

JIMMA UNIVERSITY
THE PRACTICES AND PROBLEMS OF INSTRUCTIONAL SUPERVISION
IN GOVERNMENT SECONDARY SCHOOLS OF ANYWAA- ZONE,
GAMBELLA-ETHIOPIA



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DECLARATION

I, the under signed, declared that this thesis is my original work and has not been presented for a research work in any other university, and that all sources of materials used for this thesis have been duly acknowledged.

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ACRONYMS AND ABBREVIATIONS

CPD:	Continuous Professional Development
CRC:	<i>Cluster Research Center</i>
ESDP:	<i>Education Sector Development Program.</i>
ETP:	<i>Education and Training Policy.</i>
ICT:	<i>Information Communication Technology.</i>
MA:	<i>Master of Arts.</i>
MOE:	<i>Ministry of Education</i>
REB:	<i>Regional Education Bureau</i>
SPSS:	<i>Statistical Package for the Social Science.</i>
UNESCO:	United Nation Educational Scientific and Cultural Organization.
WEO:	<i>Woreda Education Office.</i>
ZED:	<i>Zonal Education Department.</i>

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Abstract

Instructional supervision is responsible for ensuring that decision about curriculum; instructional strategies, assessment, and professional development are based on sound research, best practices, and appropriate data and other contextual information. The purpose of this study was therefore to analyze the practices of instructional supervision; by assessing the level of implementation and applying supervisory procedures, applied perception by principals and teachers and the challenges faced during practice in government secondary schools of Anywa-Zone, to suggest some possible means and ways for future improvement. Accordingly, four basic questions were raised with regard to the current practice and problem of instructional leadership in the schools for the implementation of supervision. A descriptive survey design was employed. Samples of schools and study participants were drawn from five schools and education office by using random sampling and purposive techniques. Self-administered questionnaires were employed as the main data collection instrument in addition to interview and document analysis. Quantitative data were analyzed using descriptive statistics including mean, average mean, standard deviation and an independent sample t-test. Qualitative data were analyzed by using narration. The findings of the study revealed that, pertaining to major tasks (instructional development, curriculum development and staff development) of educational supervisors was not in a position of accepting their responsibility sufficiently. The findings also reveal that the practices of clinical supervision was not

for assisting teachers rather conducted for appraising teachers' performances. Moreover, the instructional supervision is a requirement to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teachers. To this end, it is recommended that for instructional supervisors to create an opportunity for teachers need to be engaged in various curriculum development activities since they are the implementer of the curriculum. In the implementation instructional development the function of supervisors are to assist teachers in developing and improving instructional skills and the supervisor may help teachers in the selection of appropriate resources and strategies of presentation as well as by helping them to organize their presentations. Against these, it could be concluded that teachers did not gain proper instructional development support from supervisors in order to improve their instructional skills and yet teachers' instructional skills remain unchanged in the sampled schools.

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study. It also reflects on the conceptual framework and theoretical assumptions relating to the theme of the study school supervision.

1.1. Background of the study

Education is aimed at imparting knowledge and skill, and inculcating human values which help in personal and professional growth. It is the 'education' which constitutes an essential pre-requisite for achieving national goal of inclusive development and equitable justice to the society at large. Giving quality education is the priority of each and every nation in the world because the quality of education forms the basis of socio economic and personal growth, and an indicator of national progress. Of late, there have been high expectations from schools in terms of transparency and accountability to improve the quality of education. This demand has augmented the need for better supervision of in house activities of schools. Emphasizing the role of supervision for teachers, Lockheed and Verspoor (1991) observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery.

Primarily in literature, instructional supervision is usually applied to the activities of teaching i.e. supervision of instruction (ibid, pp.289-290). Bhatnagar & Aggarwal (2006) explained that "in view of the different functions which a supervisor has to perform, the necessity of supervision hardly needs any emphasis in the present scenario". Few significant functions of instructional supervision include providing expert technical assistance, helping teachers prepare for teaching, keeping them up to date, and providing professional democratic leadership (ibid, pp.205).

The purpose of instructional supervision giving leadership that helps in administrative and pedagogical activities which are primarily concerned with improving the teaching-learning process. To improve teachers' instructional performance; the instructional supervisors should also work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school.

Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all. The way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process. School based instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learner. According to MoE (2010), instructional supervision's main focus became providing support for teachers and enhances their role as key professional decision makers in practice of teaching. The quality of teachers' education is determined by the provision of adequate supervision support from supervisors.

The relation of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively. Borek and welks (1997) (in Tekalign,2010) said that, one major tool for improving school effectiveness can be achieved by helping teachers to acquire new instructional skills and new teaching methods to prepare organizational change, and to increase their self-confidence and classroom efficiency. School based supervision, is considered highly beneficial for self-managing school intending to increase its effectiveness.

The current practice of instructional supervision in secondary schools is challenged by lack of human resource, supervisors' limited skills to use different techniques of supervision, and not good attitude of teachers towards supervisors that hinder the effective implementation of educational supervision. Thus, the researcher focuses on practices and problems of instructional supervision on the development of teachers to assure the quality of education because firstly, teaching learning process is a day- to-day activity, which is carried out by teachers in schools, the problems that teachers encountered while they are teaching can also be solved through school-based instructional supervisors; secondly, the weakening of these services has a lot to do with the deterioration of students achievement.

So, the study attempted to seek for ways of alleviating the problems and establishing an improved system in the implementation of instructional supervision so as to enhance the overall quality of education by enhancing students' learning achievements and outcomes.

1.2. Statement of the Problem

Research findings related to the instructional supervision in school indicted that there are some problems with its practice. To list some opportunities that help to improve teaching and learning proves were inadequate, training programs were not relevant to real professional development of teachers, there was no systematic following up and supervisory supporting systems were not designed properly, (MoE, 2002). Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009). The society and employers need those who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service; therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge, skill, understanding and favorable attitude.

However, most teachers in our schools do not have good attitude towards supervision. This feeling provoked on the fact supervisors lack the experts, knowledge and skill and brought the concept ‘who supervises who’ similarly they consider them as fault finders, and who do not have the time even to guide teachers, this concept is dangerous to the improvement of instruction(Bogale, 2011). According to Tekaligen (2010), instructional supervision practice was hindered by the presence of some teachers who perceived supervisory service negatively, lack of in service training and absence experience sharing session for school supervisors, failure to organize in service training for teachers, lack of support, insufficient budget unavailability of experienced supervisory personnel, work load of supervisors and inadequate communicational skills of educational supervision.

In addition to this Milka (2010) also stated that supervisor did not as enough discussion method like workshops ,symposiums, brains forming, panel discussion, conferences and others with teachers and workers in order to develop their competency. In addition some of the hindrances include, lack of well organized, and focus on administrative work rather than professional lack of attention. Teachers are not properly supported by supervisors in tackling instructional problems as well as in implementation of new curriculum and new instructional approach.

Traditionally, those quality parameters can be extremely determined and prescribed for all schools.

It is this assumption that has led to over emphasis on the control dimension of supervision.

According to many researchers, supervision is not effective in many countries. For instance according to Charles, (2011:20) in Kenya most supervisors do not meaningfully supervise and

evaluate teachers, plan and co-ordinate curriculum actively, manage innovation and change or spend time in classroom. Similarly in Ethiopia, there are some problems of with the practice of instructional supervision. According to MoE (2002), the main problems and their practice are, opportunities that help to improve teaching and learning process were inadequate, lack of professional skills, and training programs were not relevant to real professional development of teachers and lack of budget.

According to Boissiere (2004) the concern for quality has been at the core of the motivating forces for reforms in education. Achieving quality in education has increasingly become crucial in strategic improvement plans of developing countries. Kochhar (2002), views that instructional supervision includes those activities, which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils. Similarly, it is stated in the ETP that the main objective of the teaching-learning process in our country is to create problem solving citizens (ETP, 1994).

One of the measures by which this quality is assured is through instructional supervision; the quality of teachers is then a must to be attained. Hence teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the educational supervision before starting to teach their students. So it is necessary to assess the current practice of instructional supervision in secondary schools and give suggest some possible ways and solutions.

In light of this, the researcher was decided to undertake research to assess the current practice and problems of instructional supervision in some selected government secondary schools of Anywa-Zone woredas and to address the following four basic of research questions;

1. To what extent instructional supervision is practiced in government secondary schools of Anywa-Zone woreda?
2. What enabling conditions exist for facilitating the practices of instructional supervision in Anywa-Zone woreda?
3. How do principals and teachers perceive instructional supervision practices in secondary schools of Anywa-Zone woreda?

4. What are the major challenges that affect the effective implementation of instructional supervision in secondary schools of Anywa-Zone woreda??

1.3 Objectives of the Study

This study has general and specific objectives.

1.3.1 General Objective

The main objective of this study was to assess the practices and problems of instructional supervision in government secondary schools of Anywaa Zone three Woredas.

1.3.2 Specific Objectives

The specific objectives of the study are to:

- Assess the current performance of secondary school supervisors in practicing the instructional supervision technique and procedure.
- Assess the professional support teachers gained from supervisors in order to improve their instructional skills.
- Indicate existing view of principals and teachers on practice of instructional supervision; and
- Sort out major challenges of instructional supervision programs and based on the findings to recommend the necessary ways and means of improving supervision practices at school level.

1.4. Significances of the Study

Assessing the current practices and problems of supervisors in secondary schools has paramount significance, which is it may help improve the supervision process in schools.

This study may help the following groups:-

- The study may have practical significance for policy and decision makers, planners and implementers by informing the gaps created and its magnitude in terms of the current practice of supervision and the extent of readiness created between principals and teachers for the practice of instructional supervision.
- It may help the various stakeholders such as educational experts (both at bureau and

Zone levels), supervisors, principals, teachers and development partners to be aware of the unexpected but emerging negative trends and thereby take bold and swift actions to weed out unnecessary practices and trends.

- It may stimulate discussions and further reflections among educational experts (both at bureau and woreda levels), supervisors, principals, teachers and development partners for further action and the provision of supports for real transformation.
- It may reshape or reduces the supervisors practicing to change negative attitude of teachers and principals on supervision and supervisors.
- To serve as a spring board to those who are interested to undertake further in-depth investigation in the area.

1.5. Delimitation of the Study

Anywa-Zone has five woredas and the researcher focuses on three woreda from five schools. It situated in the North Part of Anywa-Zone, bounded from south by Majang -Zone, from West by Itang special woreda and from North and East by Gambella town. At present, the Zone has 5 woredas and 5 government secondary schools.

Nevertheless, conditions did not permit the writer to study all problems in all schools.

Therefore, this research was delimited to five government secondary schools of Anywa-Zone. In terms of content, the scope of this study was delimited to examine practices and problems of instructional supervision in government secondary schools of the Anywa-Zone.

1.6. Limitations of the Study

The student researcher does not believe that the study was totally free of any limitation.

Some of the limitations were related with respondents' unwillingness in filling the questionnaires, and time. Some of the respondents were not cooperative as had been expected. As a result some respondents did not respond carefully particularly for open ended questions. Some of the questionnaires were not collected (obtained) from teachers' respondents. All these might have their effect on the findings of the study.

One obvious limitation was that most of secondary school principals, education experts, teachers and supervisors were fear due to COVID 19 and had no enough time to respond to questionnaires and interview. However the researcher tried him best even going to their home to take the questionnaire and to make the study successful.

1.7. Operational Definitions of Key Terms

The operational definitions of terms which are used contextually in this paper are explained here under;

Supervision: In this study it refers to supervision considered as the process of helping, guiding, advising and stimulating teachers in order to improving instruction, learning, and the curriculum.

Instructional Supervision: In this study it refers to the first level management in schools which basically focused on teaching and learning process, (Mohnty, 1990).

Supervisors: In this study it refers to Secondary School Supervisors that coming from cluster schools to support and evaluate the performance of school and teachers to improve student achievement.

Supervision practice: In this study it refers to the use of different strategies of supervision, and procedures of class room observation.

Principals: In this study it refers to the full time administrative head and professional leaders (directors and vice directors) in public (government) secondary schools.

Secondary School: In this study it refers to an educational level from grade nine to grade ten meaning first cycle of secondary school education.

Problems: In this study it refers to challenges that affect the secondary schools instructional supervision.

Woreda: In this study it refers to an administration level below under zone level.

1.8. Organization of the Study

This study would have five chapters. Chapter one deals with problem and its approach. Chapter two consists of review of related literature. Chapter three deal with methodology and Procedure of data

collection. Presentation and analysis of data were dealt with in chapter four. Finally, Chapter five consists of summarizes the research and forwards conclusions and recommendations on the findings of the study.

Reference and appendix which include questionnaire, interview format, and focus group questions are part of the document.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter discusses relevant aspect regarding Practices and Problems of Instructional supervision in secondary schools. Therefore; it treats the following major topics.

2.1. The Concepts of Instructional Supervision

Instructional supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. According to Ogunsaju (1983), Instructional supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving Educational goals

Instructional supervision is further defined, as the process of working with teachers to improve classroom instruction (Oliva, Peter, F, 1997). A more comprehensive definition of supervision has been offered by Krey and Burke (cited in Oliva, Peter, F 1997), instructional leadership that relates perspective to behavior, classifies purposes, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of the instructional program, and assesses goals achievements.

Instructional Supervision in school therefore is a vital process and combination of activities, which is concerned with the involvement of all activities by which, educational administrators express leadership in the improvement of teaching and learning, by observation of classroom instruction and conducting teachers meetings and conducting a group and individual conferences. It also involves development and execution of plans towards increased effectiveness in the school programs and the organization and reorganization of the curriculum. Once these activities are well undertaken, they help teachers be more committed to maintain and improve their effectiveness in the classroom.

This leads to improved pupils performance. Okumbe (1999) points out that effectiveness of instructional supervisors could be achieved if they were provided with the opportunity to acquire and practice the important skills required in supervision.

2.2. Historical Development of Instructional supervision

The idea of instructional supervision is as old as mankind, but the systematic study of it is more recent. To comprehend the modern supervisory techniques, it is important to trace supervisory trends in the earlier periods of America and British education systems and review the development of supervision in Kenya's education system. In 1654 a statute was adopted in America that empowered selected men to be responsible for appointing teachers of sound moral and faith as supervisors.

In the mid-nineteenth century, the concept of instructional supervision continued to emphasize the inspection of schools and classrooms, with some attention being placed on assisting teachers to improve. At the same time professional educators replaced the laymen in doing supervision. In the early twentieth century inspection involved instructional supervision of classroom instruction through direct classroom observation and demonstration, with the focus being placed on the teacher. The supervisors or inspectors were supposed to be skilled interviewers and sympathetic listeners and also they were supposed to create a purposeful, but non stressful atmosphere.

