

**PRACTICE OF INSTRUCTIONAL SUPERVISION IN SECONDARY  
SCHOOLS OF KAFFA ZONE**



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**A THESIS SUBMITTED FOR PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR MA DEGREE IN SCHOOL LEADERSHIP**

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## Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged.

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Name

Signature

Date

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## **Abstract**

*The purpose of the study was to assess practices of instructional supervision in Government secondary schools of Kaffa zone and recommending possible solutions. To conduct the study, descriptive survey design was employed and purposive sampling technique was used to select the sample schools. To this end, 20 secondary schools with 100 teachers, 20 school principals, 20 supervisors & 30 experts were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, teachers, principals, supervisors and experts from different levels filled the questionnaires. Focused Group discussions were held with principals and supervisors and interview were conducted with school teachers to enrich the quantitative data. Descriptive statistics and percentages were the main tools used in the analysis. The data gathered through interview and from focused group discussion was discussed in line with questionnaire. The results of the study reveal that the instructional supervisory practices were ineffective. Supervisors were involved in the difficult task of supervision without having prior trainings. School supervisors were also inefficient in promoting professional competence of teachers. Furthermore, the study indicates that: lack of trained supervisory personnel, lack of support materials like manuals, guide lines, training materials, lack of training and experience sharing session, shortage of budget, task load of supervisors out of their mission, transportation and inadequate communication skill of supervisors hinder proper implementation of instructional supervision. Finally recommendations were drawn based on the findings, which include: awareness, goal setting, commitment on the part of teachers, principals, supervisors and experts through trainings, workshops and discussion program about the different strategies of supervision with the zone education office and woreda education office in order to bring professional growth of teachers and improve their instructional practice. In addition to these; instructional supervisors should be aware and committed to provide professional support to teachers in order to improve their instructional deficiencies.*

## **Abbreviations**

AGR	Agree
D/A	Disagree
FGD	Focus group discussion
UNDE	Undecided
S/A	Strongly agree
S/D/A	Strongly disagree
WEB	Woreda education bureau

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1. BACKGROUND OF THE STUDY**

Education is recognized as globally a key instrument for over all development of every nation. It is a means of change and development. In relation to this, Lockheed and Verspoor (1991, p:50) Argue that “Education is a corner stone of Economic and Social development. It improves the Productive capacity of societies and their political, economic and scientific institutions. “Therefore quality education is the base for all rounded development of any nation who has a dream of change. So improving schools in a well-designed manner is the only alternative of nations in a globalized world. It enables individuals and society to make all rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MOE, 1994:1). Schools play a central role in realizing these purposes of education, as they are the institutions where the formal teaching and learning activity takes place. Hence, schools should carry out their role that they are supposed to achieve their goals and fulfill the needs expected of them by the society and individuals. It is the key instrument to change human life and satisfy the educational needs as well as interests of the society development as much as possible. Also it needs the interests of the society are getting wider and more complex, to meet these interests educational system should continuously improve. One of the programs which can be used to improve the quality of education is the practice of instructional supervision. To come up with improved teaching learning process continuous follow up by qualified professionals is needed. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). Various authors stated that instructional supervision has a clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007).Kutsyuruba (2003) defines professional development as: a major component of ongoing teacher education concerned with improving teachers’ instructional methods, their ability to adapt instruction to meet students’ needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality (p. 11). Instructional supervision is an interactive process that depends on the source of supervision between the supervisor and

the teacher. Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001). Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990). Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from instructional supervisors (Giordano, 2008:11). In the education process the role of the teachers cannot be underestimated, (Glaithorn cited in kutsyuruba,2003). In addition, improving teaching is complex process in which many elements should interact. Teachers are in the centers of this improvement process. Hence teachers' acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models or process used by supervisors of schools provides the catalyst for any supervisory success. The way teachers gain professional support from instructional supervision and the way teachers view instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process, instructional supervisor and the teacher. There for assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001).

Now a days improving the quality of education has given priority throughout the world to monitor the quality, the national authorities highly depend on the schools' supervisions (DdGermanice, 200a:13). 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, cooperative and should give serious attention in the school, researches by (Beach and Rinehart, 2000) emphasized that the importance of the collaborative effort of all participants involved in supervisory process. This would improve the way this practice is introduced and avoid any potential conflicts.

The effectiveness and efficiency of an organization are relied on the quality of performance of the staff. Schools are within the dynamic and changing social system, teachers and other staff Personnel's continually face new and challenging situation every time. Thus teachers and other staff need to get appropriate supervisory support to become professionally competent.

1. Supervision is one of the most key concepts in the educational system. According to Carl (1992,58) the primary purpose of supervision is to provide mechanism for teacher and supervisor to increase their teaching learning process through collaborative inquiry with other provisionals. Carl (1992,58) also defined supervision as a process that others are doing. Supervisors must see themselves not as critics of teachers in attempting to understand the problems, issues, and dilemmas that are inherent in the process of learning and teaching. Currently, supervision is understood as all those services whose main function is to inspect, control, guide, and evaluate.

2. Advise, assist, and support school principals and teachers. The concept of supervision and activities; however, educational supervision that engaged in western countries introduced to Ethiopia by the name of inspection in 1943. According to Olive (1997:5) supervisory behaviors and practices are affected by political, social, religious, and industrial forces existing at the time. "As described in St. Mary's module, the situation of supervision in the early days of American education, local communities appointed laymen as "school inspectors." It became their responsibility to visit the school, inspect its facilities, and test the children's mastery of knowledge. The above authors show us the presence of inspectors or supervisors in secondary schools without awareness, commitment, skill, attitude, knowledge, logistics, infrastructure, and upgrading or updating in Kaffa zone usually brought fear and tear to the hearts of teachers. Having seen the above expressions, our main concern is lack of finding solutions for this instilling problem of effectiveness and efficient education achievements so as to solve the educational problems. Leaders are expected to do more effectively and students achieve. In this regard, one of the most important tasks of educational leaders should focus on mobilizing and utilizing the available resources of educational accesses in an effective and efficient manner so as to achieve educational objectives. Apart from these exemplary educational leaders, there have long been known to be skilled instructional leaders that they ought to be able to win at diagnosing educational problems, counseling teachers, developing staff, and evaluating and premeditating the pedagogical work of teachers. A supervisor is therefore an important person in the school environment faced with internal and external problems that affected his/her supervisory role. In this account, the investigator of this issue is interested in studying and finding a clear picture behind the school's administration that calls for a supervisor's role. Generally, this study attempts to find out the problems affecting the role of supervisors and come up with possible solutions in Kaffa zone secondary schools..

## **1.2. THE STATEMENT OF THE PROBLEM**

The schools are expected to improve the instructional supervision program , students achievement and class room teaching learning process .The program is designed with different guide lines, manuals and then disseminated to regions, zone, woredas and schools for implementation of instructional supervision practice. The education system in Ethiopia has been suffering from quality and relevance efficiency, educational leadership practice and organizational problems (MOE2005). For instance ,although remarkable success in expanding access to secondary education has been attained in Ethiopia , the failure of school in addressing quality education has become manifest by the scores of National learning assessments conducted in 2008. The 2008 assessment report show that only 13.9 percent of students score more than 51 percent the standard to pass the National exam and the majority 62.1 percent scored below 51 percent(MoE GEQIP2007). The problems caused dissatisfaction from stakeholders and suggestions were being given from educators for change in the education system at national level. Also supervisory function need to participate; includes all the stakeholders who are involved in the process of improving the quality of instruction. McNell and Lucio (1979:16) indicate that Supervision today is not the responsibility of an individual or particular position; rather it is the responsibility of workers and is part of human organization.

The strength and effectiveness of instructional supervision is one of the key aspects for improvement of teaching learning process, teachers' professional development and achievement of students. To achieve this goal, schools should be supported by committed and skillful supervisors. Instruction can be successful and improved by regular and adequate Support of instructional supervisors. But there are problems and challenges in instructional supervision. In order to address the different problems and challenges, many countries have initiated processes of their supervision system. Ethiopia is one of the countries that addressed the process of supervision system to improve teaching-learning system and to assure education quality. The need to initiate system of instructional supervision and reduce the challenges that face in the area will improve students' learning and their achievements. According to, in order to improve the teaching-learning process in general and learner's achievement in particular the overall education system should be supported by educational supervision. According to, supervision is the process in which supervisors provide professional support for school principals and teachers to strengthen the teaching and learning process. But there are causes of ineffectiveness in

instructional supervision. As stated in Five Years Growth and Transformation Plan and Ethiopian Renaissance (2003 E.C) basically there is no doubt that education sector didn't assure quality education because stakeholders of the sector haven't become effective in their performance meaningfully even though it differs from place to place. Mentioned poor facilities in all levels of education to support instruction and weak supervisory and administrative support for school as problem associated with quality. This indicated that there is weak supervisory practice in the region. It is impossible to say our country's education has made learners to get required knowledge to develop problem-solving skills in its objective, content, access, input, output and student achievement. It is obvious that education and training system of the country hadn't created effective supervisory skills in instructional supervisors. The Policy put direction for educational administration to be decentralized and hence supervision becomes democratic which involves the participation of stakeholders who are concerned to take part in planning.

Supervision in modern school system is cooperative endeavor. It needs cooperative effort of the entire staff in the study of educational problem of the school. Accordingly ,experts supervisors, the school principals, vice principals should take major responsibility of supervisory practice with in their schools, through regular observation of teachers, and organizing workshops and meetings so as to enhance the professional competence of teachers and improve the quality of education in the school. This condition in turn calls for reform or improvement at schools. In fact in some least partly as a result of rapid expansion. MoE(2009)stated that schools to experience sustained improvement. It is probably necessary that school staff and their surrounding communities take responsibly for their own improvement. But for the schools to be able to take such improvement actions they need to supported by experts, principals, supervisors ,teachers and they need to receive some funds (MoE,2009). In our country Ethiopia, there is a great task ahead of school management and leadership teams in meeting the challenges in teaching and learning, stakeholders' participation creating good school environment and meeting quality education to students in secondary schools (UNESCO2013:1). Additionally, Ethiopia secondary schools have been facing challenges for a long time regarding the quality of education due to a shortage of facilities , a shortage of quality teachers, poor leadership and management, absence of attractive learning environment and unsatisfactory parent and local community involvement(Aylew,2007). Kaffa zone educational department evaluation report of instructional supervision practice implementation in 2019/2010 revealed that the situation is similar to the

government secondary schools of the country. In addition the school inspection and discussion made with the zone education office showed that students' academic achievement will be poor and kaffa zone education department indicate schools in the study area has poor instructional supervision practice implementation.

