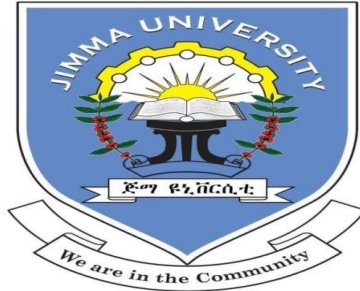


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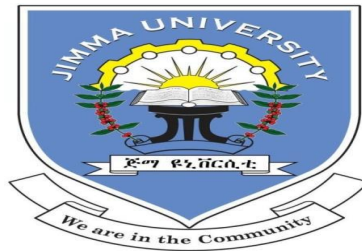


**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**DECEMBER, 2020
JIMMA, ETHIOPIA**

**THE PRACTICE OF THE UTILIZATION OF SUPERVISORY FEEDBACK IN
SECONDARY SCHOOLS OF JIMMA ZONE**

BY: HABTAMU ADUGNA DEBELE



**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT JIMMA UNIVERSITY, COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES IN PARTIAL FILFILMENT FOR THE REQUIREMENT
OF DEGREE OF MASTERS OF ARTS IN EDUCATIONAL LEADERSHIP**

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**DECEMBER, 2020
JIMMA, ETHIOPIA**

DECLARATION

The researcher hereby declares that the thesis on the title, “**the practice of the utilization of supervisory feedback in secondary schools of Jimma Zone**”, is my original work and that all sources that have been referred to and quoted have been duly indicated and acknowledged with complete references.

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JIMMA UNIVERSITY

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APPROVAL SHEET

This is to certify that the thesis prepared by **Habtamu Adugna Debele** entitled: **the practice of the utilization of supervisory feedback in secondary schools of Jimma Zone** and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

APPROVED BY BOARD OF EXAMINERS

Chair Man's Name	Signature	Date
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Advisor's Name	Signature	Date
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Internal Examiner's Name	Signature	Date
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External Examiner's Name	Signature	Date
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ACRONYMS AND ABBREVIATIONS

ADEA:-Association of Development of Education in Africa

CPD: - Continuous Professional Development

CRC: - Cluster Resource Center

CTRS: - Cognitive Therapy Rating Scale

E.C:- Ethiopian Calendar

IDM: - Integrated Development Model

IIEP: - International Institute for Educational Planning

MoE: - Ministry of Education

NGO: - Non-Government Organization

OREB: - Oromia Region Education Bureau

REB: - Regional Education Bureau

SAS: - System Approach to Supervision

SLAAED: - Sri Lanka Association for Advancement of Education

SPSS: - Statistical Package for Social Science

SRM:-Social Role Models

UNESCO: - United Nations Educational Scientific and Cultural Organization

WEO: - Woreda Education Office

ZED:-Zonal Education Department

ABSTRACT

The purpose of the study was to assess the current practices of the utilization of the supervisory feedback in government secondary schools of Jimma Zone. To conduct this study, descriptive survey design and mixed research method was employed. The data sources used for this study were both primary and secondary sources. To this end, the primary sources were teachers, department heads, Woreda Education supervision coordinators, supervisors and principals. Whereas, written supervision minutes, supervisory annual plans and reports were used as secondary sources. The participants of this study were 90 out of 363 teachers and 77 out of 120 department heads were selected by cluster sampling, stratified proportional sampling and lottery methods. Moreover, 8 Woreda Education supervision coordinators, 8 supervisors and 8 principals were selected by purposive sampling method. The data were collected by using questionnaire, interview and document reviews. To ensure the quality of the tools in this study, a pilot test was conducted to check the validity and reliability of the instruments prior to the actual data collection. Finally, minor modifications were made on the instruments and make it ready for the final data collection. Accordingly, the quantitative data collected through questionnaire was analyzed by using computer program SPSS version 23 and presented in frequency, percentage, mean, standard deviation and Independent sample T-test. The data collected through interview and document review were analyzed qualitatively by narration in line with quantitative data to substantiate the data gathered through questionnaires. Finally, the research came up with following major findings: the current practices of the provision of supervisory feedbacks were focus on more of administrative issues; supervisory feedbacks were not properly implemented by secondary school principals and teachers; teachers perceive supervisory feedbacks as ineffective feedbacks and secondary school supervisors were not properly follow up the implementation of supervisory feedbacks. On the other hand, among the major challenges that hinder the implementation of supervisory feedbacks were: REB, ZED & Woreda Education office give less attention in providing continuous technical support and monitoring the implementation of supervisory feedbacks at school level, lack of school principals leadership experience, competency and commitment; lack of trust and openness between secondary school teachers and supervisors; teachers perceive supervisory service feedbacks negatively as fault finder rather than as supportive and developmental services; supervisors lack good supervisory knowledge, skills, ability and commitment ; lack of sufficient input supply such as human, financial and material resources. Based on the finding of the study, it was concluded that, supervisory feedbacks were not properly utilized in secondary schools of Jimma Zone. Finally, to minimize and to solve the problems, the following recommendation were drawn; REB, ZED and Woreda Education office collaboratively should give more attention for the provision of supervisory services and feedback utilization practices; REB and ZED should better to give relevant in service training for supervisors, principals and teachers to upgrade their supervisory understandings and allocating adequate financial, human and material resources for secondary schools for the success of supervisory services were suggested.

CHAPTER ONE

INTRODUCTION

This chapter contains background of the study, statement of the problem, objective of the study, significance of the study, delimitations of the study, limitation of the study, definition of basic terms and organization of the study.

1.1. Background of the Study

Supervision has been a crucial tool to improve and monitor the quality of education of any educational programs of both developed and developing nations (De Grauwe, 2001a). UNESCO (2007) also indicated that, supervision is the main component of the overall quality monitoring and improvement system and it has strong relationship with the quality of education. Moreover, supervision can be regarded as one of the most influential factors in the quality of education, as it plays an important role in the improvement of teaching and learning by taking on the responsibility of professionally developing teachers and enhancing the academic achievement of students (Dickson, 2011).

Furthermore, Dickson (2011) states that supervision aims at creating a favorable atmosphere for learning, achieving synergy and coordination of efforts in a way that improves the educational outcomes, ensuring professional development of teachers, enhancing teachers' motivation, enhancing of teaching and learning quality, identifying good as well as bad traits in a teacher's practice, helping less-competent teachers to become more competent, and supporting new teachers in adapting to the school environment. Among the many objectives of supervision in schools, the primary ones are improving the overall performance of school and enhancing the quality of education process (Abebe Tesema, 2014).

Therefore, the supervisor assumes many roles in the educational process, the most important one being that of an informative and critical consultant with the aim of improving educational outputs, helping to fulfill teachers' needs, and overcoming the various problems associated with classroom practices (Vieira, 2000). The supervisor is also responsible for helping teachers in selecting what goals and objectives will be implemented in the teaching process, which in fact plays an important role in motivating students and managing the classroom environment with the aim of improving the learning atmosphere (Abebe Tesema, 2014).

Therefore, to respond to the great need for a change in the quality of education and meet standards, it becomes necessary to strengthen the school supervision.

Knowing of the fact that supervision brings such changes, most nations in the world have been established and implement school supervision as an important tool to monitor the quality of education provided by schools (Fekede, 2009). For instance, in Netherlands, one of the aims of school supervision is to improve the quality of education through the provision of feedback to school officials on the performance of schools; similarly, in California the main use of School supervision is a critical factor in achieving educational excellence and a positive learning experience for all students (Cheryl F. Fischer, 2010). In Malaysia supervision is one of the strategies that enable teachers to improve teaching learning process to fulfill the students' needs (Hoque, Banu, Kenayathulla, Subramaniam & Islam, 2020). Similarly, in Nigeria supervision helps to provide concrete and constructive feedback to teachers on daily basis to stimulate, coordinate and guide the growth of teachers to cooperatively develop favorable climate for effective teaching and learning (Ibrahim, Bature and Bashir, 2019).

Coming to developing countries like Ethiopia, the supervisory service has been practiced since 1941 with the constant shift of its names between "Inspection" and "Supervision" (Haileselassie, 2001). Presently, school supervision in Ethiopia is development oriented, and educational supervisors are expected to undertake three sets of tasks: controlling, providing support and evaluating results to achieve the unified and standardized school system (MoE, 2012). Supervision is improvement oriented and supervisors are expected to give quality feedback to schools and follow up its implementation (Oromia Region Education Bureau, 2009).

Based on the above mentioned experiences of different countries one can understand that giving quality feedback for schools is a vital component of school supervision leading to real school improvement. Supervision feedback is the vehicle by which supervisors communicate their evaluation of supervisees and typically contains information regarding multiple facets of supervisees, including skills, attitudes, behavior, and appearance - all of which can impact their delivery of services to clients that may influence their performance with clients (Hoffman, Hill, Holmes and Freitas, 2005). Supervision feedback can be defined as both verbal and written documents given by the supervisors, describing what was observed from the supervision which enables one to know how well a school is performing and where improvement is needed (Rose &

Kingsley, 2019). Feedback assists educators to identify areas of improvement so that action can be taken once the area is already identified (Schildkamp and Teddlie, 2008).

As schools operate within the dynamic and ever changing environment, many teachers, notably, novice teachers may not have mastered sufficient skills for effective teaching. Instructional supervision aims to meet this developmental need in order to ensure effective education and provide sufficient resources for teachers. Effective supervision should result in growth and learning by the teachers (Nolan and Hoover, 2004). Instructional supervision service has been equipping teachers with the necessary knowledge and skills to solve educational problems by creating awareness about the methodological changes in the teaching-learning process particularly by providing timely feedback (Zepeda, 2002: p.29). Supervisors need to provide individual teacher and school with opportunities for continuous inquiries, training, meetings and workshops to ensure learning in all disciplines (Mbaba, 2009).

However, according to the study conducted by Kasahun and Mitiku (2017) on practices of primary schools cluster supervision: the case of Jimma town primary schools in Ethiopia reveals that supervisors were not able to give timely and constructive feedbacks to help teachers to improve their instruction. Similarly, instructional supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and continuously follow up teachers by helping them to reduce their instructional limitation in the classroom (Birhane Aseffa, 2014). Furthermore, study conducted by Aseffa Bullo (2016) reveals that the instructional supervisors did not engage themselves in effective responsibility of instructional programs like curriculum, instruction and staff development and providing feedback on the teaching learning process. On the other hand, study conducted by Tadesse, Taye, Bekalu, Adula and Abbi (2013) shows that, the actual utilization of supervision feedback is not functional as per intended level in secondary schools of Jimma Zone. The above aforementioned studies show that supervisory feedback provision practices and feedback utilization practices were not found as intended level. Similarly, Regional, Zonal and Woreda level community mobilization reports indicated that, secondary school supervisors were not properly provide appropriate supervisory services and secondary school teachers and principals were not properly implement supervisory feedbacks at school level. In line with this, the purpose of this study is to investigate the current the practices of the utilization of supervisory feedback in government secondary schools of Jimma Zone.

1.2. Statement of the Problem

Supervision is a set of activities designed to attain educational objectives, make the teaching learning effective, to enrich and develop curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth (MoE, 1987 E.C). Govinda and Tapan (1999) also indicated that, supervision is a key factor for ensuring the good functioning of the education. Similarly, UNESCO (2007) indicates that the overall education system should be supported by educational supervision to improve the teaching learning process in general and learner's achievement in particular.

Furthermore, researchers (Wiles & Bondi, 1996; Glickman, Gordon & Ross, 1998; Sergiovanni & Starratt, 2002; Zepeda, 2007) indicate that 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 instruction. Thus, since the main aims of supervision of instruction are to provide best practices in the teaching-learning process, to control and improve quality of learning by increasing academic achievement of learners, it is important to note that feedback from instructional supervision practices is used to help teachers obtain and apply modern teaching methods, innovations and technology in and out of their classrooms. Moreover, feedback from instructional supervision practices would also help teachers improve their work performances and enhance their professional growth and career development (Tshabalala, 2013; Wambui, 2015).

Additionally, supervision service feedback is given for the schools to become aware of what they are doing. It reinforces appropriate behaviour and helps correct deficiencies thereby, encouraging schools to try new skills (Rose & Kingsley, 2019). Feedback also serves as the vehicle by which supervisors communicate their evaluation with their supervisees (Hoffman et al., 2005). Numerous research studies have also found that feedback has a great impact on school improvement (Matthews and Sammons, 2005; Ehren and Visscher, 2008; McCrone, Coghlan, Wade and Rudd, 2009). Feedback also presents some ideas for improvement and develops appropriate strategies to close the gap between performance and standards (Coe, 2002).

In line with this, in order to improve the quality of education, supervision service has been carried out for many years in Ethiopia (Haileselassie, 2001). The supervisors are there to visit schools and give feedback on what and how to improve their performance so that schools are

expected to use the feedback to improve their functioning (MoE,2012). Supervisors are responsible for monitoring, supporting, evaluating and linking schools (MoE, 2012: P.3). Supervisors are expected to give quality feedback to schools and follow up its implementation (OREB, 2009). However, the way the feedback is used and the extent of its utilization in schools has potential impact on the effectiveness of supervision and eventually on realizing the desired change (Tadesse et al., 2013). Furthermore, Tadesse et al. (2013) note that simply giving and receiving feedback on schools performance is not sufficient by itself to bring the desired change. Rather schools should translate the feedbacks they receive from the supervisors in to practice in such a way that it improves their function. Supervision is effective when the feedback is found to be relevant, utilized and solid improvement is observed in schools (Tadesse et al., 2013).

Therefore, it is impossible to expect that supervision brings such changes without improving its service provision and proper utilization of supervisory feedback to improve teaching and learning process. For instance, according to quantitative study conducted by Rose & Kingsley (2019) on extent of principals' implementation of external supervision feedback for quality assurance in public secondary schools in Imo state, Nigeria; the findings of this study reveals that the implementation of external supervision feedback regarding teaching and learning process; teacher quality; leadership and management are being implemented to a low extent. Similarly, qualitative study conducted by Tadesse et al. (2013) on an exploration of the utilization of supervision feedbacks: the case of some secondary schools in Jimma Zone, Ethiopia; reveals that supervision feedback is not functional as per intended in secondary schools because of the respective offices give less attention to supervision roles and lacks cooperation, low readiness of teachers to positively see the comments of supervisor, supervisors' lack of supervision skills to supervise teachers in giving objective feedback.

Moreover, Oromia Education Bureau supervision report (2017) shows that, out of 3000 supervised primary and secondary school supervisors only 8% of them were discharging their roles and responsibilities by giving support and advice to schools. Similarly, only 9.5% of Woreda Education offices were supporting and monitoring schools. Only 29% of primary and secondary schools were utilizing check lists to implement school plans and supervisory feedbacks in their schools. This report shows that school principals, supervisors and Woreda education offices were not discharge their roles and responsibilities in supporting, evaluating

and monitoring their schools and only few schools were utilizing supervision feedbacks to improve their school performance.

Furthermore, the researcher serves as teacher, principal, Woreda education office supervision coordinator and Woreda education office vice head in Jimma Zone, Omo Nada Woreda for the last fourteen years and gets the chance of participating on different education conferences, workshops, meetings and discussions held at regional level. Supervision reports show that primary and secondary school supervisors were not provide supervision feedback properly and most of the primary and secondary schools were not utilize supervision feedbacks properly in their schools as intended. Similarly, Zonal and Woreda level community mobilization documents, seminars and workshops repeatedly indicates that supervision service provision and supervision feedback utilization in secondary schools of Jimma Zone were not found as intended level.

Although, the aforementioned studies were conducted at international and national contexts, their focuses were on the implementation of external supervision feedbacks for quality assurance and supervision feedback utilization practices. Besides, as far as the knowledge of the researchers is concerned, the two researchers Rose & Kingsley (2019) and Tadesse et al. (2013) studied the supervision feedback implementation practices. The former focused on extent of principals' implementation of external supervision feedback for quality assurance in public secondary schools in Imo state, Nigeria; while the later was about an exploration of the utilization of supervision feedbacks: the case of some secondary schools in Jimma Zone, Ethiopia. Both studies identified that the implementation of supervisory feedbacks were not found as intended level. The present research differs from the aforementioned studies in context, as in the case of the former and in scope in the latter case.

Due to the above mentioned practical reasons, the researcher felt that there is a research gap which needs further investigation about the status of the current practices of utilization of supervisory feedbacks. Therefore, this study focused on assessing the current practices of the utilization of supervisory feedback in government secondary schools of Jimma Zone. In order to achieve this purpose, the following basic research questions were answered in the study:

1. What is the current practice of the provision of supervisory feedbacks in secondary schools of Jimma Zone?
2. To what extent do secondary school principals implement supervisory feedbacks in secondary schools of Jimma Zone?
3. To what extent do secondary school teachers implement supervisory feedbacks in secondary schools of Jimma Zone?
4. How do secondary school teachers perceive the effectiveness of supervisory feedbacks in secondary schools of Jimma Zone?
5. To what extent do secondary school supervisors follow up the implementation of supervisory feedbacks in secondary schools of Jimma Zone?
6. What are the major challenges that hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone?

1.3. Objectives of the study

1.3.1. General Objective

The general objective of the study is to assess the practices of the utilization of supervisory feedback in government secondary schools of Jimma Zone

1.3.2. Specific Objectives

Specifically the research was conducted to attain the following specific objectives.

1. To identify the current practice of the provision of supervisory feedbacks in secondary schools of Jimma Zone.
2. To assess the extent to which secondary school principals implement supervisory feedbacks in secondary schools of Jimma Zone.
3. To assess the extent to which secondary school teachers implement supervisory feedbacks in secondary schools of Jimma Zone?
4. To assess the perception of secondary school teachers on the effectiveness of supervisory feedbacks in secondary schools of Jimma Zone?
5. To explore the extent to which secondary school supervisors follow up the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

6. To examine the major challenges that hinders the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

1.4. Significance of the Study

The supervision service feedback utilization at all levels of the school system is very important to improve the quality of education. So, the purpose of supervision is to improve instruction, to strengthen classroom management and to ensure that the curriculum is followed. Supervision aims at helping teachers to ensure effective teaching and follow up that all the ministry policies, rules and regulations are implemented (MoE, 1994). In the light of this, the study may have the following contributions:

1. It may serve as an input for different levels of educational experts i.e. REB, ZED, and WEO for those who provide supervision services for secondary schools, it helps to know the problems related with the current supervision service feedback provision & feedback utilization practices, informs them to give more attention to solve problems related with supervision services and they may facilitate the way supervision service feedbacks would be implemented in secondary schools by influencing principals and teachers.
2. It may assist the secondary school supervisors, school principals, department heads and teachers to recognize the importance of feedback utilization, factors hindering feedback utilization and it helps them to take remedial actions to improve feedback utilization practices at school levels.
3. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs related with supervision feedback provision and implementation in secondary schools.
4. Finally, this study may also serve as a springboard for other researchers who want to conduct further research in the area of supervision feedback utilization practices in the secondary schools.

1.5. Delimitations of the study

The study was delimited to eight Woredas of Jimma Zone. Those were Limu Kosa, Chora Botor, Gomma, Gumay, Seka Chekorsa, Dedo, Kersa and Omo Nada Woreda government

secondary schools. Jimma Zone was selected because of two main reasons. The first was that the problems related with the practices of the utilization of supervisory feedbacks highly observed in government secondary schools this Zone. The other one is that, the researcher is more familiar with this Zone where he had been working in one of the Woredas of Jimma Zone. This helps the researcher to easily obtain relevant information for this study. The study also, conceptually delimited to assess, the practice of the utilization of supervisory feedback in secondary schools of Jimma Zone by focusing on the current practice of the provision of supervisory feedback, the extent of the implementation of supervisory feedbacks by secondary school principals and teachers, perception of teachers on the effectiveness of supervisory feedbacks, the extent of secondary school supervisors follow up the implementation of supervisory feedbacks and the major challenges that hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

1.6. Limitation of the Study

It is obvious that research work cannot totally free from limitations. Hence some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals, department heads, teachers and supervisors were due to Covid-19 pandemic stay at home and schools were closed and this makes difficult to get respondents for questionnaires and interviews. However, to overcome the problems; the researcher coordinately discuss with the sample Woreda Education office heads on the issue and Woreda Education office heads facilitate and discuss with the sample school principals and supervisors on the way the researcher gets the sample department heads and teachers to fill questionnaires and respond to interviews by keeping our physical distances. Another limitation was lack of contemporary and relevant literature on the topic, especially on Ethiopian context. Additionally, it is difficult to generalize the finding of this study at regional and national level because this study was only delimited to Jimma Zone government secondary schools. In spite of these short comings, however, it was managed and attempted to make the study as much as complete as possible.

1.7. Operational Definitions of Terms

Feedback utilization: - refers to the application of supervisory feedback services by school principals, department heads and teachers in secondary schools.

Feedback:-is information provided by supervisors regarding aspects of school performance which shows the discrepancy between expected standard and actual task performance (Bernard & Goodyear, 2008; Hoffman et al., 2005, Rose & Kingsley, 2019)

Secondary school: - refers to schools that provide secondary education for four years (grades 9-12), which is established to offer two years of general education (first cycle grades 9-10) and two years of pre-college preparation or preparatory (second cycle grades 11-12) to prepare students for further college or higher education and training as stated in education and training policy document (MoE, 1994).

Supervisory service feedback: - refers to supervisory feedback services provided for teachers and school principals by secondary school supervisors regarding strength and weakness on their actual task performance during supervision session.

Supervision: refers to professional support for teachers and school principals as a means of offering specialized help by supervisors in improving instruction (Sergiovanni & Starratt, 2002; Zepeda, 2007).

1.8. Organization of the Study

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, delimitation, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research design and methodology, chapter four deals about analysis and interpretation of data. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendices are also the parts of this paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter an attempt has been made to highlight the definition and concepts of supervision in education, theories and models of supervision, purposes of supervision, approaches to educational supervision, instructional supervision, the relationship between supervision service and quality of education, the definition and concept of feedback, supervision feedback, theoretical literature and empirical literature on feedback in supervision, factors that hinder supervisory feedback utilization practices at school level, development of educational supervision and supervisory practices in Ethiopia.

2.2. Definition and Concepts of supervision in Education

Different authors define school supervision more or less in similar fashion but with some differences in their focus of attention. The following are some of the definitions given by different authors: Supervision in education, according to some researchers (Mohanty, 2008; Panigrahi, 2012; Thakral, 2015) still carries the same old meaning and general concept as in Douglass and Bent's (1953) definition which means "to oversee, to superintend or to guide and to stimulate the activities of others, with a view of their improvement". Similarly, Lowery (1985) (as cited in Gashaw, 2008) indicated that, supervision as "an act of overseeing people doing work" is a commonly shared feature. Wilcox (2002) also defines school supervision as a service provided to school for assessing the quality and/or the performance of the institutional services, programs or projects by those who are not directly involved in them. Bernard and Goodyear (2008:p.1) also said "supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession". It 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. According to Nolan and Hoover (2004), supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students.

