



Practice of Instructional Supervision and Relationship with
School Performance in Secondary School of
Kaffa Zone.

Jimma university College of Education and Behavioral Science
Department of Educational Planning and Management

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The Practice of Instructional Supervision and Relationship with School
Performance in Secondary School of
Kaffa Zone.

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This is a research that, entitled: Practices of Instructional Supervision Relation with School Performance in Secondary Schools of Kaffa Zone.

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This is certify that the thesis prepared by YirgalemGirmaKeto with topic:- the practice of instructional supervision and its relationship with school performance in secondary school of Kaffa zone and submitted to in partial fulfillment of the requirements for the degree of master's of art of educational leadership complies with the regulation of the university and meets the accepted standards with the respect to originality and quality.

Approved By Board of Examiners.

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Abstract

The purpose of this study was to assess the relationship between practices of instructional supervision relation with the school performance. To this end, co-relational design was used and both quantitative and qualitative methods were employed. 159 teachers selected by simple random sampling, 10 primary school principals, 4 supervisors and 4 woreda education office experts and 1 (one) zone education department expert were selected by purposive sampling and used as primary sources of data. Secondary data sources were documents from Woreda and zone feedbacks that given in different times. Data for the study were collected through practice questionnaire, interview and document analysis. The questionnaire were based on the tasks of promoting instruction, staff development, curriculum development and action research. After the completion of the questionnaires were returned with a return rate of 100% .The data collected were analyzed by using Mean and Standard deviation by SPSS statics version 23. The findings of this study revealed that there is accepted relationship between practice of instructional supervision and school performance. To promote instructions regular observation in the teaching learning process in continuously, evaluate and analyze the target of students achievements; based on the self assessment tasks to improve teachers performance, upgrade technical and professional assistance to teachers, engage teachers in in-service training and; develop understanding on curricular development less effort by organizing seminars and workshops for in-service training program. Finally to strength the above instructional supervision, not only instructional principals and supervisors but also woreda and zone officials must have strength a positive and strong relationship of instructional practice with the school performance by developing stockholders understanding on instructional tasks to achieve expected goal of the schools.

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Acronyms

GEQUIP: -General Education Quality Improvement Program.

IJHSSE: -International Journal of Humanities Social Science and Education.

IS:- Instructional supervision

MOE: - Ministry of Education.

UNESCO: - United Nation Educational Scientific And Cultural Organization.

SNNPRG:-South Nation Nationality Peoples Regional Government.

WEO: - Woreda Education Office.

ZEB: -Zone Education Bureau.

UNIT ONE

INTRODUCTION

1.1 Background of the study

According to the (Nwagwu,C.C.(2004:325) supervision is an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. And also supervision is the way to advise, guide ,refresh, encourage ,stimulate ,improve and oversee teachers in the hope of seeking their cooperation in order that may be successful in the task of teaching and classroom management. The supervisor's overall role is to communicate organizational needs, oversee employees' performance, provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the organization so that each is successful (Oakland,2012.p.10)

The practice of instructional supervision as behavior designated by the organization that affects teacher behavior to facilitate pupil learning and achieve the goal of the organizations. The goal of the organization manifested by the vision that the school expect outcome (Alfonso, Firth, and Neville ,1981,p.43). Based on this idea the goal of the organization is implies the performance of the school that improved teachers development and students result.

Instructional supervision focuses on teachers working with learners to bring about improvement in the teaching- learning process. Reinhartz (2002) regarded instructional supervision as a process that focus on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement according to Sergiovanni and Starratt (1998) may be on teacher's knowledge, skills, and ability to make more informed professional decisions or to solve problems better or it may be to inquire into teaching. Such a focus on the teachers' instructional improvement permits achievement of higher quality of learning. Supervision should therefore provide a set of services and processes to help teachers facilitate their own professional development so that the goals of education may be achieved. As a process, instructional supervision combines activities which are concerned with teaching and improvement of the teaching in the school framework. Instructional supervision encompasses the many administrative processes and procedures involved in maintaining accurate and up to date information about the content of curriculum. Beach and Reinhartz (1989)

emphasis that the focus of instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance.

Performance based supervision and education requires teachers to consider their approach to their work. It asks them to make deferent decisions and use different procedures to focus narrowly and deeply on content related to essential learning; and to commit to improving their diagnostic and problem solving skills along with their instructional skills.(James M.Aseltine, Judith O.Faryniarz and AnhonyJ.Kigalio-Digilio; p27).Performance-Based Supervision and Evaluation requires teachers to reconsider their approach to their work. It asks them to make different decisions and use different procedures; to focus narrowly and deeply on content related to essential learning; and to commit to improving their diagnostic and problem-solving skills along with their instructional skills.