Therefore, the history of instructional supervision/ inspections roles of supervisors for improving educational program which helps teachers to achieve both qualitative and quantitative instructional delivery from the foregoing, it could easily be deduced that instructional supervision is an indispensable variable in the teaching learning process as well as the overall school and educational objectives. However, problems of parents and inadequate funding of schools constitute a lot of crises in the system. Van Deventer and Kruger (2003) stated that the elements of supervisory roles of principals are defining the school mission, managing the curriculum and instruction, supervising teaching, monitoring learner progress and promoting. The Science of Supervision: Historically, this was the period where the world of material production saw the possibility of scientific management and school leaders were proposing the application organizational principles to school supervision.

The period of scientific supervision suggested that the "Best" methods of teaching were to be found and the use of these methods was to be enforced on teachers. The qualifications of teachers were to be specifically defined, and it was job of supervisors to see that all met this standard qualification. Supervisors were to discover best procedure in the performance of particular educational tasks and give these best method to the teacher for their guidance .Under this scientific management ,supervision was to discover "laws" of education and apply them through teachers.

Research and measurement were to be the domain of supervision .Teachers were to apply the findings.

2.3. Objectives of Instructional Supervision

According to Monhanty (1996), cited in Bogale 2010, objectives are mainly of two kinds;

- (1) General objectives and
- (2) Specific objectives. Improvement of the teaching learning process is taken as general objectives of instructional supervision interpreting the school programs to the community may be regarded as one of the specific objectives supervision. On the other hand, from the point of view of their factor, objectives can be classified in two (A) long term and (B) short term.
- (3) The objectives, which formulated to relate through long time, are long term objectives, and which are to achieved within a short period are short-term objectives. For instance, evaluating teacher's performance in terms of pupil's growth and educational objectives may be taken as a long term objective and to organize an in-service training course for making up content-deficiency of a group of primary school teacher may be regarded as short-term objectives.

According to Bogale (2005), there are some important objectives of instructional supervision. Some of them are as follows: Assisting teachers to identify and analyze learning difficulties and other educational problems of pupils and helping them in planning suitable remedial instruction is a function of the supervisor; Evaluating teachers performance in terms of pupils growth and education objectives and suggests ways and means in the direction is an aim of supervision;

Promoting professional growth of all teachers through provision of service, like training courses, staff discussion, writing and reading educational material;

Identifying the various factors responsible for promoting hindering the teaching-learning process and taking necessary steps to utilize or control these faces is a useful task for the supervision; To asses certain strengthen and weakness of the school and to set suitable goals or targets for progress of the educational institution in the objectives of supervision; and To assess the growth of child and effectiveness of the teaching learning process. In brief instructional supervision is intended to improve the quality of instruction by promoting the professional growth of all teachers, Mohanty (1996).

2.4. The Purpose of Instructional Supervision

Canner (1987) asserts that the quality of education programs depends on the quality of the teacher in the school system. Hence instructional supervision should be centered on teaching

quality through selecting the best available teacher and providing for teacher's personal development. Krug,(1992) divided instructional supervision into three major processes /categories. Quality control where the principal (supervisor) is the first category that responsible for monitoring teaching and learning in his/her own school through classroom inspection, touring the school, talking with teachers and visiting students. The second category involves professional development of teachers by helping them grow professionally and to develop their understanding of teaching and classroom life, improving class teaching skills and expanding their knowledge and the third category is teachers motivation through building and nurturing motivation and commitment to teaching in schools overall purposes and the schools defining educational platforms. According to Fisher (2011), the instructional supervision includes all efforts of school officials directed to provide leadership to the teachers and other educational workers in the improvement of instruction and the improvement of teaching and learning in schools are the general purpose of instructional supervision.

Hence the basic premise of supervision is that a teacher's instructional behavior affects student learning and an examination of instructional behaviors can lead to improvement in teaching and learning. The effective school research identifies schooling practice and characteristics associated with measurable improvements in student achievement and excellence among student achievement.

These "effective school practices" include elements of schooling associated with a clearly defined curriculum; focused classroom instruction and management, firm consistent discipline, close monitoring of student performance; and strong instructional leadership as follows:

To acknowledge that teachers are individuals and professionals with different needs and interests.,

To define supervision as an art and science; To consider that taken together, passion for learning and reflective practice provides modeling and the basis for individual perception and insight; To maximize individual growth through reflective practice and professional dialog; To provide time and support for growth and change;

To encourage self-initiated professional development;

To develop an educational environment characterized by collaboration cooperation, and communicating yielding a supportive, non-threatening environment to foster professional growth; and to assert that all faculty have a professional responsibility to continually learn and improve.

2.5. Areas of Instructional Supervision

Instructional supervision is a multifaceted technique. The areas of Instructional supervision are quite varied. The following are some of the areas:- Instructional Supervision of instructional work, Instructional supervision of curricular activities programs, Instructional supervision of school environment, Instructional supervision of school records, Instructional supervision of development aspects, Instructional supervision of pupil growth and Instructional supervision of financial management. The supervisors from the ministry visit the schools to assess on the above stated areas. During such visits, it is advisable that the supervisors inform the school managers in advance. After the classroom visits and observation, it is important to hold meetings and conferences with teachers to discuss their weak and strong points, and identify opportunities for improvements noted and efforts are made to improve them. It is also important to note that regular guidance is provided to teachers through issuing circulars containing suggestions for improved methods of teaching and through the study of books and journals, which contain the latest instructional and administrative techniques.

A supervisor could also be the principal of a school, or a senior member of staff of a school (Ani, 2007). However, supervision in a school system implies the process of ensuring that policies, principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives for education are effectively carried out. Igwe (2001), Viewed that supervision involves the use of expert knowledge and experience to oversee, evaluate and coordinate the process of improving teaching and learning in schools.

The effective improvement of instructional delivery and maintenance of standards in the school system are enhanced through regular internal and external supervision. According to Netsanet (2014) argued that secondary schools in Addis Ababa city administration are presently supervised by two categories of people: Internal supervisors those within the school, supervisors as principals, vice-principals and heads of departments: External supervisors those outside the school, supervisors

as the formally designated officials from the Regional education bureau and woreda education offices. The primary responsibility of supervisors is to see that high standards are maintained and that schools are run accordance with the laid down regulations. The Instructional supervision of personnel and materials in order to ensure the set minimum standards are attained, sustained and seen to meaningful impact on society. The supportive and educative process of supervision is aimed toward assisting supervisees in the application of theory and techniques to their works (Association for Counselor Education and Supervision, 2003).

Numerous developmental models of supervision have been proffered in an attempt to further advance the sound application of supervisory services (Wilson, 1996).

Developmental models of supervision have in common a focus on supervisee change from novice to experienced professional through a delineated stage process with representative challenges facing supervisees at each level.

The characteristics of each developmental stage afford supervisors the opportunity to enhance effectiveness through interventions aimed at facilitating further supervisee development Wilson, (1996). According to (MoE, 2014/15), the current explosion of students population coupled with the attendant increased complexity of the school organization and the introduction of the Universal primary education program of education in the country has indeed necessitated a greater attention of supervision more than ever before. This is more so because school supervision occupies a unique place in the entire education system. Just as the personality of each supervisor differs from the other, the supervisory strategies adopted are varied and so their effects on the educational system.

2.6. Domains of Instructional Supervision

There are three large domains with in which supervisors can work: instructional development, curriculum development and staff development. In any one or all of these areas the instructional supervisor can provide variety of assistance service to teacher. For example, a supervisor who works as a group leader in curriculum development may at the same time work in the domain of instructional development and/or the domain of staff development.

2.6.1. Curriculum Development

Any government in this world has its own unique goals and objectives that have been embedded to the philosophical foundations of the nation. What the nation wants to transmit to its people, it has to be put in schools curriculum.

This is done through various educational policies, directives and seculars. School supervisors are to ensure such educational policies, directives, seculars and the societal goals and objectives are properly implemented. As stated Ibrahim Baba (2015), in Nigeria for example, after independence the leading education philosophy was education to foster the worth development, of the individual, for each individual's sake and for general development of the society, which Nigeria still claim to follow. So, a Nigeria National Curriculum is a document in which the government has put what should be learnt in schools. School supervisors are the ones to ensure that schools follow what have been planned as objectives to be attained. Curriculum development is cooperative activity, by the teacher and supervisor with a view, to making learning experience of students worthwhile and updates Mohanty, (1990).

Curriculum development as defined by Harris, (1963) is a task of supervision directing activities towards designing or re-designing that which is to be taught, by whom, when, where and in what pattern. Glikman et.al. (2004) defined curriculum development as the revision and modification of the content, plans, and materials of classroom instruction. Other defined curriculum development by looking its process as it involves three interdependent processes; curriculum planning, curriculum actualization and curriculum evaluation (Lovell, 1983).

Supervisor has several responsibilities in the process of curriculum development. He/she may initiate teacher to identify curriculum problems or suggest problems that might be interest to them to be studied, provide time, facilities, and resource when teachers perform their task of curriculum development. Unless the supervisors discharge his/her responsibility for the initiation of change, and ingredient resource is made available to the teacher, the task of curriculum development may remain static and hence, deliver an outmoded and irrelevant curriculum to its students. Therefore, the supervisor needs to provide necessary resources and able to motivate and coordinate staff members to enable them contribute and become keen participants in the school curriculum development so as to deliver relevant curriculum content to their students.

Generally, (Lovell, 1983), described several responsibilities of supervisors with respect to curriculum development in to four general kinds of responsibility: to provide blue print of what the curriculum in that school may look in the future: to develop hypothesis that are important to explore either through research or demonstration: to support and assist in research and demonstration: and to facilitate the maintenance of quality ongoing instruction. Thus, in doing so, supervisor must possess research skills, know how to help teachers develop curriculum materials and proposal, be able to analyze research and interpret findings to teachers.

2.6.2. Instructional Development

It is important for the supervisors to supervise curriculum programs and give effective advice on programs that will improve teaching and learning in schools. This will enable the supervisor to identify specific curriculum needs and prepare a supervisory plan that would promote teacher student achievement. The supervisor is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both girls and boys, identifying curriculum needs, establishing and maintaining the quality of teaching/ learning (MoE, 2003).

According to Kasahun (2014), instructional development involves what teachers perform in the instructional process and the leadership role that supervisors should exercise to help teachers perform their tasks of teaching effectively. Emphasizing this, Eye and Netzer (1965), instructional development mainly includes all those activities involved in the whole process of directing learning, will be planning for instruction, the selection and use of various types of teaching and learning aids, the selection and use of those technique which provides an evaluation of the result of teaching learning activities. The supervisor's function thus, is to assist teachers in developing and improving instructional skills and the supervisor may help teachers in the selection of appropriate resources and strategies of presentation as well as by helping them to organize their presentations.

The supervisor can also play significant role in helping teachers to develop skills of applying different assessment and measurement techniques. Therefore, instructional supervision in enhancing development and improvement has a paramount importance. Instructional supervision can be considered as an effort to interact directly with teacher to provide services.

Generally, supervisors are expected to know how to analyze teaching, diagnose difficulties, confer with teacher and make meaningful recommendations to the teacher for improvement. They are

required to bring skills in pedagogy and human relations in the process of instruction and instructional improvement particularly in clinical supervision.

Therefore, by skillfully analyzing the performance of teachers, the supervisor can provide a meaningful feedback and direction to teachers that can have a profound effect on the students learning that occur in the classroom.

2.6.3. Staff Development

Staff development is one major domains of instructional supervision which involves well organized in-service programs like seminar, workshop, conference and school based discussions. In line of this, Glickman and et.al (1998) emphasized that any experiences that enlarges teachers' knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development.

As Harris, (1975) in-service education defined as a task of supervision, directing activities towards the promotion of growth of instructional staff members to make them more efficient and more effective. It specifically seeks to improve education by changing people. The role of instructional supervisor here, therefore, is much more to initiate staff members, plan, and facilitate conditions making appropriate decisions and deliver effective staff in service programs.

2.7. Major Functions of Instructional Supervision

The tasks of Supervision are the actual thing or functions and supervisors are supposed or expected to carry-out in order to realize the objectives of supervision. Harries (in Oliva, and Power, 1997) has described the major tasks of supervision developing curriculum, organizing for instruction, providing staff, facilities and materials, arranging in- service education, orienting staff members and special pupil service, developing public relation and finally, evaluating instruction. Developing Curriculum: Designing or redesigning that which is to be taught by whom, when, where and in what pattern. Developing units and instituting new courses are examples of this task area, organizing for instruction: Making arrangements were by pupils, staff objectives in coordinate and efficient ways. Grouping of students planning class scheduling assigning spaces, allocating time for instruction, scheduling, planning events, and arranging for teaching team are examples of the endeavors associated with this task area. Providing staff implies that assuring the availability of instructional staff members' inadequate numbers and with appropriate competencies for facilitating instruction.

Recruiting, Screening, selecting, assigning, and transferring staff are endeavors in this task area, Providing Facilities: Designing or redesigning and equipping facilities for instruction.

The development of space and equipment specifications is included in this task area, providing materials: Selecting and obtaining appropriate materials for use in implementing curricular designing previewing evaluating, designing and finding way to provide appropriate materials are included in this task area.

The tasks of supervisors also include arranging in-service education because she/he obliged to planning and implementing learning experiences that will improve the performance of staff in instruction related matters. This involves workshops, consultations, field trips, and training sessions as well as formal education, orienting staff members: Providing staff members with basic information necessary to carry our assigned responsibilities. This includes getting new staff members acquainted with facilities, staff, and community but it involves keeping the staff informed of organizational development and developed Relating special pupil services: - Arranging for careful coordination of services to children to ensure optimum support for the teaching process. This involves developing policies, assigning priorities, and defining relationships among services personnel to maximize relationship between services offered and instructional goals of the school.

Finally, the tasks supervisors on developing public relations means they provide for a great flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction and evaluating instruction implies that Planning, organizing and implementing procedures for data gathering, analysis, and interpretation, and decision making for improvement of instruction.

2.8. Contribution of Instructional Supervision for Continuous Professional Development

The other basic task of supervisors are implementing the continues professional development of teachers (CPD).According to MOE Continuous professional development (CPD) manual, the aim of continuous professional Development is to improvement is to improve the performance of teachers in the classroom in order to raise student achievement and learning. It is a career-long process of improving knowledge, skills and attitudes, centered on the local context and particularly classroom Practice.

In order to fulfill the above CPD aim, Effective supervision is necessary. This means supervisors should helping teachers to grow and to develop their understanding of teaching and learning process and improving their teaching skills. According to MOE Continuous professional development(CPD) manual(2009,9) ,continuous professional development practice is concerned with staff collaboration, breading of pedagogical and subject matter knowledge strengthen relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in preserves teachers training and focuses on empowerment and responsiveness to local needs and demand for higher quality of education.

According to MOE Continuous professional development (CPD) manual (2009, 9) the most effective skill CPD has the following characteristics: Improving the teacher's performance in the classroom:- It covers a wide range of activities, both formal and informal. It is integrated into the work of the teacher, not an 'add on'. It is based on real situations, ongoing over time with assistance and support as required. It is based on classroom practice: CPD needs to be conducted in school settings and linked to school wide efforts. Teachers work with each other, observing each other, planning lessons together, team teaching and undertaking action research together. The importance of teachers talking together about their practice cannot be exaggerated.