Researchers (Wiles & Bondi, 1996; Glickman, Gordon, & Ross, 1998; Sergiovanni & Starratt, 2002; Zepeda, 2007) have redefined 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 instruction. Thus, since the main aims of supervision of instruction are to provide best practices in the teaching-learning process, to control and improve quality of learning by increasing academic achievement of learners, it is important to note that feedback from instructional supervision practices is used to help teachers obtain and apply modern teaching methods, innovations and technology in and out of their classrooms. Moreover, feedback from instructional supervision practices would also help teachers improve their work performances and enhance their professional growth and career development (Tshabalala, 2013; Wambui, 2015).

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

The dictionary of education (as cited in Benjamin, 2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

The MoE (1987 E.C) defined educational supervision as the set of activities designed to attain educational objectives, make the teaching learning effective, to enrich and develop curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:p.3). Supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers (MoE, 2012: P.3).

From the above definitions it is clear that the term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). The concept of supervision is also viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergioivanni & Starratt, 2002; Sullivan & Glanz, 2000).

Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. Generally, supervision is a component of educational management that is directed at promoting the competence of teachers in order to bring indirectly about better student achievement.

2.3. Theories and Models of Supervision

Supervision has been conceptualized according to a number of theories and models. This section will organize these approaches into three main categories: those based primarily on Psychotherapy Theories (e.g., psychoanalytic, cognitive and client-centered), Developmental Model (e.g., the Integrated Development Model (IDM), process models, life span models), and Social Role Models (SRM) (e.g., Bernard’s discrimination model, Holloway’s Systems Approach to Supervision (SAS)). Each supervision theory/model within these three categories is briefly described, with special attention paid to how, if at all, the theory/model addresses the supervision processes of evaluation and feedback.

2.3.1. Supervision Grounded in Psychotherapy Theories

Theoretical approaches to psychotherapy have been extended to the provision of supervision (Bernard and Goodyear, 2009; Stoltenberg, McNeill, and Delworth, 1998), in which knowledge, theory and technique derived from specific orientation inform treatment and provide focus for supervision (Beck, Sarnat and Barenstein, 2008). Predominately, these conceptualizations of supervision focus on development of skills specific to the psychotherapy theory, as well as areas of supervisee impairment in delivering effective psychotherapy theory (Stoltenberg et al., 1998).

There are a few common elements to the following psychotherapy-based supervision models, including a focus on supervisor empathy, genuineness, warmth, trust, and positive regard, as well as a simultaneous commitment to monitoring supervisee development and client welfare (Bradley and Gould, 2001). Although not intended to be a comprehensive review of all psychotherapy-based supervision models, this section will examine those models commonly referenced in the supervision literature, including psychoanalytic, cognitive and client-centered theory. Additionally, the processes of evaluation and feedback within each psychotherapy-based model are explicated for those theories that address these supervision processes.

2.3.1.1. Psychoanalytic model of supervision

Supervision is one leg of the tripartite system of training supervisees in psychoanalytic supervision (Dewald, 1997). This tripartite system includes supervisee personal therapy, a didactic curriculum, and supervision of work with several patients by seasoned psychoanalysts. Typically, there is a different supervisor for each client with whom the supervisee is working and because supervision styles vary tremendously, this translates to the possibility of numerous styles of evaluation and feedback within a supervisee's multiple supervision relationships.

Evaluation of supervisees is a significant function of supervisors in psychoanalytic supervision (Beck et al., 2008; Dewald, 1997). Supervisor report of supervisee skill to the psychoanalytic institute can have a significant impact on supervisee trajectory, potentially resulting in conflict; supervisors want to be liked by supervisees, while also objectively evaluating supervisee skill (Dewald, 1997). If a solid supervision alliance is not formed, the supervisor role of evaluator may be intensified for both the supervisor and supervisee. This could result in supervisee dishonesty in self-reports to supervisors of sessions with clients. One way of mitigating supervisee apprehension and promoting a strong supervision alliance might be to allow supervisees to read supervisor evaluations prior to submission to the psychoanalytic institute.

Feedback to supervisees is an extension of the evaluative component of supervision (Dewald, 1997). In psychoanalytic supervision, feedback from supervisor to supervisee is predominately corrective, aimed at improving supervisee skill, even if this means pointing out supervisee mistakes and/or limitations that might be difficult to provide and receive. In light of

this, supervisors are encouraged to create a safe space for supervisees to share transference and countertransference experiences with their clients.

Feedback styles among seasoned psychoanalysts vary greatly, with some providing a great deal of direction and suggestions, others withholding feedback, allowing supervisees to make mistakes and letting the process of analysis reinforce the supervisee, and still others providing a mix of positive and corrective feedback, providing multiple client interpretations from which the supervisee can choose to explore (Dewald, 1997).

2.3.1.2. Cognitive model of supervision

The cognitive model of supervision is grounded in the cognitive theories of Albert Ellis, who suggested that irrational thoughts undergird psychological disturbance (Bradley and Gould, 2001). Cognitive therapy has emerged as a dominant force in mental health counseling, prompting the need for a model to instruct supervisees in cognitive therapy (Bradley and Gould, 2001; Temple and Bowers, 1998).

Primary supervisor responsibilities in cognitive-based models of supervision include teaching supervisees cognitive theories and techniques, as well as promoting supervisee self-awareness of cognitive processes and how these processes impact the therapy supervisees conduct (Liese and Beck, 1997). An important aspect of the supervision process is the contract between supervisor and supervisee, in which the goals and areas for evaluation are identified (Bradley and Gould, 2001). Supervisors engage in an ongoing assessment of supervisee competencies and structure supervision similar to the way in which a cognitive therapist structures sessions with clients; checking in, setting an agenda, reviewing any homework, and providing feedback (Beck et al., 2008; Bradley and Gould, 2001). Additionally, supervisors utilize instructional techniques similar to cognitive therapy, such as guided discovery, role play, and responding to automatic thoughts or beliefs (Beck et al., 2008; Liese and Beck, 1997).

The Cognitive Therapy Rating Scale (CTRS) is one tool that has been created to help supervisors evaluate supervisee competence in conducting cognitive therapy (Beck et al., 2008). The CTRS prompts supervisors to identify supervisee strengths and weaknesses in 11 areas: agenda, feedback, understanding, interpersonal effectiveness, collaboration, pacing and efficient use of time, guided discovery, focusing on key cognitions or behaviors, strategy for change,

application of cognitive and behavioral techniques, and homework. Supervisors can use the CTRS as a foundation for providing supervisee feedback, although supervisors are cautioned to take into account the strength of the supervision relationship and level of supervisee anxiety when providing results of the CTRS to supervisees (Beck et al., 2008).

Cognitive-based models of supervision may also call for supervisors to evaluate more personal aspects of supervisees, such as supervisee communication style, how supervisees handle delicate ethical matters, and any significant supervisee psychological difficulties (Liese and Beck, 1997). Regardless of the specific areas for evaluation and feedback, cognitive-based supervision models caution against the pitfalls of falling into three types of supervisors: the Mister Rogers supervisor, who fails to provide substantial corrective feedback to spur supervisee development, Attila the supervisor, who provides a great deal of corrective feedback in hopes that supervisees become exact replicas of the supervisor, and the “how do you feel?” supervisor, who focuses solely on supervisee countertransference/personal feelings about clients (Liese and Beck, 1997).

2.3.1.3. Client-centered models of supervision

In describing the client centered model of supervision, Patterson (1983) highlights the significance of supervisor and supervisee matching based on theoretical orientation, recommending that a supervisor be explicitly committed to a theory and the supervisee sharing at least a tentative commitment to the same theory. This shared commitment to client centered theory is a necessary condition for supervisee learning to occur. Mismatches between supervisor and supervisee theoretical orientation result in supervisors spending too much time teaching /informing supervisees about their approach and supervisees spending too much time trying to understand where their supervisor is coming from, resulting in a considerable slowing in the process of supervision (Patterson, 1997).

In client-centered supervision, supervisees are informed that they will be evaluated according to their ability to convey empathic understanding, respect, therapeutic genuineness, and concreteness to their clients. Supervisees accept that these therapeutic conditions are necessary for change, and follow three rules in working with clients: therapist listens, client talks; therapist only asks questions when s/he does not understand what the client is saying;

therapist remain in responsive mode, with client initiating and therapist following client's lead (Patterson, 1997).

Beyond self-report of sessions with clients, supervisees are encouraged to audiotape their work with clients and present them in supervision, especially those areas in which the supervisee is struggling (Patterson, 1997). However, because both supervisor and supervisee share in their client centered theoretical orientation; evaluative comments by supervisors are virtually nonexistent. Instead of receiving feedback from supervisors, supervisees provide themselves with evaluation and feedback. Additionally, supervisee personality is only a concern and addressed in supervision if it in some way impacts therapy; therefore, personal characteristics of supervisees are rarely addressed in supervision (Patterson, 1997).

In sum, the psychotherapy based supervision approaches described here in were among the first models to help guide supervisors in working with supervisees (Stoltenberg et al., 1998). While psychotherapy based models might be helpful in instructing supervisees in techniques specific to a particular orientation, a survey of psychologists and postdoctoral fellows revealed that roughly one-third of psychologists and over two-thirds of postdoctoral fellows identified themselves as integrationists, suggesting that both supervisors and supervisees are likely to integrate multiple theoretical orientations (Kaslow and Bell, 2008; Patterson, 1997). Thus, an integrative based psychotherapy based model of supervision might be most comprehensive and flexible for both supervisor and supervisees.

A common criticism of many of the early psychotherapy-based models of supervision is the focus on supervisee blocks in conducting therapy, something perhaps best left to a supervisee's therapist, not supervisor (Stoltenberg et al., 1998). As clarified in the definition section, the role of supervisor and therapist differ, as do the goals and interventions. Moreover, psychotherapy models of supervision did not address changes in supervisee ability over time. Thus, developmental models of supervision were created to address this shortcoming of psychotherapy-based models of supervision.

2.3.2. Supervision Grounded in Developmental Models

Described as the "zeitgeist of supervision models" (Holloway, 1997, p.209), developmental models of supervision are the most heuristic (Worthington, 1987), among the most researched,

and currently the most prominent supervision theories (Stoltenberg and McNeill, 1997). Central to developmental models of supervision is the belief that supervisee ability to function in the role of therapist changes over time (Stoltenberg et al., 1998). In contrast with early psychotherapy-based models that were additive in nature and suggested a linear path to supervisee development (i.e., supervisees learn skills that are added to existing knowledge and abilities), developmental models typically account for a less linear path in supervisee growth, with spurts and periods of delay and, occasionally, regression. As the supervisee matures, professional complexity emerges across a number of domains (e.g., cognitive, social, interpersonal), resulting in an integration of theory and practice and a well-developed clinical identity (Whiting, Bradley, and Planny, 2001).

Developmental models can be further differentiated by those that propose a step by-step process that will be repeated for mastery of various skill levels (e.g., the Loganbill, Hardy, and Delworth Model), those that are based on successive stages of development (e.g., the Integrated Developmental Model [IDM]), and life-span developmental models (e.g., the Ronnestad and Skovholt Model). The following section examines each of these three types of developmental models.

2.3.2.1. The Loganbill, Hardy, and Delworth Model of supervision

Considered one of the first developmental models (Bernard and Goodyear, 2009; Holloway, 1997), Loganbill et al. (1982) identified three stages in supervisee development: stagnation, confusion, and integration. This was one of the first supervision models to propose that supervisee's cycle and recycle through stages, in contrast to previous, more linear models. According to the model, supervisees experience eight critical issues in supervision, including issues of competence, emotional awareness, autonomy, identity, respect for individual differences, purpose and direction, personal motivation, and professional ethics. Supervisees progress through various stages in all of these domains, increasing their integration of skills as they develop (Bernard and Goodyear, 2009).

In the stagnation stage, supervisees are generally unaware of their shortcomings, experiencing a blind spot relative to their functioning in a particular domain. Supervisees in this stage will either idealize their supervisor or disregard supervisor feedback as irrelevant (Bernard and Goodyear, 2009). In the confusion stage, supervisees experience erratic fluctuations in confidence and motivation, and they will typically replace idealization or disregard of supervisor

with anger and/or frustration. The integration stage, in which there is a calm following the storm, is characterized by a new supervisee understanding, flexibility, and security despite occasional fluctuations in confidence (Bernard and Goodyear, 2009). Supervisees at this stage have a more realistic view of their supervisor, accepting and rejecting feedback. The supervisor interventions described in the following IDM section originated from the Loganbill, Hardy, and Delworth Model (1982) (Bernard and Goodyear, 2009).

Supervisors are encouraged to implement the interventions in much the same way IDM proposes; facilitative and prescriptive interventions typify the stagnation stage, with confrontive and catalytic interventions used more frequently in the confusion and integration stages (Loganbill et al., 1982). In a similar vein to IDM, the Loganbill, Hardy, and Delworth Model recognizes evaluation's anxiety evoking potential, noting that it is not uncommon for supervisors and supervisees to avoid addressing this aspect of supervision until it is necessary, typically when a grade or written report is due. The authors suggest that an ongoing dialogue regarding the effects of evaluation on the relationship and continually monitoring the level of trust in the relationship are a few ways of avoiding negative consequences of the supervisor's role as evaluator.

2.3.2.2. Integrated Developmental Model (IDM) of supervision

Perhaps the best known and most widely used stage developmental model (Bernard and Goodyear, 2009), IDM is a four stage conceptualization that both describes supervisee processes and prescribes appropriate supervisor interventions with respect to supervisee stage. IDM is an extension of the Loganbill, Hardy, and Delworth Model (1982). Stoltenberg originally integrated Hogan's stages of supervisee development with a more conceptual model by Harvey, Hunt and Schroeder that focused on how individuals at various stages of cognitive development think, reason and make sense of their environments (Bernard and Goodyear, 2009). IDM has evolved over a few iterations of Stoltenberg's original model, retaining a focus on cognitions and replacing the conceptual element with a focus on motivational elements. IDM examines how cognitive and motivational elements interact to affect supervision and how the learning environment can and must be modified to encourage optimal supervisee understanding, integration and retention (Stoltenberg et al., 1998).

The Integrated Developmental Model posits that supervisee's progress through four stages of development across eight domains, addressing the shortcomings of previous models in that supervisees can function at various levels in different domains (Stoltenberg and McNeill, 1997; Stoltenberg, et al., 1998). Additionally, the model provides markers to identify when supervisees have progressed from one stage to the next and offers specific supervisor interventions based on supervisee stage. These the supervisor interventions are described as facilitative (e.g., communicating support), prescriptive (e.g., providing supervisee with intervention options), conceptual (e.g., tying theory and practice together), confrontive (e.g., pushing supervisees to use new interventions), and catalytic (e.g., expanding awareness of aspects of clinical practice the supervisee has missed). Supervisors use these interventions to improve supervisee skills across eight domains identified in IDM, including intervention skills competence, assessment techniques, interpersonal assessment, client conceptualization, individual differences, theoretical orientation, treatment plans and goals, and professional ethics (Stoltenberg and McNeill, 1997; Stoltenberg et al., 1998). Within each of these domains, supervisees progress through the following stages.

In stage one; supervisees are highly anxious, motivated and dependent on supervisors for advice and guidance (Bernard and Goodyear, 2009; Stoltenberg et al., 1998). Supervisees are apprehensive about evaluation and they typically experience performance anxiety. Supervisors are encouraged to use predominately facilitative and prescriptive interventions weaving in occasional conceptual interventions to promote development of supervisee client conceptualization skills (Stoltenberg et al., 1998).

Stage two, referred to as the trial and tribulation stage, corresponds with the confusion stage in the Loganbill, Hardy and Delworth Model (1982). This stage involves fluctuating supervisee motivation and confidence levels. Supervisee will often vacillate between periods of dependence and autonomy, resulting in the need for supervisor flexibility. Supervisors should continue the use of facilitative interventions, perhaps using self-disclosure to normalize fluctuating supervisee confidence levels. Additionally, supervisors can begin using some Confrontative and catalytic interventions to prompt supervisee reflection and increase self-awareness (Stoltenberg and McNeill, 1997). Corrective feedback might be met with

defensiveness, depending on supervisee confidence; in light of this, supervisors should be prepared to articulate a rationale for providing corrective feedback.

In stage three, referred to as the calm after the storm, supervisee motivation typically returns to a high level and is stable; occasional doubts of self-efficacy are no longer as immobilizing as they are in stage two (Bernard and Goodyear, 2009; Stoltenberg et al., 1998). Supervisees are more autonomous than they are in stages one and two, and supervision becomes more collegial. The primary task of the supervisor in this stage is to evaluate supervisee consistency across the eight aforementioned domains, especially those supervisees who are functioning at a stage one or two level in some of the domains (Stoltenberg and McNeill, 1997). In this stage, supervisors gently lead supervisees to make discoveries about themselves that may be more impactful than simply providing information.

The fourth stage, also known as stage three-integrated, occurs when supervisees reach the third stage across nearly all domains. At this point, supervisees have a strong grasp of their strengths and weaknesses, and they are easily able to move across domains (Bernard and Goodyear, 2009). The Integrated Developmental Model suggests that assessment and evaluation of therapists are ongoing and essential components of supervision (Stoltenberg et al., 1998). Although supervisee aversion to evaluation may decrease over developmental stage, there is always a certain amount of sensitivity to evaluation, given its role in grades, recommendations, licensure, and/or certification. Supervisees are not the only ones to experience this trepidation regarding supervision; supervisors, because of negative connotations and anxiety associated with evaluative procedures, “All too often avoid what they perceive as negative feedback or instead give only vague or general feedback to developing therapists” (p. 136). IDM attempts to provide context for supervisors and supervisees to normalize struggles, thereby facilitating conditions to provide evaluation and corrective feedback.

2.3.2.3. The Ronnestad and Skovholt Model of supervision

While most developmental models of supervision focus on graduate and internship training, the Ronnestad and Skovholt model (1992) examines therapist development across the life span (Bernard and Goodyear, 2009). This is the first model that was derived from a qualitative study, based on interviews with 100 counselors and therapists ranging in experience from the first year of graduate school to 40 years post-graduation. Ronnestad and Skovholt

identify six stages and fourteen themes in counselor development; early stages in this model, known as the Lay Helper, Beginning Student, and Advanced Student Phases, roughly correspond with stages in IDM. In the Novice Professional Phase, the budding therapist is free from the constraints of supervision, despite not feeling as prepared as they imagined (Bernard and Goodyear, 2009). This feeling changes in the Experienced Professional Phase, as the therapist develops a style that matches values, interests and personality. There is an understanding in this stage of the way in which the therapeutic relationship promotes client change, a personal and flexible approach to therapy, and an acceptance of the many situations in which a clear answer is not evident. The Senior Professional therapist has more than 20 years of experience and has developed a very individualized approach to clients. There is also a sense of loss experienced in this stage, as experienced therapists look toward retirement.

A number of the developmental themes in Ronnestad and Skovholt's model (1992) incorporate aspects of evaluation and feedback (Bernard and Goodyear, 2009; Ronnestad and Skovholt, 2003). Supervisors provide the bulk of evaluation in the early stages of development, and in phase two, beginning supervisor feedback and evaluation have a significant impact on supervisees (Ronnestad and Skovholt, 2003). Criticism, either actual or perceived, can have a profound impact on supervisee morale, while explicit positive feedback can calm the intense anxiety experienced by supervisees at this level.

External dependency on supervisors for confirmation and feedback continues in phase three, the advanced student phase. However, an internal focus is beginning to emerge at this time (typically around internship), and in this phase and beyond, supervisees/therapists are encouraged to develop self-evaluation and self-supervision skills. Furthermore, therapists demonstrate an intense commitment to learn, typically from supervisors in early stages of development, and from colleagues in consultation later in development (Bernard and Goodyear, 2009). Professional development is described as a lifelong process, with beginning practitioners experiencing a high level of anxiety in their work and strong affective reactions toward more experienced members (e.g., supervisors) of the profession.

In general, the developmental models of supervision described herein offer often overlapping views of the supervision process. A significant contribution of such models is to provide a way of examining supervision outside of theoretical orientation, as well as highlighting

a nonlinear approach to supervisee development. Perhaps overlooked in these models, however, how these roles interact with the various tasks of supervision and are the various roles that supervisors occupy. This is the focus of the next category of supervision models, those that are grounded in social role theories.

2.3.3. Supervision Grounded in Social Role Model Theories

Social role models examine the set of roles for supervisors based on expectations, beliefs and attitudes about supervision (Holloway, 1995). Various role behaviors can occur in the context of supervision, including parent-child, teacher-student, evaluator-evaluated, mentor apprentice (Bernard, 1997; Bernard and Goodyear, 2009; Holloway, 1997). In this section, Bernard's (1997) Discrimination Model and Holloway's (1995) System Approach to Supervision (SAS) are described. The various social roles supervisors occupy are a significant part of these models, yet the models are not based solely on social role theory. As such, these models have also been referred to as integrative models (Bradley, Gould, and Parr, 2001).

2.3.3.1. The Discrimination Model of Supervision

Originally conceived as a teaching tool in the mid-1970s, Bernard's Discrimination Model of supervision was an attempt to organize supervision activities and focus supervisor teaching efforts (Bernard, 1997; Bernard and Goodyear, 2009). The Discrimination Model proposes two axes, supervisor focus or what s/he needs to address in supervision, and the most functional style in which to achieve the focus or address the need (Bernard, 1997). The three areas of focus are supervisee process or intervention skills (i.e., behavioral activity of the supervisee), supervisee conceptualization skill (i.e., cognitive activity of the supervisee), and supervisee personalization skills (i.e., affective activity of the supervisee). For each of these areas, there is the potential for a related skill deficit, and supervisors are tasked with the job of identifying the source of the skill deficit, as well as the proper role in which to address the supervisee skill deficit (Bernard, 1997).

According to Bernard's Discrimination Model, there are three styles, or roles, that a supervisor can take in addressing concerns in supervision, that of teacher, counselor, and consultant (Bernard, 1997). When occupying the role of teacher, a supervisor takes responsibility for what a supervisee needs to know in order to be more competent. To this end, the supervisor might provide both positive feedback about appropriate interventions, and corrective feedback

about interventions that did not work as well. Additionally, the evaluation aspect of this role typically focuses on supervisee interactions with clients. When supervisors are occupying a counselor role, the focus is on the inter- or intrapersonal reality of the supervisee; feedback in this role oftentimes focuses on identifying supervisee competencies and areas for growth, especially with regard to how supervisee thoughts, feelings and behaviors converge and impact work with clients.

Evaluation in this role typically focuses on supervisees' ability to process their affect and possible defenses. Finally, as consultant, the supervisor allows the supervisee to share responsibility for her/his own development, with the supervisor serving as a resource for the supervisee. Feedback might focus on providing a number of alternative interventions or conceptualizations for a supervisee, allowing her/him to weigh the alternatives and select an appropriate course of action. Supervisors can evaluate this process of intervention or conceptualization selection, as well as the supervisee's ability to brainstorm her/his own set of options (Bernard, 1997).