The purpose of this study would to examine the challenges of implementation instructional supervision practice in public secondary schools of kaffa zone. In this regard, the following basic questions are design and would answered by this study;

1. What is the current status of instructional supervision practiced in the kaffa zone secondary schools?
2. What are the challenges of instructional supervision practice at secondary Schools of kaffa zone?
3. How do we improve the practice of instructional supervision in secondary schools of kaffa zone?

### **1.3. OBJECTIVE OF THE STUDY**

#### **1.3.1. General Objective**

The main objectives of this study to assess the actual challenges of instructional supervision practice in kaffa zone secondary schools.

#### **1.3.2. Specific Objectives**

1. To identify the level or extent practice of instructional supervision in secondary schools of kaffa zone.
2. To point out the major challenges that affecting the instructional supervision practice in kaffa zone.
3. To identify the current problem of instructional supervision practice and to recommend the necessary imputes in secondary schools of kaffa zone.

### **1.4. THE SIGNIFICANCE OF THE STUDY**

The result of the study is believed as significant tools for Kaffa zone secondary schools because of appropriate supervisory role can increase principals and teachers performance for quality instruction, quality education, knowledge, skill and attitude which are basic out comes required for teachers in particular and development of society .In general this study therefore tries to

identify the major challenges in the zone that supervisor encounter in this day to management activity and would come up with remedies suggestions furthermore the researcher would hope that this study contribute the following benefits or significance.

1. It may develop the skill, attitude and knowledge of secondary school's teacher, principals and experts in kaffa zone.
2. It may initiate the concerned bodies in secondary schools such as teachers, principals, supervisors, experts and communities to recognize the problems of supervision and give solution to identified problems in kaffa zone.
3. It also may fill information gap between the supervisor and the stake holders in order to enhance integration from improving school management, class room teaching learning process and practical system in kaffa zone.
4. It improves good class room, school management and students result at secondary schools of kaffa zone.
5. Better to see an opportunity environment to teaching and learning process at secondary schools of kaffa zone.
6. It gives a clear picture about the instructional supervision implementation and the appropriate measures to improve the instructional supervision implementation in secondary schools of kaffa zone.
7. It serves as a good input for planners to set instructional supervision strategy for better students result improvement in secondary schools of kaffa zone.

### **1.5. THE SCOPE OF THE STUDY**

This study would confined to examine the practice and challenges of instructional supervision in 20 government secondary schools found in three districts and two city administrations of Kaffa zone. Such as Decha, Gimbo, Goba and two city administration such as wacha and bonga of kaffa zone. These three districts and two city administration was selected because of two reasons. One the problem on the practice of instructional supervision in secondary schools highly observed in the district and city administration, two was that the researcher was a colleague with teachers ,principals, supervisors,woreda experts and zone experts. Also the researcher has been working in one of the woredas. More over the study was delimited to only government secondary

schools. This help the researcher to easily obtain relevant information. These mechanisms that could help in improving the practices and solve the challenges that affect the problem in secondary schools of the zone.

## **1.6 LIMITATON OF THE STUDY**

The study had limitations that it includes only government secondary schools in Kaffa zone administration. Thus the outcome of the study could not be generalized or the whole country, region, zone and non-government schools, by the fact that the research was conducted in only 20 secondary schools of kaffa zone .Also time constraint uncooperativeness of respondents, in filling the questionnaires and return on time were some of the problems I have encountered while conducting this study. Initially it was difficult to collect all the questionnaires as planned. In addition, most sampled school was inaccessible for transportation. Furthermore, member of woreda education officers and principals were always too busy. I was however able to minimize some these problems. Also, I was able to meet my busy subjects after office hours and interview them. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them.

## **1.7 DEFINITION OF KEY TERMS**

The following words and phrases of terms in this study are used according to the definition given under her.

**Challenges:** Problems that affect the secondary school instructional supervisors.

**External supervision;** is also refers to supervision that comes from the local, district, regional and national offices.

**Internal supervision;** is that type of supervision that is carried out by institutional heads within the institution or organization.

**Instruction:** Teaching in a particular subject or skills taught, the act, process or profession of teaching.

**Instructional Supervision:** - is the aim of promote growth &development in instruction fault free problem solving a commitment to build capacity in teachers.(cogan, 1973, gold 1669).

**Practices:** to do something repeatedly in order to improve performance through instructional supervision.



**Principal:** - is the administrative head and professional leader of school (Good, 19973:44).

**Secondary Schools:** - secondary schools on Ethiopia education system starts from 9-12 grade level (MOE 1994-14).

**Supervisory Practice** refers to the use of different strategies of supervision, and procedures of classroom observation.

**Supervision:** - is a guidance and assistance in the development of better teaching learning situation (loyil, 1995).

**Supervisor:** - is an elected official person who support and assist the activity of teachers and principals in the school in order to improve teaching learning process (Davis, john, 1995,8).

## **1.8 ORGANIZATION OF THE STUDY**

This research is organized in five chapters. The first chapter holds the introductory part of the study which consists of background of the research, statement of the problem, significance, scope, limitation of the study definition of key terms and organization of the study. The second chapter deals with review of literature relevant to the research. The third chapter discuss about the research methodology, description of the study area, data sources, samples and sampling techniques, data gathering instruments, validity and reliability of instruments, procedure of data collection and Data presentation, chapter four contains analysis of the data and interpretation of the research findings and chapter five contains a summary of the study, conclusions, and recommendations.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

This chapter contains review literature related to the topic under study as documented by some authors, authorities and researchers.

#### **2.1 CONCEPTS OF SUPERVISION**

The goal of supervision will be achieved when instructional supervisors and stakeholders work together. Before the emerging of supervision, inspection was first introduced in 1941/2 in Ethiopia as it was indicated in Ministry of Education Supervision Manual. Later, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was believed that it can improve the teaching-learning process [18]. But in developed countries like United Kingdom (UK) and United States much more attention is given to inspection than school supervision [7]. According to [4] inspectors acted as expertise and authority. They had authority to transfer teachers to the schools they want, promote or suspend them for negligence of duties. In contrast, supervisors are responsible to support and assist teachers and school principals in the tasks. According to [21] instructional supervision is viewed as all activities that educational administrations may express as leadership in the improvement of instruction like observation of teaching-learning in classrooms meeting with individual teacher or group of teachers. This shows that instructional supervision has a role of improving teaching-learning process. [16] explains the way of emphasizing this strategy in that all children and students can learn and many of them need some form of support in learning and identifying barriers that hinder learning. [12] suggest the way to achieve the goal of supervision as general advice, assistance and support of instructional supervisors. Therefore, to make teaching-learning process effective, advice, assistance and support of supervisors is very important. Over several decades great changes were observed in the philosophy, objective, function, technique and in the outcomes of supervision according to [21]. This shows the growth and changes made in supervision. According to [18] in Ethiopia during socialist principle, the political system of the country changed education. Also various scholars define supervision differently.

To mention few, Sergiovanni and Starrat (1983) define supervision as a "... set of activities and role specifications designed to influence instruction". Ben Harris is quoted by Sergiovanni and

Starrat (1985) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching-learning processes of the school".

Supervision is the technical service of a profession assistance and guidance rendered for teachers to maintaining and improving instruction with the students as altimeter beneficiary. In relation to the above concern, Harris describes supervision as; the main function in improving the outcomes of instructional process. Also he explains, supervision is what school personnel do with teachers and things for purpose of maintaining or changing the operation of the school in order to directly influence the attainment of major instructional goals of school; cited in (st.Marry's university college, 2007 p;8) Glickman, et al (2004) proposed that supervisors should help supervisees, realize their potentials and usefulness. The supervisor must observe the teacher's work, ask questions about why the teacher used certain teaching methods and provide information on the best teaching practices, hence enabling the teacher to improve. Therefore, supervision offers both teachers and their supervisors the opportunity to work together to improve student learning (Komakech, 2017; Aseltine, Faryniarz & Rigazio-Digilio, 2006). It is in this context that we sought to find out whether school practice supervision improves student teachers' performance in teaching in Uganda. According to Okumbe (2007) school practice supervision improves a student teacher's classroom practice and academic performance. It also provides for professional growth and development of the teacher (Figuroa, 2004). Okumbe (2007) identifies two strands of supervision as: general supervision and instructional supervision. General supervision encompasses activities that take place mainly outside the classroom, while instructional supervision entails those activities taking place inside of the classroom in order to improve teaching and learning making it more result oriented for the learners (Abu, Akinloye, & Olaoye, 2014).

Figuroa (2004) viewed supervision as a formative process that focuses upon professional development and the improvement of instruction. It is characterized by a collegial, helping relationship between administrators or teachers and the teachers in a climate of trust and mutual understanding. Figuroa (2004) further stated that supervision of instruction involves motivating the teacher to explore new instructional strategies.

The teacher must be made aware of the educational goals and standards to be implemented. Hunsaker & Hunsaker (2009) assert that observer/supervisor provides due feedback and

appropriate resources for the teacher to utilize. Therefore, effective supervision should result in growth and learning by the teacher and the student. By implication, supervision guides curriculum content and instructional materials selection that will facilitate both students and teachers' academic growth and development. This study therefore, examined how supervision improves the quality of teaching and learning in higher institution of learning among student teachers' in Uganda. The relationship between school practice supervision and student teacher academic and professional performance has received much attention in supervision literature. Apart from enhancing the professional functioning of counselors, supervisors have an ethical and legal responsibility to monitor the quality of care they provide to the supervisees (Syracus, 2013).