These processes need to be frequent and regular within the school. It deals with subject content and teaching strategies: Teachers can only improve their classroom practice if they work on their understanding of the subject allied with a variety of teaching strategies that enable students to learn better.

It has clear procedures for identifying and aligning training needs: CPD in all countries attempts to meet needs at a number of levels: that of the individual teacher, that of the school, and that of the nation. Institutions must have a clear structure for identifying CPD priorities.

It is important to have an annual CPD plan to meet the needs and priorities and the range of activities required. National priorities need to be shared with all teachers and integrated into the work of the institutions with their own priorities.

It identifies and makes use of excellent classroom practitioners: The use of 'expert teachers' to work with colleagues within their own school and with other schools has been very successful in both developed and developing countries. It is most effective when the 'expert teacher' remains

within the institution and it recognizes the importance of informal systems within institutions and the locally available resources. CPD activities model the processes, which are being learned because CPD, particularly in developing countries, is often concerned with introducing new behavior and attitudes often radically different from previous experience, and then CPD activities must clearly reflect this.

Teachers learn more effectively through active learning and learning by doing than through lectures and direction. Thus active learning, participation, and involvement must be part of the CPD process if these are the intended principles.

2.9. Supervisory Skills Of Instructional Supervision

The supervisory must have supervisory skills observing, planning, assessing, and evaluating instructional improvement and the skills required by supervisors are Pedagogical Skills. These lots of professional skills are required for supervision in schools.

According to Olowoye (1989), these skills can be classified into eight major groups. Such as mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans and units etc.

Supervisory skills describing as Evaluation Skills: These include questioning, continuous assessment and examination skills, Disciplinary Skills: These include class control, punishment, use of rules and regulations and maintenance of order, Motivational Skills: Issues bordering on rewards and reinforcement are emphasized. Reportorial Skills: Documentation of report card, class register, log book, attendance book etc. Managerial Skills: These are skills on time management, good use of teaching aids, difficult situation, and students' behavior.

In addition to the above skills of supervisors, Interactive Skills:- Creation of rapport, teacher's personality and general characteristics, cooperation etc. and, Analytical Skills:- Possession of mathematical ability, statistical computation and interpretation of data etc. The importance of acquiring these skills cannot be left to chance or in the hands of charlatans or mediocre. This informs the need to improve on the skills of school supervisors in order to achieve the objectives of primary education in Nigeria.

2.10. Duties of Instructional Supervisors

In a nutshell, the responsibilities of the heads supervisors could be outlined. According to Guynn (1981) Strategies for Improving Supervisory Skills for Effective secondary Education are: Helping teachers and stimulating curriculum improvement, Emphasizing the use of group process with teachers, students and other school personnel, Performing administrative functions only to help instruction through in-service and Teaching of teachers for improving instruction through in service. Igwe (2001) noted that supervision involves evaluation, monitoring and quality control for the purpose of curriculum and infrastructural development and improvement. In order to achieve this, some specific tasks of the supervisor in a modern school have been identified and listed as follows: Helping school head teachers to understand students better, Helping teachers and individuals for professional growth, Acquiring cooperating spirit for team work, Making better use of teaching materials, Improving methods of teaching, Improving teacher's appraisal of his standards, Faculty plan for curriculum improvement.

The common denominator in the objectives of supervision as outlined above is to help teachers become more effective in planning their class work in terms of utilizing maximally, textbooks and other basic materials and curricular aids as well as helping teachers with guidance.

2.11. Teachers' View on Instructional Supervision

A generally held perspective of supervision is to bring about improvement in the instructional program. Teachers understanding this concept give argument to, "who should supervise". According to Gorton, Schender and Fisher (1988), in recent years increasing number of teachers have developed mixed feeling about teacher-supervisor. Many teachers question whether they need to be supervised. They take the position that, when they were hired, the school apparently thought they were good teachers, and since then, they have continued to improve themselves to the point that they no longer need to be supervised. Besides they argue that, whatever limited improvement may still be needed can be accomplished on their own without supervision by a supervisor or principal especially since most principals lack the expertise for supervision. In light of these views of teachers Gorton, Schneder and Fisher (1988) forward three reasons why teachers have a negative feeling on teacher-supervision: the first is most principals lack the expertise for supervising teachers.

The second is the typical principal possesses limited knowledge and skills in most areas of the curriculum and methodology, and the third is questions are raised about whether a principal or supervisor really has the time, given all other administrative responsibilities. Teacher's resentment toward supervisors continued to be a major barrier in achieving benefit from the practices of supervision and also teachers' perceptions of supervisors were negative, and teachers believed that supervisors were not of any valuable assistance; supervision was used as a means to control exert power. In case of that the attitudes of teachers & principals towards instructional supervision is negative even if they know the critical use fullness of supervision in teaching learning process. Supervision in school had two main components.

The first is that much of what occurs in the name of supervision in the schools (the transactions that takes place between supervisor and teacher constitutes a waste of time, as teachers set it.

In many instances, the best evaluation that teachers give of their supervision is that it is not harmful. The second is that the character of relationship between teachers as a group and supervisors as a group can be described as a private cold war. Neither side trusts the other or each side is convinced of the correctness of process, Blumberg (1980). Thus; for school principals to do an adequate job of supervising teachers, it is recommended that someone who has the time, instructional expertise should do it, and human relation skills needed to help them improve as professional.

2.12. Problems Related to Approved Curriculum and Instruction

It is important for the head teacher to supervise curriculum programs and give effective advice on programs that will improve teaching and learning in schools. This will enable the head teacher to identify specific curriculum needs and prepare a supervisory plan that would promote teacher student achievement. The head teacher is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both girls and boys, identifying curriculum needs, establishing and maintaining the quality of teaching/ learning (MoE, 2003).

Sergiovanni and Starrat (1979) developed five administrative subtasks of supervisor in the area of curriculum and instruction. These are: Develop the philosophy of education and objectives consistent with that philosophy:- here the supervisor involves the review of the past and application of the present in order to shape the future of the youth. This way the supervisor gives direction to the school to offer a suitable approved and diversified curriculum in accordance to the guidelines of

the ministry of education and supporting organizations. Construct programs to fulfill these objectives: - The supervisor is involved in the development of curriculum guides where teachers prepare schemes of work and lesson plans as per the school timetable. Continual appraisal of curriculum and instruction:

The supervisor is concerned with evaluation of instructional resources and overall assessment of the curriculum and instructional programs. It involves visiting, observing and keeping a record of learning sessions in classrooms as well as checking periodically pupils 'exercise books to ensure systematic use in guiding learning, Engender a climate which displays a readiness for change.

Okumbe (2001) observes that the supervisor does this by establishing an enabling environment for teaching and learning process to take place through encouraging healthy interpersonal relationship within the school. By interacting with pupils and teachers, the supervisor creates a happy working atmosphere in the school.

Provision of support materials for curriculum and instructional activities: - The head teacher provides teachers with instructional materials in time and the provision of opportunities to learn off the job by attending seminars and in service courses. The head teacher has to be service to the teachers by giving the resources and promoting the academic and professional status of the teachers. The breadth and depth of the primary school curriculum keeps on changing from time to time. There is lack of funds to meet the demands of the ever changing primary school curriculum and instruction. There is also lack of in-service training in the current curriculum innovation.

2.13. Problems Related to Physical and Material Resources

Most programs of instruction and student service require some physical facilities including school buildings and grounds, equipment needed in and essential to instruction, Olembo et al (1992). One of the duties of the head teacher in Kenya is to manage the schools facilities bearing in mind where to house the educational program, the population to be served by the facility and ensure that financial resources are readily available for the school expansion. Inyienga (1997) observed that the resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. There is acute shortage of physical facilities and equipment in many primary schools.

The problem of insufficient educational facilities, equipment and supplies lead to over use of some of the facilities that are available in the schools. Most schools lack enough classrooms which lead to overcrowding of students during learning. Olembo et al (1992) contends that the head teacher must ensure that all the physical facilities in the school are available and well maintained. Such facilities include: - classrooms, offices, stores, workshops and sanitation. The head teacher must make plans to repair the existing facilities or erect new ones as per the needs of the school on time.

2.14. Historical Development of Instructional Supervision in Ethiopia

Research on education systems in developing nations has shown that given the chronic lack of resources from the central level, the traditional inspection system functions poorly.

Supervisors are often inadequately trained to help implement policy, and manage professional development and in-service training; they often have no means of transportation to travel to schools and inspection visits to classrooms are infrequent Lockheed and Verspoor (1991). Moreover, experience has indicated that those closest to the school and classrooms are more effective supervisors. Studies on effective schools indicate that the school principal is in the best position to observe and influence teachers and is the best source of instructional supervision (Lockheed and Verspoor, 1991). More recent approaches to instructional supervision focus on on-going professional development to assist teacher in developing new skills to improve learning. In-service education and continuous professional development are now considered a major and high priority function for instructional supervision and the best and most powerful way to improve learning.

Today instructional supervision is generally seen as leadership that encourages the continuous involvement of all school personnel in the cooperative attempt to achieve the most effective school program. It is a service for teachers that should result in improved instruction, learning and curriculum through a positive, dynamic and democratic interaction, involving all concerned, i.e. the child, the teacher, the supervisor, the administration and parents.

In Ethiopia as elsewhere, there has been shifted from one to the other in the choice of the word instructional supervision and inspection. When the concept was introduced in to the educational system in the early forties, the name inspection was used.

Later on, in the early sixties , the inspection was replaced by supervision ,and again back to the former name inspection by the start of eighties./ Addis Ababa city supervision manual /.

2.15. Present Trends

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 , susceptible to these changes .Thus ,what is now require is democratic super vision MoE,(1989). According to Tekalign Tamru, (2011) 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, (1987) revealed that out of school supervision is expected to focus on 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. Organizing and implementing teachers' in service trainings and experience sharing sessions.

Similarly, the major tasks of supervision department at regional level are enumerated as follows: Developing the capacity of regional supervisors and providing technical support, Ensuring implementation of federal and regional policies related to education program, Monitoring and evaluating all education programs of the region/city administration, Facilitating curriculum implementation and, Arranging forum for experience sharing among teachers and Supervisors.

Establishing and strengthen the linkage among bureau of education, sub- city education office and schools in improving the quality of teaching practice. At woreda level, one coordinator assigned to facilitate supervisory practice of schools and woreda education office.

The woreda education office is the closest administrative organ to schools where the practical teaching actual tasks at schools level include: Check, follow up, monitor and evaluate school teaching learning activities in order to maintain expected quality and standard, Ensure that educational programs inclined to local condition and community needs, Organize and demonstrate appropriate teaching methods to teachers, Organize in-service training programs through seminars, workshops, conference etc., to schools based supervisors and teachers, Conduct periodic planned visits to schools to render support at the spot and, Prepare reports to sub city education office on issues and problems for school which are beyond capacity of the schools. External supervisors have a role to play in supervision. However, due to time constraints, this may not be possible on a regular basis. Realistically, external experts may only observe lessons and appraise teachers practice once a year, and not every teachers in every school. Therefore, the ministry of education suggested school based supervision system to achieve the intended objectives of educational supervision collaborative level.

2.16. Problems in the Practice of Instructional Supervision in Ethiopia

When summarizing the main problems which instructional supervision in Ethiopia encounter, seven points are discussed, (Ministry of Education). These are:

Excessive workload is a constraint encountered by supervisors every year in the country.

Instructional supervision is responsible for the many schools and as a result, schools are not properly visited. Due to the large number of teachers, it is unthinkable to supervise by officers. Supervision have also too many different tasks, some of which have little relationship with supervision as such. The more administrative tasks, which are less call but generally more urgent, are given more time than the real pedagogical.

Issues even the school level supervisor's /principals/ department heads, and senior teachers / spend little time in class room observation because they are highly loaded with their do their attitude more evaluative than supportive. Supervisors' attitudes and procedures: Supervisors feel that their work is more disciplinary than developmental because they are requested to perform, the task of both teacher support control and supervision is felt to insufficiently flexible to meet the varied need of school and teachers'. Because of this, a school visit becomes a perfunctory exercise that is of little use to many teachers. Lack of Training: However negative attitudes in adequate supervision procedures and poor planning are not simply the result of an unreasonable heavy work load, what also contribute in sufficient, if not non extent, provision of training for supervision and support staff, induction as well as the in service training of supervisors lacks structure, continuity and a focus on supervision and support issues. Insufficient recruitment: Such scarcity of training is particularly deplorable in view of the inefficient, recruitment procedures.

The professional quality of the service has deteriorated to some extent due to irregular promotions. The requirement of teachers with little teaching experience is another problem to a lesser degree. Poor Material, working conditions and support: Lack of materials and financial resources are among the chronic problems in our education system.

When insufficient funds are available for traveling or no vehicles exist, the impact on the coverage and the quality of supervision is detrimental. Lack of follow up: it is one of the serious problems in the practice of supervision. Schools heads and teachers seldom implement the advice of supervision and support staff. The irregularity of school visits and the superficial nature of many supervision reports further limit efficient follow up and, Insufficient Budget: The absence of specific budget for supervision and support is another critical problem that negatively affects the quality of supervision.

Although school based supervision and support receives a growing emphasis, the lack of funds for schools to undertake their own supervision is a serious problem.

In addition to the above mentioned problems, poor status of supervision career, insufficient planning, lack of specific teacher support service (such as resources centers),that responsibilities, lacks of self-supervision allowance; etc. are also causes for insufficient practice of supervision in country (MoE,1994).

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with education of the methods that were applied in carrying out the study.

It was outline in detail the research design, sources of data, instruments and procedures of data collection, sample and sampling technique, piloting of the research instruments and methods of data analysis as well as ethical considerations.

3.1 Research Design

The descriptive survey design was employed to study the problem.

A research design according to Bryman (2003), gives a framework for data collection and analysis of data in conducting a research. This design was chosen because it can provide sufficient information concerning the practices and problem of instructional supervision in secondary school supervisors of the study area. In addition, it helps to draw valid generalization and conclusions (Yalew, 2012). Consequently, the quantitative research approach was used by supplementing with the qualitative method in order to answer all the basic research questions.

The population of the study comprised 100 secondary school teachers, 5 principals, and 3 supervisors and 2 woreda education experts who work in Anywa-Zone woreda in Gambella regional State, Ethiopia.

As stated by Kombo and Tromp (2006) a descriptive survey method would be used when collecting information about teachers and principals' attitude, opinions, habits and any of the variety of educational supervision. Creswell (2008), a descriptive survey method helps in picturing the existing situation. Additionally, it allows gathering of necessary information using data collecting instruments and Focus group discussions.

3.2 Research method

Quantitative research approach was used by supplementing with the qualitative method in order to answer all the basic research questions.

3.3 Sources of Data

The study accounts for both primary and secondary data. The primary data was gathered from Woreda education offices, secondary school supervisors, secondary school principals, and secondary school teachers since they can give firsthand information regarding instructional supervision. In addition to this, the secondary source of data was used to get important data or information from different documents such as the school report, feedback from woreda supervisors and supervision manuals.