According to the Discrimination Model, using an inappropriate role in approaching a supervisee and providing feedback can make providing feedback more difficult (Bernard, 1997). For example, asking a beginning supervisee what went wrong in a session (i.e., supervisor occupying a consultant role) might make a supervisee uncomfortable, because s/he will likely not have sufficient information to evaluate the session; approaching the supervisee from a teacher role might be more helpful in such a situation. The Discrimination Model also provides a framework for supervisors to examine their focus in supervision and determine if they focus on one role and one skill (e.g., a supervisor who predominately provides corrective feedback on supervisee client conceptualization skills, thus focusing on cognitive skills while occupying a teacher role). Moreover, the model cautions against providing feedback that blurs two foci, encouraging supervisors to identify which focus is most salient and provide feedback concerning that specific area (i.e., supervisee behavior, cognitions, affect) (Bernard, 1997).

In terms of evaluation, the Discrimination Model suggests that supervisors depend mostly on direct samples of supervisees' work, noting that what is presented in self-report is the supervisee's subjective experience of a session. Bernard (1997) refers to this supervisee

presentation of a session as a metaphor, and she notes that “a metaphor can be highly significant for supervision, but in the final analysis, it is still a metaphor” (p. 315).

Comparing supervisees’ self-reports of observed sessions with supervisor observations can be an important source of feedback for both supervisors and supervisees, informing supervisors of supervisee strengths and weaknesses, as well as the level of agreement between supervisee internal reality and what is observed in the session.

2.3.3.2. The Systems Approach to Supervision (SAS)

Holloway describes the Systems Approach to Supervision as a framework for viewing supervision (Bernard and Goodyear, 2009; Bradley et al., 2001; Holloway, 1997) and providing a language that allows supervisors and supervisees to discuss aspects of supervision using terms and knowledge developed from both science and practice (Holloway, 1995). The Systems Approach to Supervision expands Bernard’s Discrimination model, providing five supervisory tasks (counseling skills, case conceptualization, emotional awareness, professional role, and self-evaluation) and five supervisory functions, or roles (advising/instructing, supporting/sharing, consulting, modeling, and monitoring/evaluating) (Bernard and Goodyear, 2009; Holloway, 1995).

In addition to the five tasks of supervisees and five functions/roles of supervisors, SAS provides four contextual factors that influence the process of supervision: the supervisor, the supervisee, the client, and the institution (Holloway, 1995). Supervisor factors are one of these contextual factors and include the roles that supervisors play, in addition to supervisor characteristics such as professional experience, theoretical orientation, knowledge, cultural background, and self-presentation. Supervisee factors, another contextual factor, include psychological health, previous experience, theoretical orientation, learning style/needs, cultural background, and self-presentation. Client factors provide another contextual element, and these include client presenting concern, diagnosis, cultural background, and the counseling relationship (e.g., parallel processes).

Lastly, institutional factors relate to the type of setting (e.g., university counseling center, in-house university department clinic, hospital) and how the setting impacts the goals and functions of supervision, including clients the organization serves and organizational structure

and climate (e.g., political climate). Supervisors must balance the institutional contextual factor, such as organizational demands, with professional ethical standards (Holloway, 1995).

The supervision relationship is at the core of this process, with the five functions, five tasks, and four contextual elements serving as wings or extensions of the relationship (Bernard and Goodyear, 2009; Holloway, 1995). The model recognizes that both supervisor and supervisee are responsible for establishing a relationship that is sufficiently flexible to accommodate the supervisee's needs. The supervisor, however, has the responsibility of occupying a guiding role, and in this role s/he provides support for and evaluation of the supervisee (Holloway, 1997). The supervisor, by way of the monitoring/evaluating function, communicates judgments and evaluations of a supervisee's behavior, accentuating the hierarchy of the relationship (Holloway, 1995). While this can be either informal (e.g., verbally during a supervision hour) or formal (e.g., in a summative evaluation at the end of a semester), the supervisor's perceptions and evaluations of supervisees, whether implicit or explicit, is important.

Additionally, corrective feedback might occur while the supervisor is occupying a supporting/sharing role, and while this might result in confrontation, the SAS model recognizes that confrontation can increase the strength of the relationship if done constructively and appropriately (Holloway, 1997).

In sum, SAS provides seven components of supervision, all of which influence two primary tasks of the supervisor: what to teach and how to create a relationship that facilitates supervisee acquisition of learning objectives (Holloway, 1995). In taking into account contextual factors, supervisee tasks, and supervisor function/role, SAS provides a model to help supervisors reflect on what they do in supervision, discover patterns in their approach to supervision, and communicate this information to others with a common language.

In sum, a wide range of supervision models have been discussed, including those based on approaches to psychotherapy, those with a developmental focus and those with a role/integrated focus. In varying degrees of depth, many of the models include the role that evaluation of supervisees plays in the process of supervision. Moreover, these models acknowledge the

potential difficulties associated with evaluation, from the perspective of both supervisor and supervisee.

2.4. Purposes of Supervision

Researchers have attached numerous purposes to instructional supervision, but the ultimate aim of educational supervision is to improve on instruction in order to provide quality and better education (Nolan, 2004). Instructional supervision is primarily concerned with improving classroom practices for the benefit of pupils irrespective of what may be entailed either curriculum development or staff development (Glickman, 2007). In other reflection Beach and (Reinhartz, 2000) also stressed that the focus on instructional supervision is to provide teachers with information about their teaching with a view to enhance instructional skills that enable them to improve performance. There is consensus in the literature that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection, and improving the overall school. Other scholars view the purpose of supervision is helping teachers to be aware of their teaching and its impact it might have on their students.

Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Gordon, 2008). For them, the purposes of supervision are improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration. Another purpose of instructional supervision is professional development. According to Nolan & Hoover (2008), instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development. Zepeda (2007) also states that supervision's purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers.

2.5. Approaches to Educational Supervision

Authors in the field identified six approaches for educational supervision. These are:- directive supervision, alternative supervision, collaborative supervision, non-directive supervision, self-help-explorative and creative supervision (MoE, 1994). These models are discussed as follows:

In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the class room.

The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence. In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives.

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important. In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken.

In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher. The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields.

2.6. Instructional Supervision

Different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance. Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt, (1998) define instructional supervision as a "... set of activities and role specifications designed to influence instruction". Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching learning processes of the school". Supervision is defined as the phase of school administration

which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system.

Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. As (Glickman, 1990) views, instructional supervision, the actions that enables teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs. Similarly, (Sergiovanni and Starratt, 2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success.

Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach &Reinhartz, 2000). In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MoE, 2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision. In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide

array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

Taking this reality in mind, practices of instructional supervision has genuine significances for the improvement of teachers' pedagogical skills and methodological skills. Therefore, identifications of teachers' strength and limitations; based on the limitations to arrange induction training for beginner teachers and to prepare various intervention to assist teachers improve their limitation; supervisors provide professional support to teachers in order to improve their instructional skills and supervisors liaise schools with different community groups and organizations have cumulative impact on the achievement of quality education and for the growth of students' performance.

What is more, "Instructional supervision is a behavior system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behavior in such a way as to facilitate student learning" (Lovell and Wiles, 1983). A comprehensive definition of supervision offered by (Robert and Peter, 1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. Furthermore, this concept with reference to dictionary of education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; material of instruction and methods of teaching and the evaluation of instruction.

Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.6.1. Instructional Supervisory Leadership Skills

Like other professionals, instructional supervisor should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures, (Glickman et.al, 2004) states that educational supervision requires necessary professional skills in helping and guiding teachers as ultimate end to increase opportunity and the capacity of schools to contribute more effectively students' academic success. Thus, according to them, the important skills that the educational supervisors should possess are:

2.6.1.1. Human Relation /Interpersonal Skills

These skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained Lowery (as cited in Million, 2010). From supervisor position, he further argued that it is in humanistic relations that the supervisor plays a Kay role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to –day relationship with teachers.

Dull (as cited in Gashaw, 2008) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others”. Thus, supervisors need to establish a worm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers“ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced. In relation to this Eckles et al. (as cited in Gashaw, 2008) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important.

On the other hand regarding recognizing ones work Eckles et al. (as cited in Gashaw, 2008) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a

supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop.

2.6.1.2. Conceptual Skills

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). A supervisor has to have conception as such on policies proclamations and guidelines those different activities to be led. Moreover, supervisors have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. Betts (as cited in Gashaw, 2008) “A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates”. According to Ayalew Shibeshi (1999) this skill relates to the ability to integrate and coordinate the organizations activities. It concerns the ability to see the “total picture” how different parts of the organization fit together and depend on each other, and how acting in one part of the organization can influence a change in another part.

2.6.1.3. Technical Skills

This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, Mosley (as cited in Gashaw, 2008) the supervisors need to have enough of these skills to perceive that their day- to-day operations are performing effectively i.e.; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan (as cited in Gashaw, 2008) this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively”. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers’. Having this in mind, other scholars emphasized this idea, (Glickman et.al,

2004) with identifying three types of technical skills required for effective supervisory performances.

i. Assessing and planning skills

Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

ii. Observing skills

Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman et. al, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers tough and commitment about improving the classroom and the school practice, observation should be used as base of information (Sergiovanni and Starratt, 2002). To sum up, supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers perception toward the practice and finally to judge as well as to infer those happenings and practices.

iii. Research and evaluation skills

As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to Glickman (1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change [i.e., teachers] should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented.

To this end, Glickman (1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments

that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

2.6.2. Major Functions 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).

According to Glickman et al. (as cited in Jacklyn, 2008), the supervisors must possess and implement the five essential tasks into their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

2.6.2.1. Direct Assistance to Teacher

Direct assistance to teachers 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 et al., 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).

2.6.2.2. 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. Harris (as 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 (as 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 and Work closely with administrators to establish roles that are expected of consultant who are outside the school.

2.6.2.3. 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 to little's study (as cited in Glickman et al., 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 Pike et al. (as cited in 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 et al., 2004).

2.6.2.4. Professional Development

Professional development is part of enhancing the instruction of teachers. Professional development program for teachers can be carried out in the school. Lawrence (as cited in Glickman et al., 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 Sergiovanni and Starratt (1998), 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 & Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teachers' professional development the school should have schedules for workshops, staff meetings, and visit other schools.

2.6.2.5. 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 Shafranske (2008) 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, 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 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.

2.6.2.6. Other Tasks of Instructional Supervisors

i. Planning

According to (De Grauwe, 2001a:p.94), supervisors usually prepare annual and monthly plan and provide the head office for approval. In addition, (Certo, 2006:p.7) indicated that, some supervisors accomplish tasks planned by their superiors.

ii. School Visits

Visiting schools for pedagogical and administrative purpose is the task of instructional supervisors .This tasks made clear by the specifying the number of schools visited and the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001a:p.36). Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:p.9).

On the other hand, (De Grauwe, 2001a:p.130) indicated that, both teachers and head teachers appreciated school visits for different purposes. For head teachers, teacher supervision not only ensures teacher discipline, but also asserts head teachers autonomy. However, teachers feel that it help them in arguing change in the way the school functions.

Follow up of school visits helps to check the implementation of recommendations given. However, the lack of follow up is a problem in many countries. For example in Botswana, head teachers complained that follow up visits are undertaken after a long time and are superficial. Further, it is indicated that, “recommendations made in inspection reports and address to the administrative and or pedagogical authorities remains "the words in the wind", which frustrates the school staff as well as the supervisors”. Supervisors however, indicated that follow up visits

are planned but not implemented because of some practical problems like lack of transportation (De Grauwe, 2001a:p.123).

However, it is indicated that in many countries school visits are indicated insufficient because of various problems such as lack funds, lack of transport and unscheduled meetings and workshops. As (De Grauwe, 2001a:p.94) indicated, "many visits take place unplanned and many planned visits cannot be held as for seen." For example in Botswana, school visits are indicated inadequate. Similarly, study conducted by Sri Lanka Association for the Advancement of Education (SLAAED) in 1993 indicated that, even after the establishment of clusters system school visits remained low. Ones the instructional supervisors are in the school, they are responsible for three different but complementary tasks. These are: (i) to control and evaluate; (ii) to give support and advice; and (iii) to act as a liaison agent (UNESCO, 2007:p.7).

i. Control, evaluate and Monitor

Instructional supervisors are responsible for monitoring the performance of teachers and making the corrections when necessary. However, they are not expected to enforce employee to accept, rather motivate and enable them to solve the problem by themselves (Certo, 2006:p.9). Literatures indicated that, instructional supervision play two major roles. First, it helps maintain certain common patterns even though each school is unique. Second, it encourages change. However, this is the theoretical and supervisors practically focus on control and provide no support for change and development. Further, it is indicated that supervision focus on both teachers performance and administrative efficiency.

In many countries, controlling of pedagogical activities is an important function of the instructional supervisors and also an integral part of teacher promotion system. For example, in Belgium each inspector has to prepare 180 reports concerning the individual teacher's behavior based on the class visit (UNESCO, 2007:p.8). In spite of their position , educational supervisors at all levels are responsible for monitoring and controlling whether or not the schools are functioning based on the prescribed rules, regulations, guidelines and standards. Similarly, (MoE, 1994 E.C:pp.31-32) indicated that supervisors are responsible for monitoring and controlling activities such as teachers' discipline and performance of school directors. According

to (MoE, 2012:p.3), controlling as a function of supervisors is not enforcing, it is monitoring compliance requirements and providing feedbacks.

It is indicated that, in developing countries supervision of material inputs gets priority over human inputs because of the deteriorated school infrastructure (UNESCO, 2007:p.9). Traditionally, quality parameters prescribed from outside and imposed on school and emphasis was given for control. However, it is indicated that, "control without support cannot lead to quality improvement".

ii. Support and advice

Instructional supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks (Certo, 2006:p.11). In Ethiopia, CRC supervisors are supposed to carry out the following activities (Million, 2010):

1. Check, follow up, monitor and evaluate school teaching learning activities in order to maintain expected quality and standard.
2. Ensure that educational programs inclined to local conditions and community needs.
3. Organize and demonstrate appropriate teaching methods to teachers.
4. Organize in-service training programs through seminars, workshops, conference etc. to school based supervisors and teachers.
5. Conduct periodic planned visits to schools to render support at the spot.
6. Prepare reports to Woreda education office on issues and problems for school which are beyond capacity of the schools.

Further, it is indicated that, the supervisor is expected to participate in the classroom teaching, as it help expose him or her to the actual situations: to design change and to bring improvement in the functioning of the teachers. The supervisor is expected to ensure the quality of learning and the development of every child in the school. "If classroom teaching has to be

child centered”, (Govinda and Tapan, 1999:p.28) asked, “should not, the supervision be?” The job description of many educational supervisors included many support related tasks, like in service training and demonstration lesson (Carron et al. 1998:p.27).

Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels. Indicating the biases of the supervision towards administrative controls and its ineffectiveness in the past, (MoE, 1994 E.C:p.30) noted the importance of providing technical support. Ahmed (as cited in Gashaw, 2008:p.23) indicated that cluster supervisors provide support in the form of demonstration, facilitating experience sharing and action research and this can improve the quality of teaching and learning. Generally, it is indicated that, to be effective the supervisors are expected to truly supportive as traditional fault finding not improve the quality of teaching and learning (De Grauwe,2001b: p.66).

iii. Linking

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a “linking pin” between employee and management (Certo, 2006:p.10). Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set from the top. Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools (MoE, 2012:p.3). Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors (De Grauwe, 2001a:p.35; MoE, 2000 E.C:p.45).

On the other hand, supervisors are expected to accomplish many and intricate tasks and summarized as control, support, linking and some administrative tasks not grouped in to control and support such as payment of teachers salary (De Grauwe, 2001a:p.35). Likewise, (Carron et al., 1998:p.27) pointed out the involvement of supervisors in support, administrative tasks and even in the collection of data and information. Further, Carron et al. indicated the participation of supervisors in teacher promotion and discipline for example in Nepal and criticized that, "such an employer employee relationship makes it difficult to turn supervisors in to teachers' guides

and councilors'. Similarly, after examining job descriptions of supervisors in three different countries (Assistant Basic Education Officer in Uttar Pradesh, School Supervisor I in Trinidad and Tobago and Primary School Inspector in Tanzania) it is indicated that, the job descriptions of supervisors are generally characterized by an overload of responsibilities, dispersion of tasks and inclusion of activities that have little relationships to the main functions of supervisors (UNESCO, 2007:p.6).

As different literatures stated that, linking schools/clusters with different stakeholders are significant to solve many problems like that of financial and material scarcity, problems related with student discipline, lack of awareness of the community about the policy and with these regards instructional supervisors play a role on encouraging model parents and NGOs to actively participate in the school.

Writing Reports

In many countries emphasis is given for writing report. For example, a circular by the Chief Education Officer in Zambia states that, report is “the only means by which the ministry gets to know about the state of education provision in the schools” (De Grauwe, 2001a:p.116). Supervision reports have the following advantages on the education system. First, they lead to the allocation of resources to schools and within schools. Second, at national level, they are used to obtain external assistance from funding agencies. In addition, they are used as a “sensing mechanism” of what is going on, that lead to corrective activities (De Grauwe, 2001b:p.283). Also, keeping the record of various activities and then reporting to education office regularly and any time when required is among the various responsibilities of cluster supervisors (OREB, 2019 :p.26).

According to Carron et al. (1998:p.27), reports are written in a number of copies. For instance, in Sri Lanka supervisors prepare reports in three copies (for school, the higher authority and one kept in the office of the supervisor). Further, Carron et al. indicated that, superiors evaluate the supervisors based on the volume of the report they write.

However, supervisors claim that writing report for every school visit is time consuming. Supporting this, literature indicated that, this “might incite supervisors to spend more time writing reports, to the detriment of the actual visit.” To solve this problem, for example in

Namibia, supervisors are recommended three months summary reports (De Grauwe, 2001a:p.116).

2.7. The Relationship between Supervision service and Quality of Education

The meaning of the quality is different depending on the kind of the organization and the customers served. However, all activities in the organization should be directed towards delivering high quality (Certo, 2006:p.7). UNESCO (2007:p.2) indicated that, Supervision is the main component of the overall quality monitoring and improvement system. It has strong relationship with the quality of education. This is because; monitoring the quality of schools and teachers is expected to have a positive effect on their quality.

According to Dickson (2011) supervision can be regarded as one of the most influential factors in the quality of education, as it plays an important role in the improvement of teaching and learning by taking on the responsibility of professionally developing teachers and enhancing the academic achievement of students. Furthermore, Dickson (2011) states that supervision aims at creating a favorable atmosphere for learning, achieving synergy and coordination of efforts in a way that improves the educational outcomes, ensuring professional development of teachers, enhancing teachers' motivation, enhancing of teaching and learning quality, identifying good as well as bad traits in a teacher's practice, helping less-competent teachers to become more competent, and supporting new teachers in adapting to the school environment.

Govinda and Tapan (1999:p.27) indicated that supervision has always been an integral future of an educational program in all countries and a key factor to ensure the good functioning of the primary education. Similarly, De Grauwe (2001a:p.13) pointed out that, improving the quality of schools and the achievement of the students is the priority in both developed and developing countries. For monitoring the quality of education, national authorities depend on the supervision service. Govinda and Tapan (1999:p.7) indicated that, the weakening of the supervision service in many countries was one reason for the deterioration of the quality of education.

Indicating the progress made on the quantity, ESDP IV by the MoE (2010:p.10) pointed out the deterioration of the quality of education and suggested the importance of focusing on the quality based school supervision. Likewise, MoE (2006:p.14) indicated the importance of

establishing supervision at each level for quality of education. Similarly, OREB (2009) indicated that, supervision play a great role for ensuring the quality of education.

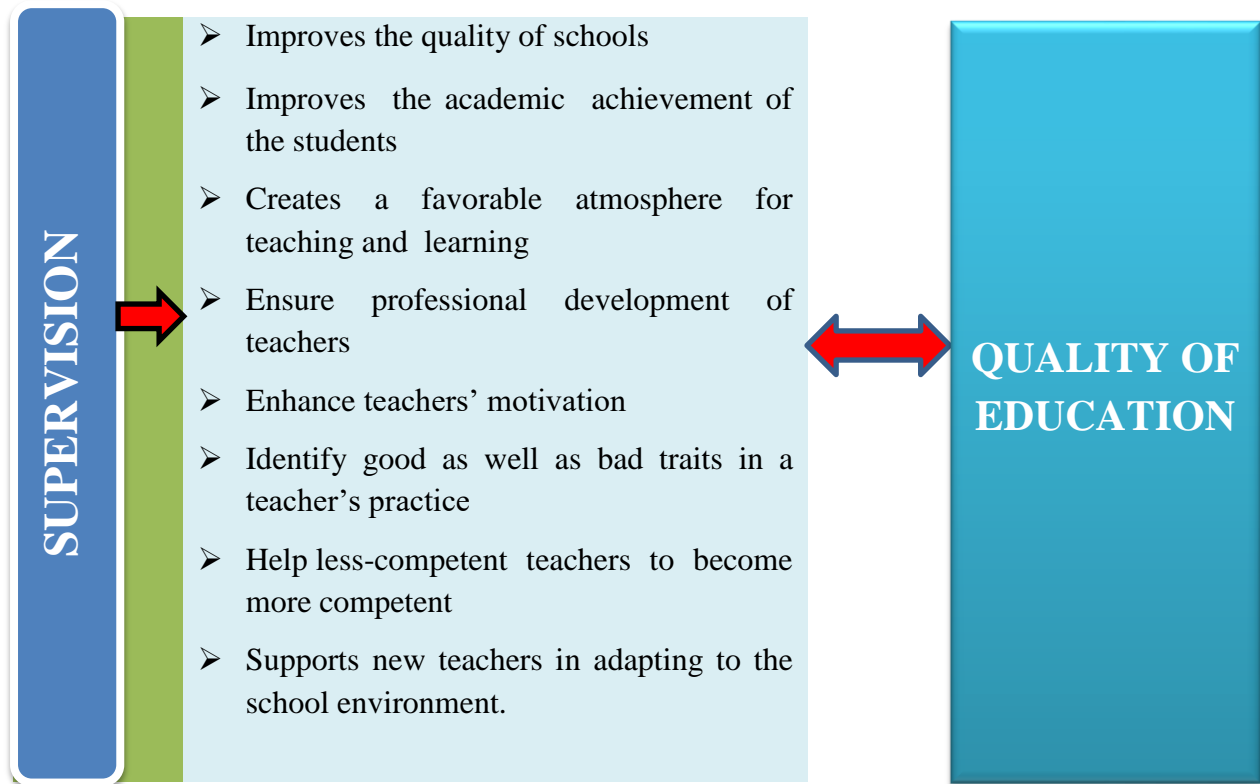


Diagram 1. The relationship between supervision and quality of Education

2.8. The Definition and Concept of Feedback

Feedback is widely recognized as a tool to enhance performance and practice in various educational settings (Hattie and Timperley, 2007; Archer, 2010). Feedback is conceptualized as information provided by an agent (e.g., supervisors, principals, teachers, peers, books, parent, self, experience) regarding aspects of one's performance or understanding (Hattie and Timperley, 2007, p. 81). Feedback presents some ideas for improvement and develops appropriate strategies to close the gap between performance and standards (Coe, 2002). Based on these concepts, feedback is considered to be a result of previous performance and practice (Hattie and Timperley, 2007). Therefore; it is considered to be an essential element to promote cognitive, technical, and professional development (Archer, 2010).