According to the Ethiopian context, the supervisory service was began at the time of since 1941 with its shift of its name of inspection and supervision. To practice supervision within educational system out of school supervision and school based (in- school) supervision were practiced (MoE, 1994). In the current practice, instructional supervision approaches focus on the issues on mainly on teachers professional growth so as to practice instructional activities of schools and to focus on the expected changes of students behavior. According to carron, De Grauwe and Govinda (1998), education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners. Based on this, the school performance is expressed by the improvement of teachers performance and the achievement of students results related to the instructional practice. In this respect the practice of instructional supervision related to the school performance were investigated in this study.

1.2. Statement of the problem

The essence of supervision is monitoring the performance of schools. Schools performance influenced by supervision service quality. “Supervision is the guide that holds a successful school together. A process by which some person or group of people is responsible for providing a link between individual teacher needs and organizational goals that individuals within the school can work in harmony toward their vision of what the school should be “ Glickman, 1990.

Instructional supervision is a professional continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality of learning in the schools. It is hand holding for a professional colleague by a supervisor or instructional leader who possesses superior knowledge and skills and who work collaboratively in a school environment that nurtures the development of professional learning community

In the current practice, instructional supervision approaches focus on the issues on mainly on teachers professional growth so as to practice instructional activities of schools and to focus on the expected changes of students behavior. According to carron, DeGrauwe and Govinda (1998), education systems rely on instructional supervision to control and improve instruction by improving the quality of teachers and the achievement of learners. Based on this, the school performance is expressed by the improvement of teachers performance and the achievement of students results related to the instructional practice.

However, the practice of instructional supervision related to the improvement of school performance on the current feature of Kafa zone secondary schools does not seems to be suggest on the rationales, approaches and techniques of instructional supervision. Beside to this, in Kaffa zone secondary schools, teacher says that interaction between supervisors with teachers and supervisors with students dose not based on the development of instruction that perform with in the school and collaboratively to upgrade school performance by practicing techniques on instructional supervision. Moreover teachers are not gain supportive feedback from classroom observation, teacher visitation does not inter-visiting to enhance efficiency and supervisors don't find the solution by setting educational problems based on research and supervisors approach does not based on the doing instructional activities rather than talking. As the result of these, technically instructional supervision does not implement within secondary schools of Kaffa zone for the improvement of the school performance.

A research that was conducted by Gashaw (2008), on the practices of instructional supervision in primary schools of Asossa Zone, shows that the current instructional supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters than on academic issues

(supporting and helping teachers); and less mutual professional trust between supervisors and teachers.

In addition, research findings related to the past supervision in schools indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005).

According to different studies that conducted on the practice of instructional supervision, on the issues of lack of frequently support of supervisors in selection of instructional materials, and involvement in staff development function, teachers were not properly support on how to improve instruction as well whole and on the utilization of instructional materials, supervisors do not bother about creating conducting working relationship, do not give due consideration to provide constructive feedback, and arrangement program for the future observation, do not possess insufficient technical skill to support to their supervisees. Additionally lack of awareness on school based supervision activities, less effectiveness of clinical, informal, collegial, and self directed supervision and collegial supervision, supervisors do not implement the pre-class observation conference, less regular meeting time (TsedekeHaile,2016; Abebe Tesema,2014). Therefore, this study is designed to examine the gap of practice of instructional supervision tasks of the relation with school performance. Based on this relation under the practice of instructional supervision; promoting instruction on teaching learning, staff development, curriculum development and conducting action research and under school performance teacher performance, and students achievements were in Kaffa zone. More specifically; The practice of regular observation and feed backing were not continuously and periodically done, Checking of assessment techniques and ensuring target achievement of students with school performance is not satisfactory, Encouraging teachers with in the self assessment practice were not strongly done, The system and mechanism of assistance of instructional supervisors were not focus on each instructional tasks, The understanding of teachers and students towards the concept and curricular tasks were not developed. For more teachers performance development, organizing different in-service training program were not focused as instructional tasks As to the different research findings, there is no sufficient studies were addressed the practice of instructional

supervision relation with school performance in Kafa zone. Based on this the researcher to do to achieve the practice of instructional supervision relation with school performance by filling the gap of promoting instructional tasks during teaching learning process, developing the staff in in-service training and related activities, on the implementation of curriculum developing activities, and conducting action research. This study also focus on the teachers performance and students achievements that relation with the practice. For this case the main purpose of this study would be focus on the current practice of instructional supervision relation to the school performance in Kafa zone secondary schools.