3.4. Sample and Sampling Techniques

3.4.1. Sample of the Study

In gambella regional state there are three Zones and one special woreda. From three of Zone, one Zone (Anywa-Zone) was selected as sample of the study. The Zonal have five woredas and ten government secondary schools in 2019/20. From ten government secondary schools, five secondary schools were used as a sample of the study.

The selected government secondary schools of Anywaa-Jone woreda are: Abobo Secondary school, okuna secondary school, Abol secondary school, Pinyudo secondary school and Gog secondary schools.

3.4.2. Sampling Techniques

To select samples from the zone, multi-stage sampling was used in this study. First, by using 5 secondary schools sampling, 3 Woredas are taken from the total 5 Woredas of Anywa- Zone which were classified into five by woredas education office based on their geographical location and distance from the zonal office.

Woreda Education Offices (WEOs) are educational units at sub district level which are in charge of the provision of education at the sub district. They usually assist and supervise schools within their vicinity. This is due to the fact that the Woredas in the zone are large and spread over a large area. In such instances, secondary schools sampling are preferable over the other techniques (Walliman, 2006) as it helps to control field costs, especially those related to travel. Accordingly, five secondary schools were identified.

The sampled woredas are selected from each stratum by simple random sampling considering their proportion in each division. The use of simple random sampling method is justified for its potential in providing all the Woreda Education offices (WEOs) an equal and independent chance to be included in the sample. Then, using purposive sampling technique, 3 supervisors and 5 schools are taken from the sampled three Woredas, and each sampled secondary schools are randomly selected from the Woreda respectively.

Proportional sampling was used to ensure equal representations of all differing characteristics in each of the secondary schools. At Woreda level, 3 Woreda, one supervisor is selected by purposive sampling, and 5 school principals were simple random selected as a sample since their knowledge and experience has contribution for the study.

In addition, 100 Teachers were selected by using random sampling technique. This randomization method gives equal and independent chance to the population to be included in the sample (Singh, 2006).

The following table could summarize the sample size and sampling techniques.

Table.1. Distribution of Respondents in the woreda in 2019/20 Academic year.

No	Item	Population	Sample size	%	Sampling techniques
1	Schools	10	5	50	Simple random sampling
2	Supervisors	3	3	100	Purposive sampling
3	Principals	10	5	50	Simple random sampling
4	Teachers	250	100	40	Simple random sampling
5	Woreda Education Officers	2	2	100	Purposive sampling
	Total	275	120	43.7	

3.5. Instruments and Procedures of Data Collection

3.5.1 Instruments of Data Collection

In order to collect relevant data from the respondents, the researcher used questionnaire, semi-structured interview and observations.

Questionnaires: - Questionnaire was chosen and considered appropriate because it can cover a large sample of respondents, thereby allowing a reasonable degree to generalize the findings. The questionnaire was designed with close and open ended questions, and distributed to the selected teacher and principal respondents to obtain their views concerning the practices and challenges of cluster supervisors. All the questions were prepared from literature.

Semi-structured interview: - The researcher used semi-structured interview guide for Woreda education officers and cluster supervisors in order to get in depth information on the practice of cluster supervision.

Observations: - The researcher used check list to observe the teachers in the class room and the availability of office, materials and other facilities for supervisors besides the comments written in the schools log book by supervisors.

3.5.2. Procedures of Data Collection

First, the researcher visited to the woreda education office and discusses the purpose of the research and asked the woreda education office to write a letter to secondary schools. Then the researcher also visited the school principals and discussed the purpose of the research with them showing the letters from the woreda education Office which later their copies distributed to each respondent. Then, the researcher clarified the objective of the research, and asking whether the respondents are willing to the interview or not. After that the researcher used semi structured interview so as to let the interviewee to express her/his feeling freely. The researcher used the ideas collected from other source (in contrast to the well-structured one) and at the same time more convenient for analysis purpose than unstructured interview Wragg, (2002).

The researcher also distributed the questionnaires to the respondent teachers and principals after he selected them and give enough time to fill the questionnaires.

3.6. Validity and Reliability of the Instruments

To ensure the quality of the tools in this study, a pilot test was being conducted on the validity and reliability of the instruments prior to the actual data collection.

The objectives of the pilot t- test was to check out the clarity of the contents of each item, the consistency of items under each theme, relevance of the questions for the study area, and to see the difficulty of the language.

According to Cohen et al. (2007), validity concerns the extent to which the test tests what it is supposed to test. Consequently, in this study the content validity of the questionnaire will be examined. So, the researcher first ensured that the questionnaire is to be based on related literature, and items reflect representative themes. Then the questionnaires were given to the research advisor, and two other teachers who had experienced on teaching supervision, and working as a CRC supervisor for their comments.

Reliability on the other hand, focuses on the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning (Cohen et al., 2007).

The pilot study was conducted on ten teachers and five principals from Gambella secondary schools, which is not included in the sampled woredas. After the distributed questioners were returned, necessary modifications were made based on the comments given by the respondents and advisor's suggestions.

Most importantly, the reliability of different items of the questionnaires was checked by the help of Cronbach's alpha (Coefficient alpha) calculated through statistical package for social sciences (SPSS) version 24 windows. Consequently, the reliability statistics was 0.924 used to address the basic research questions of the Study.

3.7. Methods of Data Analysis

The collected data from questionnaires and interview were analyzed, and presented by the combination of quantitative and qualitative data analysis method. Based on the nature of the basic questions that were developed, and the data collected from the respondents regarding the present practices and problem of instructional supervision in secondary schools of Anywa-Zone in Gambella Regional State, the following data analysis method were employed by using SPSS version 24. To analyze, the respondents' characteristics descriptive statistics like frequency and

percentage were used while mean and the independent sample t-test were carried out to determine the significance level of differences in the responses of teachers and school principal respondents.

3.8. Ethical Consideration

To make the research process professional, ethical consideration was made. The researcher guided the participant about the aim of the study.

The aims of the study was also clear in the introduction part of the questionnaire and interview guide to the respondents and confirm that subject's confidentiality was saving.

In addition to this, they were oriented that their participation in the study was based on their consent. The research had not personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research had been acknowledged.

CHAPTER FOUR

Data Presentation, analysis and interpretation

This chapter deals with the presentation, analysis and interpretation of data. It has two major parts. The first part presents the characteristics of the respondents' distribution in terms of sex, educational qualifications and experiences. The second part deals with the presentation, analysis and interpretation of data. It covers the degree of practice of instructional supervision, the conditions under which the supervision has been implemented and the level of its perception by teachers and principals, the challenges encountered while the supervision has been implemented.

4.1. General Characteristics of the Respondents

In the study, 100 teachers, 10 school principals, , 3 supervisors and 2 education officers were included to respond to the questions set in the questionnaires and interviews. Out of 100 copies of questionnaires distributed to teachers 96 (96%) and out of 10 copies distributed to principals 10(100%) were returned. Based on the answers obtained from the respondents, the analysis and interpretation of the data were presented in table 2.

Table.2: Characteristics of Respondents by Sex, Educational Qualification and Years of service

Items		Respondents							
		Experts		Supervisors		Principals		teachers	
		N	%	N	%	N	%	N	%
Sex	M	1	50	3	100	8	80	70	70
	F	1	50			2	20	30	30
	Total	2	100	3	100	10	100	100	100
Educational qualification	Degree	2	100	2	66.67	8	80	85	85
	Second-degree & above			1	33.33	2	20	15	15
	Total	2	100	3	100	10	100	100	100
Year of service	1---5 years								
	6---10 years					2	20	15	15
	11---15 years					5	50	25	25
	16---21 years	2	100	3	100	3	30	60	60
	Total	2	100	3	100	10	100	100	100

As it is depicted in the Table 2 above, male and female officers respondents were equal in number (50%) each, all supervisor respondents were male and constituted 3(100%), male principal respondents constituted 8(80%) while female counter parts numbered 2(20%). However, when it comes to teachers 70(70%) were male and 30(30%) were females.

The second item in the Table 2 indicates educational qualification of the respondents. All woredas education office expert respondents were about 2(100%) and had first degree. Majority of supervisor respondents that was about 2(66.7%) was first degree holder. and 1(33.3%) was second degree. However, 8(80%) of the principals were degree holders and 2(20%) principals were second degree holders. On the other hand, the educational qualification of teachers 85(85%) of teachers were first-degree holders whereas, 15(15%) were second degree holders. But the MOE guidelines

indicate that school supervisors, principals and teachers need to have a minimum of second degree to manage government secondary schools. From this one can conclude that the school strongly need in-service training program for principals and teachers to upgrade their academic status.

When we look at service years of officers' respondents, all 2 (100%) had a service year of between 16 and 20 years. However, the service years of supervisor respondents, all 3 (100%) had a service year of 21 and above. On the other hand, 2(20%) of principal respondent had a service year of 6 to 10 years, 5(50%) principals respondents had a service of 11-15 years and the remaining 3(30%) had service year of 16-- 21 and above. Similarly, 15(15%) of the teachers of the sample schools had an experience from 6–10 years. On the other hand, 25(25%) of them had a service years ranging from 11–15 years and 60(60%) of them had a service years ranging from 16-20 years and 21 and above years respectively. This indicates that supervisors and school principals in the study areas had relatively longer years of instructional supervision, which is instrumental in improving instructional supervision as well as the teaching learning process. Essentially, these respondents were taken from five secondary schools of Anywa-Zone woreda; Abol secondary school, Abobo secondary school, okuna secondary school, pinyudo secondary school, Gog secondary school, and the Education Office of each woredas.

4.2 Practice of Instructional Supervision in Promoting Domains of Instructional Supervision

Theoretically, instructional supervision has a great role in promoting instruction, curriculum and staff development activities. To this end, some supervisory activities were listed in the questionnaire and the school principals and teachers were asked to indicate the level to which the supervisory practices enabled teachers to get benefit of instructional supervision as expected in each three domain. It was in view of this, 5 major items were administered to the respondents for rating. These items were also categorized in to three major domains of instructional supervision: instructional development, curriculum development and staff development. Tables 3-5 below present the results of the findings based on the ratings made by all respondents.

4.2.1. Practices for Instructional Development

Table 3. Supervisory Practices

	The extent to which instructional supervisors:	Respondents group	Mean X	Std Deviation	T-Value	P-value
1	Help teachers in formulating appropriate instructional objectives to develop lesson plan.	Principal	4.00	.46	1.65	.10
		Teacher	3.54	.88		
2	Help teachers to set up simple experimental class room and evaluation for improvement.	Principal	2.55	.87	-.64	.52
		Teacher	2.51	1.04		
3	Help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training.	Principal	1.65	.81	-1.49	.14
		Teacher	1.94	.78		
4	Assist teachers in identifying locally available teaching and learning resources.	Principal	1.94	1.19	-.39	.70
		Teacher	3.45	1.18		
5	Provide immediate feedback to teachers particularly after lesson observation.	Principal	2.55	.94	.36	.71
		Teacher	2.47	.89		
6	help teachers in identifying instructional problems	Principal	2.95	.60	3.43	.00
		Teacher	2.17	.98		
7	Help to organize meetings for teachers to solve common instructional	Principal	3.40	.94	3.14	.002
		Teacher	2.59	1.06		
Total Average of Mean		Principal	2.91			
		teacher	2.70			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.

As can be seen in Table 3, principals rated Item 1 as 'high' with the mean score of, M= 4.00;

SD= .46. This item includes the extent to which instructional supervisors help teachers in formulating appropriate instructional objectives to develop lesson plan. Similarly, teachers did also rate the given activity practiced by instructional supervisors as 'high' with the mean score of M= 3.67; SD=.88. The independent t-test result, $t(2, 116) = 1.65$, $p=0.10$, indicating statistically significance difference was not observed between the response of the two groups.

This may be resulted from the views of principals and teachers implies supervisors play an important role in assisting teachers to prepare well organized lesson plan in the sampled schools.

The second item in the same table consists of issue that is the extent to which instructional supervisors help teachers to set up simple experimental class room and evaluation for improvement. Concerning this point, principals' respondents rated as 'low' with the mean score of M= 2.35; SD=.87. While teachers respondents stated that practice of supervisor in developing instructional program were moderate (M= 2.51; SD= 1.03) to help teachers to set up simple experimental class room and evaluation for improvement. Moreover, the independent t-test result, $t(2, 116) = -.64$; $p=0.52$, depicts that statistically significance was not observed between the response of the two groups. The response gap may be resulted from developing instructional program by supervisors did not help teachers to set up simple experimental class room and evaluation for improvement and this implies that the two groups (principals and teachers) were not in a position of performing the experimental activity in science laboratory of the sample school. Therefore, teachers felt that the topics presented in the process of teaching learning were not supervised by the instructional supervisors.

Concerning item 3 in the same Table, principals and teachers respondents notified that the practice of supervisor in developing instructional program were low to help teachers develop skills of applying different assessment and measurement techniques through organizing in service training. This shows that practices of supervisors were not as much as in developing instructional program.

The result of independent t-test result, $t(2, 116) = -1.49$; $p=0.14$, depicts that statistically significance was not observed between the response of the two groups. Therefore, from this analysis one can infer that the two groups of respondents were not fully helped by the supervisory practices as expected.

This implies the need for effective training for teachers which can transform the principals and teachers even the context of complicated challenges of applying different assessment and measurement techniques.

Regarding item 4 in the same Table, principals replied that the practice of supervisor in developing instructional program were moderate to assist teachers in identifying locally available teaching and learning resources with mean values, $M= 3.45$; $SD= 1.19$. On the other hand, teachers stated that practice of supervisor in developing instructional program highly assisted teachers in identifying locally available teaching and learning resources.

Moreover, the independent t-test result, $t(2, 116) = - .39$; $p=0.70$, depicts that statistically significance was not observed between the response of the two groups. This indicates that teachers involved in practicing using the method learning by doing. Therefore, the analysis reveals that the extent to which instructional supervisors doesn't helped teachers in the selection of appropriate resource like teaching aids was found to be low as observed from the total. This implies that teachers were not getting the benefits of instructional supervision as sufficiently and expected.

Instructional supervisors provide immediate feedback to teachers particularly after lesson observation was the issue on table 3 item 5 and the mean value of principals were $M= 2.55$;

$SD=0.94$ whereas the teachers mean value were $M=2.47$; $SD=0.89$. As the figure indicates the mean score of principals about instructional supervisors provide immediate feedback to teachers particularly after lesson observation were moderate whereas teachers replied in this regard were low. However, the independent t- test result $t(2, 116) = .36$, $p=0.71$ the statically significance difference was not observed between the respondents of the two groups. The analysis reveals that the extents to which instructional supervisors provide immediate feedback to teachers particularly after lesson observation was found to be low as observed from the mean score of both respondents. Therefore, from the above analysis one can conclude that there was a limitation in providing

immediate feedback to teachers particularly after lesson observation. Thus, teachers may not have an equal opportunity to learn from feedback as expected.