For the purpose of this study, feedback is defined by sharing the definition given by Rose & Kingsley (2019). According to Rose & Kingsley (2019) feedback here can be defined as a report which enables one to know how well a school is performing and where improvement is needed. Feedback is information conveyed in relation to performance to help the receiver to improve future actions. For instance, it is a reaction or response to a particular process or activity and a critical assessment on information produced. Feedback is given for the schools to become aware of what they are doing. It reinforces appropriate behaviour and helps correct deficiencies thereby, encouraging schools to try new skills. Furthermore, feedback is the vehicle by which supervisors communicate their evaluation of supervisees and typically contains information regarding multiple facets of supervisees, including skills, attitudes, behavior, and appearance - all of which can impact their delivery of services to clients that may influence their performance with clients (Hoffman et al., 2005).

2.9. Supervision Feedback

What is known from the supervision and evaluation literatures is that feedback, along with goal-setting, is a core component of supervision (Bernard and Goodyear, 2009; Hahn and Molnar, 1991). In fact, when asked about supervision experiences, supervisees most often note the quality and quantity of feedback they received (Bernard and Goodyear, 2009). On effectiveness of good feedback, Wiggins (2012) pointed out that a helpful feedback is goal referenced; tangible and transparent; actionable; user-friendly; timely; on-going; and consistent. In the context of performance appraisals, feedback also informs supervisees how well they performed a task relative to a goal or standard level of performance (Claiborn et al., 2001).

In noting difficulties arriving at an operational definition of feedback, Friedlander, Siegel, and Brenock (1989) suggested that it must contain an explicit or implied evaluation of the supervisee by supervisor. Furthermore, supervision feedback can be defined as both verbal and written documents given by the supervisors, describing what was observed from the supervision which enables one to know how well a school is performing and where improvement is needed (Rose & Kingsley, 2019).

Visiting classrooms and providing feedback to teachers is considered one of the major roles of supervisors. Feedback provides teachers help them reflect on what actually took place in the teaching-learning process. Blasé and Blasé (2004) believe that feedback should not be a

formality, but should serve as a guide for instructional improvement when it is given genuinely. Similarly, feedback (whether formally or informal, written or oral) should focus on observations rather than perspectives. Blasé and Blasé (2004) theories that feedback reflectively informs teacher behavior; and these results in teachers implementing new ideas, trying out a variety of instructional practices, responding to student diversity, and planning more carefully and achieving better focus.

Teachers in Blasé and Blasé's (1999) study reported that effective principals provided them with positive feedback about observed lessons. They indicated that such feedback was specific; expressed caring, interest and support in a non-judgmental way; and encouraged them to think and re-evaluate their strategies. Similarly, Rous (2004) also reported that in the US public schools, feedback offered by supervisors was a formal behavior, and was objective and based solely on class observation. Teachers in this study saw feedback to be constructive, and very helpful to them in their instructional practices.

Pansiri (2008) also reported that 70 percent of public primary school teachers in Botswana who participated in his study indicated their supervisors provided them with constructive feedback about classroom observation. However, these findings are inconsistent with Bays' (2001) findings in rural districts in the state of Virginia. She found that instructional support and specific feedback for teacher participants in the area of special education appeared to be limited. Feedback has been conceptualized in a number of different ways, and the following section examines a few of the approaches to identifying types of feedback.

2.9.1. Formative versus Summative Feedback

Feedback can be either formative or summative. Formative feedback is the ongoing communication of supervisor perceptions of supervisee performance. Formative feedback focuses on supervisee progress toward professional competence, and represents the majority of feedback provided in the context of clinical supervision (Bernard and Goodyear, 2009).

Rather than passing judgment about whether a supervisee passes or fails, formative feedback focuses on the learning process (Chur-Hansen and McLean, 2006). Summative feedback communicates the results of a supervisor's summative evaluation, the "moment of truth when the supervisor steps back, takes stock, and decides how the supervisee measures up"

(Bernard and Goodyear, 2009, p. 22). Typically, summative feedback occurs at scheduled intervals, such as the middle and end of each semester (Lehrman-Waterman and Ladany, 2001).

Despite a distinction made between formative and summative feedback, what is known from the supervision literature is that both formative and summative feedback should relate directly to the same criteria, and they should be the foundation for teaching and learning objectives throughout supervision (Bernard and Goodyear, 2009). As is the case for summative evaluation, feedback that is summative should contain no surprises for supervisees, and it should essentially summarize the formative feedback that the supervisor has provided up until the point of summative evaluation and feedback (Bernard and Goodyear, 2009).

2.9.2. Linear versus Interactional Feedback

Feedback can also be examined in terms of direction of the communication. For instance, a linear conceptualization of feedback posits that information is communicated from supervisor to supervisee (Bernard and Goodyear, 2009). Much of the investigation into feedback within supervision has utilized this model (Allen et al., 1986; Hoffman et al., 2005; Kadushin, 1992; Lehrman Waterman and Ladany, 2001; Magnuson et al., 2000; Robiner et al., 1993). An alternative way of conceptualizing feedback is to view it as an interactional process, in which the supervisee communicates back to the supervisor after receiving feedback.

According to the interactional perspective, supervisees can communicate any number of responses to supervisor feedback, such as “I didn’t realize I was doing that” or “I don’t agree with you.” According to this perspective, even refusing to acknowledge feedback is a form of communication, sending the message, for example, “Leave me alone.” Additionally, an interactional approach to feedback posits that any information contains a message about the relationship (for the purposes of this review, the supervision relationship) and a message about content. For example, a supervisor can acknowledge a supervisee’s difficulties in session with a client while also communicating a commitment to the supervision relationship (Bernard and Goodyear, 2009). Conversely, a supervisee can acknowledge finding supervisor feedback useful, while also communicating that s/he is too intimidated by the supervisor to disagree with the feedback.

While acknowledging these two perspectives on the directionality of feedback within supervision, Bernard and Goodyear (2009) suggest that most supervisors view feedback as linear, with the supervisor communicating to the supervisee an assessment of performance. Additionally, it is likely easier to research linear modes of feedback than conceptualizing and investigating interactional modes.

2.9.3. Immediate versus Delayed Feedback

Feedback can also be conceptualized in terms of timing, as either immediate or delayed. There is no official cutoff in terms of the amount of time that must elapse before feedback becomes delayed, and immediate feedback is typically associated with live observation evaluation methods, such as bug-in the-ear techniques (Norcross and Halgin, 1997). However, immediate feedback can also be a part of other evaluation methods (e.g., review of audio- or videotapes), so long as the feedback comes as soon as possible after the experience to which the feedback relates (Freeman, 1985). Because immediate feedback follows so closely, for example, a client session, it allows supervisees to clarify the feedback and understand it (Sapyta, Riemer, and Bickman, 2005). Conversely, delayed feedback potentially allows supervisees to unknowingly make errors over and over again, leading to the loss of time and, potentially, clients (Freeman, 1985).

2.9.4. Positive versus Corrective Feedback

In pointing out that most supervisors view feedback as primarily linear in nature, Bernard and Goodyear (2009) also acknowledge that supervisors view feedback as informing supervisees whether or not they are moving towards competence. Positive feedback, then, has been described as those instances when supervisors affirm that supervisees are on the right track (e.g., “Nice choice of intervention”), while corrective feedback is described as communication in which a supervisor notes that a supervisee is off track (e.g., “I’m not sure that was the best choice of intervention”). Corrective feedback has also been referred to as negative feedback in the theoretical and empirical research on feedback.

2.10. Theoretical and Empirical Literature on Feedback in Supervision

2.10.1. Theoretical Literature on Feedback in Supervision

To a large extent, the theoretical literature regarding feedback has focused on how supervisors should provide formative feedback in order to maximize supervisee learning and

skill acquisition (Bernard and Goodyear, 2009). As a result, a number of guidelines have been suggested for supervisors in terms of providing formative feedback to supervisees, including feedback that is corrective. Not surprisingly, many of the suggestions for feedback relate directly to facets of effective evaluation and/or feedback types previously discussed in this review. For instance, formative feedback should be based on those goals identified by the supervisor and supervisee in the supervision contract (Chur-Hansen and McLean, 2006; Farnill, Gordon, and Sansom, 1997).

Additionally, feedback should, as much as possible, be based on a supervisor's direct observations of supervisee work (Chur-Hansen and McLean, 2006). When direct observation is not possible, any subjective impressions should be clearly identified as such and offered to supervisees as tentative hypotheses (Farnill et al., 1997). Formative feedback should also be direct and clear, preferably based on behaviors that supervisees are able to modify (Bernard and Goodyear, 2009; Farnill et al., 1997).

In terms of timing, the feedback should be delivered as soon as possible after an evaluation of a therapy session has occurred in order to help supervisees connect the feedback to their behavior (Sapyta et al., 2005). Feedback should also occur continuously (i.e., formatively) over the course of supervision, rather than occurring at the end as summative feedback (Bernard and Goodyear, 2009; Chur-Hansen and McLean, 2006; Sapyta et al., 2005). Finally, feedback should be both positive and corrective. Despite the anxiety that corrective feedback can elicit, supervisees desire this type of feedback and in conjunction with positive feedback, has a stronger effect on behavior change than positive feedback alone (Sapyta et al., 2005). Clearly, there is no shortage of recommendations for the provision of feedback in supervision within the theoretical literature. However, the question remains: what does the empirical literature tell us about feedback?

2.10.2. Empirical Literature on Feedback in Supervision

There are limited amount of research on feedback within supervision. For instance, according to quantitative study conducted by Rose & Kingsley (2019) on extent of principals' implementation of external supervision feedback for quality assurance in public secondary schools in Imo state, Nigeria; the findings of this study reveals that the implementation of

external supervision feedback regarding teaching and learning process; teacher quality; leadership and management are being implemented to a low extent.

However, the finding of Rose & Kingsley (2019) indicated that, feedback on areas of teaching and learning process such as teachers planning of lesson plan with clear objectives, teachers' dress code and appearance in the class and giving and marking students' assignments are rated to be implemented to a high extent by principals and teachers. Only one area of leadership and management of school which is the utilization of human and material resources to improve learners' outcome is rated to be implemented to a high extent by principals and teachers (Rose & Kingsley, 2019). Feedback on areas of teacher quality such as mastery of the subject area, teachers' level of attention span from students, and teacher's ability to cooperate with other people are rated to be implemented to a high extent (Rose & Kingsley, 2019).

On the other hand, one of the most referenced investigations into feedback in supervision, Friedlander et al. (1989) had external judges view supervision sessions and classifies behaviors that occurred during the sessions. Nine supervision sessions with different supervisor/supervisee pairings ranging in length from 45 to 60 minutes were reviewed, and only 14 speaking turns contained feedback. Eight of these feedback exchanges occurred in the final two sessions, and three of the nine sessions contained no feedback. Of the 14 feedback responses, 71% were classified as global rather than specific, and 71% of the feedback was positive. Only four feedback responses were corrective, and just two contained references to ideas or behaviors related to specific therapist interventions (Friedlander et al., 1989).

Coincidentally, a lack of feedback from supervisors is a theme that has emerged in various studies of supervisee perceptions of poor supervision experiences. For example, in a study of experienced counselors' reflections on lousy supervision experiences, participants stressed the importance of abundant feedback. In fact, one participant noted that "I needed more criticism to see what I was doing and what I was not doing. Most of the time I had to figure out what I wasn't doing" (Magnuson et al., 2000, p. 200). Furthermore, global and/or vague feedback was also associated with poor supervision, with supervisees noting that supervisors often would be so gentle with corrective feedback that supervisees were left unaware that something needed correction.

A study of first-year practicum students found that supervisees early in their training desire both positive and corrective feedback, despite concerns over competency and being evaluated (Worthington and Roehlke, 1979). And Allen et al. (1986) reported that laissez faire supervisors (i.e., those who provided little feedback and structure in supervision) were associated with lower levels of trainee satisfaction than those students with supervisors who were more active in the supervision process in terms of providing both positive and corrective feedback; interns considered straightforward feedback to be integral in their best supervision experiences.

According to Robiner et al. (1993), interns desired feedback about their strengths and weaknesses in order to know if they were progressing towards goals. Supervisors who avoid providing interns with corrective feedback therefore are not acting in the best interests of the interns, the public, or the profession (Robiner et al., 1993). As a result of such internship experiences, interns may feel that they were betrayed by supervisors and deprived of opportunities to clarify and address areas in which they need additional supervision.

In a qualitative study of supervisors' experience in providing easy, difficult, or no feedback to supervisees, Hoffman et al. (2005) found that several factors facilitated or hindered the process of providing feedback in supervision, including content of feedback, supervisee openness, the supervisory relationship, and contextual issues. Supervisors indicated that feedback about clinical issues (especially if the feedback was objective rather than subjective) was easier to give than feedback concerning supervisee personality or professional behavior, because supervisors wondered about boundary issues and if feedback in these areas would in turn go from supervision to therapy (Hoffman et al., 2005).

Additionally, feedback was easier to give when supervisees were perceived as open to feedback and expressed a desire for both positive and corrective feedback. Supervisees who were perceived as cold, resistant, defensive and immature were less receptive to feedback, especially corrective feedback. It was also noted that many supervisees were not simply receptive or resistant to feedback; a supervisee could vacillate in terms of receptiveness, highlighting the importance of timing, especially in providing corrective feedback (Hoffman et al., 2005). Catching a supervisee by surprise with feedback has been identified in other research as a possible factor that contributes to feedback events that, according to supervisor perceptions, did not go well (Burkard et al., 2009). The supervisory relationship also contributed to the delivery

of feedback in the Hoffman et al. (2005) study, with some supervisors noting that their supervision relationship made it easier to provide feedback and others noting that the relationship did not facilitate this process.

Interestingly, Hoffman et al. (2005) contextualized this data in terms of an earlier study conducted by Lehrman-Waterman and Ladany (2001), in which feedback and the supervision relationship were mutually reinforcing, with feedback and openness regarding goals and expectations facilitating a stronger supervision relationship, which in turn made it easier for supervisors to provide feedback to supervisees. Contextual issues also contributed to supervisor difficulty in providing supervisees with feedback, especially in those instances in which external pressures (e.g., fellow staff members, agency policies) prompted supervisors to provide feedback to supervisees (Hoffman et al., 2005).

The notion that the supervision relationship influences supervisors' delivery of feedback is not universally supported in the empirical literature. However, in a qualitative examination of supervisors' experiences in providing difficult feedback about multicultural concerns (defined as feedback that the supervisor was hesitant to provide yet not necessarily corrective in nature) in cross-cultural supervision relationships, the quality of the supervision relationship prior to the difficult feedback event did not always correspond to the quality of the relationship following the difficult feedback (Burkard et al., 2009). In fact, such difficult feedback events often led to an impasse in supervision, and only rarely did the difficult feedback lead to a more engaged and open supervision relationship.

Furthermore, prior discussions of multicultural concerns did not necessarily facilitate the provision of the difficult feedback, nor did they have an impact on the relationship following the feedback event. While it is not clear why the Burkard et al. (2009) study did not produce results consistent with previous research in terms of the quality of the supervision relationship and feedback, the researchers noted the subjective nature of the feedback (i.e., feedback about multicultural concerns may be difficult to put into specific behavior terms and may subsequently be perceived as more subjective in nature), along with the potential for this type of feedback to be perceived as crossing boundaries into personal characteristics of supervisees as potential explanations for these supervisors' experiences in providing difficult feedback (Burkard et al., 2009). Heckman-Stone (2003), in a mixed-methods study of clinical and counseling psychology

graduate student supervisees' perceptions of feedback and evaluation, found that supervisees desired a balanced approach to feedback, including both positive and corrective feedback.

Additionally, infrequent feedback was noted as the most frequent supervisee concern regarding their supervision experiences. While this study did not assess supervisee perceptions of how feedback contributed to their clinical development, it did confirm what other investigations have found regarding supervisees and their desire for feedback. In studies of supervisee preferences with respect to supervision, supervisees report that they would prefer more specific and critical feedback about their performance (Carifio and Hess, 1987; Kadushin, 1992; Worthington and Roehlke, 1979). Interestingly, supervisee desire for corrective feedback is incorporated into Stoltenberg et al.'s Integrated Developmental Model (1998), which notes that "some supervisors think that being supportive means never giving corrective feedback, while supervisees intuitively want to explore options, be challenged and hear corrective feedback" (p. 172). Heckman Stone (2003) conclude that based on supervisee desire for corrective feedback, supervisor use of this type of feedback is low relative to its perceived effectiveness.

What little feedback that is provided in supervision seems to focus mostly on the positive (Friedlander et al., 1989; Larson, 1998). Perhaps this tendency to provide predominately positive feedback stems from the belief that positive feedback will increase counselor self-efficacy and reduce counselor anxiety, two relatively positive outcomes (Daniels and Larson, 2001). Yet, while positive feedback has been shown to reduce supervisee anxiety, there is also evidence to suggest that corrective feedback may increase supervisee anxiety to a level at which performance is actually enhanced in subsequent sessions with clients (Daniels and Larson, 2001). Counseling is a complicated endeavor, and research has shown that for difficult tasks, a moderate amount of anxiety serves as a motivator that can actually improve performance (Larson, 1998). Although intense supervisee anxiety can lead to an impasse in both the therapeutic and supervision relationships, addressing anxiety and resolving an impasse in supervision can model for supervisees how to address anxiety in the therapeutic relationship (Mueller and Kell, 1972). Additionally, corrective feedback can help developing counselors monitor work with clients, including how supervisees maintain the status quo, and how they can relate to and/or restructure sessions in ways to foster client change (Dewald, 1997; Lambert et al., 2001).

2.11. Factors that hinder supervisory feedback utilization practices at school level

Supervisory feedback is provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to affect against effective supervisory feedback utilization practices in schools. Among the challenges, the following can be mentioned.

2.11.1. Perception of Teachers towards Supervision

School supervision aims at improving the quality of students' learning by improving the teacher's effectiveness. Fraser (as cited in Lilian, 2007) noted that the improvement of the teacher teaching process is dependent upon teachers' attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. According to Tadesse et al., (2013) one of the factors that affect supervision service feedback utilization practice is wrong perceptions on the part of the teachers in considering supervisors as fault finders. Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

2.11.2. Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. According to Alhammad (as cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this Tadesse et al., (2013) pointed out that lack of qualified supervisors, absence of well-organized continuous professional development program for supervisors and school principals seriously affect supervisory feedback utilization services at school level. Similarly, Merga (2007) pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision service.

2.11.3. Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (as cited in Aseffa Bullo, 2016) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (as cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. Similarly, Tadesse et al., (2013) pointed out that in adequate attention given to supervision service, absence of coordination among different stakeholders such as schools principals, supervisors and district education office affect supervision service feedback utilization practices at school level.

2.11.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007). In line with this Tadesse et al., (2013) pointed out that shortage of classrooms and text books, shortage/lack /of libraries and ICT rooms, shortage of budget and resources, shortage of logistics from the education offices strongly affect supervision service feedback utilization practices at school level.

2.11.5. Lack of Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman et al., 2004; Holland and Garman, 2004). Holland and Garman (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. In line with this Tadesse et al., (2013) reveals that lack of qualified supervisors, high attrition rate of supervisors, principals and experienced teachers seriously affect supervision service feedback utilization practices at school level.

2.11.6. Teacher-Supervisory Relationship

It is believed that the beginner teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. To minimize factors that affect supervisory service feedback utilization practices, supervisors better to make supervisory activities professional and they have to well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

2.12. Development of Educational Supervision and Supervisory practices in Ethiopia

2.12.1. The Past Trends of the Development of Educational Supervision in Ethiopia

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MoE, 1994), for the first time, inspection was begun in Ethiopia in 1941/2. Among the forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry's head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (OREB, 2009).

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 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. 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).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MoE, 1994). Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged 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).

2.12.2. The Current Trends of Educational Supervision in Ethiopia

The New Education and Training Policy of April (1994), aggressively addresses the relevance, quality, accessibility and equity issues which have been outstanding problems of educational system to date. According to the education sector strategy of September (1994) “will require changing the highly centralized system of organization and management in to a decentralized, democratic and participatory system.” Therefore, this suggests that , much of what was centrally under taken by the ministry of education will devolve to the intermediate and lower level of educational administrative that is to the Regional education Bureaus ,Zone

and Woreda education offices respectively; and schools will in this respect become centers of mission for relevance, quality; accessibility and equity issues in education.

As an important phase of educational management and administration instructional supervision must, therefore, be susceptible to these changes. According to (Million, 2010:p.23), stated that the current practice of educational supervision in Ethiopia follows, a comprehensive and coordinated approach need to be established between all those educational sectors (i.e. educational institution and offices from central to Woreda and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and school based organization of supervision.

Out of school organization, supervision is combined with department of educational programs and supervision as federal MOE level, Regional Education Bureau level, Woreda education office level and Cluster Resource Center level. Outside the school, the main functions of educational supervision focus on: Rendering the necessary professional and technical support to maintain quality and standard and maintaining the quality and standard of education at all levels in order to ensure achievement of educational objectives. In line with this, the supervision manual of MoE(1987E.C) revealed that out of school supervision is expected to perform the following major tasks: organizing and implementing clinical supervision in order to solve teachers' instructional problems by setting discussion and counseling sessions and providing instructional leadership for teachers, ensuring that the programs of education in schools addressed the local situation and the need of the community, demonstrating model supervisor activities for principals and department heads and also preparing short term and frequent training and evaluating and controlling the implementation of curriculum and standards of the whole education system. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education office.

School based supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students' performance. As teaching learning process is a day-to-day and continuous process, the function of the School based supervision at the school level should also be a continuous responsibility. Within the school system, the school

based supervisors are the school principal, vice-principal, the department heads and the senior teachers (MoE, 2002).

2.12.3. Supervisory service provision and feedback utilization practices in Ethiopia

The findings of different researches conducted on the practices of educational supervision, instructional and school-based supervision roles and challenges in primary and secondary schools of different regions and Zones of Ethiopia shows that the provision of supervisory services were under challenge. For instance, study conducted by (Gashaw Debasu, 2008; Birhane Aseffa, 2014; Shimelis Legesse, 2016; Assefa Bullo, 2016; Abebayo Desalegn, 2016; Kasahun & Mitiku, 2017; & Afework, Frew and Abeya, 2017) confirms that supervisory service provision practices on execution of roles of supervision and execution of complementary tasks like controlling and evaluating; giving support and advice; and acting as a liaison agent were not as intended level in primary and secondary schools.

For instance, one of the tasks of supervisors' was visiting schools and teachers to improve their performance. Visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:p.9; MoE, 2012). However, different studies conducted on practices of instructional supervision and school based supervision in primary and secondary schools of different regions and zones of Ethiopia shows that supervisors' do not play their supervision roles in visiting, supporting and providing necessary professional advice for schools and teachers (Kasahun & Mitiku, 2017). Supervisors are less effective in playing their administrative roles, and responsibilities through frequent support to give the needed service, and to support the teaching learning process in the primary schools (Afework et al., 2017).