Based on the above gap, the following basic questions raised to answer in the acting of the study.

1. To what extent instructional supervision tasks practiced in secondary schools of Kafa zone ?
2. To what extent do teachers performance improved in the practice of instructional supervision in Kafa zone secondary schools.
3. To what extent do students achievement improved in the practice of instructional supervision Kafa zone secondary schools.
4. To what extent instructional supervision practice is relation with improving school performance in secondary schools of Kafa zone ?

1.3 Objectives of the study

1.3.1 General objective

The general objectives of this study would be to assess the practice of instructional supervision techniques that relation to improve the school performance in secondary schools.

1.3.2 Specific objectives:

Specifically the study would be conducted to attain the following objectives

- ❖ To examine extent of instructional supervision tasks practiced in secondary schools of Kafa zone ?
- ❖ To identify the extent of teachers performance improved in the practice of instructional supervision in Kafa zone secondary schools.
- ❖ To identify the extent to which how students achievement improved in the practice of instructional supervision.

- ❖ To assess the extent of instructional supervision practice is relation with improving school performance in secondary schools of Kafa zone ?

1.4 Significance of the study

The purpose of Instructional supervision is to assist teachers in improving instruction. It focus on improving teacher's knowledge, skills, and abilities to make informal decisions and problem solve effectively. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance (Patrick & Dawson, 1985). Instructional Supervisors clarifies purposes, contributes to and supports organizational actions, school coordinates interactions, provides for maintenance and improvement of the instructional program, and assesses goal achievements. School supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment and professional development are based on sound research, best practice, appropriate data, and other contextual information. (MOE, 2013) Based on this the study would be contribute:

- ❖ It may provide current information to teachers, educators, parents, school principals and education administrators regional and zonal educational officials on the current status of the relationship between practice of instructional supervision with the school performance in secondary schools.
- ❖ It is important for principals, therefore, to be able to identify and to evaluate the practice of instructional supervision, for improving and to assess and strengthen school performance.
- ❖ It may provide a valuable reference for other schools to reflect upon the practice of instructional supervision relation to the school performance.
- ❖ It may serve as a stepping stone for further studies to be conducted on the topic and used as to conduct to the study of practice of instructional supervision relation of with school performance.

1.5 Delimitation of the study.

The scope of this study would be concern to address the objectives mentioned in this paper, which is to assess the relationship between practice of instructional supervision relation to school performance in Kafa zone government secondary schools. The study is delimited to the selected

schools and only on the relationship between practice of instructional supervision and school performance grade 9-12 government secondary schools in Kafa zone.

This study geographically delimitate in SNNPRG in Kaffa Zone government secondary schools. In this boundary the practice of instructional supervision relation to school performance would be studied. Additionally tasks related to the promoting instruction, staff development activities, curriculum development, and practice of action research are seen as relation to school performance.

1.6 Operational definition of key terms

Instructional supervision: Behaviour officially designated by the organization that directly affects teacher behaviour in such a way as to facilitate pupil learning and achieve the goals of the organization.

Performance:- Actual accomplishment as distinguished from potential ability.

Practice:- way of doing something that is the usual or expected way in particular organization or situation.

Principal :- refers to the person in-charge of a school and may be used interchangeable with the word, head teacher in this study.

Secondary school:- The level of schools from grade 9-12.

1.7 Limitation of the Study

Initially it might be difficult to collect all the questionnaires as planned. In addition, most sampled school was inaccessible for transportation. Furthermore, Principals were always too busy. I was however able to minimize some these problems by discussing with them to the interviews and document oversee. 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. The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some teachers by questionnaire tools and by interview from lacks to give the necessary data on time. But Additionally change of organizational structure of woreda and level of change of secondary schools as federal level. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

1.8. Organization of the study

This research is organized five chapters. The first chapter contains the introduction part which contains background of the study, statement of the problem, general and specific objectives of the study, significance of the study, definition of operational terms and organization of the study. The second chapter contains review of related literature related to the research topic. The third chapter details with research design and methodology. Under this topic, research methodology, research design, source of data, population, sample size and sampling techniques, data collection tools and procedures and budget break down and time schedule. Chapter four deals with data interpretation and analysis. The last chapter presented summary, conclusions and recommendations of the study.