According to Abeya G; Tamiru J. (2009; 12), one of the main roles of any school supervision system is to monitor the quality of education i.e. of schools and improving systems of schools & teachers. Supervision forms part of an overall quality monitoring & improving system Robert Gower, Neter and Krey (1971) defined supervision the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Various scholars define supervision differently. To mention few, Sergiovanni and Starrat (1983) define supervision as a "... set of activities and role specifications designed to influence instruction". Ben Harris is quoted by Sergiovanni and Starrat (1985) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching-learning processes of the school". A comprehensive definition of supervision offered by Robert and Peter (1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies, purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and

goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary. In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity. As stated in the supervision manual of the ministry of education the basic principles of educational supervision are.

**A. Supervision is cooperative** ; To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision.

**B. Supervision is creative**; Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

**C. Supervision should be democratic**; Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

**D. Supervision is attitudinal**; To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

**E. Supervision is evaluative and planned activity**; Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school (MOE, 1994).

## 2.2 CONCEPTS OF INSTRUCTIONAL SUPERVISION

Instructional Supervision away of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development and conducting action research.

Furthermore, in educational contexts, supervision is vital to the achievement of educational objectives. Some definition cited by Dull,L.W (981: 35) in Haile Selassie (2007) refer that supervision is the process of bringing about improvement in instruction by working people who are working with pupils; supervision is the process of stimulating growth and means of helping teachers to help themselves.The supervisory program is one of the instructional developments (Texas Educations Agency,1949).Knezevich (1969:263) also defined instructional supervision as

- A Planned program for the improvement of instruction
- Aprogram of in-service education and cooperative group development
- The effort to stimulate, coordinate, and guide continued growth of teachers in school, both individually &collectively.
- Assistance in the development of better and satisfying teaching & learning situation.
- A means of maintaining existing programs of instruction as well as improving them.

The definition by those scholars has common point in their concept by which supervision activities mainly related with the improvement of the instruction and professional development of teachers and it is hoped, the subsequent maximization of students' academic performance.

## 2.3 TYPES OF SUPERVISION

Many Educationists are much concerned with the types of supervision that can improve teaching and learning in schools. According to Neagley and Evans (1970) there are two types of supervision. This includes internal and external supervision.

**A. Internal supervision;** is that type of supervision that is carried out by institutional heads within the institution or organization.

**B. External supervision;** is also refers to supervision that comes from the local, district, regional and national offices. Neagley and Evans (1970) further maintain that internal supervision is where the head or principal in present day public school organization is the chief school administrator in the day-to-day administration and supervision of the school.

Writing on internal supervision, Elsbere and Harold (1967) explained that internal supervision is a situation by which internal measures are taken in the school to bring about improvement and accomplishment of set goals and objectives. On his part, Brickel (1961) maintains that internal supervision refers to a situation whereby teachers in the course of teaching design actions so that objectives set out could be constantly achieved. Brief visit is where the officer focuses on one or two aspects of the school, for example, a visit to check on levies collected or punctuality of teachers. Familiarization visit is where a newly appointed officer visits schools within the circuit to get acquainted with the staff, pupils and the various communities. Writing on External Supervision, Brickel (1961) pointed out that the duties of the external supervisor include making the work of teachers more effective through such things as improved working conditions, better materials for instruction, improved methods of teaching, preparation of courses of study, supervision of instructions through direct interaction with the classroom teacher. Beckle (1958) in his writing, on supervision as playing a complementary role in the supervisory process, He looks at external supervision as complementing the role and duties of their internal supervisors by providing professional advice and guidance to teachers. He also maintains that the role of the external supervisor is primarily to evaluate the effectiveness of the instructional programmed, in terms of what it does to the pupils. Musaaazi (1985) talks about three types of supervision. That is, Full, Casual and Routine supervision. Supervision to Musaaazi is 'Full' when all aspects of the organization and instructional work are carefully examined. "Routine" supervision involves discussion with teachers on specific issues and 'Casual' or Checkup visits, are usually not informed. Here, the supervisor forms an opinion on what he sees

#### **2.4. OVER VIEW OF INSTRUCTIONAL SUPERVISION**

Never before the field of instructional supervision faced such an urgent need to help teachers thrive in the class room. The complexities of schools, the many ways in which the teachers prepare to inter the field, the varying experience levels of adults in any given school and higher calls for accountability as a mandate by state boards of education now present administrators with the crucial tasks of providing learning opportunities that meets the needs of teachers ( sally.JZepeda,2007)

#### **2.4.1. THE FORMATIVE AND CLINICAL NATURE OF INSTRUCTIONAL SUPERVISION**

Formative approaches to supervision include more than just a class room at the end of the year. This approach includes the pre-observation conference, class room observation, post observation and professional development as follow up to supervision (sally J. Zepeda, 2007;29). Whereas summative approach for checking results.

#### **2.4.2. THE INTENTS OF INSTRUCTIONAL SUPERVISION.**

As quoted as cogan and Gold (1969) conceptualize; instructional supervision aims to promote growth, development, instructional fault free problems solving and commitment to build capacity in teachers. They are also the early rammers of clinical supervision envisioned practiced that would position the teacher as an active learner. Moreover; cogan asserted in this site (PDF) that teachers were able to professionally responsible and more than able to be analytical of their own performance open to help from others, and self-directing cited in (PDF. WWW, eye on education, com, site). Unruh and Turner cited in (Heligert; Ray Mond L .1998). saw supervision as" a social process of stimulating, nurturing and appraising professional growth of teachers "(p...,the supervisors as "the primary movers in development of optimum condition for learning" for adult" (p.135)

#### **2.5. APPROACHES IN INSTRUCTIONAL SUPERVISION.**

Supervisors and Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers' level of development needs. Accordingly, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions. These are:

##### **2.5.1 CLINICAL SUPERVISION**

Clinical supervision is a method of applying clinical procedure in to improvement of teaching. The supervisors try to help willing teachers to improve their deficiencies in teaching by first identifying the problem jointly and then seeking for possible solutions. Haileselassie (1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom.



The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni (1998:225) expresses clinical supervision as follows: The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose.

The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events. Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps. Hapikins (1994:56) organized classroom observation in to planning conference, classroom observation and feedback conference. According to, (Goldhammer, 1969) proposed the following five-stage process in clinical supervision.

**A. Pre-observation Conference;** Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et .al, 1998). To sum up, the main objective of pre observation conference should focus on establishing teacher's acceptance and agreement.

To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

**B. Classroom Observation;** In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, Acheson and Gall (1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction.

Indeed Goldhammer (1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.

**C. Analysis of the Observations;** As soon as the observation conducted, the supervisor organizes his observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007).

**D. Post-observation Conference;** In this stage the major purpose of supervisor is to give feedback to the teacher about his/her performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided. **E. Post-conference Analysis** The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way.

Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

## **2.6 COLLEGIAL SUPERVISION**

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects.

Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions. Gebhard, quoting Cogan, states that teaching in mostly a problem- solving process that requires a sharing of ideas between the teacher and the supervisor.

**A. Informal Supervision;** is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case (Sergiovanni and Starratt, 2002).

**B. Self- Directive Supervision ;** is another current model of supervision (Sergiovanni and Starratt, 1993).

In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all and the supervisee as a seeker of help". Other researcher, Fanselow (1990) started by exploring a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self-exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

**2.7 INQUIRY BASED SUPERVISION;** is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work closely with the inbuilt supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions. Emphasizing this Loeper (1969) point out that" supervision and action research are the indispensable guardians of teachers growth". Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers' professional skill in dealing with these problems-inquiry-based supervision is a preferable approach to employ together with the other approaches of supervision.

## **2.8 THE ROLE OF INSTRUCTIONAL SUPERVISION**

Asiedu Akrofi (1978) stated that, the supervisor's role is to work co-operatively with the teachers to create favorable circumstances for learning in schools. According to Asiedu- Akrofi, the supervisor did the following: Looks for a teacher's hidden talent and encourages it to come out. Establishes good rapport between his co-workers since that will ensure the smooth running of the school.

Provides leadership amongst teachers that is the supervisor's skills and experiences should readily be placed at the service of teachers, has great respect for a teacher's initiative, experimentation and sense of creativity.

Thus, the circumstances under which every teacher's action takes place in the classrooms needs clear understanding before any relevant advice can be given by the supervisor. Neagley and Evans (1970) suggest the following as some of the supervisory activities that a supervisor should concern himself with: Individual teacher conference, Regular classroom visitations, Action research in the classroom, Co-ordination of special subjects, Demonstration and substitute teaching on occasions, Planning and presenting service programs and active role in curriculum development. It is important to note that, the supervisor should devote part of his time to plan for teacher conferences, classroom visitation, action research, curriculum development and other supervisory activities. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005). Within the school system, the supervisors are the school principal, vice-principals, the department heads and the senior teachers.

Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

## **2.9 THE ROLE OF SCHHOOOL PRINCIPALS IN INSTRUCTIONAL SUPERVISION**

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MoE, 2002).

### **2.9.1.The Administrative Dimensions Include Providing long range planning**

- Designing organizational structures between persons & group
- Organizing and securing resources
- Selection of teaching staff
- Orientation of new staff

- Promoting the school community relation
- Establishing both academic and disciplinary standards

To sum up supervisors should have required observation skill competency that help them to measure what is happening in the classroom and instructional practice, to understand teachers perception toward the practice and finally to judge as well as to infer those happenings and practices.

**2.9.2 Research and evaluation skills:** As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to, (Glickman, 1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change i.e., teachers should be involved in defining, implementing and interpreting the research and evaluation agenda.

A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

## **2.10 The Challenges Faced in the Supervision**

Obiweluzor, Momoh, & Ogbonnaya (2013) identified shortage of inspectors/ supervisors as the major challenge faced by institutions of learning in the supervision. They observe that, the number of supervisors and inspectors from the Ministry of Education is inadequate to carry out effective supervision. Ogunu (2005) also expressed concern about the many unprofessional practices being carried out schools today that may have negative effect impact on our children. It is against this background that we sought to find out whether or not there are sufficient numbers of student teachers' supervisors in Uganda's universities and institutions of higher learning. Merga (2007) highlighted the absence of a specific budget for supervision and support as another

critical challenge that affects the quality of supervision. Inadequate budget impedes effective running of supervisory activities, including, in-service training programs for teachers and experience sharing with other schools. Enaigbe (2009) emphasized the importance of adequate instructional materials in enhancing effective supervision. Enagbe (2009) identified supervision guides and manuals as some of the materials having big impact on supervisor's work. These tools can enhance the objectivity of supervisory process, and inform schools and teachers of the issues the supervisors focus on. This enhances the transparency of the process (UNESCO (2007b)). This study therefore, establishes whether or not higher institutions of learning in Uganda are experiencing budgetary constraints.