The sixth question in the same table is about the practice of supervisors in instructional development help teachers in identifying instructional problems. Concerning this point, principals replied that developing instruction were average to help teachers in identifying instructional problems with the mean score of $M= 2.95$; $SD=0.60$. On the other hand, teachers reported that instructional development was low to help teachers in identifying instructional problems with the mean score of $M=2.17$; $SD=0.98$ correspondingly.

Moreover, the independent t-test result, $t (2, 116) = 3.43$; $p=0.00$, depicts that statistically significance difference was observed between the response of the two groups.

This implies that teachers are not getting support from instructional supervisors to acquire the benefits of instructional supervision as sufficiently and expected.

Finally, table 3 item 7 presents question about instructional supervisors help to organize meetings for teachers to solve common instructional problems. Principals replied that the practice of instructional supervisor were moderate with the mean scores $M= 3.40$; $SD=0.94$.

Similarly, teacher respondents also rated moderate with the mean scores $M=2.59$; $SD=1.06$ and t-test result, $t (2, 116) = 3.14$; $P=0.00$, indicating a significant difference was observed between the respondents of the two groups. The analysis reveals that the extent to which instructional supervisors help to organize meetings for teachers to solve common instructional problems was found to be moderate as observed from the mean score of both respondents. From the above analysis, one can conclude that there was a limitation in helping to organize meetings for teachers to solve common instructional problems. Thus, teachers may not have an equal opportunity to learn how to solve common instructional problems from others as expected.

In examining this and other related issues, document reviews and interviews were conducted to explore what has been happening in reality. Additional information was also collected on clarity of the current performance of supervisors pertaining to the instructional development activities and follow up mechanisms. Accordingly, the results gained from the research participants were consulted through interviews had shown similar views with the information gathered through

questionnaires. Discussants openly portrayed teachers did not gain the expected support to improve their instructional support (to set up experimental class room, develop different assessment techniques, identifying and solving common instructional problem) from the supervisors. For instance, one of the experts of the sub city education office said “I think we all fail to initiate or fail to emphasize the essence of the improvement of instructional development by the practice of supervision including myself. To this end, the practice of supervision made instructional development; the level of supervisors to help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training seems fragmentary in nature. In addition to this, only two items (help teachers in formulating appropriate instructional objectives to develop lesson plan and assist teachers in identifying locally available teaching and learning resources) were rated “high” by both respondents. Hence, the entire ratings fail with the range of “medium” or “low”. This was also supported by the information gathered through interviews. The degrees of supervisors help teachers and principals made for supervision were not adequate to transform instructional development.

This implies that the implementation of supervision has been compromised by the absence of sound practices of instructional development. Hence, the practice and implementation of the supervision seems questionable in this regard.

4.2.2. Practices in Curriculum Development

Table.4: Respondents rating on the Level of Supervisory Practices for Curriculum Development

Item	The extent to which instructional supervisors;	Respondents group	Mean X	Std Deviation	T-value	P-value
1	assisting teachers in the implementation of the new curriculum	Principal	4.20	.61	.99	.32
		Teacher	4.02	.75		
2	Help to evaluate the existing curriculum and text book so as to take immediate corrective measure and provide feedback to the curriculum specialists.	Principal	2.10	1.02	-.76	.44
		Teacher	2.29	1.02		
3	help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum	Principal	2.15	.81	-.50	.61
		Teacher	2.26	.89		
4	Collect and provide necessary educational material that is suppurating to the existing curriculum.	Principal	2.70	.73	-.33	.73
		Teacher	2.77	.88		
5	Help to integrate the existing curriculum with the curricular activities.	Principal	3.25	.96	1.04	.30
		Teacher	2.98	1.076		
	Total Mean	Principal	2.88			
		Teacher	2.86			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high As

can be seen from Table 4 with average mean value of 2.88 and 2.86 by principals and teachers respectively, both groups have perceived that the level of supervisory support in curriculum development activities had been found medium. This shows that both groups of respondents have not effectively implemented the practice in the sample school.

In Table 4, the school principals and teachers were asked the degree support teachers get in the implementation of new curriculum from the supervisor. Accordingly, the teachers and principals respondents responded that the support they get from supervisors in the implementation of the new curriculum was high with the respective mean score of $M=4.20$, $SD= .61$ and $M=4.02$, $SD= .75$ and t-test result, $t(2, 116) = .99$; $P=0.32$, indicating that significant difference was not observed between the respondents of the two groups. The analysis shows that the extents to which instructional supervisors assists teachers in the implementation of the new curriculum was found to be high as observed from the result of mean scores. From this statistical evidence, in the study area there is no doubt that teachers were benefited from the practice of supervisors in a sufficient way as perceived by teachers and principals as highly expected.

As indicated in the same Table item 2, two groups of respondents were asked about the degree to which instructional supervisors help teachers to evaluate the existing curriculum, so as to take immediate corrective measures and provide feedback to the curriculum specialists, with the mean score of $M= 2.10$, $SD= 1.02$; and $M= 2.29$, $SD= 1.02$; both the principals and teacher respondents rated this item as low and t-test result, $t(2, 116) = -.76$; $P=0.44$, indicating significant difference was not observed between the respondents of the two groups. This analysis shows that the extents to which instructional supervisors help to evaluate the existing curriculum so as to take immediate corrective measure and provide feedback to the curriculum specialists was found to be low as observed from the statistical data. As opposed to this, effective implementation of school supervision require adequate support of teachers to evaluate the existing curriculum and without these learners are likely to confront grave difficulties in their academic achievement.

The third item in Table 4 above regards with the degree to which instructional supervisors help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum. In this regard, the principal and the teacher respondents rated it as low with the respective mean score of $M= 2.15$, $SD=.81$; and $M= 2.26$, $SD= .89$ and t-test result, $t(2, 116) = -$

.51; $P=0.61$, indicating a significant difference was not observed between the respondents of the two groups. Therefore, the extent of the practices seems low as responded by two groups of respondents. This implies that teachers highly need support from instructional supervisors to identify the problems in implementing the existing curriculum as per the education policy to improve curriculum. Concerning the degree to which instructional supervisors helps to collect and provide necessary educational materials that are supportive to the existing curriculum; the principals and teachers respondents were rated the practice as moderate with the respective mean score of $M= 2.70$, $SD=.73$; and $M= 2.77$, $SD= .88$ and t-test result, $t(2, 116) = -.33$; $P=0.74$ indicating a significant difference was not observed between the respondents of the two groups.

The analysis shows that the degree to which instructional supervisors helped to collect and provide necessary educational materials that are supportive to the existing curriculum was found to be average as observed from statistical data. This implies that instructional supervisors perceive their own performance positive as opposed to the view of school principals and teachers. Finally, as indicated in Table 4 item 5 the degree to which instructional supervisors helps to integrate the existing curriculum with the co-curricular activity, with the respective mean score of $M= 3.25$, $SD=.96$; and $M= 2.98$, $SD= 1.07$ the principals and teachers respondents rated the item as moderate. The independent t-test result, $t(2, 116) =0.24$, $p=0.80$, indicating a statistically significant difference was not observed between the response of the two groups. The analysis shows that the extent to which instructional supervisors helped to integrate the existing curriculum with the co-curricular activities was negligible in the sampled schools. Serious concerns were also raised on the difficulty level of the curriculum used. The data gathered through interviews from the experts of Anywa-Zone woredas education office expressed serious concerns with regard to curriculum development practices in the school. The experts fully admitted the insufficient practices of curriculum development activities supported by supervisors in the school. For instance, one of the experts said, *“in spite of having current curriculum, we do not have clear plan for the support of supervisors in curriculum development practices in our school. I believe that, this could be among the key areas in which we should work more in the future”*.

4.2.3. Practices in Staff Development

Table.5: Supervisory Endeavor in Staff Development activity

Item	The level to which instructional supervisors:	Respondents group	Mean X	Std Deviation	T-value	P-value
1	give the latest information about the teaching learning strategies that enhance teachers' profession	Principal	3.10	.021	.440	.661
		Teacher	2.99	1.021		
2	Assist teachers to conduct action research.	Principal	2.85	1.089	2.77	.009
		Teacher	2.22	.93		
3	help teachers to share best practices from different schools	Principal	2.95	1.27	2.49	.01
		Teacher	2.31	.98		
4	provide an induction program for new teachers	Principal	3.05	1.09	1.98	.05
		Teacher	2.55	1.00		
5	provide short-term training at school level	Principal	2.55	1.23	.24	.80
		Teacher	2.48	1.17		
Average Mean Value/W.M/		Principal	2.51			
		Teacher	2.51			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high. The two groups of respondents in the Table 5 above were also asked to indicate their views on the extent to which the supervisory practice to promote staff development activity. Accordingly in table 5 item 1, with the mean score of, M=3.10 and M=2.99; SD=1.02 the principal and teachers respondents were revealed that instructional supervisors contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies in a moderate respectively. The independent t-test result, $t(2, 116) = 0.44$, $p = 0.66$, indicates that statistically significant difference was not observed between the response of the two groups. The analysis shows that the degree to which instructional supervisors helped to contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies was found to be average as observed from the response of respondents. This implies that the conditions in the sampled schools are not favorable for the teachers to advance their level of

competencies in the desired way. Ultimately, this condition affects classroom instructions. For the successful accomplishment of quality education supervisors assist teachers to conduct action research is very important. In this regard, respondents were asked to indicate their views on the degree to which supervisors' assists teachers to conduct action research. To this end, with the mean scores of $M= 2.85$; $SD= 1.09$, the principals respondents were rated as medium. On the contrary, the response of teachers was rated as low with the mean scores of $M= 2.22$; $SD= .93$. The independent t-test result, $t(2, 277) = 0.72$, $p=0.47$, indicating statistically significant difference was not observed between the response of the two groups. The analysis reveals that the extent to which instructional supervisors assists teachers to conduct action research was found to be medium and low as observed from the responses of respondents in the sampled schools. Therefore, one observed that the absence of action research that has been done by teachers at the school level is a serious challenge as it hinders understanding the entire problems of teaching learning in general and what is happening in the classroom in particular.

The third item in Table 5, is the degree to which instructional supervisors helps teachers to share best practices from different schools, Principals notified that the practice of supervisors to staff development was moderate to assist teachers to share best practices from different schools with the mean score of, $M=2.95$; $SD=1.27$ whereas teachers pin pointed out that the activities of supervisors to share best practices from different schools was rated as low with the mean score of $M= 2.31$; $SD= 0.98$.

The independent t-test result, $t(2, 116) = 2.49$, $p=0.01$, indicating statistically significant difference was observed between the response of the two groups.

The analysis shows that the extent to which instructional supervisors helped to teachers to share best practices from different schools was found to be moderate and low as observed from the response of principals and teachers respectively.

This implies that the supervisory practices were found in a way to benefit teachers though not as expected. Hence, instructional supervisors are expected to contribute to improved performances of teachers in their school activity.

As can be seen in Table 5, item 4 respondents were asked about the degree to which supervisors provide an induction programs for new teachers. In respect to this point, principals replied that practice of supervisors were average to provide an induction programs for new teachers. Similarly, teachers were also reported moderate that the activities of supervisors in providing an induction program for new teachers with the mean score of $M= 3.05$; $SD=1.09$ and $M=2.55$; $SD=1.00$ correspondingly. Moreover, the independent t-test result, $t(2, 116) = 1.98$; $p=0.05$, depicts that statistically significant difference was observed between the response of the two groups. The analysis shows that the extent to which instructional supervisors provide an induction program for new teachers was found to be medium as observed from the response of both respondents. It is a fact that provides an induction programs for new teacher is very essential to help him/her to cope up with new working environment. This reveals that the current role of instructional supervisors pertaining to this activity was somewhat better. This may ultimately leads to teachers' satisfaction with an induction program for new teachers.

As per item 5 of table 5, the degree to which instructional supervisors help to provide short term training at school level, the principal and teachers respondents rated as medium with the mean score of, $M=2.55$; $SD=1.23$ and $M=2.48$; $SD=1.417$ respectively. The independent t-test result, $t(2, 116) = 0.24$, $p=0.80$, indicating statistically significant difference was not observed between the response of the two groups. The analysis shows that the extent to which instructional supervisors helped to provide short term training at school level was found to be moderate as observed from the total. From this analysis one can infer that, the training given by supervisors at school level was very limited. Indeed, good practices of teaching require capacitating teachers by providing adequate training on issues like the use of active teaching - learning approach because, that is a total shift - changing the culture of chalk and talk (moving from teacher centered to student centered).

In fact, the data gathered from the sub city supervisors through interviews supported the data gathered through questionnaires. Among others, one of the secondary school supervisors who were interviewed at the woreda level questioned the very potential of schools in providing financial support by saying *“usually the Zone and woreda level political authorities do allocate pupils based budget to support the staff development program.*

4.2.4. Collegial Instructional Supervision

Table.6: Role of Supervisors in Collegial Instructional Supervision

Item	The extent to which instructional supervisors:	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Assist teachers to develop the spirit of collegiality.	Principal	3.10	1.33	-1.02	.30
		Teacher	3.43	1.28		
2	Encourage teachers to work cooperatively towards their professional growth.	Principal	2.90	1.29	-1.06	.29
		Teacher	3.23	1.25		
3	Encourage teachers to work on the improvement of curriculum cooperatively at school level.	Principal	2.30	1.12	-1.27	.20
		Teacher	2.65	1.09		
Total Mean		Principal	2.77			
		Teacher	3.1			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 = Strongly Disagree, 1.51-2.5 = Disagree, 2.51-3.5= Un Decided, 3.51-4.5= Agree and 4.51 -5.00= Strongly Agree.

From the above Table 6, item 1 of it could be observed the principal and teacher respondents rated as undecided on the issue that instructional supervisors assist teachers in developing the spirit of collegiality with the mean scores of M= 3.10; SD= 1.33, and M= 3.43; SD= 1.28 respectively. The independent t- test result, $t(2, 116) = 1.02$, $p=0.30$ indicating that the 68 statistically significance difference was not observed between the respondents of the two groups.

The analysis reveals that the extent to which instructional supervisors assist teachers to develop the spirit of collegiality was found to be undecided as observed from the response of the two respondents. Hence, from this data analysis, one can easily understand that without developing or helping teachers the problem of one teacher can be addressed by other teachers. As indicated in the Table 6, item number 2, the response of principal and teacher about the issue

at which instructional supervisors encouraging teachers to work cooperatively towards their professional growth were rated under undecided with the mean scores $M= 2.90$; $SD= 1.29$, and $M= 3.23$; $SD= 1.25$ respectively. The independent t- test result, $t(2, 116) = 1.06$, $p=0.29$ indicating that the statistically significant difference was not observed between the respondents of the two groups. The above analysis reveals that the extent to which instructional supervisors encourage teachers to work cooperatively towards their professional growth was found to be undecided as observed from the responses of the two respondents. This implies that instructional supervisors were not in a better position to meet the need of teachers to work cooperatively. Therefore, the school supervisors should be use supervisory approaches to solve such problems and also use supervisory skills according to the nature of each teacher to get satisfactory response.