UNIT TWO

2. REVIEW OF RELATED LITERATURE

2.1 The History of Supervision

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

Early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions would cause dismissal. KielekoM. Deborah et al. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, P.71)

For qualitative education to be achieved in schools, instructional supervision must be accorded high priority. The term supervision is derived from the word “super video” meaning to oversee (Adepoju, 1998). Supervision is an interaction between at least two persons for improvement of an activity. Instructional supervision focuses on teachers working with learners to bring about improvement in the teaching- learning process. Reinhartz (2002) regarded instructional supervision as a process that focus on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance. The focus of this improvement according to Sergiovanni and Starratt (1998) may be on teacher's knowledge, skills, and ability to make more informed professional decisions or to solve problems better or it may be to inquire into teaching. Such a focus on the teachers“ instructional improvement permits achievement of higher quality of learning. Supervision should therefore provide a set of services and processes to help teachers facilitate their own professional development so that the goals of education may be achieved. As a process, instructional supervision combines activities which are concerned with teaching and improvement of the teaching in the school framework. Instructional supervision encompasses the many administrative processes and procedures involved in maintaining accurate and up to date information about the content of curriculum. Beach and

Reinhartz (1989) emphasis that the focus of instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance.

Others believe the purpose of supervision is helping teachers to be aware of their teaching and its consequences for their learners (Glickman, Gordon, & Ross-Gordon, 1997). Supervision ensures that procedures are established for monitoring the major curriculum components (objectives, content, environment, educational personnel, school organization, learners, school community, and the program budget). Any of these would affect the curriculum positively or negatively. Supervision generates data to provide feedback as to whether intended results are being achieved. Supervision would initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Mesas (1982) posits that school supervision which began as inspection has been replaced by that of supervision. The concept of supervision of instruction has evolved over the years (Glickman, Gordon & Ross-Gordon, 2004).

Hoy and Forsyth (1986) do not contend that the purpose of supervision of instruction is not to judge the competencies of teachers, nor is it to control them but rather to work cooperatively with them. To them, an effective principal creates a culture of shared belief and sense of cooperation, monitors and evaluates the effectiveness of school practices, is resourceful and communicates and operates from strong ideas and beliefs about schooling. They value dialogue that encourages teachers to critically reflect on their learning and professional practice. Brennen (2008) notes that, a supervisor who links interpersonal with technical skill were successful in improving instruction. He suggests that an effective supervisor should be able to build self-acceptance, moral, trust and rapport between the two parties. Objectivity, devoid of personal biases, should be the hallmark if supervision is to be effective. Effective supervision involves adherence to bureaucratic processes to control and guide teachers. He identifies common determinants of supervision as: teachers and students working rigidly according to school timetable, following school regulations, neat and decent environment, and proper student management and disciplined students.

As the above concept effective principals and supervisors have the responsibility the practice of instruction within the schools. Effective principals have a task that to cooperate and monitor teachers task accomplishments. In addition to this evaluating the effectiveness of schools based

on the targets of students achievements were the mechanism to insure the relation and effectiveness of practice of instructional supervision. Beside to this supervisors must have been control and guide teachers as the current practice o instructional supervision.

2.2. Approaches to Supervision

Sergiovanni and Starratt (2002) state that the contemporary schools need to provide teachers with options in supervisory approaches. The set of approaches may differ for beginning and experienced teachers. The approaches include; clinical supervision, developmental supervision, collaborative supervision, peer coaching, self-reflection and administrative mentoring. According to Pajak (2002), clinical supervision is the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of data and the relationship between the teacher and the supervisor form the basis of the program, procedures and strategies designed to improve students' learning by improving teacher's classroom behavior. This supervision relies more on teacher- directed actions as opposed to bureaucratic, hierarchical actions of control by supervisor.

Developmental supervision-this approach encompasses a number of tasks and skills that promote instructional dialogue, learning and teacher profession growth and development. The approach views teachers as individuals who are at various levels of professional growth and development. The supervisors are seen appropriately employing different leadership styles with different teachers and according to different circumstances (Glickman, Gordon, Ross, 2007). Within this framework, supervisors seek to foster thinking skills which help in the analysis of classroom instruction and make teachers more aware of the many options for change (Beach and Reinhartz,2002).Development supervision is built on the premise that human development is the purpose of education.

Collaborative approaches observed that Fullan (1992) teachers in schools with collaborative culture have greater confidence and commitment to improvement and professional growth. Interns, beginning teachers and individuals who are new to a school or teaching assignment require a considerable amount of support from the more experienced colleagues. Collaborative approaches are based on a process of "critical friend" (Costa and Kallick, 1993). A Critical friend takes the time to fully understand the content of the work presented and the outcome that

the person or group is working towards. Reflective practices lie at the core of all collaborative approaches to supervision.

Peer coaching-The coaching approach uses cohorts and is often coupled with clinical supervision. As teams work together, their emphasis is on asking questions which help to clarify their own perceptions about instructions and learning. Peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of informed evaluation (Bowman and McCormick, 2000). Peer coaching is particularly important for beginning teachers.