Most supervisors are not given the necessary training or orientation about the new position they are overseeing to equip them with the skills of supervision of instruction. They venture into instructional supervision without fully understanding how it is done (Obiweluzor, et al., 2013). Similarly, Glickman, et al., (2004) and Holland (2004) stressed the need for supervisors to have working knowledge and skills of supervision in order for them to provide teachers with the necessary assistance, guidance, and support for improved classroom practices. This study establishes whether the supervisors in higher institutions in Uganda have the required skills and knowledge in the supervision of school practice. Lilian (2007) noted that, unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. Onasanya (2011) categorized other challenges supervisors of instruction encounter in Nigeria. For example, unprofessional attitude toward and diminished interest in work by teachers, poor perception of the teaching profession by the public, low status of teachers as seen in the public eye, continuous changes in educational policies, political instability and lack of reliable evaluation system in Nigeria as the greatest challenges encountered by school inspectors and supervisors.

Researchers therefore, want to find out whether supervisor's attitude is a challenge among supervisors in the higher institutions of learning in Uganda. Furthermore, Akintunde, (2007) echoes that laxity of school administrators is another challenge to school supervision. Similarly, Oberleitner & Abowd, (2007) doubts whether school administrators really know what is expected of them and their limitations in administration of schools. This is inconsistent with Ogunu's (2005) findings that indicted that supervisors are engaged in routine administrative

burden and therefore hardly find time to visit classrooms and observe how the teachers are teaching. De Grauwe, (2001) also contends that supervisors tend to focus on administration rather than pedagogy, because they have much power over administrative decisions. This research examines the administration situation in Uganda

## **2.11 MODERN TRENDS OF SUPERVISION AND SUPERVISION TO DAY**

**2.11.1. Modern trends of supervision:** - According to Rameshverma (2000) to improve the supervision methods new trends of supervision of educational instruction can be studied as under: Democratic; modern supervision and inspection is becoming more and more democratic where in imposition of will and authoritarian attitude are avoided altogether. It is neither bureaucratic nor autocratic in nature. It provides leadership to schools and enables them to improve the quality of their work. Scientific: modern supervision is taken as scientific way. It is a technical sort of activity.

It is not anybody or every body's job. Subjective error is being replaced by objectivity; prejudice and bias are being replaced to impartiality and judiciousness. Creativity Modern supervision is creative and constructive rather than destructive. It seeks to get creative participation of all the teachers rather than criticizing them. It thus lays down good foundation for carrying on the instructional work in an improved and effective way. Coordinative: - Modern supervision is coordinating & integrating supervision is the main coordinating agency in any school system. It integrated all educational efforts to create and develop favorable settings for teaching and learning. Leader ship oriented: Modern supervision provides educational leader ship to schools. It gives the service of experts and specialists in various subject fields to assist and advice the teachers concerned to improve professionally and to solve the day-to-day class room problems. Specialized service: - Modern supervision employs a variety of new devices. It is becoming increasingly professional through scientific tools of evaluation.

It is not only exams the quality of instruction but also suggest ways and means to make up deficiencies. The supervisor has to be proficient in a number of subjects. He takes supervision as a specialized job.



## **2.12.FACTORS AFFECTING SCHOOL INSTRUCTIONAL SUPERVISION SERVICE**

According to the publication of MOE (2002) the following are considered as the main problems in the practice of supervision in Ethiopian, MOE (2003).

**2.12.1. Lack of Training:** However, negative attitudes, inadequate supervision procedures and poor planning are not simply the result of an unreasonable heavy work load. What also contribute in the insufficient? If not nonexistent 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 & support issues, (Ibid).

**2.12.2. Poor Materials Working Conditions And Support:** poor working conditions and support instruments which obviously render the already heavy work load still more difficult to manage. Lack of material and financial resources are among the chronic problems and 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 departmental (Ibid).

**2.12.3. Lack of Follow Up:** the lack of follow up is the one the serious problems in the practice of supervision. Supervisors recommendations are not acted up on by their superiors, who seldom give any attention to them supervisors themselves do not systematically ensure continuity in terms of their visits. School head 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 following, (Ibid)

**2.12.4 The School's Ratio To Supervisors:** at present the work load of inspecting officers, whether at the primary or secondary level, is computed in most of the state in terms of the number of schools which they are expected to inspect and supervise as per data received from the sub-inspectors of school. The supervisor is expected to inspect more than 5 schools. He is very busy and it is impossible to give effective services in each school. The supervisors cannot examine the problems related to supervision, (Ibid).

**2.12.5. 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 school to under taken their own supervision is a serious problem.

**2.12.6. Distances Of Schools From One To Another.** Supervision travels a long distance every time and this contributes negative influences towards the work of supervision and

the quality of teaching- leaning process. Naturally the setting of our country has many ups and downs and its roads are not straight to walk on foot as well as by motor bicycles, from this we can understand that majority of the supervisors not use the help of motor bicycle to so on school visit. In hilly and remote tribal areas particularly, inspecting officers are forced to cover the entire distance on foot to reach a school. These are also a time-consuming process.

**2.12.7 Over Load of Assignment;** one supervisor maximumilly can supervise four or five schools in a cluster. He/she supervise one school once in a week. This makes a problem to see the day-to-day activities of school.

**2.12.8. Lack of Awareness:** the objective of the supervision in the side of teachers, means teachers, understand process off supervision as fault finding and controlling activity. In formal observation sometimes cause conflict because the supervisor can't announce to teachers; so, such observation is lack acceptance in the part of teachers.

### **2.12.9 COCEPTUAL FREMWORK OF SUPERVISION**

Supervision is a cooperative work that changes the school atmosphere and students result. It needs commitment,redness,continuous follow, evaluation and feedback. A good strategic supervision with the stakholders fit the school goal, educational goal and the country goal.

### **2.13 SUMMARY REVIEW OF RELATED LITERATURE**

The chapter focused on the concept of supervision and interrelated issues. A number of scholars have stated that supervision encaruages to promote effective teaching and learning. A number of researchers have also attempted to explain the concept as actions taken to improve instructional objectives and improve conditions that promote learning and assessment. Instructional supervision is concerned with a lot of things: the curriculum materials of instruction, facilities, budget and equipment, assistance of all educators in the school to make better instructional decisions. From the literature reviewed it is supervise. There are several challenges that affect supervision in schools. Some of the challenges are: Teachers perception of instructional supervision, lack of adequate training, lack of continuous support of supervisors, commitment, awareness and teacher-supervisory relationship.

To minimize factors that affect supervisory practice, instructional supervisor should apply the required skills in their field of work. That is, human relation skill, conceptual skill, assessing, prioritizing, planning, observing, research and evaluation skills. They also well to communicate with teachers about the objective of instructional supervision, continuous and sufficient training

for supervisors to up -date t heir educational knowledge and skill and provide material inputs in schools. In general, for effective teaching and learning, there should be continuous support, follow up and evaluation.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOG OF THE STUDY**

This chapter presents the research design, sampling techniques, data collection instruments, procedures and the data analyzing methods. The descriptive method is employed to conduct the study. This method was appropriate to describe the challenges of instructional supervision practice in secondary schools of kaffa zone. Also, the method was best to gather number of respondents at particular time. In addition, the method helps researcher to obtain valuable information. According to Gay (1992) descriptive survey involves collecting data in order to test hypothesis or answer questions concerning the current status of the study. It concerns with the present status of a phenomenon. It also deals with what exists, such as determining the nature of prevailing conditions, practices and attitudes. Therefore, in order to identify and analyze the existing conditions of school based practice of instructional supervision, compare its existing condition with the reviewed research findings of the past and to draw a general conclusion of the study, the researcher was interested to use this research method of the study on. For this study the necessary data would collected from different sources of target population. Primary source of data mainly used in this study were teachers' principals' supervisors, from school, district office and zone education experts. The decision why the subjects were used as a source of data was that they can have better exposure experience information and high concern or and affect by the conclusion and recommendation made on the study.

#### **3.1 The DESCRIPTION OF THE STUDY AREA**

The study would conducted in south western part of Ethiopia in Kaffa zone. It is found 448km from capital city of Ethiopia or Addis Ababa and 725km from the south nation nationalities people region capital city of Hawassa. The zone has twelve districts and two city administration. Most districts have poor in infrastructures such as roads ,electric city ,hotels,---etc. Decha,Gimbo and Goba three districts and Bonga and Wacha two city administrations are the target of the study among twelve districts in the zone. As of academic year 2021/2020, there are 58 government secondary schools with above 14000 students in the zone. Among this students only 43% of grade ten students are scored above 2 points. In addition to this the number of students joined to preparatory schools were 10%. This study would be design to examine the status of instructional supervision practice in the kaffa zones secondary schools.

### **3.2.SAMPLE SIZE AND SAMPLING TECHNIQUES**

From the target population mentioned in Kaffa zone secondary schools the sampling technique of instructional supervision practice in secondary schools which had 20 secondary schools. These schools were categorizing 9-12 grade level. It had total number of 100 (24.4%) teachers, 20 (100%) principals or vice principals 20(100%) supervisors ,25(71.4%) woreda experts and 5 (16.12%)zone educational experts were selected. To make the study more manageable and to obtain the relevant information the researchers select five members of participants from each school and woreda and zone experts which had direct information concern with the issue. To the teachers the researcher would prepare tickets and write numbers equal to total in school. Then warm up the tickets and take “n” numbers randomly by lottery method. Finally, the number of each secondary schools’ teachers who contains the numbers would be the sample of the study. This technique were selected in order to give equal chance of inclusion for the subjects and to utilize researchers time and resources effectively. Similarly, principals, supervisors, Woreda and Zone experts would selected by purposive sampling techniques because they had relevant information and had direct concern with issue.