The third item in Table 6, aims at investigating the extent to which instructional supervisors encourage teachers to work on the improvement of curriculum cooperatively at school level. In this regard, the principals respondents were rated under disagree scale with mean value of ($M= 2.30$; $SD= 1.12$). However, teachers have reported that the supervisory related tasks of encouraging teachers to work on the improvement of curriculum cooperatively at school level had undecided level of implementation in their respective schools. The independent t- test result, $t(2, 116) = 1.12$, $p=0.20$ indicating that a statistically significant difference was not observed between the respondents of the two groups. The above analysis reveals that the extent to which instructional supervisors encourage teachers to work on the improvement of the existing curriculum cooperatively at school level was found to be disagreed and undecided as observed from responses of principals and teachers respectively. This implies that instructional supervisors could not contribute their expected effort in the desired level.

Collegial supervision becomes real when it emerges as a result of a belief of interdependence among teachers, and when teachers view it as an integral part of their professional responsibility to help others and to see help from others when needed. Regarding to the potential efforts to improve supervision problems in table 6, the responses of interviewee and unstructured item questions site up additional solutions. In this respect, respondent added varies as a solution. In this respect, responses emphasized by the majority of respondents i.e. sub city education office and school management should be equally and with accountability, try to make instructional supervision at school level consistent; develop the work of team and experience of department heads and senior teacher on instructional supervision and facilitating experience sharing among schools.

4.2.5. Self-Directed Instructional Supervision

Table.7: Role of Supervisors in Self-Directed Instructional Supervision

Item	The extent to which instructional supervisors:	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Encourage effective teachers to plan their own and evaluate it by themselves.	Principal	2.80	1.00	.61	.54
		Teacher	2.64	1.10		
2	Encourage teachers for their own self professional improvement.	Principal	3.30	1.03	-1.65	.10
		Teacher	2.91	.95		
3	Motivate teachers to keep-up their moral by promoting sense of responsibility.	Principal	2.20	.83	.67	.50
		Teacher	2.36	1.02		
Total Mean		Principal	2.77			
		Teacher	2.64			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 = Strongly Disagree, 1.51-2.5 = Disagree, 2.51-3.5= Un Decided, 3.51-4.5= Agree and 4.51 -5.00= Strongly Agree.

As can be seen from Table 7, item 1, instructional supervisors encourage effective teachers to plan their own and evaluate it by themselves with the mean value of principals M= 2.80; SD=1.00 whereas the teachers mean value M=2.64; SD=1.10 as the figure indicates, the mean score of principals and teachers about instructional supervisors encourage effective teachers to plan their own and evaluate it by themselves were undecided. Moreover, the independent t- test result, $t(2, 116) = .61, p=0.54$ indicating that a statistically significant difference was not observed between the respondents of the two groups. This implies that instructional supervisors did not play their role in helping teachers to develop self-evaluation intentionally for one's own self-development in the sampled schools.

Regarding item 2 in the same Table 7, principals and teachers replied that the extent of supervisors in encouraging teachers for their own self professional improvement were undecided with the mean values, $M= 3.30$; $SD= 1.03$ and $M= 2.91$; $SD= .95$ respectively.

This shows that supervisors did not contribute their role satisfactorily on the encouraging teachers to strive for their own self-improvement. Therefore, a practice of instructional supervisors in this respect was negligible. Moreover, the independent t- test result, $t(2, 116) = 1.65$, $p=0.10$ indicating that a statistically significant difference was not observed between the respondents of the two groups. Finally, Table 7, item 3 presents question about instructional supervisors who motivate teachers to keep-up their moral by promoting sense of responsibility. Principals and teachers replied the role of instructional supervisors in this regard were rated under disagreed with the mean values, $M= 2.20$; $SD= .83$ and $M= 2.36$; $SD= 1.02$ respectively. The analysis shows that the extent to which instructional supervisors motivating teachers to keep-up their moral by promoting sense of responsibility was found to be not better as observed from the response of respondents. Therefore, this implies that instructional supervisors were failed on boosting of the moral of teachers. This can be applied by giving genuine feedback and financial incentives for prominent tasks and giving full autonomy to teachers themselves to exercise responsibility on educational quality. Moreover, the independent t- test result, $t(2, 116) = .67$, $p=0.50$ indicating that a statistically significant difference was not observed between the respondents of the two groups.

According to the response of interviewee, in addition to the above listed problems, there were poor awareness creating programs regarding purposes and objectives of school based supervision and lack of initiation and commitment of the principals and teachers.

4.2.6. Inquiry Based Instructional Supervision

Table.8: Role of Supervisors in Inquiry Based Instructional Supervision

Item	The extent to which instructional supervisors:	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Show the procedure to teachers how to conduct action research in school context.	Principal	2.50	1.47	.14	
		Teacher	2.18	.83		
2	Encourage teachers to conduct action research to solve the problem of their school.	Principal	3.55	1.14	.54	
		Teacher	3.38	1.19		
3	provide suitable incentive to those who conduct action research to solve the problem of their school effectively	Principal	3.55	1.14	.54	
		Teacher	3.38	1.19		
Total Mean		Principal	2.98			
		Teacher	3.36			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 = Strongly Disagree, 1.51-2.5 = Disagree, 2.51-3.5= UN Decided, 3.51-4.5= Agree and 4.51 -5.00= Strongly Agree.

As it can be seen from Table 8, in the dimension of instructional supervisors show the procedure to teachers how to conduct action research in school context, as an inquiry based supervision rated disagreed with mean scores M= 2.50; SD=1.14 and M=2..18; SD= .83 by principals and teachers respectively. The analysis shows that the extent to which instructional supervisors show the

procedure to teachers how to conduct action research in school context was found to be not better as observed from the responses of the respondents. The results of independent sample t- test, $t(2, 116) = 1.47$; $P=0.14$, indicating a statistically significant difference was not observed between the respondents of the two groups. As a result, one can easily infer that supervisors did not contribute the role which was expected from them regarding to the use of action research as a technique of school based supervision. In the same Table item 2 is about the extent at which instructional supervisors encourage teachers to conduct action research to solve the problem of their school as an inquiry based supervision, principals replied that role of supervisors agreed with the mean score of $M= 3.55$; $SD=1.14$. Whereas teachers replied the role of supervisors in this case were sometimes 72 with the mean score of $M= 3.38$; $SD=1.19$. This implies that even though supervisors did not show necessary procedures of conducting action research but they initiate teachers to conduct action research at school level. Moreover, the independent t-test result, $t(2, 116) = 0.60$; $p=0.54$, depicts that a statistically significance difference was not observed between the response of the two groups.

Regarding item 3 of Table 8, respondents were asked the extent to which instructional supervisors provide suitable incentive to those who conduct action research to solve the problem of their school effectively. To this end, principals replied that role of supervisors were agreed with the mean score of $M= 3.55$; $SD=1.14$. Whereas teachers replied the role of supervisors in this case were sometimes with the mean score of $M= 3.38$; $SD=1.19$.

Therefore, it implies that suitable incentives were provided for teachers somewhat as the desired level. Moreover, the independent t-test result, $t(2, 116) = 0.60$; $p=0.54$, depicts that a statistically significant difference was not observed between the response of the two groups.

4.2.7. Perceptions Principals and Teachers on Instructional Supervision

In order to assess whether instructional supervision is perceived either positively or negatively in both school principals and teachers perception 6 items were raised as follows.

Table.9: Perceptions of Principals and Teachers on Instructional Supervision

No	Item	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Supervision of teachers improves the quality of teaching and learning.	Principal	3.80	.89	.89	.37
		Teacher	3.57	1.05		
2	Supervision focuses only on weak points of teachers.	Principal	3.20	1.32	.20	.84
		Teacher	3.14	1.31		
3	Supervisors are receptive to new ideas from teachers.	Principal	2.85	1.22	.81	.41
		Teacher	2.60	1.22		
4	Supervision is a means for controlling teachers.	Principal	3.30	1.21	-87	.38
		Teacher	3.53	1.04		
5	Supervisors focus on administrative matters.	Principal	3.30	1.21	-85	.39
		Teacher	3.55	1.19		
6	Any educational officer can be a supervisor.	Principal	3.55	1.09	-31	.75
		Teacher	3.54	1.18		
Total Mean		Principal	3.32			
		Teacher	3.32			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 = Strongly Disagree, 1.51-2.5 = Disagree, 2.51-3.5= Un Decided, 3.51-4.5= Agree and 4.51 -5.00= Strongly Agree.

As indicated in Table 9, above the two groups of respondents were requested to rate their views regarding their perception on supervision of teachers improves the quality of teaching and learning.

Accordingly, the principal and teacher respondents rated as agreed with the corresponding mean value of, $M= 3.80$; $SD= .89$ and $M= 3.57$; $SD= 1.05$. Hence, the respondents have better understanding about the point supervision helps to improve quality of teaching and learning. Moreover, the independent t-test result, $t(2, 116) = .89$; $p=0.37$, depicts that a statistically significant difference was not observed between the response of the two groups.

Item 2 of the same Table on the point supervision focuses only on weak points of teachers, with the mean scores of $M= 3.20$; $SD= 1.32$ and $M= 3.14$; $SD= 1.31$, the principals and the teachers respondents rated undecided on the point supervision focuses only on weak points of teachers. Therefore, regarding improving teachers' individual skill and knowledge through direct class room observations was limited. The results of independent sample t- test, $t(2, 116) = .20$; $P=0.84$, indicating the statistically significance difference was not observed between the respondents of the two groups. However, Educational supervision has an influential factor on teachers to apply effective teaching methodology and improved student achievements.

Concerning to the item 3 of the Table 9, the principal and the teacher respondents were replied that they moderately agreed on the point supervisor is receptive to new ideas from teachers with mean scores $M= 2.85$; $SD=1.22$ and $M=2.60$; $SD= 1 .22$ respectively. This indicated that the implementation of educational supervision on the professional development of teachers in selected secondary schools of Anywa-Zone woredas did not practice as expected. Moreover, the independent t-test result, $t(2, 116) = .81$; $p=0.41$, depicts that a statistically significant difference was not observed between the response of the two groups. Therefore, it needs to give high concern from the woreda education offices and Educational Bureau of Gambella regional.

Regarding item 4 of the same above Table on the point that supervision is a means for controlling teacher to prepare different instructional materials to teaching-learning, the principal respondents rated as moderately agreed with mean scores $M= 3.30$; $SD=1.21$. While the teacher respondents rated agreed with mean scores $M= 3.53$; $SD=1.04$. This implies that instructional supervisors could not play their supporting role as expected rather they were focused on controlling activity. The

results of independent sample t- test, $t(2, 116) = .87$; $P=0.38$, indicating a statistically significant difference was not observed between the respondents of the two groups.

In the fifth item of Table 9, the target groups were asked to rate their level of view to the notion that supervisors focus on administrative matters. Accordingly, the principals respondents were rated as moderately agreed with mean scores $M= 3.30$; $SD=1.21$. While the teachers respondents rated as agreed with mean scores $M= 3.55$; $SD=1.19$. This implies that instructional supervisors did not play their facilitating role in the school. This is because as discussed in the literature review, supervisors are facilitators; more than administrative.

Moreover, the independent t-test result, $t(2, 116) = .81$; $p=0.41$, depicts that statistically significant difference was not observed between the response of the two groups.

In the last item of Table 9, the target groups were also asked to rate their level of agreement to the notion that every educational officer can be a supervisor. Accordingly, the principal respondents rated moderately agreed with mean scores $M= 3.45$; $SD=1.09$. While the teacher respondents rated agree with mean scores $M= 3.54$; $SD=1.18$. This might be due to the lack of knowledge about the major role and function of school based supervision by the respondents. Moreover, the independent t-test result, $t(2, 116) = 0.31$; $p=0.75$, depicts that a statistically significant difference was not observed between the response of the two groups. According to the response of school supervisors in their interviewee, in addition to the above listed problems, there was poor awareness creating programs regarding purposes and objectives of school based supervision and lack of initiation and commitment of the principals and teachers.

4.2.8. Major Challenges Related with Practices of Instructional supervision

Any reform initiative requires capacity and available resources for successful implementation. In this regard, the availability organizational capacity and resources in terms of supporting, working environment as well as supervisory skill play momentous role. The following three Tables (Table 14, 15 and 16) will try to describe the challenges encountering the implementation supervision at government secondary schools.

4.2.8.1. Problems Related to the Level of Support of Instructional Supervisors

Table.10: Problems Related to the Level of Support of Instructional Supervisor

Item	The extent to which the level to support:	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Instructional supervisors use information for supporting teachers rather than considering as fault finding.	Principal	2.50	1.14	-.80	.42
		Teacher	2.74	1.21		
2	Instructional supervisors are incompetent enough to help other teachers.	Principal	3.30	1.21	.751	.45
		Teacher	3.07	1.23		
3	There is lack of follow up the activities of teachers by the supervisors.	Principal	3.30	1.21	-.109	.91
		Teacher	3.33	1.24		
Total Mean		Principal	3.03			
		Teacher	3.05			

On table 10 item 1 Instructional supervisors use information for supporting teachers rather than considering as fault finding the principal respondents were asserted as low with the mean scores $M= 2.5$; $SD=1.14$. The mean values of respondents indicated that educational supervisors have problem use information for supporting teachers rather than considering as fault finding in the sample school. On the other side, teacher respondents stated that educational supervisors use information for supporting teachers rather than considering as fault finding were average with mean values, $M= 2.74$; $SD= 1.21$. This indicates that the educational supervisors use information for supporting teachers rather than considering as fault finding in sample schools were not clearly practicing in the study schools. Therefore, we can deduce that educational supervision was not been really practiced in such way that it assist teachers to improve instructional process. The results of independent sample t- test were $t(2, 116) = 0.80$; $p= 0.42$ a statistically significant difference was not observed.

As the data indicated in item 2 of Table 9, Instructional supervisors are incompetent enough to help other teachers were found moderate with mean values of principals and teachers, $M= 3.30$; $SD= 1.21$ and $M= 3.07$; $SD= 1.23$ respectively. This indicates that educational supervisors were not

capable enough to assist teachers in sample school. The independent t-test result, $t(2, 116) = 0.75$; $p = 0.45$, depicts a statistically significant difference was not observed between the response of the two groups. Finally, Table 9, item 3 presents question about there is lack of follow up the activities of teachers by the supervisors. Principals and teachers replied that luck of follow up the activities of teachers by supervisors were average with the mean scores $M = 3.30$; $SD = 1.21$ and $M = 3.33$; $SD = 1.24$ respectively. This implies that teachers need continuous follow up by the supervision in their school to improve their teaching activities for realizing the students' academic achievement in sample school. The results of independent sample t- test, $t(2, 116) = 0.10$; $P = 0.91$, indicating a statistically significant difference was not observed between the respondents of the two groups.

W.M weighed mean, Significant level $= 0.05$, t-critical value $= 1.99$, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.