Supervisors are expected to give supervision service feedback for teachers to help teachers improve their instruction. However, the supervisors were not able to give timely and constructive feedbacks to help teachers improve their instruction (Kasahun & Mitiku, 2017). Similarly, the study conducted by Birhane Aseffa (2014) confirms that instructional supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and continuously follow up teachers by helping them to reduce their instructional limitation in the classroom. Furthermore, the study conducted by Afework et al., (2017) reveals that supervisors rarely support the school teachers and principals in the pedagogical aspects.

Educational supervisors at all levels are responsible for monitoring and controlling whether or not the schools are functioning based on the prescribed rules, regulations, guidelines and standards (MoE,2000E.C:pp.45-46). Similarly, MoE (1994E.C:pp.31-32) indicate that supervisors are responsible for monitoring and controlling activities such as teachers' discipline and performance of school directors. However, instructional supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and continuously follow up teachers by helping them to reduce their instructional limitation in the classroom (Birhane Aseffa, 2014). Similarly, study conducted on practices of cluster supervision in primary schools of Jimma Zone by Afework et al. (2017) confirms that the follow up of CRC supervisors on the implementation of government education policy and regulations were less frequent and it is not as intended level.

Supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks (Certo, 2006:p.11). The job description of many educational supervisors included many support related tasks, like in service training and demonstration lesson (Carron et al., 1998:p.27). Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels (MoE, 1994 E.C:p.5).

However, the study conducted by Kasahun and Mitiku (2017) shows that supervisors' involvement in the provision of induction training to new teachers to familiarize them with the environment and help them improve their instructional practices by demonstrating and modeling teaching techniques and methods was not to the expected level and CRC supervisors are not providing need based training to improve planning skills of school management. The cluster supervisors hardly arranged workshops and seminars, and providing objective feedback for teachers on classroom observation. Similarly, the school supervisors were ineffective in providing the professional assistance for teachers through organizing workshops, seminars, training programs with school communities at school level; making regular experience sharing between teachers among respective departments to identify teaching learning problems and then to find solutions to these deficiencies (Shimelis Legesse , 2016).

According to Afework et al. (2017) supervisors are expected to facilitate professional growth of teachers through training, workshops and seminars and introducing modern teaching methods to teachers to improve their skills with a main focus to improve students' performance. However, practice in this regard is less frequent. Furthermore, supervisors' encouragements to teachers to conduct action research to solve instructional problems were rarely performed and supervisors were less successful in playing their pedagogical roles and responsibilities (Afework et al., 2017). The study conducted by Gashaw (2008) also reveals that primary school supervisors were ineffective in providing support to teachers. Teachers did not gain proper professional support from supervisors in order to improve their instructional skills and so teachers' instructional skills remain unchanged (Abebayo Desalegn, 2016). Similarly the study conducted by Birhane Aseffa (2014) reveals that, instructional supervisors did not arrange induction training for beginner teachers and did not properly design various interventions to assist teachers to reduce their instructional limitations. This shows that teachers did not gain proper professional support from supervisors in order to improve their instructional skills and so teachers' instructional skills remain unchanged

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a "linking pin" between employee and management (Certo, 2006:p.10). Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set from the top. Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools (MoE, 2012: p.3). Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors (De Grauwe, 2001a:p.35; MoE, 2000E.C: p.45).

According to Birhane Aseffa (2014) instructional supervisors do not link the school with various organizations, community groups, Non-Governmental Organizations and others to solve different financial and material problems observed from the ongoing teaching learning processes. Therefore, low level of community participation in most areas of the management functions of the school was clearly seen. Similarly the study conducted by Kasahun and Mitiku (2014) confirms that, supervisors fail to work as a linking agent between the school and the district

office to enhance their relationship except creating contact with principals. The CRC supervisors hardly work on advantages of collaboration for school effectiveness. They didn't sufficiently promote community school cooperation. Furthermore, the study conducted by Afework, et al. (2017) reveals that CRC supervisors work as a linking agent to create good relationship between schools and district office were not found as intended level.

On the other hand, few researches were conducted on supervision service feedback utilization in secondary schools of Ethiopia. In line with this the finding of the study conducted by Tadesse et al. (2013) revealed that, there are no difference among the schools concerning the importance of utilizing supervision feedbacks in improving teaching learning activities in schools. On the contrary, there is poor utilization of supervision feedback because there is no well-defined procedure in all the schools under the study which indicates supervision feedback utilization is under challenge. Tadesse et al. (2013) further concluded that problems arising with supervision stemmed from oversimplification of supervision roles by administrative offices, unwillingness of teachers to view supervisors' comments in a positive light, lack of supervisory skills in providing objective feedback, and insufficient cooperation from education offices are major problems that affects supervision feedback utilization in secondary schools.

In conclusion, the above mentioned supervisory feedback provision and utilization practices indicated that, supervisors were ineffective in providing supervisory feedbacks for schools and schools were also ineffective in utilizing supervisory feedbacks as intended in both primary and secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents the research design, the sources of data, population, sample size and sampling techniques, the data gathering instruments, procedures of data collection, methods of data analysis, validity and reliability of the study and Ethical considerations.

3.1. The Research Design

The purpose of this study was to assess practices of the utilization of supervisory feedback in government secondary schools of Jimma Zone. Hence, the research design used for this study was descriptive survey design. Because descriptive survey enables to make investigations with predictions, narration of events and drawing of valid general conclusions based on the information obtained from relatively large and representative samples of the target population (Kothari, 2004). Moreover, the research method used for this study was mixed research method. According to Creswell (2014) using multiple methods can capitalize on the strengths of each method and offset their different weaknesses and provides a more complete understanding of a research problem than either method alone. It could also provide more comprehensive answers to research questions going beyond the limitations of single approach (Creed, Freeman, Robinsons & Woodely, 2004). In order to make investigations about the practices of the utilization of supervisory feedback, the researcher used quantitative and qualitative data gathering tools such as close ended and open ended questionnaires, semi-structured interviews and document reviews.

3.2. Sources of data

In order to strengthen the findings of the research the relevant data for the study were generated from both primary and secondary sources as described below.

3.2.1 Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the supervision feedback utilization practices in secondary schools of Jimma Zone. The major sources of primary data were teachers, department heads, secondary school principals, secondary school supervisors and Woreda Education Office supervision coordinators.

3.2.2. Secondary source of Data

The secondary sources of data were written supervision feedback documents from written supervision logbook minutes, supervision plan and supervision feedback reports found in sample secondary schools were reviewed beginning from 2009-2011 E.C of three consecutive years.

3.3. Population, Sample and Sampling techniques

3.3.1. Population

Population is the entire group of people to which a researcher intends the results of a study to apply (Aron et al., 2008: p.130). Accordingly, the populations of this study were 363 secondary school teachers, 120 department heads, 8 principals, 8 supervisors and 8 Woreda education office supervision coordinators.

3.3.2. Sample size and Sampling techniques

Sample selection was done at three levels. These are Woredas, secondary schools and individuals within schools. Various sampling techniques such as cluster sampling, simple random sampling (lottery) method, stratified proportional sampling and purposive sampling methods were employed to select samples. The researcher favours cluster sampling technique as it helps to get more representative sample from geographically scattered participants. Currently there were a total of one hundred three (103) government secondary schools in the Zone. Since the number of the secondary schools is too large, the researcher grouped the woredas into 4 clusters according to their geographical locations.

Accordingly, in Jimma Zone there are 21 Woredas, each Woreda was grouped into four (4) clusters according to political strategy of the current government based on their geographical location. Thus, (1.) Limmu Gennet Cluster, (2.) Agaro Cluster, (3.) Jimma Cluster & (4.) Asendabo Cluster. From each cluster two (2) woredas and totally 8(38%) Woredas were selected by simple random sampling technique (lottery method). Accordingly, Limmu Kosa and Chora Botor woredas from Limmu Gennet Cluster, Gomma and Gumay woredas from Agaro Cluster, Seka Chekorsa and Dedo woredas from Jimma Cluster, Kersa and Omo Nada woredas from Asendabo Clusters were selected as sample by lottery method.

Out of 45 secondary schools found in 8 selected sample Woredas, a total of eight (8) secondary schools were selected by lottery method, because lottery method is helpful to select

small sample from large and geographically scattered school populations and also in order to make the samples easily manageable. Then from each eight (8) sample schools 78 (65%) department heads were selected by simple random sampling (lottery) method. Moreover, 8(100%) principals, 8(100%) supervisors and from sample woredas 8(100%) Woreda education office supervision coordinators were selected as sample by purposive sampling method due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools and also have better and reliable information on supervision service feedback utilization practices.

To determine the sample size of teachers, for each school of selected secondary schools, the following stratified formula of William (1977) was utilized.

$$nd = \frac{Nd n}{N}$$

Where, nd = sample size of school d .

Nd = population of school d .

n = total sample size of selected school teachers (for this study 92)

N = total population of selected school (for this study was 363)

The aim of the calculation is to determine an adequate sample size to estimate the population prevalence with a good precision. Based on the calculation of the above mathematical formula, the total sample size of teachers for this study was 192. Accordingly, 22 teachers from Limmu Gennet cluster (Bege 5, Limu Gennet 17), 18 from Agaro Cluster (Toba 12, Gembe 6), 27 from Asendabo Cluster (Nada 10, Serbo 17) and finally 25 from Jimma Cluster (Seka 7, Dedo 18) secondary school teachers were selected. Finally, after determining the sample size from the total population, simple random sampling (lottery) method was used based on teachers' proportion found in each sample school because this technique gives independent and equal chance to the participants to be selected in the samples. It is also helpful to select sample teachers from large number of teacher population. According to Yalew (1998); Levy and Lemeshow (1999) among the total population 10% -30% can fulfill the sample sizes.

Accordingly, out of 363 teachers in the eight (8) sample secondary schools of Jimma Zone, 92(25%) of teachers were selected through simple random sampling technique (lottery method) by keeping their proportion in each secondary schools.

Table 1: Summary of sample size and sampling techniques

No	Cluster Centers	Sample Woredas	Sample schools	Total Population of Teachers	Sample sizes		Sampling techniques
					No	%	
1	Limmu Gennet Cluster	Chora Botor	Bege secondary school	20	5	25	Cluster sampling, Proportional sampling method to select teachers from each school and Lottery method were used to select teachers from each secondary schools
		Limmu Kosa	Limu Gennet secondary school	68	17	25	
2	Agaro Cluster	Gumay	Toba secondary school	46	12	25	
		Gomma	Gembe secondary school teachers	22	6	25	
3	Asendabo Cluster	Omo Nada	Nada secondary school teachers	40	10	25	
		Kersa	Serbo secondary school	68	17	25	
4	Jimma Cluster	Seka Chekorsa	Seka preparatory school	28	7	25	
		Dedo	Dedo secondary school	71	18	25	
Total Sample of teachers				363	92	25	

Source, (Field Survey, 2019/20)

Table.2: Summary of the Population, Sample and Sampling Techniques

No	Types of respondents	Population size	Sample size		Sampling Techniques
			No	%	
1	Woreda Education Office Supervision coordinators	8	8	100	Purposive sampling
2	Supervisors	8	8	100%	Purposive sampling
3	Principals	8	8	100%	Purposive sampling
4	Department heads	120	78	65%	Lottery method
5	Teachers	363	92	25%	Lottery method
Total		507	194	38.2%	

3.4. Instruments of Data Collection

In this study, questionnaire, interview and document reviews were used to collect information regarding the practice of the utilization of supervisory feedbacks in secondary schools of Jimma Zone.

3.4.1. Questionnaire

The researcher was used self-made close ended and open ended questionnaires to collect data from department heads and teachers. Questionnaires were believed that it is helpful and better to get large amount of data from large number of respondents relatively in shorter time with minimum cost. Hence, questionnaires were prepared in English language and administrated to secondary school department heads and teachers participants with the assumption that they can easily understand the language because it is the medium of the instruction in secondary schools.

In this study, two parts of questionnaire items were used. The first section have five items on back ground information of the respondents. The second section was sub-divided in to five sections. In the first section, 8 items were presented on issues related with the current practice of the provision of supervisory feedbacks; the second section contained 6 items about the extent of the implementation of supervisory feedbacks; the third section focus on the perception of secondary school teachers on the effectiveness of supervisory feedbacks included 8 items; the fourth section was about the extent of follow up of the implementation of supervisory feedbacks with 5 items; and the last section of the questionnaire was focus on the major challenges that hinder the implementation of supervisory feedbacks in secondary schools with 7 items respectively. Accordingly, the respondents were asked to read each statement carefully in the close ended questionnaire and indicate one response that best described their feelings by using 5-point Likert-type scales: 5 = Strongly Agree, 4 = Agree, 3 = Undecided, 2 = Disagree and 1 = Strongly Disagree. Likert scales were employed because it is easy to construct, simplest way to describe opinion, suggestion and also provide more freedom to respondents.

The questionnaires were distributed to sample department heads and teachers with the assistance of school principals with in selected sample secondary schools. The participants allowed giving their own answer to each item independently as needed by the researcher and finally the questionnaires were collected back at the right appointment time.

3.4.2. Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), the purpose of interviewing people is to find out what is in their mind –what they think or how they feel about something. Thus, semi-structured interview items were prepared for the interviewees (school principals, secondary school supervisors and Woreda Education Office supervision coordinators). Because, the semi-structured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions for 30 minutes for each interviewees were conducted with school principals, secondary school supervisors and Woreda Education Office supervision coordinators to secure information concerning supervision service feedback utilization practices.

3.4.3. Document Reviews

The overall supervision records of sample schools, supervision plans, supervision feedback reports, written supervision feedback minutes were reviewed beginning from 2009-2011 E.C of three consecutive years by focusing on the current practice of the provision of supervisory feedback, the extent of the implementation of supervisory feedbacks by secondary school principals and teachers, perception of teachers on the effectiveness of supervisory feedbacks, the extent of secondary school supervisors follow up the implementation of supervisory feedbacks and the major challenges that hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

3.5. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. To ensure validity of instruments, the instruments were developed under close guidance of the advisors. Accordingly, pilot study was carried out in Asendabo secondary school which was not included in the sample of the study. It was administered to 6

teachers and 4 department heads and totally 10 respondents were participated. Before conducting the pilot-test, respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the sample selected for the pilot study. After the dispatched questionnaires were returned, necessary modifications on two items and the complete removal on six items and replacement of 6 unclear questions were made. To check the reliability and validity of the questionnaires, Cronbach's alpha reliability test was calculated after the pilot test was conducted. All items were carefully input in to SPSS version 23 and the average result found from both teachers and department heads were (0.82).

Table 3-Reliability test results

No	Major Variables	No of items	Reliability coefficient
1	In what major areas do principals and teachers receive supervision feedback from secondary school supervisors?	9	0.78
2	The extent of supervision service feedback implementation by principals and teachers in Secondary schools	7	0.88
3	The perception of secondary school principals and teachers on the effectiveness of supervision feedback services provided by secondary school supervisors	7	0.84
4	The extent of secondary school supervisors follow up supervision service feedback implementation in secondary schools	5	0.89
5	The Major challenges that hinders Supervision service feedback implementation in secondary schools	5	0.92
Average Reliability Result		33	0.82

Cronbach's alpha coefficient normally ranges between 0 and 1. George and Mallery (2003) provide the following rules of thumb: "≥ 0.9 – Excellent, ≥ 0.8 – Good, ≥ 0.7 – Acceptable, ≥ 0.6 – Questionable, ≥ 0.5 – Poor and ≤ 0.5 – Unacceptable". It is noted that an alpha of (0.82) is therefore reasonable and good to use the question for the research.

3.6. Procedures of Data Collection

To answer the basic research questions raised, the researcher went through a series of data gathering procedures. The expected relevant data was gathered by using questionnaire, interview and document reviews. In doing so, having letter of authorization from Department of Educational Planning and Management, Jimma University College of Education and Behavioral Science and Jimma Zone Education Department; the researcher went to eight sample woredas education offices and principals of respective sample schools for consent. After agreement has been made, the researcher introduced the objective and purpose of the study. Then the questionnaires were administered to 92 sample teachers and 78 department heads with in 8 sample secondary schools. To avoid any confusion the researcher closely assisted and supervised the respondents.

With similar procedure above, the interview was conducted with 8 sample Woreda education office supervision coordinators, 8 sample supervisors and 8 sample school principals after their consent was proved. Information obtained from interviewee was carefully recorded and written in hand book to minimize loss of information while interviews were conducted. In addition, the data available in document forms related to supervisory feedback provision and utilization practices was collected from the sample secondary schools. Finally, the data collected through various instruments from multiple sources was organized and get ready for data analysis.

3.7. Methods of Data Analysis

Both quantitative and qualitative data analysis method were employed in order to answer the basic research questions and to achieve the objectives of the study. In the case of quantitative data analysis, the data from the questionnaire was entered into computer using statistical package for social science (SPSS) version 23 computer programs for data analysis and quantitatively analyzed by using descriptive statistics such as percentage, frequency, standard deviation and mean. The independent sample T-test was also applied to test whether there is any significant difference happened in the response of teachers and department heads. Accordingly, the percentage and frequency were used to analyze the background information of the respondent, whereas, the mean and standard deviations derived from the data were serves as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., (2008). Qualitative data which was obtained from the document analysis and semi-

structured interviews was analyzed by transcribing respondent's idea and views through narrations, descriptions, and discussions to help capture aspects of the study that could not be done through the quantitative method and to triangulate research findings derived from the literature review and primary sources. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for solutions.

3.8. Ethical Consideration

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for a research purpose; the purpose of the study was also introduced in the introduction part of the questionnaires and interview guide to the respondents and confirm 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 research has not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research have been duly acknowledged.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The purpose of this research was to assess the current practices of utilization of supervisory feedbacks in secondary schools of Jimma Zone Oromia Region. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on practices of utilization of supervisory feedbacks in secondary schools of Jimma Zone. It contains two major parts; the first part presents characteristics of respondents and the second part deals with the results of findings from the data gathered through the questionnaires, interviews and document reviews. Questionnaire was distributed to 170 respondents and 167 copies were returned back. The return rate of questionnaire was 90 out of 92 copies from teachers and 77 out of 78 copies from department heads were returned. In addition, 8 Woreda Education office supervision coordinators, 8 secondary school supervisors and 8 secondary school principals were interviewed successfully.

4.1. The Background Information of the Respondents

Table 4: Characteristics of respondents

No	Items	Category	Respondents					
			Teachers		Department Heads		Total	
			No	%	No	%	No	%
1	Sex	Male	72	80	67	87.1	139	83.2
		Female	18	20	10	12.9	28	16.8
		Total	90	100	77	100	167	100
2	Service Year	1-5	4	4.4	6	7.8	10	5.9
		6-10	26	28.9	25	32.5	51	30.5
		11-15	35	38.9	29	37.7	64	38.3
		16-20	12	13.3	11	14.3	23	13.8
		21-25	2	2.2	-	-	2	1.2
		26-30	8	8.9	4	5.2	12	7.2
		>31	3	3.3	2	2.6	5	2.9
		Total	90	100	77	100	167	100
3	Level of education	Diploma	-	-	-	-	-	-
		First Degree	83	92.2	66	85.7	149	89.2
		MA/MSC	7	7.8	11	14.3	18	10.8
		Total	90	100	77	100	167	100

As presented in table 4, responses to item 1 shows that, out of 90 teachers, 72(80%) and 18(20%) of respondents were males and females respectively. Among 77 department heads, 67(87.1%) of them were males and 10(12.9%) of them were females. From this, one can realize that the number of females in teaching profession and in the position of department heads in sample schools is dominated by male. All the interviewee participants were males. Accordingly, 8(100%) of Woreda Education office supervision coordinators, 8(100%) secondary school supervisors and 8(100%) secondary school principals were male, which implies that the leadership positions at secondary school and Woreda level is controlled by males.

As presented in table 4, responses to item 2, teachers' experience (service year) were as follows: 4(4.4%) of teachers were between the service year range of 1-5 years, 26 (28.9 %) of them were between the experience range of 6-10 years ,35 (38.9 %) of them were between the experience range of 11-15 years,12(13.3%) of them were between the experience range of 16-20 years, 2(2.2 %) of them were between the experience range of 21-25 years,8 (8.9%) and 3(3.3 %) of them were between the experience range of 26-30 and above 31 years of experience respectively. Regarding the service years of department heads, 6 (7.8%) of department heads were between the service year range of 1-5years, 25 (32.5%) of them were between the experience range of 6-10 years, 29 (37.7%) of them were between the experience range of 11-15years, 11(14.3%) of them were between experience range of 16-20 years, 4(5.2%) of them were between the experience range of 26-30 and 2(2.6%) of them were above 31 years of experience. This implies that, majority of teachers and department heads respondents have more than 11 years of teaching experience which shows that they need well competent, knowledgeable, skillful and well experienced supervisors.

Moreover, regarding the service years of interviewees, 4(50%), 2(25%),1(12.5%) and 1(12.5%) of the school principals respectively served between 11-15 years, 16-20 years, 21-25 years and >31 years of experience. 2(25%), 5(62.5%) and 1(12.5%) of secondary school supervisors have 11-15,16-20 and 21-25 years of experience.

Out of 8 Woreda Education Office supervision coordinators, 7(87.5%) and 1(12.5%) of them have 11-15 and 16-20 years of experience respectively. From this most of the school principals, secondary school supervisors and Woreda Education office supervision coordinators

have more than 11 years of service. This is an implication of educational leaders have accumulated experience in any of them are in good position to critically identify, support, control and monitor the practice and challenges encountered against implementing supervision service feedbacks in secondary schools.

As presented in table 4, responses to item 3, the educational level of teachers and department heads, 83 (92.2%) of teachers and 66 (85.7%) of department heads had a first degree. 7(7.8%) of teachers and 11(14.3%) of department heads had second degree. From this fact, one may conclude that majority of teachers and department heads had first degree holders and there is no such much gap between the teachers and department heads in level of education.

Regarding the level of education, 3(27.3%), 3(27.3%) and 5 (45.4%) of principals, supervisors and Woreda Education supervision coordinators had first degree holders. 5(38.5%), 5(38.5%) and 3(23%) of principals, supervisors and Woreda Education supervision coordinators had second degree holders. From this, one can understand that there is no much difference between supervisors the school principals and Woreda supervision coordinators, as well as teachers regarding their level of education.

4.2. Presentation, Analysis and Discussion of the Findings of the Study

This part of the study is devoted to the presentation, analysis and discussion of the data obtained from various groups of respondents in relation to the current practices of utilization of supervisory feedbacks in secondary schools of Jimma Zone. Teachers and department heads responded to 34 closed-ended and 6 open-ended respectively. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the frequency, percentage, and mean scores. Independent sample T-test was also computed to test the significant difference between the responses of the two groups of respondents (the teachers and department heads). Item scores for each category were arranged under five Likert rating scales. The range of Likert rating scales were 1= strongly disagree, 2= Disagree, 3= undecided 4 = Agree, 5 = strongly agree & Very high = 5, High = 4, Moderate = 3, Low = 2, Very Low = 1.