### **3.3. SOURCES OF DATA**

The source of this study were selected secondary schools’ teachers, vice principals or principals, supervisors, woreda and zone educational experts.

The following tables show that total population and selected sample size of the study.

**Table 1 ; The Total Teacher’s Population And Sample**

no	woreda	No of schools	Total population	Sample size		Sampling techniques
				No		
1	Bonga	4	167	20		random
2	Decha	5	123	25		random
3	Gimbo	6	249	30		random
4	Goba	1	26	5		random
5	Wacha	4	34	20		random
6	Total	20	599	100		random

**Table 2** The Total Population of Principals or Vice principals

No	Woreda	No of Schools	Total Population	Sample size		Sampling techniques
				No	%	
1	Bonga	4	4	4	100	census
2	Decha	5	5	5	100	census
3	Gimbo	6	6	6	100	Census
4	Goba	1	1	1	100	Census
5	Wacha	4	4	4	100	Census
6	Total	20	20	20	100	Census

**Table 3 ;The Total number Of Supervisor Population**

no	woreda	No of schools	Total population	sample size		Sampling techniques
				No	%	
1	Bonga	4	2	2	100	Census
2	Decha	5	2	2	100	Census
3	Gimbo	6	3	3	100	Census
4	Goba	1	1	1	100	Census
5	Wacha	4	2	2	100	Census
6	Total	20	20	20	100	Census

**Table 4 ; The Total Number Of Woreda Experts**

no	woreda	No of woreda	Total population	sample size		Sampling techniques
				No	%	
1	Bonga	1	7	5	71.4	Purposive
2	Decha	1	7	5	71.4	Purposive
3	Gimbo	1	7	5	71.4	Purposive
4	Goba	1	7	5	71.4	Purposive
5	Wacha	1	7	5	71.4	Purposive
6	Total	5	35	25	71.4	

**Table 5 ;The Total Population Of Zone Educational Expert**

no	woreda	No of zone	Total population	Sample size		Sampling techniques
				No	%	
1	Kaffa zone	1	31	5	16.12	Purposive
2	Total	1	31	5	16.12	

### **3.4. DATA COLLECTION INSTRUMENTS**

Gathering necessary data for the study was done by using questionnaire, interviews and from focused group discussion.

All questionnaires would prepared by the researcher in English and answered by participants in written form. Seventeen five (5) point likert scale items were prepared for respondents. The reason behind the selection of questionnaires was to get available information from many literate participants with a little time. The structured questionnaires would design as either close ended and open-ended questions. Close ended questions ask the respondents to choose, among the set of possible answers, that the respondents his/her view points. This structure was selected for its tend to be quicker to administer easier and quicker to record responses; easy to code and for researcher in advance to prepare and include questions which was highly related with central study topics, respondents to tick boxes might be more likely to answer all the questions without boring. This questionnaires were submitted to sample secondary school teachers, principals, supervisors, experts nearly the same questions which and help to answer all the question raise to achieve the researcher objectives. The interview was effective qualitative method for feting people to talk about their personal feeling, opinions and experiences. Interview permits the researcher contact face to face with respondents. This allowed the researcher to probe or explain or help clarity question and explore topics in depth. For this study the researcher selects structural interview types. This type of interview relies on the application of a fixed and ordered set of questions.



Structured interview was useful for respondents to answer carefully worded and highly structured questions without addition or reduction, the same as useful interviewer to ask respondents the same question in the same way for this research. Interviews were submitted to teachers. The questions which were related with basic study questions were developed carefully following the guide lines would suggest in literatures. Focus group discussion were conducted with school principal and supervisors to take the advantage of collecting variety of shared understanding from these interacting individuals. Participants were selected for the discussion because of the reasons that they were directly participate in the supervision process that takes place in schools. This helped the researcher to understand about the supervision practice from the situation.

### **3.5. DATA COLLECTION PROCEDURES**

Having letters of organization from Jimma University and Kaffa zone educational department the researcher made contact with districts education office leaders to inform them about the purpose of the study and distribute the questionnaires to the participants, interview to the teachers and focus group discussion to the principal and supervisors.

### **3.6. METHOD OF DATA ANALYSIS**

The data process would analyzed by using descriptive survey method in terms of frequency and percentage on the others hand the data collected through interview were analyzed by rich description and narratives. Therefore, as on data obtain. The researcher applies the following steps during the analysis.

Step 1. The gathered data is edited and check for usefulness and completeness. According the research title and questionnaires.

Step 2. The gathered data is classified in to different categories. such as teachers, principals, Supervisors and experts.

Step 3. The classified data was tabulated indicating the frequency of responses from each category and also the percentage of each participant in the study. The tabular presentations to be enables require figures to be locate more quickly. In the same way it enables compressions between different classes to be made more easily.

Statistical table make the summation items and detection of errors and omissions easier. The result was analyzed and interpreted using statement should be the implication of the responses to analyze the organized data and to arrive at conclusion the responses would charge to percentage.

### **3.7. ETHICAL CONSIDERATION**

To make the research work ethical, the study would perform with highest importance place on ethics, confidentiality and anonymity of respondents and it would emphasized to protect their privacy and dignity. Thus, on the cover page of the survey questionnaires, the researcher clearly present how to confidentiality and anonymity of the participants ,informing them that involvement in the study was voluntary ,the involvement was free of any intended risk and their names of their schools would kept anonymous.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews and focus group discussion. Thus, the qualitative as well as descriptive analysis of data was incorporated in to this chapter. The descriptive part was supposed to be complementary to the qualitative analysis. Hence, the descriptive data includes the data gathered through questionnaires, focus group discussion and interviews. The data was collected from a total of 170 respondents. To this effect, a total of 170 copies of questionnaires were distributed to teachers, principals, supervisors and experts the return rates of the questionnaires were 100%, 20 school principals and supervisors were participated in the focus group discussion and school teachers were interviewed.

#### 4.1. Characteristics of the Respondents

The following tables presents the characteristics of the participants in terms of gender, work experience and education background. The participants were 100 teachers, 20 principals and 20 supervisors from 20 selected public secondary schools, 25 wereda and 5 zone experts.

Table 6 : Respondents in terms gender distribution by categories

sex	Teachers		Principals		Supervisors		Experts		Total	
	No	%	No	%	No	%	No	%	No	%
Male	75	75%	17	85%	16	80%	25	83.3%	133	78.23%
Female	25	25%	3	15%	4	20%	5	16.6%	37	21.76%
Total	100	100%	20	100%	20%	100%	30	99.9%	170	99.9%

As shown in the table 6, the majority of secondary school teachers, principals, supervisors and experts are males that is, 78.23% of them were males, and on the other hand 21.65% of teachers, principals, supervisors and experts were female, and from the 40 Participants in the FGD

33(82.5%) were male and only 7(17.5%) were females This implies that the participation of both sexes found to be un-proportional. The participation of female teachers in the sample secondary schools is low. In addition 100 of the interviewees (the school teachers) 75% participants were male and 25% participants were female. From one can conclude that the female teachers were not on the teaching and leadership position in the schools.

Table 7 : Respondents work experience

Experience in years	Teachers		Principals		Supervisors		Experts		Total	
	No	%	No	%	No	%	No	%	No	%
1-5	27	27%	2	10%	-	-	-	-	29	17.05%
6-10	21	21%	7	35%	6	30%	-	-	34	20%
11-15	20	20%	6	30%	8	40%	6	20%	40	23.52%
16-20	17	17%	3	15%	4	20%	5	16.66%	29	17.05%
over 20	15	15%	2	10%	2	10%	19	63.33%	38	22.35%
Total	100	100%	220	100%	20	100%	30	99.99%	170	99.97%

In Table 7; the work experience distribution of the respondents shows 1 to 5 (17%), 6 to 10 (20%) ,11 to 15 (23.52%), 16 to 20 (17.05%) and over 20% (22.35%). It could be possible to conclude that, the work experience of many teachers, principals, supervisors and experts in the study sampling schools was above ten year with rich experience.

Table 8 : Educational background of the respondents

Educational background	Teachers		Principals		Supervisors		Experts		Total	
	No	%	No	%	No	%	No	%	No	%
Diploma	40	40%	-	-	-	-	5	16.66%	45	26.47%
Degree	55	55%	16	80%	16	80%	21	70%	108	63.52%
MA degree	5	5%	4	20%	4	20%	4	13.33%	17	10%
D.r degree	-	-	-	-	-	-	-	-	-	-
Total	100	100%	20	100%	20	100%	30	99.99%	170	99.99%

In Table 8; regarding to the educational level of the respondents 26.47% of teachers and experts were diploma holders , 63.52% of teachers, principals, supervisors and experts were first degree holders and 10% of teachers, principals supervisors and experts were MA degree holders. Moreover, all principals and supervisors participate in FGD had first degree and MA degree holders. From the information one can conclude that; still there is a gap on the demand of teachers, principals, supervisors and experts and actual figure of second degree holders. With respect to experience level of the interviewees 75% of the teachers, respond that they served as a secondary school teacher more than 5 - 25 years as a teachers. Concerning the educational level of the interviewees, only 5 of them were second degree holders but others hold diploma and first degree. Thus were on way of upgrade. Here, on this basis one can observe that teachers were not qualified enough to teach and support students instructionally in improving their professional competence and quality of education in secondary schools.

Table 9 ;How the instructional supervision are practiced in the kaffa zone secondary schools?

No	Description	Stat	Respondents					Mean	SD
			S/D/A	D/A	UND	AGR	S/A		
1.1	The school makes self-assessment with stakeholders for planning process of instructional supervision in schools.	Freq	44	42	13	38	33	2.8	1.5
		%	25.9	24.7	7.6	22.4	19.4		
1.2	The school has a year and three years strategic instructional supervision plan in school.	Freq	52	43	19	33	23	2.6	1.5
		%	30.6	25.3	11.2	19.4	18.9		
1.3	The existing way of school instructional supervision implementation were changed in to new way impute	Freq	65	35	14	33	23	2.5	1.5
		%	38.2	20.6	8.2	19.4	13.5		
1.4	The school leadership properly ensures the necessary resources for the instructional supervision in school.	Freq	38	41	11	40	40	3.0	1.5
		%	22.4	24.1	6.5	23.5	23.5		
1.5	The school leaders coordinate the staff to share their instructional supervision experience in the cluster.	Freq	48	42	9	37	34	2.8	1.5
		%	28.2	24.7	5.3	21.8	20.0		
1.6	The school use all types of supervision and its feedback from stakeholders to progress instructional supervision process in the school.	Freq	46	41	19	31	33	2.7	1.5
		%	27.1	24.1	11.2	18.2	19.4		

From Table 10 of item1; respondents asked whether the school makes self-assessment with the stakeholders for planning process of instructional supervision in zonal secondary schools.