4.2.8.2. Problems Related to Working Environment

Table.11: Problems Related to Working Environment

	Item	Respondents group	Mean X	Std Deviation	T-value	P-value
1	There is lack of available transport facilities.	Principal	2.40	1.09	-.62	.53
		Teacher	2.58	1.20		
2	There is shortage of school finance to support supervisor practice.	Principal	2.45	1.19	-.37	.70
		Teacher	2.56	1.22		
3	There are inadequate numbers of supervisors to assist teachers properly.	Principal	3.55	1.27	.06	.95
		Teacher	3.53	1.20		
4	There is lack of relevant supervision manual in the school.	Principal	3.90	1.16	1.06	.28
		Teacher	3.59	1.16		
	Total Mean	Principal	3.07			
		Teacher	3.24			

W.M weighed mean, Significant level $= 0.05$, t-critical value $= 1.99$, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.

On table 11 item 1 transport facilities as the major problems for conducting classroom supervision of instruction was considered. In this regard, the principal respondents asserted as low with the mean scores $M= 2.40$; $SD=1.09$. The mean values of respondents indicated that educational supervisors have no problem use transport facilities in the sample school. On the other side, teachers stated that educational supervisors use transport facilities were average with mean values, $M= 2.58$; $SD= 1.20$. This implies that transportation is not considered as the major challenge for the implementation of supervision. Moreover, the independent t-test result, $t(2, 277) = 0.62$; $p=0.53$, depicts a statistically significant difference was not observed between the response of the two groups.

As shown in Table 11, item, 2 respondents were asked if there would be shortage of school finance to support supervisory practices. Accordingly, the principal respondents asserted as low with the mean scores $M= 2.45$; $SD=1.19$.

The mean values of respondents indicated that instructional supervisors have no shortage of school finance to support supervisory practices in the sample school. On the other side, teachers stated that shortage of school finance to support supervisory practices were average with mean values, $M= 2.56$; $SD= 1.22$.

This implies supervisors could not have financial problem to provide different training for teachers and also providing different teaching aids for teachers to improve their teaching skills and implementing the approach of teaching by doing. Moreover, the independent t-test result, $t(2, 116) = 0.37$; $p=0.70$, depicts that statistically significant difference was not observed between the response of the two groups. However, due to the lack of competence supervisors that belong to in the sample school did not give proper supervisory support for teachers.

In the same Table item 3 is about the existence of inadequate number of supervisors to assist the school teachers properly for supervision activities, principals and teachers replied that inadequate number of supervisors highly challenge with the mean score of $M= 3.55$; $SD=1.27$ and $M=3.53$; $SD=1.20$ correspondingly. This implies that school had no sufficient supervisors to assist teachers properly. Moreover, the independent t-test result, $t(2, 116) = 0.63$; $p=0.95$, depicts that statistically significant difference was not observed between the response of the two groups.

. The analysis shows that the extent to which lack of supervision manuals in the targeted schools was high. The results of independent sample t- test, $t(1, 116) = 1.06$; $P=0.28$, indicating a statistically significant difference was not observed between the respondents of the two groups. Therefore, if there was no supervision manual in the school, there might not be common understanding among instructional supervisor, school principals and teachers about the science of instructional supervision and hence inefficient would be the supervision.

4.2.8.3. Table.12: Problems that Arise from Instructional Supervisors

Table.12: Problems that Arise from Instructional Supervisors

	Item	Respondents group	Mean X	Std Deviation	T-value	P-value
1	Instructional Supervisors lack skill in applying techniques of supervision.	Principal	3.20	1.32	-1.24	.21
		Teacher	3.56	1.15		
2	Supervisors use less participative approach.	Principal	2.20	.95	-2.18	.03
		Teacher	2.76	1.06		
3	Lack of adequate educational experiences is observed on the part of supervisors.	Principal	3.30	1.21	.98	.32
		Teacher	3.00	1.24		
Total Mean		Principal	2.90			
		Teacher	3.10			

W.M weighed mean, Significant level =0.05, t-critical value =1.99, Mean scores less than or equal to 1.51 =very low, 1.51-2.5=low, 2.51-3.5=Average, 3.51-4.5=High and 4.51 - 5.00=very high.

As it can be seen from Table 12, instructional supervisors lack skill in applying techniques of supervision was considered. In this regard, the principal respondents asserted as moderate with the mean scores $M= 3.20$; $SD=1.32$. The mean values of respondents indicated that educational supervisors lack skill in applying techniques of supervision. On the other side, teacher stated that

educational supervisors lack skill in applying techniques of supervision were high with mean values, $M= 3.56$; $SD= 1.15$. This implies that it is difficult to say that educational supervision is serving its very purpose of assisting teachers. Moreover, the independent t-test result, $t (2, 116) =1.24$; $p=0.21$, depicts that statistically significant difference was not observed between the response of the two groups. However, now a day, supervision of instruction is providing assistance to teachers with the ultimate benefit of learners and it is clear that supervisory skill is very crucial for those who apply in different techniques of educational supervision. With respect to educational supervisors use more participative approach Table 12, item 2, the mean value of principals $M= 2.20$; $SD=.95$ whereas the teachers men value $M=2.77$; $SD=1.06$ as the figure indicates the mean score of principals and teachers rated as low and moderate respectively. This implies that educational supervisors were lacking human relation skills or communication skills for providing necessary feedback to improve the teaching learning process.

Moreover, the results of independent sample t- test, $t (2, 116) = 2.18$; $P=0.88$, indicating a statistically significant difference was not observed between the respondents of the two groups.

Work experience as challenge for practices of educational supervision on Table 13 item 3, the mean value of principals $M= 3.78$; $SD=1.13$ whereas the teachers men value $M=3.88$; $SD=1.01$ as the figure indicates the mean score of principals and teachers is found at the upper limit of cut point or agreement scale which is near to the response of high. From this data work experience has high influence on the practices of educational supervision by supervisors. The independent sample t- test were $t (2, 277) =0.77$; $p= 0.43$ the statistically significant difference was not observed the two group respondents.

As shown in Table 12, item 3, pertaining to lack of adequate educational experiences on the part of supervisors, principals and teachers replied educational experience of supervisors were average with the mean scores $M= 3.30$; $SD=1.21$ and $M=3.00$; $SD=1.24$ respectively. This implies that supervisors that belong to the under Anywa-Zone woredas education offices were well experienced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with summary, conclusions and recommendations.

The first part presents the highlights of the context for the research undertakings and the major findings while the second and the third parts cover the conclusions reached and the recommendations suggested respectively.

5.1. Summary

Instructional supervision is a means for achieving effectiveness in professional development of teachers, curriculum development, and ultimately signifies to students learning through teacher improvement of classroom teaching learning activities. Thus, the instructional supervision at the school level helps teachers to be competent in their teaching learning activities; it encourages them to find suitable strategies for better students learning. Therefore, the central purpose of this study was to assess status of the Practices and Problems of Instructional Supervision in Government Secondary Schools of Anywa-Zone woredas.

To achieve the purpose, the researcher formulates the following four research questions;

1. To what extent instructional supervision is practiced in government secondary schools of Anywa-Zone woreda?
2. What enabling conditions exist for facilitating the practices of instructional supervision in Anywa-Zone woreda?
3. How do principals and teachers perceive instructional supervision practices in secondary schools of Anywa-Zone woreda?
4. What are the major challenges that affect the effective implementation of instructional supervision in secondary schools of Anywa-Zone woreda??

To this effect, the study was conducted in 5 government secondary schools. Consequently, 100 teachers and 10 school principals were selected as a sample by using simple random and purposive

sampling techniques respectively. Three school supervisors and 2 woreda education officers (experts) were taken as a sample through purposive sampling technique.

For this study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, 100 copies of a questionnaire were prepared and distributed for teachers and 10 copies of questionnaires for school principals.

From the distributed questionnaires, only 4(4.16%) teachers from the total did not return the questionnaires. On the other hand, to obtain qualitative data, interview sessions were conducted with the woreda Education Offices experts and school supervisors.

Moreover, document analyses were used to obtain qualitative data. Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings. Then to collect data from respondents self-developed questionnaire was used to comprising both open and closed ended items and distributed to the targeted groups. To triangulate the information, data were also collected from Woreda Education office Teachers' and School leaders' development process owner experts and supervisors through interview and document analysis also made for further investigation.

In the study, the data collected through questionnaire (quantitative) were tallied, tabulated, structured and described using tables and different data analysis tools such as mean values, average mean values, and an independent simple t-test for comparing means and spearman's correlation were used. In analyzing it, the mean values that were found below 2.51 were interpreted as "threat", while the mean values above 3.50 were interpreted as "opportunity". In between, the mean values that range from 2.51-3.50 were considered as medium /average/ moderate. The data obtained from interviews and document analysis (qualitative) were qualitatively analyzed and synchronized with the quantitative data according to their relevance. Finally, both the quantitative and qualitative data were interwoven in the analysis to get a complete picture of the findings. Another worth mentioning aspect of this research was ethical considerations. In this regard due attention was given to ethical considerations. Participants were given full information on the purpose of the study and their consents were secured ahead of time. As promised, their identity and responses remained confidential.

5.1.1. Major Findings

In brief the following findings have been documented in response to the basic research questions:

• **Instructional Development Domain**

The data obtained from principal and teacher respondents shows that there were moderate implementation of instructional supervision practices in instructional development with average mean values of 2.91 and 2.70 respectively in their school.

The following paragraphs portray the findings of the study in this regard:

- a) Teachers believe that the level to which instructional supervisors help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training were lays undecided with the average mean value 2.51.
- b) Principals believe that the level to which instructional supervisors assist teachers in identifying locally available teaching and learning resources, provide immediate feedback to teachers particularly after lesson observation and help teachers in identifying instructional problems lays undecided with the average mean value 3.45, 2.55 and 2.95 respectively.
- c) As data gathered from principals and teachers on the level to which instructional supervisors help to organize meetings for teachers to solve common instructional problems perceived as medium with average mean values of 3.40 and 2.59 respectively.
- d) The results gained from the research participants that were consulted through interviews had shown similar views with the information gathered through questionnaires.

Discussants openly portrayed teachers did not gain the expected support to improve their instructional support (to set up experimental class room, develop different assessment techniques, identifying and to solve common instructional problem) from the supervisors.

• **Curriculum Development Domain**

The data obtained from both groups of respondents' shows that there were effective implementation of instructional supervision practices in curriculum development with average mean values of 2.88 and 2.86 respectively in their school.

The following paragraphs portray the findings of the study in this regard:

- a) The data gathered from principals and teachers respondents about the level to which instructional supervisors; collecting and providing necessary educational material that is suppurating to the existing curriculum, rated as medium with the mean scores, $M= 2.70$ and $M= 2.77$ respectively.
- b) Similarly, data obtained from the two groups of respondents stated the level to which instructional supervisors help teachers to integrate the existing curriculum with the co-curricular activities was medium with the mean score of $M= 3.25$ and $M= 2.98$ respectively.
- c) Serious concerns were also raised on the difficulty level of the curriculum used.

The data gathered through interviews from the experts of woreda education office expressed serious concerns with regard to curriculum development practices in the school. Moreover, the experts fully admitted the insufficient practices of curriculum development activities supported by supervisors in the school.

• Staff Development Domain

The overall examination of items in the dimension of instructional supervision to staff development was rated as moderately practiced by supervisors with the average mean values of 2.51 by principals and teachers respectively. This data show that the instructional supervisors have less practiced for instructional development with the school teachers and school community. The following paragraphs portray the findings of the study in this regard:

- a) On the extent to which the practice of supervisors in giving the latest information on the teaching learning strategies that enhance teachers' profession and in providing an induction program for new teachers as data gathered from principals and teachers perceived as medium in staff development.
- b) Principals believe that the level, to which instructional supervisors assist teachers to conduct action research, helps teachers to share best practices from different schools and providing short-term training at school level lay moderately practiced with the average mean value 2.85, 2.95 and

2.55 respectively.

5.1.1.2. Major Challenges Related with Practices of Instructional Supervision

Finally, the fourth basic question was concerning about challenges encountered in the implementation of instructional supervision that affected supervisory practices in the study sites. At the hub of this question, the major causes of challenges of instructional supervisors like problems related to the level of support of supervisors and working environment and problems arise from the supervisors him/herself were addressed.

5.1.1.3. Problems Related to Level of Support of Instructional Supervisors

The data gathered from principals and teachers respondents in overall assessment of items revealed that the challenges of educational supervision perceived the level of support of instructional supervisor were rated as moderately challenged practice of instructional supervision effectiveness with average mean values of 3.03 and 3.05 respectively. This indicated that the level of instructional supervisors do not satisfactory to improve the skill gap of teachers in the study area. Because, finding disclosed: a) Concerning to educational supervisors use information for supporting teachers rather than considering as fault finding rated moderately challenged the practices of instructional supervision effectiveness with mean values of 2.74 by teachers' respondents.

Whereas principals respondents replied that the challenges related to level of support of supervisors were poor in use of information for supporting teachers rather than considering as fault finding with mean values of 2.50. b) The level of support of educational supervisors in terms of competent enough to help other teachers and lack of follow up the activities of teachers were somewhat a problem that challenged the practices of instructional supervision effectiveness.

5.1.4. Problems Related to Working Environments

Regarding to the overall challenges related working environments, the study revealed that principal and teacher respondents rated as moderately challenged the practice of Instructional supervision effectiveness were with the average mean values of 3.07 and 3.24 respectively. Because, finding disclosed:

a) Principal's respondents revealed that lack of available transport facilities was not challenged the effectiveness of the practices of educational supervision with average mean values of 2.40. While teachers respondents revealed that lack of available transport facilities rated as moderately challenged the effectiveness of the practices of educational supervision with average mean values of 2.58.

b) In the same way, principal respondents revealed that shortage of school finance was not challenged to support supervisor in practicing effective supervision with average mean values of 2.45. While teacher respondents revealed that shortage of school finance was moderately challenged to support supervisor in practicing effective supervision with average mean values of 2.56.

c) On the other hand, both group of respondents revealed that inadequate number of supervisors and lack of relevant supervision manual in the school were highly challenged to assist teachers properly in practicing effective supervision.

d) Interview held with officers asserted that absences of competent supervisors were hindered to conduct sound supervision practices in schools and their numbers were considered as basic challenge.

5.1.5. Problems that Arise from Instructional Supervisors

Concerning a problem that arises from supervisors her/himself, the study revealed that principals and teachers respondents rated as moderately challenged the practice of educational supervision effectiveness were with the average mean values of 2.90 and 3.10 respectively. Because, finding disclosed:

a) Regarding to the challenges of the practice of supervision that arise from educational supervisors of the sampled schools, the study revealed that principals replied that lack of skill in applying techniques of supervision was moderately challenged the practice of instructional supervision effectiveness with the average mean values of 3.20. On the contrary, teacher respondents replied that lack of skill in applying techniques of supervision by supervisors was highly challenged the practice of instructional supervision effectiveness in their schools with the average mean values of 3.56.

b) On the other hand, the study revealed that principals and teachers replied that relevant trainings had not taken by supervisors and supervisors' lack adequate educational experiences on the part of supervisors were moderately challenged the practice of instructional supervision effectiveness.

c) Teacher respondents regarding to item #3 (Supervisors' use of less participative approach) was rated as moderately challenged instructional leadership effectiveness with mean value of 3.30 and 3.00 respectively.