In the case of quantitative data analysis, the data from the questionnaire were entered into the computer using statistical package for social science (SPSS) version 23 computer programs for data analysis and quantitatively analyzed by using descriptive statistics such as

percentage, frequency, mean, standard deviation and independent sample T-test. The percentage and frequency were used to analyze the background information of the respondent, independent sample T-test helps to compare the teachers and department heads responses whereas, the mean and standard deviation derived from the data were served as the basis for interpretation of the data and as well as to summarize the data in simple and understandable way (Aron et al., 2008). Finally, the data obtained from the document analysis and semi-structured interview were analyzed qualitatively. The qualitative analysis was done as follows: - First, organizing and noting down of the different categories were made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulated with the quantitative findings. Finally, the findings were concluded and recommendations were forwarded.

4.3.The practice of the provision of supervisory feedbacks in secondary schools

Table 5: The practice of the provision of the supervisory feedbacks in secondary schools

No	The current practice of provision of supervisory feedbacks focus on	Respondents	No	Mean (X)	SD	T-Value	P-value
1	Administrative issues	Teachers	90	4.11	1.06	-.43	0.66
		Department Heads	77	4.18	1.03		
2	supporting teachers to conduct action research	Teachers	90	3.33	1.04	0.97	0.33
		Department Heads	77	3.16	1.12		
3	Students' discipline	Teachers	90	3.78	0.98	0.14	0.88
		Department Heads	77	3.76	1.07		
4	Teachers promotion	Teachers	90	3.01	1.24	1.63	0.10
		Department Heads	77	2.70	1.20		
5	Staff development	Teachers	90	2.65	1.29	1.19	0.23
		Department Heads	77	2.41	1.28		
6	Curriculum development	Teachers	90	2.21	1.51	-.63	0.52
		Department Heads	77	2.35	1.30		
7	Students' academic achievement	Teachers	90	2.86	1.43	0.57	0.56
		Department Heads	77	2.74	1.40		
8	Instructional improvement	Teachers	90	3.32	1.33	0.31	0.75
		Department Heads	77	3.25	1.23		

Key: X=Mean, SD=standard deviation, p-value at $\alpha=0.05$, $df=165$

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p > 0.05$,

As presented in table 5, responses to item 1 show that, teachers and department heads were asked to rate their agreement levels on whether or not the current practice of provision of supervisory feedbacks focus on administrative issues. Accordingly, teachers with the (X=4.11, SD=1.06) and department heads with the (X=4.18, SD=1.03) were both rated the mean score as “high” level. The independent sample t-test result, $t(165) = -.43$, $p=0.66$, indicating statistically

significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the current practice of provision of supervisory feedbacks focus on more of administrative issues. Similarly, the data collected from the interviews from Woreda Education Office supervision coordinators, supervisors and principals indicated that, supervisory feedbacks provided by secondary school supervisors were most of the time focus on more of administrative aspects than academic aspects. Furthermore, the data collected through document review in majority of sample secondary schools under study, supervisory feedback minutes on supervision logbook indicated that, frequently secondary school supervisors provide supervisory feedbacks on more of administrative aspects and less on academic aspects.

From the result of the finding obtained from questionnaire responses, interview and document review showed that, the current practice of provision of supervisory feedbacks focus on more of administrative issues in secondary schools of Jimma Zone.

As presented in table 5, responses to item 2 show that, teachers and department heads were asked to rate their agreement levels, whether or not the current practice of provision of supervisory feedbacks focus on supporting teachers to conduct action research. Accordingly, teachers and department heads ($X=3.33$, $SD=1.04$) and ($X=3.16$, $SD=1.12$) were both rated the mean score as “moderate” level on the issue. The independent sample t-test result, $t(165) = 0.97$, $p=0.33$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the current practice of provision of supervisory feedbacks somewhat focus on supporting teachers to conduct action research.

On contrary, the data collected from the interviews and document reviews indicated that, the current practice of provision of supervisory feedbacks were not focus on supporting teachers to conduct action research in the study area. Therefore, the result of the finding indicated that, the current practice of provision of supervisory feedbacks were not focus on supporting teachers in conducting action research in secondary schools of Jimma Zone.

As indicated in table 5, responses to item 3 show that, teachers and department heads were asked to rate their agreement levels, whether or not the current practice of provision of supervisory feedbacks focus on improving students’ discipline. Accordingly, teachers and

department heads with the ($X=3.78$, $SD=0.98$) and ($X=3.76$, $SD=1.07$) were both rated the mean score as “high” level about the issue. The independent sample t-test result, $t(165) = 0.14$, $p=0.88$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, supervisory feedbacks provided by the supervisors strongly focus on improving students’ discipline. Similarly, the data collected from the interviews and document reviews indicated that supervisors frequently provide supervisory feedbacks which focus on improving students’ discipline in secondary schools of the study area. Therefore, the result of the finding indicated that, the current practice of provision of supervisory feedbacks by secondary school supervisors were strongly focus on improving students’ discipline in secondary schools of Jimma Zone.

As indicated in table 5, responses to item 4 show that, teachers and department heads were asked to rate their agreement levels, whether or not the current practice of provision of supervisory feedbacks focus on teachers’ promotion, teachers and department heads with the ($X=3.01$, $SD=1.24$) and ($X=2.70$, $SD= 1.20$) were both rated the mean score as “moderate” level about the issue. The independent sample t-test result, $t(165) = 1.63$, $p=0.10$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, supervisory feedback provided by the supervisors somewhat focus on teachers’ promotion.

On contrary, the data collected from the interviews and document reviews indicated that, supervisors were not provide supervisory feedbacks which focus on teachers’ promotion in the study area. Therefore the result of the findings indicated that, the current practices of provision of supervisory feedbacks were not focus on teachers’ promotion in secondary schools of Jimma Zone.

As presented in table 5, responses to item 5, respondents were asked to rate their agreement levels whether or not the current practice of provision of supervisory feedbacks focus on staff development. Accordingly, teachers with the ($X=2.65$, $SD=1.29$) and department heads with the ($X=2.41$, $SD=1.28$) were both rated the mean score as “moderate” level on the issue. The independent sample t-test result, $t(165) = 1.19$, $p=0.23$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the current practice of provision of supervisory feedbacks moderately focus

on staff development. On the other hand, the data collected from the interviews and document reviews indicated that supervisors were not properly provide supervisory feedback on staff development in the study area. Therefore, from the results of the finding indicated that, supervisory feedbacks were not focus on staff development in secondary schools of Jimma Zone.

As indicated in table 5, responses to item 6, respondents were asked to rate their agreement levels whether or not the current practice of provision of supervisory feedbacks focus on curriculum development, teachers with the ($X=2.21$, $SD=1.51$) and department heads with the ($X=2.35$, $SD=1.30$) were both rated the mean score as “low” level. The independent sample t-test result, $t(165) = -.63$, $p=0.52$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the current practices of provision of supervisory feedbacks were not focus on curriculum development. Similarly, the data obtained from the interviews and document reviews indicated that, the current practices of provision of supervisory feedbacks were not focus on curriculum development in the study area. Therefore, the result of the finding indicated that, the current practices of provision of supervisory feedbacks were not focus on curriculum development in secondary schools of Jimma Zone.

As presented in table 5, responses to item 7, respondents were asked to rate their agreement levels whether or not the current practice of provision of supervisory feedbacks focus on improving students’ academic achievement. Accordingly, teachers and department heads with the ($X=2.86$, $SD=1.43$) and ($X=2.74$, $SD=1.40$) were both rated the mean value as “moderate” level. The independent sample t-test result, $t(165) = 0.57$, $p=0.56$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the current practice of provision of supervisory feedbacks to some extent focus on improving students’ academic achievement. Similarly, the data collected from the interviews and document reviews indicated that, the current practice of provision of supervisory feedbacks rarely focus on improving students’ academic achievement. Therefore, the result of the finding indicated that, the current practice of provision of supervisory feedbacks to some extent focus on improving students’ academic achievement.

As indicated in table 5, responses to item 8, respondents were asked to rate their agreement levels whether or not the current practice of provision of supervisory feedbacks focus

on instructional improvement. Accordingly, the teachers with the ($X=3.32$, $SD=1.33$) and the department heads with the ($X=3.25$, $SD=1.23$) were both rated the mean value as “moderate” level. The independent sample t-test result, $t(165) = -1.99$, $p= 0.04$, indicating statistically significant difference was observed between the responses of two groups. The result of the mean score indicated that, secondary school supervisors to some extent provide supervisory feedbacks for teachers on instructional improvement. Similarly, the data collected from the interviews and document reviews indicated that supervisors rarely provide supervisory feedback on instructional improvement in the study area. Therefore, the result of the finding indicated that, the current practice of provision of supervisory feedbacks rarely focus on instructional improvement in secondary schools of Jimma Zone.

4.4. Practice of the implementation of the supervisory feedbacks in secondary schools

Table 6: Implementation of supervisory feedbacks

No	Items	Respondents	No	Mean (X)	SD	T-value	P-value
1	The school principals properly implement supervisory feedbacks provided by supervisors	Teachers	90	2.95	1.21	-2.28	0.02
		Department Heads	77	3.36	1.06		
2	Feedbacks that lead to taking corrective measures were put in to practices in schools	Teachers	90	2.81	0.95	1.56	0.12
		Department Heads	77	2.59	0.78		
3	Teachers implement the feedbacks provided by supervisors properly	Teachers	90	3.14	0.78	1.76	0.07
		Department Heads	77	2.92	0.83		
4	Teachers are taking suggestion given by supervisor honestly and optimistically	Teachers	90	2.96	0.96	0.59	0.55
		Department Heads	77	2.88	0.82		
5	Instructional process were improved as a result of the implementation of supervisory feedbacks	Teachers	90	3.10	0.98	0.90	0.36
		Department Heads	77	2.96	1.00		
6	The school implement more Pedagogical aspects of supervision feedback than administrative aspects	Teachers	90	3.00	0.99	0.78	0.43
		Department Heads	77	2.88	0.91		

Key: X=Mean, SD=standard deviation, p-value at $\alpha=0.05$, $df=165$

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p>0.05$,

As presented in table 6, responses to item 1 show that, respondents were asked to rate their agreement levels on the proper implementation of the supervisory feedbacks by school principals. Accordingly, teachers with the (X=2.95, SD=1.21) and department heads with (X=3.36, SD=1.06) were both similarly rated the mean value as “moderate” level. The independent sample t-test result, $t(165) = -2.28$, $p=0.02$, indicating statistically significant difference was observed between the responses of two groups. The mean score indicated that, secondary school principals rarely implement the feedbacks provided by supervisors in secondary schools of the study area.

Moreover, data were collected through interview from school principals, supervisors and Woreda Education supervision coordinators. Accordingly, Woreda Education Office vice head (WEOs 1) replied that:-

“Supervisory feedback implementation by school principal is not similar in all secondary schools because of multiple reasons such as lack of commitment from both school principals and teachers, principals lack of leadership experiences and competency.”

Similarly, Woreda Education office head (WEOs 2) replied that:-

“Secondary school principals were not implementing supervisory feedback properly because of multiple reasons such as principals’ lack of leadership experiences, commitment, motivation, competency and supervisors are less qualified than school principals and teachers. Because of these reasons there is no trust of accepting and implementing supervisory feedback in secondary schools.”

Moreover, secondary school supervisor (SSS1) replied that:-

“Secondary school principals somewhat implement supervisory feedbacks by sharing feedbacks related with their roles and responsibilities. But, there is a great difference in accepting and utilizing supervisory feedback from principal to principal because of different reasons such as lack of understanding of the role of supervision in improving the quality of education, lack of commitment, motivation; lack of leadership experience, skills and competency.”

Additionally, secondary school principals (SSP1) replied that:-

“As much as possible I implement supervisory feedbacks in our school. But, all supervisory feedbacks were not fully implemented in our school because of leniency of teachers, lack of commitment and ability of some teachers and carelessness of school management in organizing school activities.”

Similarly, most of the school principals, supervisors and Woreda Education supervision coordinators during interview session supporting the above idea and reported that, secondary school principals were not properly implement supervisory feedbacks in secondary schools of the

study area. Additionally, the data collected from document review indicated that, supervisors redundantly provide similar written feedbacks for school principals. This indicated that, secondary school principals were not properly implementing supervisory feedbacks. The result of the finding from questionnaires, interviews and document reviews indicated that, secondary school principals were not properly implement supervisory feedbacks in secondary schools of Jimma Zone.

As presented in table 6, responses to item 2 show that, teachers and department heads were asked whether or not feedbacks that lead to taking corrective measures were put in to practices in schools; teachers and department heads with the ($X=2.81$, $SD=0.95$) and ($X=2.59$, $SD=0.78$) were both similarly rated the mean value as ‘moderate’ level. The independent sample t-test result, $t(165) = 1.56$, $p=0.12$, indicating statistically significant difference was not observed between the responses of two groups. The mean score of indicated that, feedbacks that lead to taking corrective measures somewhat put in to practices in secondary schools.

On the other hand, data obtained from interviews indicated that, feedbacks that lead to taking corrective measures frequently put in to practices in secondary schools of the study area. Similarly, supervisory feedbacks that lead to taking corrective measures frequently put in to practice in secondary schools of the study area. Therefore, the result of the finding from questionnaires, interviews and document reviews indicated that, feedbacks that lead to taking corrective measures frequently put in to practices in secondary schools of Jimma Zone.

As indicated in table 6, responses to item 3 show that, respondents were asked to rate their agreement levels that teachers implement the feedbacks provided by supervisors properly, the teachers and department heads with the ($X=3.14$, $SD= 0.78$) and ($X=2.92$, $SD=0.83$) were both similarly rated the mean value as “‘moderate’” level. The independent sample t-test result, $t(165) = 1.76$, $p=0.07$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, teachers rarely implement supervisory feedbacks provided by supervisors in secondary schools of the study area.

On contrary, data collected through interviews indicated that secondary school teachers were not properly implement supervisory feedbacks in secondary schools of the study area. For instance, (WEOs 3) Woreda Education office head replied that:-

“Secondary school teachers were not implementing supervisory feedbacks properly because of multiple reasons such as supervisors’ lack of providing quality feedback, lack of commitment and leniency of some teachers to implement feedbacks and most of the time supervisors were not following up feedback implementation. Because of these reasons there is no trust of accepting and implementing supervisory feedbacks in secondary schools.”

Additionally, data obtained from document review indicated that, supervisors redundantly provide similar feedbacks for teachers. This shows that, supervisory feedbacks were not properly implemented by secondary school teachers. Therefore, the result of the findings indicated that, secondary school teachers were not properly implementing supervisory feedbacks in secondary schools of Jimma Zone.

As presented in table 6, responses to item 4 show that, question raised for respondents to rate whether or not teachers were taking suggestion given by supervisors honestly and optimistically, teachers and department heads with the ($X=2.96$, $SD=0.96$) and ($X=2.88$, $SD=0.82$) were both similarly rated the mean value as “moderate” level. The independent sample t-test result, $t(165) = 0.59$, $p=0.55$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, teachers’ somewhat taking suggestion given by supervisors honestly and optimistically in secondary schools of the study area.

On contrary, data collected through interviews indicated that, secondary school teachers were not properly taking suggestion given by supervisors and some teachers perceive negatively supervisory service feedbacks as fault finder and give less consideration in secondary schools of the study area. For instance, (WEOs 4) Woreda Education office head replied that:-

“Secondary school teachers were not properly accepting supervisory feedback from their supervisors because of multiple reasons such as supervisors’ lack of providing quality feedback for teachers, lack competency of supervisors and supervisors are also less qualified than some teachers. Because of these reasons some teachers were refusing in accepting feedback from their supervisors and there is no trust of accepting supervisory feedback in secondary schools.”

Additionally, Secondary school principals (SSP4) replied that:-

“Because of lack of commitment, lack of ability of some teachers, the leniency of teachers’, carelessness of supervisors and school management in organizing school activities; our teachers were not properly implementing supervisory feedbacks as intended in our school.”

Similarly, the data collected from document review indicated that, secondary school teachers were not properly accept supervisory suggestions positively in secondary schools of the study area. Therefore, the findings from questionnaires, interviews and document reviews indicated that, secondary school teachers were not properly accept suggestion given by supervisors honestly and positively in secondary schools of Jimma Zone.

As presented in table 6, responses to item 5 show that, respondents were asked to rate their agreement whether or not instructional process were improved as a result of the implementation of supervisory feedbacks. Accordingly, teachers and department heads with the ($X=3.10$, $SD=0.98$) and ($X=2.96$, $SD=1.00$) were both similarly rated the mean value as “moderate” level. The independent sample t-test result, $t(165) = 0.90$, $p=0.36$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, instructional processes were somewhat improved as a result of the implementation of supervisory feedbacks in secondary schools of the study area.

On contrary, data collected from interview respondents indicated that, because of less implementation of supervisory feedbacks, instructional process were not such much improved in secondary schools of study area. Additionally, the data collected from written supervisory feedback minutes similarly indicated that, instructional processes were not improved in secondary schools of the study area. Therefore, the result of the finding indicated that, because of improper implementation of supervisory feedbacks, instructional processes were not improved in secondary schools of Jimma Zone.

As indicated in table 6, responses to item 6 show that, respondents were asked to rate their agreement levels whether or not the school implement more of pedagogical aspects of supervisory feedbacks than administrative aspects with the ($X= 3.00$, $SD=0.99$) and ($X=2.88$, $SD=0.91$) teachers and department heads were both similarly rated the mean score as “moderate” level. The independent sample t-test result, $t(165) =0.78$, $p=0.43$, indicating

statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, the school implements more administrative aspects of supervisory feedbacks than pedagogical aspects in secondary schools of the study area.

Moreover, data were collected through open ended questions and interviews to triangulate with the quantitative data. Accordingly, during interview session most of the school principals, supervisors and Woreda Education supervision coordinators reported that, administrative aspects of supervisory feedbacks were more implemented than pedagogical (academic) aspects in secondary schools of the study area. Similarly, the data collected from written supervisory feedbacks from supervision logbook minutes indicated that, administrative aspects of supervisory feedbacks were more implemented than academic aspects in the study area. Therefore, the finding of the study indicated that, administrative aspects of supervisory feedbacks were more implemented than pedagogic aspects in secondary schools of Jimma Zone.

4.5. The perception of secondary school teachers on the effectiveness of supervisory feedbacks

- ☞ The effectiveness of supervisory feedback is viewed based on the following dimensions. Supervisory feedback is effective, when it is relevant with school vision, mission, goals and objectives; related with actual task performance; clear to understand; feasible; user-friendly; ongoing; timely; transparent for stake holders and comprehensive which means comprising both administrative and academic aspects of school performance.

Table (7). The effectiveness of supervisory feedbacks

No	The supervisory feedbacks provided by supervisors were	Respondents	No	Mean (X)	SD	T-value	P-value
1	Related With School Vision, mission, Goals and Objectives	Teachers	90	3.15	1.20	-.50	0.61
		Department Heads	77	3.24	1.13		
2	Tangible and supported by evidence	Teachers	90	3.16	1.08	-.70	0.48
		Department Heads	77	3.28	1.09		
3	Actionable(Feasible)	Teachers	90	3.40	0.98	-.67	0.50
		Department Heads	77	3.50	1.07		
4	User Friendlily (Specific and Personalized)	Teachers	90	3.08	1.04	-1.54	0.12
		Department Heads	77	3.33	1.02		
5	Ongoing and timely feedback	Teachers	90	2.67	1.08	1.77	0.07
		Department Heads	77	2.36	1.20		
6	Transparent for all Stake holders	Teachers	90	2.77	1.07	0.57	0.56
		Department Heads	77	2.67	1.20		
7	Reliable (Consistent) with actual school Performance	Teachers	90	3.05	1.07	1.24	0.21
		Department Heads	77	2.84	1.11		
8	Frequently Comprise all administrative and academic aspects (Comprehensive)	Teachers	90	2.96	1.20	2.12	0.03
		Department Heads	77	2.57	1.19		
Total Average mean Value		Teachers	90	3.03			
		Department Heads	77	2.97			

Key: X=Mean, SD=standard deviation, p-value at $\alpha=0.05$, $df=165$

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p > 0.05$.

As indicated in table 7, responses to item 1 show that, respondents were asked to rate their agreement levels on the supervisory feedbacks provided by supervisors were related with school vision, mission, goals and objectives, the teachers and department heads with the (X=3.15, SD= 1.20) and (X=3.24, SD=1.13) were both similarly rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = -.50$, $p=0.61$, indicating statistically significant difference was not observed between the responses of two groups. The

mean score indicated that, the feedbacks provided by supervisors were to some extent related with school vision, mission, goals and objectives in secondary schools of Jimma Zone.

Moreover, data were collected through open ended questions and interviews indicated that, the supervisory feedbacks provided by supervisors were somewhat related with school vision, mission, goals and objectives in secondary schools of the study area. Similarly, the data collected from document reviews indicated that, supervisory feedbacks provided by supervisors were somewhat related with school vision, mission, goals and objectives in secondary schools of the study area. Hence, the result of the finding indicated that, teachers perceive supervisory feedbacks provided by supervisors were somewhat related with school vision, mission, goals and objectives in secondary schools of Jimma Zone.

As indicated in table 7, responses to item 2 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were tangible and supported by evidence, the teachers and department heads with the ($X=3.16$, $SD= 1.08$) and ($X=3.28$, $SD=1.09$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = -.70$, $p=0.48$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, the feedbacks provided by supervisors were somewhat tangible and supported by evidence in secondary schools of Jimma Zone.

Similarly, the data collected through interviews from school principals, supervisors and Woreda Education Office supervision coordinators indicated that, the supervisory feedbacks provided by supervisors were tangible and supported by evidence in secondary schools of the study area. Additionally, the data collected from document reviews indicated that, supervisory feedbacks provided by supervisors were tangible and supported by evidence in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were tangible and supported by evidence in secondary schools of Jimma Zone.

As presented in table 7, responses to item 3 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were actionable (feasible), the teachers with the ($X=3.40$, $SD= 0.98$) and department heads with ($X=3.50$, $SD=1.07$) were both

rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = -.67$, $p=0.50$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, supervisory feedback provided by supervisors were somewhat feasible in secondary schools of the study area.

Similarly, the data collected through interviews from school principals, supervisors and Woreda Education Office supervision coordinators indicated that, the supervisory feedbacks provided by supervisors were somewhat feasible (actionable) feedbacks in secondary schools of the study area. Additionally, the data collected from document reviews indicated that, supervisory feedbacks provided by supervisors were somewhat feasible in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were somewhat feasible in secondary schools of Jimma Zone.

As presented in table 7, responses to item 4 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors is user friendly (specific and personalized), the teachers and department heads with the ($X=3.08$, $SD= 1.04$) and ($X=3.33$, $SD=1.02$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = -1.54$, $p=0.12$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, the feedbacks provided by supervisors were somewhat user friendly (specific and personalized) feedbacks in secondary schools of the study area. Similarly, the data collected through interviews from school principals, supervisors and Woreda Education Office supervision coordinators indicated that, the supervisory feedbacks provided by supervisors were somewhat user friendly (specific and personalized) feedbacks in secondary schools of the study area. Moreover, the data collected from document reviews indicated that, supervisory feedbacks provided by supervisors were somewhat user friendly (specific and personalized) feedbacks in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were somewhat user friendly (specific and personalized) feedbacks in secondary schools of Jimma Zone.