Accordingly, the mean score and standard deviation, ( $=2.8471$ ,  $SD=1.50742$ ) and the percentage distribution; (44 %) of the respondents of (29.5 %) strongly disagreed, (24.7%) disagreed,(7.6%) undecided,(22.4%) agreed and (19.4%) of respondents strongly agreed respectively indicates that, the schools are not used self-assessment with stakeholders for implementation of instructional supervision at all or in most secondary schools. In the focus group discussion majority of respondents (75.89%) they said that, instructional supervision was not implemented as its advantages. But most of the teachers who participated in the interview do not agreed with the reason that and argue that it was lack of commitment and said that was the major problem of instructional supervision in zonal secondary schools.

Item 2; the respondents asked whether the school prepare instructional supervision yearly and strategic plan, the mean scores and standard deviation,( $=2.6353$ ,  $SD=1.56400$ ) of teachers respondents indicates that the schools do not prepare instructional supervision strategic plan in secondary schools, the percentage distribution of the respondents (30.6 %) strongly disagreed, (25.3%) disagreed,(11.2%) undecided,(19.4%) of them agreed and only (18.9 %) of the respondents were strongly agreed. This means that a few of schools develop instructional plans. Participants in the focused group discussion also reveal that schools develop yearly plan but not as strategic plan itself but they have combined in the school strategic plan.

In item3; accordingly, the mean score and standard deviation, ( $=2.4941$ ,  $SD=1.49257$ ), of respondents, indicated that, instructional supervision were not changed in to new way impute arranging induction training for beginner teachers and supporting senior teachers. And the percentage distribution also shows that( 38.2%) strongly disagreed, (20.6%) disagreed, (8.2%) undecided, (19.2%) agreed and the (13.5%) were strongly agreed. Majority of 91.11% of participants in the FGD indicated that instructional supervision supports are not changed in to new way impute supervision system.

Item 4; Accordingly, the mean score and standard deviation of teachers respondents (  $=3.0176$ ,  $SD=1.52484$ ) and percentage distribution that (225.4%)strongly disagreed, (24.1%)disagreed,(6.5%) undecided, (23.5%) agreed and (23.5 %)strongly agreed, respectively indicate that, instructional school leaders do not support teachers with necessary resources as expected to prepare different instructional materials. On the other hand about 81.12% of the FGD participants basically agree with teachers response,

but argue that there are practical challenges to prepare instructional materials; like lack of commitment and interest of teachers' to prepare and use different instructional materials as a teaching aid to support teaching-learning process in and out of the class. School teachers in the interview also agreed with idea of participants in the focused group discussion, and added that this is not the problem of the majority of the school instructional supervision.

In item 5, Accordingly, the mean score and standard deviation ( $=2.8059$ ,  $SD=1.53960$ ) and percentage distribution (28.2%) strongly disagreed, (24.1) disagreed, (5.3%) un decided, (21.8%) agreed and (20.0%) strongly agreed indicated that, instructional school leaders do not coordinate, advice and encourage them to use model and effective teaching methods, to change experience within clusters in schools and to motivate students in the classroom. Teachers, in their interview said that, instructional school leaders do not coordinate and advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms. One can note there were a significance difference among the respondents, thus the researcher used the focused group discussion to identify the real practice. Majority of, 79.22% participants indicated that, instructional school leaders not coordinate, advice and guide their teachers to use model and effective teaching methods and encourage them to motivate students in the classroom by sharing their experience.

Item 6; the respondents asked whether the Instructional principals, supervisors and experts were not provide all types of instructional supervision and its feed- back Accordingly, the mean score and standard deviation of teachers respondents ( $=2.7882$ ,  $SD=1.53960$ ) respectively indicates that, instructional principals, supervisors and experts were not provide all types of instructional supervision and its feed- back effectively and efficiently. The percentage distribution of the respondents (27.1 %) strongly disagreed,(24.1%) disagreed, (11.2%) undecided,(18.2%) agreed and( 19.4%) strongly agreed. Most ( 68.89% )of the participants in the FGD agreed that Instructional principals, supervisors and experts provide were not use all types of instructional supervision and its feed- back. And all the interviewee school teachers also indicated that most instructional principals, supervisors and experts were not provide all types of instructional supervision to support teachers in class room instructional practices. From the discussions one can conclude that instructional principals, supervisors and experts were not perform better in all types of supervision to support teachers in the secondary schools



Table 10 ; What challenges does instructional supervision practice at secondary schools of kaffa zone.

No	Description	Stat	Respondents					Me an	SD
			S/D/A	D/A	UND	AGR	S/A		
1	Teachers understand the curriculum materials to develop and use supplementary materials in the classroom to improve instructional supervision.	Fre	51	42	9	32	36	2.8	1.5
		%	30.0	24.7	5.3	18.8	21.2		
2	The school has adequate school facilities & resources to instructional supervision	Fre	52	48	9	32	29	2.7	1.5
		%	30.6	28.2	5.3	18.8	17.1		
3	The school is under lack of awareness, attitude, commitment and practice to use instructional supervision.	Fre	55	39	13	33	30	2.6	1.5
		%	32.4	22.9	7.6	19.4	17.6		
4	The school has in adequate financial and material support to instructional supervision.	Fre	52	49	4	34	31	2.6	1.5
		%	30.6	28.8	2.4	20.0	18.2		
5	Instructional supervisors do not have enough standards, manuals and instructional guidelines.	Fre	49	37	15	34	35	2.6	1.5
		%	28.8	21.8	8.8	20.0	20.6		
6	Instructional supervisors are overloaded with many tasks	Fre	49	37	15	34	35	2.8	1.5
		%	28.8	22.9	5.3	22.9	20.0		

Item 1; Accordingly, the mean score and standard deviation of teachers respondents ( =2.664, SD=1.53053) and percentage distribution that( 28.8%) strongly disagreed, (21.8%) disagreed, (8.8%) undecided, (20,0%) agreed and (20.6 %) strongly agreed, respectively indicate that, instructional teachers do not understand different curriculum materials to develop their class room teaching.

On the other hand about 81.31% of the FGD participants basically agree with teachers response ,but argue that there are practical challenges to understand different curriculum materials; like lack of commitment and interest to understand and use different curriculum instructional materials in teaching to support teaching-learning process in and out of the class. School teachers in the interview also agreed with idea of participants in the focused group discussion, and added that this is not the problem of the majority of the school instructional teachers.

In item 2 of the same table respondents asked to indicate their level of agreement regarding that, the school has not adequate school facilities and resources. Accordingly, the mean score and standard deviation of teachers respondents ( $=2.7647$ ,  $SD=1.56248$ ) and the percentage distribution; (30.6%) strongly disagreed,(28.2%) disagreed, (5.3%)undecided, (18.8%)agreed and (17.1%)strongly agreed respectively indicates that, the school do not have their adequate school facilities and resources. The data obtained from open ended question and interview conducted with principals and teachers reveals that, many schools in secondary schools were not have adequate school facilities and resources. One of the interview teacher said that; “Especially most of the schools with many kinds of community participation and cultivation resist in their school facilities and resource limitations. Majority, 75.22% of participants in the focused group discussions also agreed that there was a challenge but some of them argued that it depends on the awareness of the community and strengths of principals.

Item 3; respondents asked whether instructional supervisors are under the lack of awareness, attitude and commitment. Accordingly, the mean score and standard deviation, ( $=2.6353$ ,  $SD=1.50224$ ) and the percentage distribution(32.4%)strongly disagreed,(22.9%) disagreed, (7.6%) undecided, (19.4%) agreed and (17.6%)strongly agreed respondents respectively indicates that, instructional supervision have not awareness, attitude and commitment at all. In the focus group discussion majority of, 68.79% the participants said that, instructional supervision was not fruitful in many secondary schools. But most of the teachers who participated in the interview do not agreed with the reason and argue that it was lack of commitment and awareness and said that was the major problem of many secondary schools. These problems are depended on the great support and strength of principals, supervisors and experts.

Item 4; Accordingly, the mean score and standard deviation of teachers respondents ( $\bar{x}=2.664$ ,  $SD=1.53053$ ) and percentage distribution that (28.8%) strongly disagreed, (21.8%) disagreed, (8.8%) undecided, (20.0%) agreed and (20.6 %) strongly agreed, respectively indicate that, instructional leader do not prepare financial plan and budget for different instructional materials and instructional supervision to develop their class room teaching .On the other hand about 81.31% of the FGD participants basically agree with teachers response ,but argue that lead to practical challenges to instructional material preparation; like lack of commitment and interest to prepare and use different instructional materials as a teaching aid to support teaching-learning process in and out of the class. School teachers in the interview also agreed with idea of participants in the focused group discussion, and added that this is not the problem of the majority of the school instructional leaders.

In item 5; (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated that, supporting instructional instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments. According to the mean score and standard deviation of ( $\bar{x}=2.6706$ ,  $SD=1.5260$ ) and the percentage data of respondents; (30.6 % ) strongly disagreed ,(28.8%)disagreed, (2.4%)undecided,(20.0%) agreed and ( 18.2%) strongly agreed, this result indicate that instructional supervision materials are not sufficient in most secondary schools. But in the focused group discussions the great majority78.4% of participants agreed that instructional supervision materials are not fulfilled for many secondary schools. 86.67% of the principals also agreed that the government to take action those instructional supervision materials to fulfill in secondary schools.