Mentoring approach-This is a process that facilitates instructional improvement wherein an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and non-judgmentally to study and deliberate on ways instruction in the classroom may be improved (Sullivan and Glanz,2002). The main mentoring functions include teaching, sponsoring, encouraging and counseling. Supportive and trusted relationships are paramount to successfully assist novice teachers in adjusting to teaching requirements.

Self-reflection/Self-assessment-In response to changing circumstances, teachers have a professional responsibility collectively and individually, to reflect on what is happening and why and also reflect on effectiveness of their current teaching practices. Each teacher has the responsibility to exercise his or her professional judgment in modifying and refining these practices so that students' best interests continue to be served (STF 2002). Beach and Reinhartz (2002) discussed seven steps of effective self-assessment supervision: KielekoM. Deborah et al. International Journal of Humanities Social Sciences and Education (IJHSSE) Page | 73

1. Teachers' analysis and reflection on their teaching performance.
2. Use of information from their reflective journals and completed inventories by teachers to analyze their effectiveness.
3. Feedback from other sources e.g. students, peers and supervisors.
4. Analyzing data from the other sources.
5. Developing possible strategies for initiating improvement.
6. Implementation by teachers of agreed upon changes in their instructional behaviour.
7. Teachers reassess the effectiveness of change.

This approach can be effective if teachers are aware of their need to develop Administrative mentoring-This is the process by which the supervisor monitors the staff through brief unannounced visits to ensure that teachers responsibilities are carried out properly. This approach to supervision is widely used by school administrators in teacher evaluation and is considered necessary for beginning teachers to measure their success and growth. Administrative monitoring gives the principal information about what is happening in the school, and enables him/her to be aware of any problem. This approach is successful when there exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader. Administrative mentoring appears to be the most commonly used in the Kenyan context by school principals and officers from the Directorate of Quality Assurance and Standards.

According to the approaches of supervision different approaches have their own areas of practice for beginners to experienced teachers. However to strength instructional improvement mentoring approach were better than others. Moreover for professional growth developmental approach and collaborative approaches were a preferable for teachers. To sum up all approaches have their own supervisory practice.

2.3. Principles of Effective Supervision

Imants, Puffen and Leijh (1994) identified several principles to guide the process of supervision:

- i. Staff orientation- the expected quality and quantity of work must be specified for staff to know what is expected. New staff must be orientated.
- ii. Healthy atmosphere- supervision environment should be made free of tension and emotional stress.
- iii. Staff must be guided on how to carry out assignments in particular tasks. The school therefore must arrange and participate in staff training.
- iv. Recognition- good work must be immediately acknowledged to serve as an incentive in motivating staff.
- v. Those monitoring for example, Principals, Heads of Department, Quality assurance and standard officers must understand the total curriculum process.
- vi. A firm cooperation network must be established between all the staff involved with the curriculum.
- vii. Criticisms must be constructive and free of bias.

- viii. Staff should be given opportunity to prove their worth and use their initiatives in performing their jobs and in making decisions.
- ix. The curriculum should be assessed regularly at all levels.
- x. Supervision should ensure that students have the opportunity to learn.
- xi. There should be an established communication network to allow for a quick detection of program deficiencies and rapid relay of such information to the relevant people.

For effective supervision, different core tasks were done throughout the academic year. Because of that within the schools teachers are differ according to their experience. For this case based on the free of tension orienting new staff, motivating them and cooperating them at any networks of works.

2.4 Instructional Supervision

Instructional supervision is the act of appraising particular learning exercise to determine the needs of the learner and the effectiveness of the teaching process. It is a process of aiding and suggesting guideline for improvement of teaching and learning in order to enhance pupils learning and quality education. Thus, an instructional supervisor helps teachers to improve teaching process in the educational system. The process of instructional supervision involves supporting and assisting teachers to improve instruction through changing their behavior (Peretomode, 1995).

Nwogu (1980), for instance, presented it as a process or an activity by which an individual or a group or team of individuals by means of advising and stimulating interest in teachers and pupils, help to improve teaching and learning situation in educational institutions. In effect, instructional supervision brings about improvement in instructional by helping teachers to improve on their teaching. In this sense, Ezeocha as cited in Nosiri (1997:215) asserted that: Supervision deals mainly with improvement of learning and teaching and helps teachers to recognize and accept general aims, and work towards the achievement of the purposes to help them to see beyond their present performance and seek improvement to identify and coordinate efforts and resources for more efficient and greater impact on important educational problems; to increase the amount and quality of learning by students; to promote continuous appraisal of performance of all who emerge in the educational process.