As indicated in table 7, responses to item 5 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were ongoing and timely feedbacks, the teachers with the ($X=2.67$, $SD= 1.08$) were rated the mean score as “moderate”

level and department heads with ($X=2.36$, $SD=1.20$) were rated the mean score as “low” level. The independent sample t-test result, $t(165) = 1.77$, $p=0.07$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, the feedbacks provided by supervisors were somewhat ongoing and timely feedbacks in secondary schools of the study area.

On contrary, the data collected through interviews from school principals, supervisors and Woreda Education Office supervision coordinators indicated that, the supervisory feedbacks provided by supervisors were not ongoing and timely feedbacks in secondary schools of the study area. Furthermore, the data collected through document review from written supervision logbook minutes also presented as follows. For instance, according to the supervision manual of Ministry of Education (MoE, 2012) supervisors are expected to give support, follow-up, monitor and control school activities performed by school principals and teachers at least every two weeks in a month which means 20 times per academic year. However, the actual performance as observed from supervision log book minutes indicated that, supervisory feedbacks were provided no more than 3-5 times (15%-25%) per academic year in sample secondary schools of the study area. This shows that supervisors were not provide ongoing and timely feedbacks in secondary schools of study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were not ongoing and timely feedbacks in secondary schools of Jimma Zone.

As presented in table 7, responses to item 6 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were transparent for all stake holders, the teachers and department heads with the ($X=2.77$, $SD= 1.07$) and ($X=2.67$, $SD=1.20$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = 0.57$, $p=0.56$, indicating statistically significant difference was not observed between the responses of two groups. The man score indicated that, the feedbacks provided by supervisors were somewhat transparent for all stake holders in secondary schools of study area.

On contrary, the data collected through interviews indicated that, the supervisory feedbacks provided by supervisors were not transparent for all stake holders such as teachers and school managements in secondary schools of the study area. Furthermore, the data collected through document review from written supervision logbook minutes also presented as follows.

For instance, in most secondary schools of the study area feedbacks were only discussed with school principals and vice principals and rarely with department heads. This shows that, feedbacks provided by supervisors' lacks transparency specifically for teachers in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were lacks transparency for stake holders in secondary schools of Jimma Zone.

As presented in table 7, responses to item 7 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were reliable (consistent) with actual school performance, the teachers and department heads with the ($X=3.05$, $SD= 1.07$) and ($X=2.84$, $SD=1.11$) were both rated the mean score as 'moderate' level. The independent sample t-test result, $t(165) = 1.24$, $p=0.21$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, supervisory feedbacks provided by supervisors were somewhat reliable (consistent) with actual school performance in secondary schools of Jimma Zone.

Similarly, the data collected through interviews from school principals, supervisors and Woreda Education Office supervision coordinators indicated that, the supervisory feedbacks provided by supervisors were somewhat reliable (consistent) with actual school performance in secondary schools of the study area. Moreover, the data collected from document reviews indicated that, supervisory feedbacks provided by supervisors were somewhat reliable (consistent) with actual school performance in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisory feedbacks provided by supervisors were somewhat reliable (consistent) with actual school performance in secondary schools of Jimma Zone.

As indicated in table 7, responses to item 8 show that, respondents were asked to rate their agreement levels on the feedbacks provided by supervisors were comprise all administrative and academic aspects (comprehensive), the teachers and department heads with the ($X=2.96$, $SD=1.20$) and ($X=2.57$, $SD=1.19$) were both rated the mean score as "moderate" level. The independent sample t-test result, $t(165) = 2.12$, $p=0.03$, indicating statistically significant difference was observed between the responses of two groups. The mean score indicated that, the

supervisory feedbacks provided by supervisors were somewhat comprise administrative and academic aspects (comprehensive) in secondary schools of the study area.

Moreover, data were collected through interviews from secondary school principals, supervisors and Woreda Education supervision coordinators. Accordingly, during interview session most of the school principals, supervisors and Woredas Education supervision coordinators reported that, most of the time feedbacks provided by supervisors were not comprise all necessary academic and administrative aspects of school activities rather it focus on specific issues in secondary schools of the study area. Similarly, data collected through document reviews from written supervision logbook minutes indicated that, supervisory feedbacks provided by supervisors were not comprise major academic and administrative issues of school activities rather it focus on very few issues of school activities. Therefore, the result of the finding indicated that, supervisory feedbacks provided by secondary school supervisors were not comprehensive feedbacks in secondary schools of Jimma Zone.

In conclusion, as indicated in table 7, responses from item 1 to 8 indicated that, the teachers and department heads respondents with the totals mean score ($X=3.03$ & 2.97) indicated that, the effectiveness of supervisory feedbacks found at “moderate” level. The mean score indicated that, teachers perceive supervisory feedbacks as ineffective in secondary schools of the study area. Similarly, the data collected through interview and document review indicated that, supervisory feedbacks were ineffective specifically in terms of providing ongoing, timely, transparent and inclusive (comprehensive) feedbacks in secondary schools of the study area. Therefore, the finding of the study indicated that, secondary school teachers perceive supervisory feedbacks as ineffective specifically in terms of providing ongoing, timely, transparent and inclusive (comprehensive) feedbacks in secondary schools of Jimma Zone.

4.6. The extent of follow up of the implementation of supervisory feedbacks in secondary schools

Table 8. Follow up of the implementation of supervisory feedbacks

No	Secondary school supervisors strictly follow up	Respondents	No	Mean (X)	SD	T-value	P-value
1	the implementation of supervisory feedback by school principals	Teachers	90	3.28	1.07	0.09	0.92
		Department Heads	77	3.27	1.16		
2	the implementation of supervisory feedbacks by department heads	Teachers	90	3.21	0.90	0.99	0.32
		Department Heads	77	3.07	0.80		
3	the implementation of supervisory feedbacks by teachers	Teachers	90	3.07	1.00	0.53	0.59
		Department Heads	77	3.04	0.99		
4	the implementation of supervisory feedbacks by school management	Teachers	90	2.82	1.02	0.55	0.58
		Department Heads	77	2.74	0.87		
5	the implementation of supervisory feedbacks by students.	Teachers	90	2.66	0.98	0.28	0.78
		Department Heads	77	2.62	1.01		

Key: X=Mean, SD=standard deviation, p-value at $\alpha=0.05$, $df=165$

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p > 0.05$.

As indicated in table 8, responses to item 1 show that, respondents were asked to rate their agreement levels on the extent of secondary school supervisors follow up of the implementation of supervisory feedbacks by secondary school principals, the teachers with (X=3.28, SD=1.07) and department heads (X=3.27, SD=1.16) were both similarly rated the mean score as ‘moderate’ level. The independent sample t-test result, $t(165) = 0.09$, $p=0.92$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, secondary school supervisors rarely follow up of the implementation of supervisory feedbacks by secondary school principals in secondary schools of the study area.

Moreover, data were collected through interview indicated that, secondary school supervisors were not properly follow up implementation of supervisory feedbacks by school principals. For instance, Woreda Education office vice head (WEOs3) reported that:-

“Secondary school supervisors were not properly follow up implementation of supervisory feedbacks by school principals because of multiple reasons such as due to geographical location and distance between schools is not suitable to follow up continuously”

Similarly, secondary school supervisors (SSS 4) replied that:-

“I follow up implementation of supervisory feedbacks by school principals in secondary schools sometimes by using checklists twice a month. But, I didn’t follow up regularly as intended because most of the time I spend my time on other administrative routine tasks such as solving disciplinary problems and other conflicts with in school between teachers, principals and students.”

Additionally, secondary school principal (SSP 7) replied that:-

“Our supervisor follow up utilization of supervisory feedbacks sometimes by using checklists and personal observation but it is not as intended and it is not ongoing with regular program”

Additionally, the data collected through document review confirms that from observed sample secondary schools written supervision logbook minutes, none of the supervision written feedbacks indicated the supervisors’ contribution in monitoring supervisory feedback implementation in secondary schools of study area.

From the result of the findings from questionnaire responses, interview responses and document review, the finding indicated that, secondary school supervisors were not properly follow up implementation of supervisory feedbacks by secondary school principals in secondary schools of Jimma Zone.

As indicated in table 8, responses to item 2 show that, respondents were asked to rate their agreement levels on the extent of supervisors strictly follow up the implementation of supervisory feedbacks by department heads, the teachers and department heads with the ($X=3.21$, $SD=0.90$) and ($X=3.07$, $SD=0.80$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = 0.99$, $p=0.32$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that,

secondary school supervisors moderately follow up supervision service feedback implementation by department heads in secondary schools of the study area.

On contrary, the data collected through interview indicated that, secondary school supervisors were not follow up the implementation of supervisory feedbacks by department heads in secondary schools of the study area. Additionally, the data collected through document review indicated that, there is no contribution of supervisors in monitoring the implementation of supervisory feedbacks by department heads in secondary schools of the study area. Therefore, the results of the finding indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks by department heads in secondary schools of Jimma Zone.

As indicated in table 8, responses to item 3 show that, respondents were asked to rate their agreement levels on the extent of supervisors strictly follow up the implementation of supervisory feedbacks by teachers, the teachers and department heads with the ($X=3.04$, $SD=1.00$) and ($X=2.96$, $SD=0.99$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = 0.53$, $p=0.59$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, secondary school supervisors to some extent follow up implementation of supervisory feedbacks by teachers in secondary schools of the study area.

On contrary, the data collected through interview indicated that, secondary school supervisors were not up the implementation of supervisory feedbacks by teachers in secondary schools of the study area. Additionally, the data collected through document review indicated that, there is no contribution of supervisors in monitoring the implementation of supervisory feedbacks by teachers in secondary schools of the study area. Therefore, the results of the finding indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks by teachers in secondary schools of Jimma Zone.

As indicated in table 8, responses to item 4 show that, respondents were asked to rate their agreement levels on the extent of supervisors strictly follow up the implementation of supervisory feedbacks by school management, the teachers and department heads with the ($X=2.82$, $SD=1.02$) and ($X=2.74$, $SD=0.87$) were both rated the mean score as ‘moderate’ level.

The independent sample t-test result, $t(165) = 0.55$, $p=0.58$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, secondary school supervisors to some extent follow up the implementation of supervisory feedbacks by school management in secondary schools of the study area.

On contrary, the data collected through interview indicated that, secondary school supervisors were not follow up the implementation of supervisory feedbacks by school management in secondary schools of the study area. Additionally, the data collected through document review indicated that, there is no contribution of supervisors in monitoring the implementation of supervisory feedbacks by school management in secondary schools of the study area. Therefore, the results of the finding indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks by school management in secondary schools of Jimma Zone.

As presented in table 8, responses to item 5 show that, respondents were asked to rate their agreement levels on the extent of secondary school supervisors strictly follow up the implementation of supervisory feedbacks by students, the teachers and department heads with the ($X=2.66$, $SD=0.98$) and ($X=2.62$, $SD=1.01$) were both rated the mean score as “moderate” level. The independent sample t-test result, $t(165) = 0.28$, $p=0.78$, indicating statistically significant difference was not observed between the responses of two groups. The mean score indicated that, secondary school supervisors to some extent follow up implementation of supervisory feedbacks by secondary school students in the study area.

On the other hand, the data collected through interview indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks by students in secondary schools of the study area. Furthermore, the data collected through document review indicated that, there is no contribution of supervisors in monitoring the implementation of supervisory feedbacks by students in secondary schools of the study area. Therefore, the results of the finding indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks by students in secondary schools of Jimma Zone.

4.7. The major challenges that hinder the implementation of supervisory feedbacks in secondary schools

Table 9. Challenges of the implementation of supervisory feedbacks

No	Major challenges that hinder implementation of supervisory feedbacks	Respondents	No	Mean (X)	SD	T-value	P-value
1	Lack of input supply such as human, material and financial resources	Teachers	90	3.63	1.56	-.33	0.73
		Department Head	77	3.71	1.53		
2	Woreda Education office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level	Teacher	90	3.87	1.42	-.86	0.39
		Department Head	77	4.05	1.14		
3	Supervisors lacks good supervisory knowledge, skills and ability in providing supervisory services	Teacher	90	3.51	1.29	-1.74	0.08
		Department Head	77	3.85	1.25		
4	Secondary school supervisors lack commitment in monitoring implementation of supervisory feedbacks	Teacher	90	3.54	1.22	-1.47	0.14
		Department Head	77	3.81	1.15		
5	Lack of school principals leadership experience, competency and commitment in implementing supervisory feedbacks	Teacher	90	3.78	1.25	0.13	0.89
		Department Head	77	3.76	0.93		
6	Lack of trust and openness between secondary school teachers and supervisors	Teacher	90	3.60	1.45	-.87	0.38
		Department Head	77	3.77	1.14		
7	The content of supervision feedback provided by secondary school supervisors were frequently focus on subjective issues than objective issues	Teacher	90	3.42	1.12	0.11	0.91
		Department Head	77	3.40	1.16		

Key: X=Mean, SD=standard deviation, p-value at $\alpha=0.05$, $df=165$

Mean value ≥ 4.50 = very high, 3.50-4.49= high, 2.50-3.49= moderate, 1.50-2.49= low and ≤ 1.49 = very low at $p>0.05$

As presented in table 9, responses to item 1 show that, respondents were asked whether or not lack of input supply such as human, material and financial resources hinder the implementation of supervisory feedbacks in secondary schools, the teachers with the ($X=3.63$,

SD=1.56) and department heads with ($X=3.66$, $SD=1.45$) were both rated the mean score as “high” level. The independent sample t-test, $t(165) = -.33$, $p=0.73$, indicating significant difference was observed between the responses of two groups. The mean score indicated that, lack of input supply such as human, material and financial resources strongly hinder supervisory feedback implementation in secondary schools of the study area.

Moreover, data were collected through interview from Woreda Education supervision coordinators, supervisors and secondary school principals. Accordingly, during interview session, Woreda Education office Vice Head (WEOs 3) replied that,

“The major challenges that hinder implementation of supervisory feedbacks in secondary schools are lack of sufficient in put supply such as human, material and financial resources which helps to implement supervisory feedbacks and helps to improve teaching learning process. For instance, there is no sufficient class rooms, laboratory rooms, library, E-learning center, lack of text books and reference books, lack of student desks and chairs and lack of computer supply in our secondary schools.”

Similarly, secondary school supervisors (SSS 6) replied that,

“The other major challenges that hinder supervisory feedback implementation are lack of sufficient in put supply such material resources which includes physical resources such as lack of sufficient class rooms with recommended class room student ratio, lack of sufficient reference books, laboratory, lack of student desks, computer supply etc..., human resources (lack of some subject teachers) and financial constraints which strongly helps in improving teaching learning process.”

Additionally, secondary school the principal (SSP 8) replied that,

“The major challenges that hinder supervision service feedback implementations are lack sufficient input supply such as financial and material resources such as lack of sufficient reference books, library, laboratory, class rooms, tutorial rooms, computer supplies and the like.”

Similarly, majority of Woreda Education supervision coordinators, supervisors and secondary school principals during interview session reported that, the major challenges that

hinder the implementation of supervisory feedback in secondary schools were lack of sufficient input supply such as human (some subject teachers like lab-technician and other supportive and administrative staffs such as librarians), lack of school facilities supply such as tutorial rooms, laboratory service ,library service, sufficient reference books, sufficient classrooms, lack of E-learning centers etc... and lack of sufficient financial resources strongly hinder the implementation of supervisory feedbacks in secondary schools of the study area.

Additionally, the data collected through document review indicated that, input supply such as human resources, material resources and financial resources hinder the implementation of supervisory feedbacks in secondary schools of the study area. Therefore, the result of the finding indicated that, lack of sufficient input supply such as human, material and financial resources strongly hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone

As presented in table 9, responses to item 2 show that, respondents were asked whether or not Woreda Education office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level, the teachers with the ($X=3.87$, $SD=1.42$) and department heads with ($X=4.05$, $SD=1.14$) were both similarly rated the mean score as “high” level. The independent sample t-test, $t(165) = -.86$, $p=0.39$), indicating significant difference was not observed between the responses of two groups. The mean score indicated that, Woreda Education Office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level in secondary schools of the study area.

Moreover, data were collected through interview from Woreda Education Office supervision coordinators, supervisors and principals. Accordingly, Woreda Education office Vice Head (WEOs1) replied that,

“Woreda Education Office gives more attention for primary schools than secondary schools and because we assume that secondary school supervisors can independently run school activities than primary schools because of their competency. But, when we see the practical performance of secondary schools and secondary school supervisors they need more attention and support technically and logistically. Generally, our office does not

support and monitor implementation of supervisory feedbacks at school level regularly as intended.”

Similarly, secondary school supervisors (SSS6) replied that,

“Woreda Education office does not support me by providing necessary logistics, materials, stationary, technical support and financial support. Generally less attention is given for secondary school supervisory services.”

Additionally, secondary school the principal (SSP7) replied that,

“The support provided for secondary school supervisor from Woreda Education Office is not such much enough. For instance the supervisor has no separate independent office, computer and printer rather than he uses preparatory school principal’s office, computer and printer. There is also no regular technical support provided by Woreda education office in monitoring and controlling supervisory services. So, there is no attention given for supervisory services.”

Similarly, majority of secondary school principals, supervisors and Woreda Education supervision coordinators during interview session reported that, REB, ZED and Woreda Education Office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level in secondary schools of the study area.

Moreover, the data collected from the written supervision feedbacks from supervision logbook minutes in sample schools show that, Zonal Education Office and Woreda Education office from 2009 E.C to 2011 E.C were observe school activities and provide written feedback no more than one times in the last three years which was seen only in few schools. This shows that, Zonal Education Office and Woreda Education office give less attention in providing technical support, continuous monitoring and control in secondary schools in improving the implementation of supervisory feedbacks in secondary of study area. Therefore, the finding of the study indicated that, Woreda Education Office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level in secondary schools of Jimma Zone.

As indicated in table 9, responses to item 3 show that, respondents were asked whether or not supervisors lack good supervisory knowledge, skills and ability in providing supervisory feedback services, the teachers and department heads with the ($X=3.51,SD=1.29$) and ($X=3.85,SD=1.25$) were both rated the mean score as ‘‘high’’ level. The independent sample t-test result, $t(165) = -1.74, p=0.88$, indicating statistically significant difference was not observed between the respondents of two groups. The mean score indicated that, secondary school supervisors lack good supervisory knowledge, skills and ability in providing supervisory services in secondary schools of the study area.

Moreover, data were collected through interview from Woreda Education Office supervision coordinators, supervisors and secondary school principals. Accordingly, Woreda Education office Head (WEOs 5) replied that,

“Secondary school supervisors lack good supervisory knowledge, skills and ability in providing supervisory services and also lack motivation in monitoring supervisory feedback implementation.”

Similarly, majority of secondary school principals, supervisors and Woreda Education supervision coordinators during interview session reported that, secondary school supervisors lack good supervisory knowledge, skills and ability in providing supervisory services in secondary schools of the study area.

Moreover, data collected from document review indicated that, majority of supervisors were assigned from teaching profession and they have no any training on theories and principles of supervision. Additionally, written supervisory feedbacks from written supervision logbook minutes indicated that, majority of supervisors provide minor and subjective feedbacks rather focus on important and objective issues. This shows that, supervisors lack good supervisory knowledge, skills and ability in providing supervisory feedbacks in secondary schools of the study area. Therefore, the result of the finding indicated that, supervisors lack good supervisory knowledge, skills and ability in providing supervisory feedbacks in secondary schools of Jimma Zone.

As indicated in table 9, responses to item 4 show that, teachers and department heads were asked whether or not secondary school supervisors lack commitment in monitoring the

implementation of supervisory feedbacks in secondary schools, teachers and department heads with the ($X=3.54$, $SD=1.22$) and ($X= 3.81$, $SD=1.15$) were both rated the mean score as “high” level. The independent sample t-test, $t(165) = -1.47$, $p=0.14$, indicating statistically significant difference was not observed between the responses of two groups. The result of the mean score indicated that, secondary school supervisors have no commitment in monitoring the implementation of supervisory feedbacks in secondary schools of the study area.

Moreover, the data collected from interview indicated that, secondary school supervisors were not devoted in monitoring the implementation of supervisory feedbacks in secondary schools of the study area. Similarly, the data collected through document review from supervision log book from sample schools indicated that, there is no contribution and commitment of supervisors in monitoring the implementation of supervisory feedbacks in secondary schools of the study area. Therefore, the result of the finding indicated that, secondary school supervisors lack commitment in monitoring the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

As indicated in table 9, responses to item 5 show that, teachers and department heads were asked whether or not lack of school principals leadership experience, competency and commitment hinder the implementation of supervisory feedbacks in secondary schools, teachers and department heads with the ($X=3.78$, $SD =1.25$) and ($X=3.76$, $SD=0.93$) were both similarly rated the mean score as ‘high’ level. The independent sample t-test, $t(165) = 0.13$, $p=0.89$, indicating statistically significant difference was not observed between the respondents of two groups. The result of the mean score indicated that, lack of school principals’ leadership experience; competency and commitment strongly hinder the implementation of supervisory feedbacks in secondary schools of the study area.

Similarly, data collected through interview from Woreda Education supervision coordinators, supervisors and school principals indicated that, lack of school principals’ leadership experience, competency and commitment strongly hinder the implementation of supervisory feedbacks in secondary schools of the study area. The data collected through document review also indicated that, majority of school principals have less experience in leadership position and have no any in service training that capacitates their competencies. Therefore, the finding of the study indicated that, lack of school principals’ leadership experience; competency and commitment strongly hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

As indicated in table 9, responses to item 6 show that, teachers and department heads were asked whether or not lack of trust and openness between secondary school teachers and supervisors hinder the implementation of supervisory feedbacks in secondary schools, teachers and department heads with the ($X=3.60$, $SD=1.45$) and ($X=3.77$, $SD=1.14$) were both similarly rated the mean score as 'high' level. The independent sample t-test, $t(165) = -.87$, $p=0.38$, indicating statistically significant difference was not observed between the respondents of two groups. The result of the mean score indicated that, lack of trust and openness between secondary school teachers and supervisors strongly hinder the implementation of supervisory feedbacks in secondary schools of the study area.

Similarly, data collected through interview from Woreda Education supervision coordinators, supervisors and school principals. Accordingly, Woreda Education Office Head (WEOs 1) replied that,

“Teachers perceive supervisory services negatively as fault finder and some teachers also neglect supervisors because they think that supervisors may report their weakness to Woreda Education Office and other concerned bodies. Moreover, supervisory service is not participative and supervisors are only discuss about supervisory feedbacks with school principals, vice principals, sometimes with department heads and teachers have no any information about supervisory feedbacks and this strongly affects the trust and openness between supervisors and teachers. Additionally, some supervisors are less competent than teachers and school principals. Because of these reasons, there is lacks of trust and openness between supervisors and teachers.”