In item6; Accordingly, the mean score and standard deviation of teachers respondents ( $\bar{x}=2.8176$ ,  $SD=1.54705$ ) and the percentage distribution that; (28.8%) strongly disagreed,(22.9)disagreed, (5.3%)undecided,(22.9%) agreed and ( 20.0%)strongly agreed, that instructional supervisors have not work load.

All participants in the FGD and teachers in their interview reveals that instructional supervisors do not have workload. But they have task from political power without their instruction and they lost their time without their plan or instruction.

Table 11 ; How do we improve the practice of instructional supervision in secondary schools of kaffa zone.

No	Description	Stat	Respondents					Mean	SD
			S/D/A	D/A	UND	AGR	S/A		
1	Teachers participate in CPD in order to learn knowledge for instructional supervision in secondary school.	Fre	50	50	8	35	26	2.8	1.5
		%	29.4	29.4	4.7	20.6	15.9		
2	The school use continuous assessment to enhance instructional supervision in secondary schools classroom.	Fre	52	46	8	36	28	2.6	1.5
		%	30.6	27.1	4.7	21.2	16.5		
3	The school identify teachers deficiencies to manage instructional supervision in school.	Fre	51	48	4	33	34	2.6	1.5
		%	30.0	28.2	2.4	19.4	20.0		
4	Instructional supervisors encourage and facilitate teachers self-evaluation on instructional matters in secondary school.	Fre	49	48	7	34	32	2.7	1.5
		%	28.8	28.2	4.1	20.0	18.8		
5	The school supervisor prioritize instructional supervision issues in school.	Fre	52	44	5	33	36	2.7	1.5
		%	30.0	25.9	2.9	19.4	21.2		

In item 1; Respondents asked whether the school teachers are highly participates in CPD in order to learn knowledge form instructional supervision; Accordingly, the mean score and standard deviation (=2.8235, SD=1.54748 ) and

the percentage distribution;( 29.4 %) strongly disagreed ,(29.4 %) disagreed,(4.7%) undecided,(20.6%) agreed and (15.9%)of them strongly agreed of respondents indicated that, instructional teachers were not highly responsible to participate in CPD implementation instructionally. Majority (82.9%) of participants in the FGD also agreed with the respondents that, instructional teachers were not higher responsibility to participate and implement in CPD to learn new knowledge.

In item2; Accordingly, the mean score and standard deviation ( $=2.6412$ ,  $SD=1.48187$ ) and percentage distribution (36.65%) strongly disagreed (27.1%) disagreed, (4.7%) undecided, (20.0%) agreed and (16.5%) strongly agreed indicated that, instructional supervisors were not used continuous assessment in schools to advice and encourage teachers to use model and effective teaching methods and to motivate students in the classroom. Teachers, in their interview said that, instructional supervisors were not advice teachers to use model and effective teaching methods, continuous assessment and encourage them to motivate students in the classrooms. One can note that there were a significance difference among the respondents, thus the researcher used the focused group discussion to identify the real practice. Majority of, 72.22% participants indicated that, instructional supervisors were not advice teachers to use continuous assessment, model effective teaching methods and encourage them to motivate students in the classroom.

In item 3 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional deficiencies or not. Accordingly, the mean score and standard deviation of teachers respondents ( $=2.6588$ ,  $SD=1.50386$ ) and the percentage distribution (30.0 %) strongly disagreed, (28.2%) disagreed, (2.4%) undecided, (19.4%) agreed and (20.0%) strongly agreed; respectively indicates that, teachers do not accept their deficiencies or limitation. The data obtained from open ended question and discussion conducted with principals reveals that, many teachers in secondary schools were not ready to accept their deficiency or limitation. One of the discussed principals said that; “Especially most of the teachers with many years of teaching experience resist in accepting their limitations. “Majority, 62.24% of participants in the focused group discussions also agreed that there was a challenge but some of them argued that it depends on the approach of the individual principals and supervisors.

But the qualitative data obtained from FGDs and interview with principals opposes this respondents in the FGD agreed that, most of the time instructional supervisors identify teachers skill gaps in classroom management and advice and consult teachers how can they manage their classroom during ongoing teaching learning process but some teachers did not accept them. Here the researcher noticed that, instructional supervisors consult and advice teachers twice or three per year two or three class room observation; but it is not enough for teachers to improve their skill to control and handle the misbehave students in the classroom.

In item 4 of the same table, respondents asked to indicate their agreement on the extent to which instructional supervisors identify the student evaluation skill gaps of teachers. Accordingly, the mean score and standard deviation respectively of teachers respondents ( $= 2.7118$ ,  $SD=1.55163$ ) indicated that, instructional supervisors did not continuously and moderately identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes. And also the percentage distribution shows that(28.8 % ) strongly disagreed, (28.2%) disagreed,(4.1%) undecided ,(20.0%) agreed and( 18.8%) strongly agreed, as shown, the percentage data shows that instructional supervisors do not identify the skill gap of teachers' in student evaluation. About (69.56% )of participants in the focused group discussion also agreed with the teachers respondents. In the interview hold with them; school principals mentioned that; experience observed in their schools was that during examinations, when teachers submit the examination paper, many instructional supervisors accept and approve without evaluating it instructionally and they did not show their limitations for teachers to improve their gaps on student evaluation. Thus we can conclude that, instructional supervisors do not effectively identify student evaluation skill gaps of teachers and there is problem on student evaluation practices or instructional supervisors did not effectively identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes.

Item 5 ; the mean score and standard deviation of teachers respondents ( $=2.7176$ ,  $SD=1.52387$ ) and the percentage distribution (30.6 % ) strongly disagreed, (25.9)disagreed,(2.9%) undecided, (19.4%) agreed and (21.2%) strongly agreed. In the focused group discussions 71.51% said that instructional supervisors do not prioritize the instructional action with stakeholders but 28.49% of them argued that it was not. Almost all the interviewee teachers said they do not agree with prioritizing instructional supervision of supervisors'.

From the data and discussions one can analyze and concluded that most of instructional supervisors prioritize instructional supervision to support all teachers instructionally if they are committed.

Table 12 ; document analysis of the respondents in school.

No	Description	stat	Documents presented	
			yes	No
1	The presence of practice of instructional supervision guide lines, manuals and fretwork	Fre	15	5
		%	75	25
2	The presence of practice of instructional supervision committee minutes	Fre	12	8
		%	60	40
3	The presence of practice of instructional supervision strategic and annual plan	Fre	4	16
		%	40	60
4	The presence of practice of instructional supervision stakeholder and supervisor comment	Fre	13	7
		%	65	35
5	The presence of practice of instructional supervision teachers progress report	Fre	11	9
		%	55	45
6	The presence of practice of instructional supervision check list document	Fre	10	10
		%	50	50
7	The presence of practice of instructional supervision training manuals	Fre	6	14
		%	s30	70

1. From the twenty secondary schools of kaffa zone five of them have only manuals and fifteen of them have manuals ,guide lines and frem works. From this we can conclude that the instructional supervision materials such as manuals, guide lines and frame works are not presented at all secondary schools in the same way.

2. From the researcher visited twenty secondary schools of kaffa zone seven of them do not have the instructional supervision committee minutes. From this we can conclude that the instructional supervisors do not give care full for the instructional supervision and instructional supervision committee minutes are not present in secondary schools
  
3. From the researcher visited twenty secondary schools of kaffa zone seventeen of them do not have strategic instructional plan and three of them have strategic and annual plan. From this we can conclude that the instructional supervisors do not implement the instructional supervision in the same way as the instructional supervision guide lines and the instructional supervision strategic and annual plan are not present at all in secondary schools.
  
4. From the researcher visited twenty secondary schools of kaffa zone seven of them do not have the instructional supervision stakeholders and supervisors comment . From this the researcher noticed that, the stakeholders and instructional supervisors consult and advice teachers two or three per year, in two or three class room observation; but it is not enough for teachers to improve their skill to control and handle the misbehave students in the classroom. This indicates that, instructional supervision comment documents did not present at all to manage students in the classroom during ongoing teaching-learning processes. But the qualitative data obtained from FGDs and interview with teachers opposes this respondents, i.e Majority, 89.8% of participants, in the FGD agreed that, most of the time instructional supervision comment documents in classroom management and advice and consult teachers how can they manage their classroom during ongoing teaching learning process but some teachers did not accept them.
  
5. From the researcher visited twenty secondary schools of kaffa zone eleven of them do not write the progress of instructional supervision report to the woreda. From this we conclude that instructional supervision teachers progress report are not reportedt in eleven secondary schools.
  
6. From the researcher visited twenty secondary schools of kaffa zone ten of them do not have instructional supervision check list . From this we can conclude that instructional supervision checklist do not present at all in secondary schools. Majority of the participants agreed with this idea.



7. From the researcher visited twenty secondary schools of kaffa zone fourteen of them do not get instructional supervision training and training manuals. From this we can conclude that instructional supervision training manuals do not present in secondary schools,

Finally in the document table 1-7 shown above, instructional supervision documents do not available to them to use model and recommended effective teaching methods and to motivate students in the classroom. Teachers, in their interview said that, instructional supervision documents are not available teachers to use model and recommend effective and efficient teaching methods and encourage them to motivate students in the classrooms. One can note there were a significance difference among the respondents, thus the researcher used the focused group discussion to identify the real practice.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary of findings, the conclusions reached at and the recommendations on the basis of findings.

#### **5.1. Summary of Findings:**

In the documents MoE indicated that teachers in secondary schools were adapted by problems that were preventing them from showing improvements to deliver quality of education. In order to provide instructional support at school, instructional supervisions were organized and implemented to address the difficulties on improving classroom practices and efficiency, capacity building, experience sharing and professional development program of teachers. The practices of instructional supervision were important to provide theoretical, practical, pedagogical and professional support to teachers by bringing in-school and out school instructional supervision. Thus, instructional supervisors are responsible to provide support, control, advice, evaluate, giving feedback and link the schools with other cluster schools. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was to assess factors that affect practices of instructional supervision in secondary schools of kaffa zone three woredas and two city administration recommending possible solutions. In this regard, the following basic questions were design and would answer by this study;

1. How the instructional supervision are practiced across the zonal secondary schools.
2. What challenges does instructional supervision practice at secondary schools of kaffa zone.
3. How do we improve the practice of instructional supervision in secondary schools of kaffa zone.