Therefore, supervision is a positive task directed towards the improvement of instruction, the continuous development and guiding of teachers and every others that are concerned. Hence, the

primary aim of supervision is to recognize the real true value of each person, so that in the end, the full potentials of all those in the educative process will be recognized, appreciated and utilized (Nosiri, 1997). The fundamental focus of instructional supervision is the input maximization of teaching and supporting staff for quality control of teaching and students learning activities. As such, supervision has two contexts such as the people and the improvement of the school program (Utaka, 2012). According to her, the mediator between the people and the program is the supervisor as depicted by the model below:

The Nature and Purpose of Supervision for Quality Assurance in Schools Significantly, instructional supervision serves various aims in the school system :

- a. **Help to Develop and Utilize Methods and Materials:** In order to effectively and efficiently carry out the teaching and learning process, we need to develop teaching aids and adopt appropriate methods to impart knowledge to ensure improvement in the pupils. This the instructional supervisor does by assisting the teacher to develop and direct how to utilize such methods and materials to ensure continuous progress in the pupil, as well as, help the teacher to do his work better.
- b. **Staff Development:** It is an obvious fact that teachers need to be retrained to be able to meet and mediate the constant changing society. We need to learn new trends in details. Thus, the instructional supervisor supplies the teachers with specific information they need in order to improve the professional effectiveness of the teachers and the growth of students.
- c. **Professional Guidance:** This helps to improve the conditions which affect the teaching and learning, as well as, the development and growth of students and teachers.
- d. **Provide Instructional Leadership:** Odor (1995) added that instructional supervision helps solve problems of improving instructions, improving quality of education in schools, achieving educational goals, ensuring curriculum development, development of staff and evaluation of staff. Supervisor provides instructional leadership to teachers by assisting, guiding and stimulating them to be able to do their work better, improve their instructional skills, experiences and growth professionally.
- e. **Attainment of Educational Objectives:** Nwosu (1997) also added that supervision is geared towards galvanizing and sensitizing of teachers for the improvement of materials,

techniques and methods of instruction. This amplifies the rationale for supervision of instruction, the enforcement of which has not only become absolutely necessary but also imperative for the attainment of educational objectives.

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

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

Similarly, (Sergiovanni and Starratt, 2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for students academic success. In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MOE,

2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision.

In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors. Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

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

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

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

Do's and Don'ts for Effective and Quality Supervision of Instruction

There are certain things supervisors should do away with for them to carry out effective and quality supervision of instructions in secondary schools. In other words, they are those attitudes that hinder efficient supervision:

- a) Supervision should not be seen and used as a means of clamping down on staff;
- b) Supervision should not be viewed as a fault-finding weapon;
- c) Supervisors should not forcefully or autocratically take charge of the classroom instructional interaction from the teacher to prove a point;
- d) Supervisors should avoid inspection;
- e) Avoid evaluation of the school as a designated place of learning;
- f) Avoid acting as threats to teachers careers;
- g) Avoid authoritarian attitude in the conduct of supervision of instructions; and
- h) Supervisors should see their role as basically that of facilitators.

As you are now aware of the factors that hinder effective supervision of instructions, it is even more imperative to be abreast of the positive factors that enhance quality supervision of instruction in schools. They are: Enhanced Satisfaction: The procedures of supervision should result in improved staff morale and job satisfaction. Thus, the supervisors should help teachers to develop more confidence in themselves. Advise and Guide: The supervisors should help teachers to feel more adequate to handle their own problems and experience the fuller realization of their capabilities. Assistance: The instructional supervisor should assist teachers to see far beyond their immediate performance and strive for quality improvement in instructional interactions. Cooperation: The genuine supervisor encourages the full participation of all those involved in the teaching and learning process rather than skill manipulation of staff. Thus, the effective

supervisor seeks the adoption of pre-conference, observation and post conference to enable the teacher be part and parcel of the decision reached. Supervision should help to increase the rate and quality of learning by students.

2.4.1. Instructional Supervision for Quality Improvement in Secondary Education

Those in charge of education such as the government and its education agencies are concerned about the values to be attained through schooling at all level of the educational system. All agencies responsible for education are equally concerned about the quality of the education system. According to Okwor (2002) achieving quality education is a function of effective and efficient administration by which smooth operation of school is ensured. Ensuring smooth operation of schools is possible through effective supervision. It is in realization of this, that responsibility to ensure the quality and increasing improvement of instructions in the education system will assigned to specific agency (Ministry of Education) and individual experts (School heads) to assess and supervise instruction in school in order to maintain and improve on quality. This kind of supervision serves as a catalyst to quality improvement in four ways:

- i. to provide leadership;
- ii. control and coordination;
- iii. resource and service; and
- iv. to evaluate the progress of instructional interactions.