As a whole, the challenges that affected supervisory practices in the study sites were found to be instructional supervisors incompetent enough to help other teachers, lack of follow up the activities of teachers by the supervisors, inadequate number of supervisors to assist the school teachers properly, lack of relevant supervision manual in the school, lack of skill in applying techniques of supervision and use of less participative approach.

All these are presumed factors that could hamper the activities of effective supervision in secondary schools of the study area. As a result, school teachers do not see any worthwhile support rendered by supervisors and school-based supervision was less supportive for effective teaching and learning process.

5.2. Conclusions

Based on the findings the following conclusions were drawn:

a) Literature and experiences have shown that, supervisors encourage wide participations in policy determining functions and seek to have participant see the significance of their emotions, as well as facts. However instructional supervision in the study area should not be centered on teaching quality through selecting the best available teacher and providing for teacher's personal development.

b) In the implementation instructional development the function of supervisors are to assist teachers in developing and improving instructional skills and the supervisor may help teachers in the selection of appropriate resources and strategies of presentation as well as by helping them to organize their presentations. Against these, it could be concluded that teachers did not gain proper instructional development support from supervisors in order to improve their instructional skills and yet teachers' instructional skills remain unchanged in the sampled schools.

c) The failure of supervisors to initiate teacher to identify curriculum problems or suggest problems that might be interest to them to be studied, provide time, facilities, and resource when teachers perform their task of curriculum development were depicted as the major challenges that impede the implementation of curriculum development as well as the benefits that could be gained from the curriculum development.

d) The conditions enabling the practice of clinical supervision might not benefit teachers sufficiently. Furthermore, it could not enable teachers to clearly understand the purpose of classroom observation. Because of this, teachers develop sense of insecurity, tension, frustration and negative feeling towards classroom observation. As a result it is difficult to say that the practice really served its purpose rather it seems simply a matter of appraising teachers and fulfilling the formality.

e) The endeavors made as well as the results achieved in carrying out the major tasks of supervision (direct assistance, curriculum development, group development, professional development, and action research) to enhance the quality of teachers was weak and others supervisory roles or responsibility thus supervisors were not shouldering their responsibility to provision of quality supervision in the study site.

Evidently, this has been eroding the practice of supervision as well as the improvements expected from the intervention of supervisors in the teaching learning activities of principals and teachers.

f) Finally, school-based(instructional supervision) was negatively affected by many problems; such as: the incapability of school-based supervisors for effective supervisory activities, use of less participative approach; the scarcity of experienced supervisors in school based supervision activity; the negative perception of teachers towards supervision such as fault finding, viewing supervision as instrument of controlling their activity, viewing supervision as simple merely for appraising classroom performance of teachers and fulfilling formality, and lack of interest on the side of teachers to be supervised; and the absence of any supervision manual in the school, are the major ones.

In conclusion, the overall practices of secondary school supervision and the improvements gained from supervisors were not to the expected level. Most of the major aspects of the supervision domains were not fully implemented or only partly implemented and consequently the very objectives of supervision were compromised. Thus, without effective implementation of supervision the expected improvements in quality of education and students' academic achievement cannot be enhanced.

5.3. Recommendations

In consideration of the findings and conclusions drawn from the study, the following possible areas of intervention are suggested.

a) Supervisors need to be engaged in various supervisory support activities to provide an opportunity to promote teachers efficiency in schools. They should help teachers to deal with suitable educational practices.

b) Instructional supervision is a requirement to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teachers. To this end, it is recommended that for educational supervisors to create an opportunity for teachers need to be engaged in various curriculum development activities since they are the implementer of the curriculum.

c) On the other hand, educational supervisors are less likely to achieve instructional effectiveness through classroom observation unless they have conducted pre-observation conference properly to develop between them mutual understanding and feeling of trust and confidence. Thus, educational supervisors should call for pre-observation conference periodically and consistently

Post- observation conference between a supervisor and a teacher should be held consistently and immediately after classroom observation before developing in them a feeling of anxiety and frustration. Supervisor in post- observation conference should provide teachers with specific performance feedback; should allow them to express their feelings freely, should render them constructive suggestions and professional support and advice to help them to improve; and finally supervisor expressing appreciation for the conference and the work of teachers.

d) Educational supervision succeeds through cooperation and commitment of teachers and supervisors. Because, it enables teachers why, where, how and on what subjects he/she is going to be supervised, if its approach is meaningful.

e) The findings of the study revealed that, instructional supervisors do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. To this end, the woredas education office, Zone Education Bureau and Gambella Regional Education Bureau in collaboration with Ministry of Education and other voluntary organizations must provide training for instructional supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self-evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement curriculum.

f) The Gambella Regional Education Bureau should monitor and evaluate whether or not the proper supervision are being implemented in the school, and provide constructive feedback for woerdas supervisors, facilitators and the schools principals.

g) Finally, to better address the problems, the researcher recommends that a more detail and comprehensive studies need to be conducted in this area with regard to practices and problem of instructional supervision in secondary schools; principals and teachers perception on the instructional supervisory practices and conduct a similar study on way contribution of supervision on students' academic achievement, etc. to investigate and further strengthen the practices of instructional supervision in the Anywa-Zone woredas.

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Appendices

Appendix - A

Jimma University, School of Graduate Studies

College of Education and Behavioral sciences

Department of Educational Planning and Management

Questionnaire to be filled by Teachers and Principals

Objectives of the questionnaires:

The main objective of the questionnaire is to collect data on the current practices and problems of instructional supervision in secondary schools of Anywa-Zone woredas.

The result could assist to make further improvement in the instruction. Thus, your direct participation in filling the questionnaire is essential. So, you are kindly requested to provide information needed objectively and honestly. It is assured that the collected data will be kept confidential and used for research purpose only.

Thank you in advance for your cooperation!

Directions:

1. Don't write your name.
2. After reading the questionnaire, tick the appropriate item/s corresponding to your answer.
3. For the questions having no alternative response, you are requested to give a short and precise response in the space provided.

Part One: Respondents' Background Information

1.1 Woreda _____ School _____

1.2 Sex: M F.

1.3 Year of service: 1-5 6-10 11-15 16-20 21 and above

1.4 Educational Qualification: Certificate Diploma First degree Second degree and above

1.5 Field of study: Major _____ Minor _____

1.6 Current position or occupation: _____

Part Two: Roles and Practices of Supervision in Promoting Instructional, Curriculum and Staff development.

Direction I: You are kindly requested to answer the following items that reflect the level in which the supervisory practice sufficiently corresponds to the expected standards of supervision by putting “√” mark under your appropriate response in the column provided below.

VH= Very High A= Average H=High L= Low VL= very Low

No	Items	scale				
		VH	A	H	L	VL
	Instructional Development					
1	The level to which instructional supervisors	5	4	3	2	1
1.1	Help teachers in formulating appropriate instructional objectives to develop lesson plan.					
1.2	Help teachers to set up simple experimental class room and evaluation for improvement.					
1.3	Help teachers develop skills of applying different assessment and measurement techniques through organizing in-service training					
1.4	Assist teachers in identifying locally available teaching and learning resources.					
1.5	Provide immediate feedback to teachers particularly after lesson observation.					
1.6	Help teachers in identifying instructional problems.					

1.7 Help to organize meetings for teachers to solve common instructional problems.

No	Items	scale				
		VH	A	H	L	VL
2	Curriculum Development The level to which instructional supervisors:	5	4	3	2	1
2.1	Helping teachers in the implementation of the new curriculum.					
2.2	Help to evaluate the existing curriculum and text book so as to take immediate corrective measure and provide feedback to the curriculum specialists.					
2.3	Help to identifying the problems in implementing the existing curriculum as per the education policy to improve curriculum					
2.4	Collecting and providing necessary educational material that is suppurating to the existing curriculum.					
2.5	Help to integrate the existing curriculum with the co-curricular activities.					
3	Staff Development The level to which Instructional supervisors:					
3.1	Giving the latest information on the teaching learning strategies that enhance teachers' profession.					
3.2	Assist teachers to conduct action research.					
3.3	Helps teachers to share best practices from different schools.					
3.4	Providing an induction program for new teachers.					
3.5	Providing short-term training at school level.					

Direction II: In this section you are kindly requested to give focused /short response to the following questions.

1. What is the role you have been playing in promoting instructional development?

2. What are the major teacher supporting activities in which you are engaged in the school?

3. How often do school-based supervisors conduct classroom observation?

Part Three: Procedures of supervision for classroom observation

Direction: III. Below are some statements pertaining to procedures of supervision for class room observation? So, you are kindly requested to respond to the practices of class room supervision and mark "√" under your preferred response number in the column provided below .Choose from the following rating scales.

A= Always S= Sometimes M= Mostly R= Rarely N= Neve

No	Items	scale				
		A	S	M	R	N
1	Before conducting classroom observation /Pre-observation conference: The extent to which instructional supervisors:	5	4	3	2	1
	1.1 Conducting pre-observation Conference					
1.2	Supervisors analyze the lesson plan of the supervisee teacher before classroom visit.					
1.3	Making agreement with teachers on the objectives and methods of presentation					
2	During classroom Observation The extent to which instructional supervisor:					
2.1	Taking sufficient time for observing the teachers teaching behavior during classroom observation according to the Pre-conference discussion.					
2.2	Record important data on the teaching learning process and how the teacher and students are performing.					
2.3	Use the agreed upon procedures to collect the relevant data pertaining the instructional process.					
3	After classroom observation/post- observation conference: The extent to which instructional supervisor					
3.1	Conducting post-observation conference					
3.2	Analyze the recorded data in terms of established objectives.					
3.3	Discuss with the supervisee teacher on the data collected during the classroom observation.					

Part Four: Direction IV: Rate the following items in the following table and mark “√” against each item.

SA= Strongly Agree UD= Undecided A= Agree D=Disagree SD= Strongly Disagree

No	Items	scale				
		SA	UD	A	D	SD
1	Collegial Supervision The extent to which instructional supervisors:	5	4	3	2	1
1.1	Assist teachers to develop the spirit of collegiality.					
1.2	Encourage teachers to work cooperatively towards their professional growth.					
1.3	Encourage teachers to work on the improvement of curriculum cooperatively at school level.					
2	Self-directed supervision The extent to which instructional supervisors:					
2.1	Encourage effective teachers to plan their own and evaluate it by themselves.					
2.2	Encourage teachers for their own self professional improvement.					
2.3	Motivating teachers to keep-up their moral by promoting sense of responsibility.					
3	Inquiry-based supervision The extent to which instructional supervisors:					
3.1	Show teachers the procedure how to conduct action research in school context.					
3.2	Encourage teachers to conduct action research to solve the problem of their school.					
3.3	Provide suitable incentive to those who conduct action research to solve the problem of their school effectively.					
4	Informal supervision The extent to which instructional supervisors:					

4.1	Are open to discuss with individual teachers about the problem of the school informally.					
4.2	Take in to regard the information he/she obtain from teachers informally as it necessity for decision making to modify teaching programs.					

What organizational structure and condition exist for facilitating the practices of instructional supervision?

Part Five: Perception about Supervisory Practice in the School.

Direction V: Indicate the level of your agreement/disagreement/ indecision by putting a “√” marking the box corresponding to your choice as regards your views on of supervisory services in your school.

SA= Strongly Agree UD= Undecided A= Agree D=Disagree SD= Strongly Disagree

No	Items	scale				
		SA	UD	A	D	SD
	Perception of supervision	5	4	3	2	1
1	Supervision of teachers improves the quality of teaching and learning.					
2	Supervision focuses only on weak points of teachers.					
3	Supervisors are receptive to new ideas from teachers.					
4	Supervision is a means for controlling teachers.					
5	Supervisors focus on administrative matters.					
6	Any educational officers can be a supervisor.					

12. If teachers are not teaching properly and students are not learning properly as expected, do you think this is related to lack of support by supervisors?

13. What do you think should be done to improve supervisory practices, reduce their challenges and raise their contribution to teacher professional development?

Part Six: Major Challenges related to Supervision Practices

Direction: VI. Rate the following items in the following table and mark “√” against each item.

VH= Very high A= Average H=High L= Low VL= Very low

No	Items	scale				
		VH	A	H	L	VL
1	Problems related the Level to support:	VH	A	H	L	VL
		5	4	3	2	1
1.1	Educational supervisors use information for supporting teachers rather than considering as fault finding.					
1.2	Supervisors are incompetent enough to help other teachers.					
1.3	There is lack of follow up the activities of teachers by the supervisors.					
2	Problems related to working environment					
2.1	Lack of available transport facilities.					
2.2	Shortage of school finance to support supervisor practice.					
2.3	Inadequate number of supervisors to assist teachers properly.					
2.4	Lack of relevant supervision manual in the school					
3	Problems that arise from supervisors:					
3.1	Instructional Supervisors lack skill in applying techniques of supervision.					
3.2	Supervisor’s use of less participative approach.					
3.4	Lack of adequate educational experiences on the part of supervisors.					

4. If there are other challenges for currently supervisory activities in your school, mention them.

5. What solution do you suggest to improve the school –based supervision?

Thank you!

Appendix - B

Jimma University, School of Graduate studies

College of Education and Behavioral sciences

Department of educational planning and management

Guides to interview conducted with supervisor

Dear respondent,

This interview is part of the study design to collection relevant data about the topic “Current Practices and Challenges of Educational Supervision in governments’ Secondary Schools of Anywa-Zone woreda”. So your responses for all parts of the directions would be kept confidential.

Direction I: General information and personal data

1. Sex ____ 2.Age ____ 3. Qualification____ 4. Experience as a principal and as a supervisor ____.

Direction II: Give your response to the questions in short and make it precise.

1. How do you describe the current performance of supervisors pertaining to instructional, curriculum and staff development activities?
2. What procedures does your school use for classroom observation?
3. To what extent do teachers perceive supervisors as a resource- person or information person regarding to provision of supervisory services?
4. What are the challenge affecting supervision services? What should be done to alleviate these challenges?

Appendix-C

Jimma University, School of Graduate studies

College of Education and Behavioral sciences

Department of educational planning and management

Guides to interview conducted with woreda Education office experts and School Leaders.’

Direction I: General information and personal data

1. Sex _____ 2. Age _____ 3. Qualification_____

Direction II: Give your response to the questions in short and make it precise.

1. Does School supervisors have supervision schedule?
2. How could supervisors identify typical focused on teachers? Do you have check lists and Minutes to follow them?
3. Do supervisors have working manual and preparing training? Do you have organized documents?
4. Does supervisors and schools principals are organized meeting schedule?
5. Do supervisors voluntary participate in the overall school activity?

Thank you!