In basic research questions related to the practices of instructional supervision in secondary schools, major contributions of supervisory practice for the professional development of teachers. For this, the study was conducted in twenty secondary schools of kaffa zone within three woredas and two city administration.

The schools were selected in a systematic random sampling method. Accordingly, 170 participants such as 100 teachers, 20 principals, 20 supervisors and 30 experts are selected in systematic random sampling techniques.

In addition, interview was conducted with twenty school teachers to substantiate the qualitative data and extract information that needs clarification. The data collected was analyzed and interpreted by using frequency distribution, mean, standard deviation and percentage; the data gathered through interview were analyzed qualitatively using narration. Hence, based on the review of literature and analysis of the data, the study came up with the following findings:

- Among kaffa zone 20 secondary schools 50.6% were not used self- assessment with stakeholders for implementation of instructional supervision, 55.9% were not prepare strategic plan, 58.8% were not changed supervision in the new imputes, 52.9% were not support the teachers in preparing instructional materials,58.8% teachers do not prepare CPD well or properly and 51.2% do not help teachers to use model teaching in class room at all secondary schools of kaffa zone.
- From kaffa zone 20 secondary schools instructional supervisors 55.3% were not perform better in all types of supervision such as clinical supervision as a method of applying clinical procedures in to improvement of teaching, collegial supervision as cooperative professional development of fostering teachers growth through systematic collaboration, informal supervision as a comprised of causal encounter that occur between teachers and supervisors, self directive supervision as teachers set goal for their own professional development and present a plan for achieving these goals to a supervisors and inquiry supervision as which helps teachers to work collaboratively to solve problems as in the form of action research.
- Majority of kaffa zone secondary school 54.7% do not prepare instructional materials to develop their class room teaching, 58.4% do not have adequate school facilities and resources. 53.3% supervisors are under the lack of awareness, attitude and commitment,59.4% secondary schools do not prepare financial and budget plan for supervision purpose, 50.6% schools do not have the instructional materials such as guides, manual, training books, 51.7% instructional supervisors do not have work load and perform all types of supervision but they lost their time without their instruction and plan.

## 5.2 Conclusion

Based on the major findings of the study, the following conclusions were made;

- . As shown in the findings, instructional supervisors were not used self-assessment to plan, organize, control, evaluate give feedback and support instructional supervision, do not prepare discussion sessions about supervision with stake holders, do not arrange sufficient instructional material, budget ,training, experience sharing programs among teachers and schools, in spreading model teaching methodologies among teachers and schools..
- . As shown in the findings; Instructional supervisors role in identifying instructional deficiencies of teachers in the classroom practices were not satisfactory; they do not regularly identify teachers' skill gaps in classroom teaching learning process and in student evaluation, They try to support and advice teachers' twice or three per year after class room observation but not doing it continuously, thus teachers did not get a continuous and sufficient support to be competent enough as well as to enhance their professional growth. This may reduce the effectiveness and efficient of teachers in class room practice of the students' achievement as well as the schools goal achievement.
- . Based on the findings of the study, teachers do not gained sufficient support from instructional supervisors, principals and experts to prepare different instructional materials, to participate theoretically and practically on pedagogical centers, to use model teaching methods, do not create competition among teachers as needed. Also instructional supervisors, principals and experts are not highly responsible to support teachers. In addition to this instructional supervisors participate with other administrative tasks in woreda office and schools.

### 5.3 Recommendations

Based on the findings of the study, the following recommendations are given to minimize and solve the problems that impede the practice of instructional supervision in secondary schools of kaffa zone three woredas and two city administration.

- ❖ . *Instructional* supervision is a systematically planned, organized, cooperative, creative, participatory and continuous work in schools in order to improve teaching learning and the progress of teachers. However, the finding indicate that instructional supervision do not well planned, organized, cooperative , creative ,participatory and continuous discussions with stakeholders and do not organize trainings in concepts, practices, evaluation and giving feedback in importance of instructional supervisions. Therefore, it is advisable to instructional supervisors, principals and experts need to create an opportunity to discuss and decide on purpose, procedures and plan of the instructional supervision practices in a planned manner with the school teachers and stake holders. The three woreda Education bureau (WEO) and the two city administration education office need to provide technical and financial support to schools.
- ❖ . Instructional supervisors should have to identify the strengths and deficiencies of teachers in the classroom teaching learning process, pedagogical center participation, CDP implementation on the job. Also, 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 activities of teachers and instructional supervision. Adequate budget needs to be allocated for instructional supervision so as to improve the supervisory service at school and instructional supervisors and school principals should also facilitate experience sharing among teachers and clusters, assist teachers in selecting developing and utilization of instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through CPD training and workshops and support teachers to do action research and upgrading.
- ❖ . To make teachers professionally competent, different strategies of instructional supervision like clinical, collegial, inquiry, self directive supervision and in-service trainings are recommended to be carried out in the schools. Instructional supervisors should be committed to change instructional supervision in to new way impute to support

teachers on the preparation of instructional materials ; advice teachers to use model and effective/efficient/ teaching methods and encourage them to motivate students in the classroom Finally, It is recommended that, the three woredas and two city administration education office should allocate budget to schools to encourage and motivate instructional supervisors, to minimize the challenges and to create a conducive working situations and environment, competition within supervisors in secondary schools of kaffa zone.

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# Appendix I

## **Jimma University**

College of behavioral and educational science department of EdPM

1.The following questionnaires are intended to collect data from teachers. Principals. Supervisors and experts that engaged or worked in educational bureaus or departments. It is prepared to assess the major challenges determining instructional supervision practice on the provide answer sheet. I will like to assure that this purely for academic purpose and hence would not affect any one in any way as all the information will be kept confidential. Rather the result of this study is believed to be as an input to improve the school instructional supervision practice. Hence, your genuine, frank and timely responses are of prime importance for the success of this study. Therefore, you are kindly requested to respond to each question carefully and responsibly.

*Please Note that:*  You do not need to write your name on the question.

### Part I .I Back ground Information

#### 1.Personal data

Name of zone you are working-----

Name of woreda you are working-----

Name of you are working office/cluster/school-----

Job title-----

1. A, Male B, Female

2. Age A, 18-25 B, 26-35 C,36-45 D,46-60

3. Educational status

A. Diploma B, Degree C, M.A/B. A D, D/r

4. Category

A. teacher B. principal or vice Principal C. supervisor D. expert

Part II: Respondents' perception

2. About school in instructional supervision

1. Please indicate your level of agreement on legal frame work and institutional

Arrangements for school grant management by putting thick mark ( ✓ ) for one of the given options (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5= Strongly Agree).

1. How the instructional supervision are practiced across the zonal secondary schools.

No	Description	Rating Scale				
		1	2	3	4	5
1.1	The school makes self-assessment with stakeholders for planning process of instructional supervision secondary schools					
1.2	The school has a year and three years strategic instructional supervision plan in school.					
1.3	The existing way of instructional supervision implementation were changed in new impute in secondary schools.					
1.4	The school leadership properly ensures the necessary resources for the instructional supervision in school.					
1.5	The school leaders coordinate the staff to share their instructional supervision experience within cluster and school.					
1.6	The school use feedback from stakeholders to progress instructional supervision process in school.					

2. What challenges does instructional supervision practice at secondary schools of kaffa zone.

No	Description	Rating Scale				
		1	2	3	4	5
2.1	Teachers understand the curriculum to develop and use supplementary materials in the classroom to improve instructional supervision in school.					
2.2	The school has adequate school facilities & resources to instructional supervision in school.					
2.3	The school is under lack of awareness, attitude, commitment, practice of instructional supervision in secondary schools.					
2.4	The school has in adequate financial and material support to instructional supervision in school.					
2.5	The school has limited support from cluster supervisors & experts to schools.					
2.6	Instructional supervisors are overloaded with many tasks in school.					

3. How do we improve the practice of instructional supervision in secondary schools of kaffa zone.

No	Description	Rating Scale				
		1	2	3	4	5
3.1	Teachers participate in CPD in order to learn knowledge for instructional supervision in school.					
3.2	The school use continuous assessment to enhance instructional supervision in school.					
3.3	The school identify teachers deficiencies to manage instructional supervision in school.					
3.4	Instructional supervisors encourage and facilitate teachers self-evaluation on instructional matters in school.					
3.5	The school supervisor priority instructional issues in school.					

Part. III Document

3.Document information

The subjective of this document question is to collect information about the practice of instructional supervision document presence in secondary schools of kaffa zone. Therefore, I politely request your to give your response for the following questions.

No	Document items	Documents presented	
		Yes	No
1	The presence of practice of instructional supervision guide lines, manuals and fretwork in school.		
2	The presence of practice of instructional supervision committee minutes in school.		
3	The presence of practice of instructional supervision strategic and annual plan in school.		
4	The presence of practice of instructional supervision stakeholder and supervisor comment in school.		
5	The presence of practice of instructional supervision teachers progress report in school.		
6	The presence of practice of instructional supervision check list document in school.		
7	The presence of practice of instructional supervision training manuals in school.		

**Appendix II**  
Part II

An interview guide prepared for teachers, principals supervisors and experts

The objective of this interview is collect information about the practice of instructional supervision in secondary schools of kaffa zone. Therefore, I politely request your to give your response for the following questions.

What are the practices of instructional supervision in school?

Mentioned them -----

How much is it effective?-----

5.What are their challenges-----

Explain your general opinion -----

Part .III

Focus group discussion

The objective of this discussion is collect information about the practice of instructional supervision in secondary schools of kaffa zone. Therefore, I politely request your to give your response for the following questions. The discussion is open to raise further questions, in addition to the basic questions written here.

1. How instructional supervision is organized and managed in your school?  
.....

2. How can instructional supervisors identify the strengths and limitations of teachers in the Classroom? .....

Can you give examples from your experience? .....



3. What is your expectation about instructional support gained from supervisors in order to improve teachers' instructional skills in the school? .....

.....

4. What problems are affecting the instructional supervisory practice? ..... ..

.....

5. What do you suggest to overcome the problems related to instructional supervision?

.....