In the first instance, instructional leadership helps to identify the problems of instructions in the system. Then in a relax atmosphere, the supervisor brings the staff and all concerned together to assess the instructional problem and assist by providing solution to them. In this process, the supervisor Assessment will enable or aid to clarify the teachers' purposes and aims of their classroom instructions. In this way, there will be healthy organizational climate, instructional leadership stimulate staff to work towards attaining the objectives and goals of the system, that of quality improvement in teaching and learning. Therefore, supervision of instruction help to support teachers so that there is efficient learning, as well as, enable teachers to match and mediate changes in the system.

In addition, instructional supervision help to improve both skilled and unskilled teachers, this the supervisor does by observing the teachers to enable them adapt to new instructional techniques and results of research findings. By so doing, the supervisor would contribute his professional

experience in instructional supervision to successfully solve problems of classroom instruction and development. Here, the responsibility of the instructional supervisor may include: Mentoring young teachers in the teaching profession; Guiding teachers up to a minimum standard of effective teaching; Improving individual teacher's competencies by providing them with necessary resources for effective teaching; Working with groups of teachers in a collaborative effort to improve student learning; Relating teacher's efforts to improvement in their teaching Monitoring to assess the level of performance with a view to finding out how far set objectives are being met; and Evaluation, used to see how the system can be assisted to improve on its present level of performance based on available data (Ogunu & Momoh, 2011). Also, the supervisor is in the position to locate the human and material resources available in school. The supervisor has the authority to coordinate the available human and material resources in the school and make assessable to be fully utilized for the achievement of the school goals.

Moreover, the instructional supervisor assessment of teacher effectiveness help to determine whether there is improvement in the teaching learning process. Such an evaluation and assessment might find that there is need to plan and organize more efficiently for improvement in the future (Odor, 1995). According to him, even when classroom instruction is satisfactory, there is always room for improvement. So the guarantee for continuous instructional improvement is through supervision for evaluation of teacher effectiveness in instruction. Thus, supervisors according to Odor (1995) are to develop the teachers' method of influencing the students learning and to impart some knowledge of instructional organization to teachers. To do this effectively, instructional supervisors should: Work with teachers to develop instructional goals and objectives consistent with the National Policy on Education. Provide teachers with necessary resources for effective teaching. Obtaining and providing relevant educational information for teachers. Stimulate, encourage, support and facilitate all activities designed to improve instruction. Visit classrooms to observe how teachers are teaching. Hold individual and group conferences.

Evaluate and develop curriculum materials, including a well-stocked library and instructional resource centre in the school. Inspect teachers' lesson notes, class registers, diaries and teaching and offering professional advice for their improvement (Ogunu & Momoh, 2011). Furthermore, Oraemesi (1997) and Okwor (2002) identified some instructional supervision methods to ensure

improvement of quality in secondary education to include: Classroom Visitation: Here, supervisor visits the classroom perhaps with a view to watch the teacher and the pupil in action. Demonstration in order to illustrate a process or procedure of doing a new particular thing or to demonstrate a particular newly developed or being wrongly applied. Through this technique, the services of the supervisor as an experienced and knowledgeable officer or some other expert are employed in introducing and explaining innovation or problems that need attention and emphasis. Research finding affecting teaching/learning should be investigated or tried to determine their worth and relevance.

Organization of Workshop: Here, periodic workshops, conferences and seminars for teachers should be organized in the schools for teachers to update their knowledge and keep current in their areas of specialization. These activities help to raise group spirit; integrate efforts, introduce new ideas, techniques or make improvements, tackle common problems and difficulties. Therefore, supervision provides framework for monitoring and reporting on the effectiveness of the teachers' performance and focus upon improving it. As such, the process of educating the students need to be monitored and controlled so as to identify, remove or control the causes of the defects and departure from set standards (Emenalo, 2008).

2.4.2 Techniques of Instructional Supervision

Peretomode (2004:196-200) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in teacher behavior for achieving teaching effectiveness. They include:

Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.

Teacher visitation: This activity also called "inter-visiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) or in another school(inter-school visitation). This method enhances

proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation.

Micro-teaching: It is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement.

Listening to tape, radio or recordings: This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also the use of visual presentations through the media film, television, or video tape are increasingly important in the supervisory process.

Guided Practice: This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practice activities arranged out of context.