Similarly, majority of Woreda Education supervision coordinators, supervisors and school principals reported that, leniency and refusal of teachers in accepting and implementing supervisory feedbacks; teachers perceive supervisory service feedbacks negatively as fault finder and connected with political mission rather than as supportive and developmental service; lack of trust and openness between secondary school teachers and supervisors strongly hinder the implementation of supervisory feedbacks in secondary schools of the study area. Additionally, data collected through document review from written supervision logbook minutes from sample schools indicated that, in majority of sample secondary schools supervisory feedbacks were only discussed with school principals and there is no teachers' participation in supervisory feedback

discussion at school level. Therefore, the finding of the study indicated that, lack of trust and openness between secondary school teachers and supervisors strongly hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

As indicated in table 9, responses to item 7 show that, teachers and department heads were asked whether or not the content of supervision feedback provided by secondary school supervisors were frequently focus on subjective issues than objective issues. Teachers and department heads with ($X=3.42$, $SD=1.12$) and ($X=3.40$, $SD=1.16$) were both rated the mean score as “moderate” level. The independent sample t-test, $t(165) = 0.11$, $p=0.91$, indicating statistically significant difference was not observed between the respondents of two groups. The result of the mean score indicated that, the content of supervision feedback provided by secondary school supervisors moderately focus on subjective issues than objective issues and this hinders the implementation of supervisory feedbacks in secondary schools in secondary schools of Jimma Zone.

Similarly, data collected through interview from Woreda Education Office supervision coordinators, supervisors and secondary school principals indicated that, the content of supervisory feedbacks provided by secondary school supervisors were sometimes focus on subjective and minor issues than objective issues. Additionally, data collected through document review indicated that, some of the written supervisory feedbacks in supervision logbook minutes focus on minor, irrelevant and specific issues than objective issues. Therefore, the finding of the study indicated that, supervisory feedbacks were somewhat focus on subjective issues than objective issues

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

This parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the supervision service feedback utilization practices in secondary schools of Jimma Zone are forwarded.

From the context of education, supervision is defined as a dynamic process leading to studying and improving all factors that affect the education situation (Daresh, 2001). Likewise, Kilminster, Jolly and Van der Vleuten (2007) explain educational supervision as the provision of guidance and feedback on matters of personal, professional and educational development in the context of trainee's experience. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

Giving quality feedback for schools is a vital component of school supervision leading to real school improvement. For instance, study Conducted by Hoffman et al. (2005) revealed that, feedback is the vehicle by which supervisors communicate their evaluation of supervisees and typically contains information regarding multiple facets of supervisees, including skills, attitudes, behavior, and appearance - all of which can impact their delivery of services to clients that may influence their performance with clients. Furthermore, supervision feedback can be defined as both verbal and written documents given by the supervisors, describing what was observed from the supervision which enables one to know how well a school is performing and where improvement is needed (Rose & Kingsley, 2019). Berg (2001) also argued that giving performance feedback to schools can improve their performance. Furthermore, Hattie and Timperley (2007) conclude that feedback helps to initiate dialogue between schools, parents,

teachers, students and administrators. In addition, feedback helps administrators to identify and plan professional development of staffs. It also serves schools to reconsider their strength and weakness so that it would be important input for while they develop school polices (Schildkamp and Teddlie, 2008).

Therefore, the central purpose of this study was to assess status of supervision service feedback utilization practices in secondary schools of Jimma zone. To address this purpose, the following basic research questions were raised:

1. What is the current practice of the provision of supervisory feedbacks in secondary schools of Jimma Zone?
2. To what extent do secondary school principals implement supervisory feedbacks in secondary schools of Jimma Zone?
3. To what extent do secondary school teachers implement supervisory feedbacks in secondary schools of Jimma Zone?
4. How do secondary school teachers perceive the effectiveness of supervisory feedbacks in secondary schools of Jimma Zone?
5. To what extent do secondary school supervisors follow up the implementation of supervisory feedbacks in secondary schools of Jimma Zone?
6. What are the major challenges that hinder the implementation of supervisory feedbacks secondary schools of Jimma Zone?

To answer these research questions, descriptive survey method was employed. To this effect, the study was conducted in 8 randomly selected government secondary schools of Jimma Zone. Consequently, 92 teachers and 78 department heads were selected as a sample by using simple random sampling (lottery) method respectively. 8 Woreda Education supervision coordinators, 8 secondary school supervisors and 8 secondary school principals were taken as sample through purposive sampling technique. For the study, primary and secondary data sources were employed. The data were gathered through questionnaire, interview and document reviews. Accordingly, 92 copies of a questionnaire were prepared and distributed for teachers and 78 copies of questionnaires for department heads and finally 90 copies of a questionnaires from teachers and 77 copies of a questionnaires from department heads were collected and ready for

data analysis. On the other hand, to obtain qualitative data, interview sessions were conducted with the 8 Woreda education office supervision coordinators, 8 supervisors and as well as 8 principals from the sample woredas and schools. Moreover, document reviews were also used.

The quantitative data gathered through questionnaires were analyzed in frequency, percentage, mean value and standard deviation. The independent sample T- test was also utilized to check the statistical significant where there is difference or not between the opinions of the teachers and department heads assisted by a computer program SPSS version 23. Whereas, the qualitative data gathered through the open-ended questionnaire, interviews and document reviews were analyzed by narration to support the result obtained from quantitative analysis.

Hence, the findings of the study are summarized as follows:

1. Regarding personal information of the respondents the finding indicated that, out of 90 teachers 72(80%) of them were male teachers and 18(20%) of them were female teachers, which indicates that the female teachers participation in teaching profession is too low which needs attention to enhance their participation in secondary schools. Moreover, among 77 department heads, 67(87.1%) of them were males and 10(12.9%) of them were females which indicates that department head position is male dominated, which needs attention to be given for the empowerment of females in the position of department heads in secondary schools. Additionally, all the interviewee participants were males. Accordingly, 8(100%) of Woreda Education office supervision coordinators, 8(100%) secondary school supervisors and 8(100%) and 8(100%) secondary school principals were male, which implies that the leadership positions at secondary schools and Woreda level is controlled by males, which indicates that attention to be given for empowerment of females in the leadership position at Woreda level and in secondary schools of Jimma Zone. Concerning educational qualification more than 89.2% of teachers and department heads were BA/BED and only 10.2% of them were MA/MSc holders and 5(38.5%), 5(38.5%), 3(23%) of principals, supervisors and Woreda Education Office supervision coordinators had second degree holders. Education by its nature is dynamic, so, it needs competent enough man power to accelerate the process. Regarding this, the qualification of the respondent was not satisfactory because secondary school teachers and educational leaderships were expected to be MA/MSc holders in current Ethiopian context. Majority of respondents were experienced in teaching profession which

was above 10 years and at level of associate lead career structure of teachers. From the finding, it is possible to say that respondents were experienced to give support to each other in their activity and advice those inexperienced teachers.

2. Visiting schools for pedagogical and administrative purpose is the task of supervisors. School visits are the main instruments to necessarily perform the activities of the supervisors (De Grauwe, 2001a:p.36). Likewise, it is indicated that, visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:p.9). De Grauwe (2001) indicated that, supervisors give high priority to non-pedagogic tasks, and urgent administrative issues than pedagogical area to bring quality education through the improvement of teaching. Similarly, regarding the current practice of the provision of supervisory feedback in secondary schools; the result obtained through questionnaire response from teachers and department heads with the mean value 4.11 and 4.18 indicated that, the current practice of the provision of supervisory feedback in secondary schools strongly focus on administrative issues. Likewise, the data collected through open ended questions, interviews and document reviews confirms that, the current practice of the provision of supervisory feedbacks in secondary schools focus on more of administrative aspects and less on academic aspects. From the result of the findings, it is possible to conclude that, the current practice of the provision of supervisory feedbacks were focus on more of administrative issues.
3. Ministry of Education (MoE, 1994) has sufficiently listed the roles of school principals and teachers at school level. The school principal in his/her capacity as instructional leader, his/her responsibilities would be creating a conducive environment to facilitate supervisory activities in school by organizing all necessary resources and implementing supervisory remarks provided by supervisors. However, according to the data obtained through questionnaires from teachers and department heads on level of implementation of supervisory feedbacks by secondary school principals in secondary schools, with the mean value 2.95 and 3.36 indicated that, secondary school principals rarely implement the feedbacks provided by supervisors in secondary schools of the study area. Likewise, the result of the finding from interviews and document reviews indicated that, supervisory feedbacks were not properly implemented by principals in secondary schools of Jimma Zone.

From the result of the finding, it is possible to conclude that, supervisory feedbacks were not properly implemented by principals in secondary schools of Jimma Zone.

4. According to the data obtained through questionnaires from teachers and department heads on level of implementation of supervisory feedbacks by secondary school teachers in secondary schools, with the mean value 3.14 and 2.92 indicated that, secondary school teachers rarely implement the feedbacks provided by supervisors in secondary schools of the study area. Likewise, the result of the finding from interviews and document reviews indicated that, supervisory feedbacks were not properly implemented by teachers in secondary schools of the study area. From the result of the finding, it is possible to conclude that, supervisory feedbacks were not properly implemented by teachers in secondary schools of Jimma Zone.
5. Giving quality feedback for schools is a vital component of school supervision leading to real school improvement. For instance, on effectiveness of good feedback Wiggins (2012) pointed out that a helpful feedback is goal referenced, tangible and transparent, actionable, user-friendly, timely, ongoing and consistent. Similarly, other researchers pointed out that feedback is more effective when it is specific, clear, task-directed, targeted at observable and changeable behaviors and presents the reasons behind performance (so develops understanding of behavior outcome contingencies) by explaining why performance has met or deviated from goals and standards and how performance can be improved (Kluger & DeNisi, 1996; Hattie & Timperley, 2007; Shute, 2008). However, according to the data collected from teachers and department heads with the total mean value ($X=3.03$) and ($X=2.97$) which indicated that, teachers perceive supervisory feedbacks provided by supervisors as ineffective in secondary schools of the study area. Similarly, the data collected from interview and document review indicated that, supervisory feedbacks provided by secondary school supervisors were in effective; specifically supervisory feedback were not ongoing and timely, lacks transparency specifically for teachers and were not inclusive feedbacks in secondary schools of the study area. Therefore, it is possible to conclude that, secondary school teachers perceive supervisory feedbacks as ineffective specifically in terms of providing ongoing, timely, transparent and inclusive (comprehensive) feedbacks in secondary schools of Jimma Zone.

6. Follow-up of school visits helps to check the implementations of recommendations and also assists in improving overall school performance. However, the lack of follow-up is a problem in many countries. For example in Botswana, head teachers complained that follow-up visits are undertaken after a long time and are superficial (De Grauwe, 2001 a: p.122). Similarly, regarding the data collected through questionnaires on the extent of secondary school supervisors follow up of the implementation of supervisory feedbacks in secondary schools by secondary school principals, department heads, teachers, school management and students; teachers and department heads with the total mean value ($\bar{X}=3.28$) and ($\bar{X}=3.27$) were both indicated that, secondary school supervisors rarely follow up of the implementation of supervisory feedbacks by secondary school principals in secondary schools of the study area. Moreover, data were collected through interview indicated that, secondary school supervisors were not properly follow up implementation of supervisory feedbacks by school principals. Additionally, the data collected through document review confirms that, from observed sample secondary schools written supervision logbook minutes, none of the supervision written feedbacks indicated the supervisors' contribution in monitoring supervisory feedback implementation in secondary schools of study area. Therefore, it is possible to conclude that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks in secondary schools of Jimma Zone.
7. Regarding the major challenges that hinder the implementation of supervisory feedbacks in secondary schools of the study area; the data collected through questionnaires, interviews and document reviews indicated that, the major challenges that hinder the implementation of supervisory feedbacks in secondary schools are; REB, ZED & Woreda Education office give less attention in providing continuous technical support and monitoring the implementation of supervisory feedbacks at school level, lack of school principals leadership experience, competency and commitment in implementing supervisory feedbacks; lack of trust and openness between secondary school teachers and supervisors; leniency and refusal of teachers in accepting and implementing supervisory feedbacks; teachers perceive supervisory service feedbacks negatively as fault finder and rather than as supportive and developmental service; supervisors lack good supervisory knowledge, skills, ability and commitment in providing supervisory services and monitoring implementation of supervisory feedbacks; lack of sufficient input supply such as human (some subject teachers

like lab technician, other supportive and administrative staffs such as librarians); lack of sufficient financial budget, lack of school facilities supply such as tutorial room, laboratory service, library service, lack of sufficient classroom as recommended with standard, lack of E-learning center, lack of sufficient computer supply and the like are major factors that hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

5.2. Conclusions

Based on the findings of the study the following conclusions are drawn:

1. The evidences allow the researcher to conclude that, the current practice of the provision of supervisory feedbacks were focus on more of administrative issues in secondary schools of Jimma Zone.
2. The finding of the study revealed that, supervisory feedbacks were not properly implemented by secondary school principals in secondary schools of Jimma Zone.
3. The result of the finding indicated that, supervisory feedbacks were not properly implemented by secondary school teachers in secondary schools of Jimma Zone.
4. Based on the finding of the study, teachers perceive supervisory feedbacks provided by secondary school supervisors as ineffective feedbacks; specifically in terms of providing ongoing, timely, transparent and inclusive (comprehensive) feedbacks in secondary schools of Jimma Zone.
5. The finding of the study indicated that, secondary school supervisors were not properly follow up the implementation of supervisory feedbacks in secondary schools of Jimma Zone.
6. Regarding the major challenges that hinder the implementation of supervisory feedbacks in secondary schools; the result of the finding indicated that, REB, ZED & Woreda Education office give less attention in providing continuous technical support and monitoring the implementation of supervisory feedbacks at school level, lack of school principals leadership experience, competency and commitment in implementing supervisory feedbacks; lack of trust and openness between secondary school teachers and supervisors; leniency and refusal of teachers in accepting and implementing supervisory feedbacks; teachers perceive supervisory service feedbacks negatively as fault finder rather than as supportive and developmental services; supervisors lack good supervisory knowledge,

skills, ability and commitment in providing supervisory services and monitoring implementation of supervisory feedbacks; lack of sufficient input supply such as human resources, financial resources and school facilities (material resources) supply are major factors that strongly hinder the implementation of supervisory feedbacks in secondary schools of Jimma Zone.

5.3. Recommendations

In consideration of the findings and conclusions drawn from the study, the following possible areas of interventions are suggested to improve the practice of supervision service feedback utilizations in secondary schools.

1. Based on the finding of the study it is suggested that, secondary school supervisors should better to focus on providing supervisory feedbacks on more of academic issues which has great contribution for the improvement of students' academic achievement.
2. The finding of the study revealed that, supervisory feedbacks were not properly implemented by secondary school principals in secondary schools. To this end, it is recommended that, secondary school principals should better to devote for the implementation of supervisory feedbacks by coordinating and organizing necessary resources in order to improve school performance in general as well as students' academic achievement in particular.
3. The result of the finding indicated that, supervisory feedbacks were not properly implemented by secondary school teachers in secondary schools. To this end it is recommended that, secondary school teachers should better to give attention and priorities for the implementation of supervisory feedbacks to improve teaching-learning processes and school performance in general.
4. Supervision is effective when the feedback is found to be relevant, transparent, ongoing, timely, comprehensive, utilized and solid improvement is observed in schools. Therefore, based on the findings of the study, it was recommended that, secondary school supervisors should better to give more attention for providing ongoing, timely, comprehensive and transparent feedbacks for secondary school principals and teachers in order to improve effectiveness of supervisory feedbacks for the improvement of teaching and learning processes.

5. The finding of the study indicated that, secondary school supervisors were not properly follow-up the implementation of supervisory feedbacks in secondary schools. Therefore, it is recommended that, secondary school supervisors should better to give emphasis on continuous follow-up of the implementation of supervisory feedbacks in secondary schools in order to improve the practices of the implementation of supervisory feedbacks.
6. Supervision is a complex process that involves the provision of guidance and feedback on matters of personal, professional and educational development as well as working with teachers and other educators in a collegial and collaborative relationship to enhance the quality of teaching and learning. Therefore, in order to improve supervisory services REB, ZED and Woreda Education office should collaboratively give more attention for ongoing technical and professional support as well as monitoring the implementation of supervisory feedbacks at school level.
7. Woreda Education office should better to focus on assigning committed and competent supervisors and school principals to improve supervisory services and the practices of the implementation of supervisory feedbacks in secondary schools.
8. Woreda Education office, Zonal Education office and Regional Education Bureau collaboratively should better to provide in-service training for supervisors, principals and teachers to improve the attitude, knowledge and skill gap related with supervisory services and supervisory understandings.
9. Based on the finding of the study, it was recommended that, Ministry of Education, Regional Education Bureau, Zonal Education Department and Woreda Education Office should better to work on influencing and convincing the government bodies to give priorities in allocating sufficient financial resources as well as mobilizing the local communities and NGOs to improve basic school facilities and other input supply problems in order to improve supervisory feedback utilization practices in secondary schools.
10. Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; supervisory feedback utilization practices in secondary schools, teachers' perception on the supervisory feedback services and on factors that hinder female teachers' leadership representation in education sectors.

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Appendix-A

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

Questionnaire to be filled by the teachers and department heads

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled **“the practice of the utilization of supervisory feedback in secondary schools of Jimma Zone”**. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part One: General information and personal data

Indicate your response by using "X" in the box provided.

- 1. School _____
- 2. Sex: - Male Female
- 3. Work experience: -
 - 1-5 years 6-10 years 11-15 years 16-20 years
 - 21-25 years 26-30 years 31 and above years
- 4. Educational background: -
 - Diploma First degree Second degree/MA/MSc
- 5. Current work position: - Teacher Department Head

Part Two: Supervisory feedback provision, implementation practices and challenges in secondary schools

2.1. The practice of the provision of supervisory feedbacks in secondary schools

Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.

1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

No	The current practice of provision of supervisory feedbacks focus on	Scales				
		5	4	3	2	1
1	Administrative issues					
2	supporting teachers to conduct action research					
3	Students' discipline					
4	Teachers promotion					
5	Staff development					
6	Curriculum development					
7	Students' academic achievement					
8	Instructional improvement					

9. In what major areas do you receive supervisory feedbacks from your supervisor in your school? _____

2.2. The extent of the implementation of supervisory feedbacks in secondary schools

Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.

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

No	Items	Scales				
		5	4	3	2	1
1.	The school principals properly implement the feedbacks provided by supervisors					
2.	Feedbacks that lead to taking corrective measures were put in to practices in schools					
3.	Teachers implement the feedbacks provided by supervisors properly					
4.	Teachers are taking suggestion given by supervisor honestly and optimistically					
5.	The implementation of supervisory feedback services improves instructional process					
6.	The school implement more Pedagogical aspects of supervision feedback than administrative aspects					

7. How do you implement supervisory feedbacks in your school?

8. Specify about the extent of supervisory feedback implementation practices in your school?

2.3. The perception of secondary school teachers on the effectiveness of supervisory feedbacks provided by secondary school supervisors in terms of relevance with school vision, mission, goals and objectives; related with actual task performance; clear to understand; feasible; user-friendly; ongoing; timely; transparent for stake holders and comprehensive which means comprising both administrative and academic aspects of school performance.

Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.

1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

No	The supervisory feedbacks provided by supervisors were	Scales				
		5	4	3	2	1
1.	Related With School Vision, mission, Goals and Objectives					
2.	Tangible and supported by evidence					
3.	Actionable(Feasible)					
4.	User Friendlily (Specific and Personalized)					
5.	Ongoing and timely feedback					
6.	Transparent for all Stake holders					
7.	Reliable(Consistent) with actual School Performance					
8.	Frequently Comprise all administrative and academic aspects (Comprehensive)					

9. What do you say about the overall quality of feedback provided by your supervisor in your school?

2.4. The extent of follow up of the implementation of supervisory feedbacks in secondary schools

Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.

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

No	Secondary school supervisors strictly follow up	Scales				
		5	4	3	2	1
1.	the implementation of supervisory feedbacks by school principals					
2.	the implementation of supervisory feedbacks by department heads					
3.	the implementation of supervisory feedbacks by teachers					
4.	the implementation of supervisory feedbacks school management					
5.	the implementation of supervisory feedbacks by students					

6. How often do secondary school supervisors follow up the implementation of supervisory feedbacks in your schools?

2.5. The Major challenges that hinder the implementation of supervisory feedbacks in secondary schools

Provide appropriate responses by using "X" mark to choose one of the selected Likert scales and write your opinion for open ended questionnaires.

1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

No	Major challenges that hinder implementation of supervisory feedbacks	Scales				
		5	4	3	2	1
1.	Lack of input supply such as human, material and financial resources					
2.	Woreda Education office give less attention to supporting and monitoring implementation of supervisory feedbacks at school level					
3.	Supervisors lack good supervisory knowledge, skills and ability in providing supervisory services					
4.	Secondary school supervisors lack commitment in monitoring implementation of supervisory feedbacks					
5.	Lack of school principals leadership experience, competency and commitment in implementing supervisory feedbacks					
6.	Lack of trust and openness between secondary school teachers and supervisors					
7.	The content of supervision feedback provided by secondary school supervisors were frequently focus on subjective issues than objective issues					

8. List if any challenges that hinder the implementation of supervisory feedbacks at school level.

Appendix-B:- Interview

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

**Guides to interview conducted on Woreda Education Office Supervision Coordinators,
Secondary school Supervisors and School Principals.**

The purpose of this interview is to investigate issues related to the **“the practice of the utilization of supervisory feedback in secondary schools of Jimma Zone”**. The information obtained from the respondents will help to improve the Secondary school supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. Woreda_____ 2. Sex_____
3. Educational Qualification_____ Subject_____
4. Current position_____
5. Experiences as: Teacher _____ School principal_____
- Secondary school Supervisor_____ Woreda education officer_____

Part II: Give your responses for the following questions.

1. What is the current practice of the provision of supervisory feedbacks in your school? Is it focus on administrative or academic issues?
2. How do secondary school principals and teachers implement supervisory feedbacks in your school?
3. How do secondary school teachers perceive the effectiveness of supervisory feedbacks?
4. How do secondary school supervisors follow up the implementation of supervisory feedbacks?
5. Can you tell me about the support that the supervisors are getting from Woreda Education Office?
6. What are the major challenges that hinder the implementation of supervisory feedbacks?
7. What do you suggest to overcome the problems?

Appendix-C: Document Review Observation Checklist

Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

This observation checklist is prepared to assess the practices of the provision of supervisory feedbacks, the practice of utilization of supervisory feedbacks, effectiveness of supervisory feedbacks, follow up of the implementation of the supervisory feedbacks and challenges that hinder the implementation of supervisory feedbacks from sample secondary school supervision logbook written minutes beginning from 2009-2011 E.C of the three consecutive years.

Name of the School _____

1. How often do secondary school supervisors provide written supervisory feedbacks for secondary school teachers, principals, department heads, school committees and students?

No	Item	Feedback Receivers	Annual plan			Annual actual performance			Remark
			2009	2010	2011	2009	2010	2011	
1.	The practice of the provision of supervisory feedbacks	For Teachers							
		For Principals							
		For Department Heads							
		For School managements							
		For Students							

- ❖ If the actual performance is below the Annual plan, list the major reasons

2. On what major areas do secondary school supervisors provide supervisory feedbacks? Is it academic or administrative issues?

3. Is the content of the feedback provided by secondary school supervisors were relevant with school vision and goals? Is it feasible, transparent, timely and comprehensive feedback?

4. Do secondary school Supervisors were monitoring and controlling the implementation of supervisory feedbacks?

5. What are the major challenges that hinder the implementation of supervisory feedbacks?