning and Management (EDPM)

Focus Group Discussion Questions for Supervisors, Principals &WEO

The purpose of this discussion is to get relevant information related to the "the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone." I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the impact of educational supervision in developing teachers' profession. Hence, your genuine, frank and timely responses are of prime

importance for the success of this study. Therefore, you are kindly requested to respond and discuss to each question carefully and responsibly.

<div align="right">Thank you for your cooperation!</div>

Part I: General information

1. Woreda_____

2. Sex_____

3. .Qualification_____

4. Current position_____

5. Experiences as: Teacher _____School principal_____ Cluster

supervisor _____ Woreda education officer_____

Part II: FGDs Questions

1. How do you explain your school supervisory practices?

2. What kind of help do you get from educational supervision?

3. Do you think educational supervision has advantages in the teachers' professional development? How?

4. How do you evaluate the organization of educational supervision in your school?

5. How do you evaluate the relationship of teachers and educational supervisors in your school?

6. How far educational supervisors encourage teachers to assure quality of education? How?

7. What are the major challenges of educational supervision in and around your school?

8. What do you suggest to overcome these problems?

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APPENDIX C:

INTERVIEW QUESTIONS

JIMMA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Planning and Management

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Interview Questions for Preparatory Teachers, Supervisors, Principals &WEO

The purpose of this interview is to get relevant information related to the "the impact of educational supervision practices on professional development of teachers in preparatory schools of Kafa zone." I would like to assure you that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of

this study is believed to be as an input to improve the impact of educational supervision in developing teachers' profession. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

Thank you for your cooperation!

Part I: General information

1. Woreda_____

2. Sex_____

3. .Qualification_____

4. Current position_____

5. Experiences as: Teacher _____School principal_____ Cluster supervisor _____ Woreda education officer_____

Part II: Interview Questions

1. How often do you visit teachers while they are teaching in the classroom?
2. To what extent do you support the teachers to develop their professional skills? In terms of planning, classroom management, preparing teaching materials?
3. How do you evaluate the implementation of educational supervision takes place in the schools in order to develop teachers' profession?
4. Do you believe that supervisors follow principles and procedures of educational supervision to support teachers in developing their profession? How?
5. Do you think educational supervision plays significant role in developing teachers' profession? How and why not?
6. What are the efforts made to initiate teachers in supervisory service for their professional development?
7. How do you see the supervisory leadership skills implemented in the school?
8. What are the challenges affecting educational supervision in the schools? What should be done to alleviate these challenges?