Research: Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with and through teachers to finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

2.5. Rationale for Instructional Supervision

Instructional leadership refers to the specific branch or educational leadership that addresses curriculum and instruction. To realize that the management of curriculum and instruction by a school principals, a series of behaviors designed to affect classroom instruction and actions that a principal takes, or delegates to others, to promote growth in student learning (Flath, 1989)

Instructional leadership is leadership of teaching and learning in the classroom that influences teachers' classroom instruction focus on the behaviors of teachers as they engage in activities directly affecting the growth of students (Leith wood and Duke,1998) .

According to Sushila (2004) in Musugu and Nasongo (2008) the principal is the leader in the school, and pivot around which many aspects of a school revolve and the person is in charge of every detail in the running and management of instructional resources. Konchar (1988), states that, the school is as great as the principal, because whatever happens in the school bears the impress of his/her personality. Schools do not become great because of magnificent principals. The quality of education as measured by student achievement in national examinations is a reflection of principal's leadership and management. According to Wanzare and Da Costa (2003), the importance of instructional supervision includes the following:

1. To assess effectiveness of the teaching- learning process in meeting the set educational goals.
2. To offer assistance in development of needed teaching competencies.
3. To ensure that the practice of education is well linked to the set standards by the ministry of education.
4. It forms a basis for teacher promotion and development.
5. Helps to identify urgent needs for classrooms.
6. Helps teachers to try out new instructional techniques in a safe, supportive environment.

2.6. Domains of Instructional Supervision

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

2.6.1. Curriculum Development

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

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

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

Supervisor has several responsibilities in the process of curriculum development. He/she may initiate teacher to identify curriculum problems or suggest problems that might be interest to them to be studied, provide time, facilities, and resource when teachers perform their task of curriculum development. Unless the supervisors discharge his/her responsibility for the initiation of change, and ingredient resource is made available to the teacher, the task of curriculum development may remain static and hence, deliver an outmoded and irrelevant curriculum to its students. Therefore, the supervisor needs to provide necessary resources and able to motivate and coordinate staff members to enable them contribute and become keen participants in the school curriculum development so as to deliver relevant curriculum content to their students. The above idea is more elaborated by (Lovell, 1983), that supervisor found itself confronted with the task of assisting in the decision as to describe changes, assisting in innovation, supplying the many type of resource help necessary innovation, coordinating the incorporations of innovations in to the program in such a way that students program would have continuity, assessing in the evaluation of innovation, help the staff become aware of the variety of alternatives that seem most

appropriate in the system, and developing a plan and design that would determine the type of innovation to be supported financial. Generally, (Lovell, 1983), described several responsibility of supervisors with respect to curriculum development in to four general kinds of responsibility: to provide blue print of what the curriculum in that school may look in the future: to develop hypothesis that are important to explore either through research or demonstration: to support and assist in research and demonstration: and to facilitate the maintenance of quality ongoing instruction.

2.6.2. Instructional Development

It is important for the supervisors to supervise curriculum programs and give effective advice on programs that will improve teaching and learning in schools. This will enable the supervisor to identify specific curriculum needs and prepare a supervisory plan that would promote teacher student achievement. The supervisor is responsible for ensuring syllabus coverage, ensuring that teaching is appropriate for the needs of both girls and boys, identifying curriculum needs, establishing and maintaining the quality of teaching/ learning (MoE, 2003). According to Kasahun (2014), instructional development involves what teachers perform in the instructional process and the leadership role that supervisors should exercise to help teachers perform their tasks of teaching effectively. Emphasizing this, Eye and Netzer (1965), instructional development mainly includes all those activities involved in the whole process of directing learning, will be planning for instruction, the selection and use of various types of teaching and learning aids, the selection and use of those technique which provides an evaluation of the result of teaching learning activities. The supervisor's function thus, is to assist teachers in developing and improving instructional skills and the supervisor may help teachers in the selection of appropriate resources and strategies of presentation as well as by helping them to organize their presentations. The supervisor can also play significant role in helping teachers to develop skills of applying different assessment and measurement techniques. Therefore, instructional supervision in enhancing development and improvement has a paramount importance. Instructional supervision can be considered as an effort to interact directly with teacher to provide services. Generally, supervisors are expected to know how to analyze teaching, diagnose difficulties, confer with teacher and make meaningful recommendations to the teacher for improvement. They are required to bring skills in pedagogy and human relations in the process of instruction and instructional improvement particularly in clinical supervision. Therefore, by

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

2.6.3. Staff Development

Supervisors have come under pressure, several times on their effect on staff performance. However, no matter what criticisms are leveled against them, their contributions cannot be over emphasized. If supervisors have the responsibility of improving staff performance by equipping them with knowledge, interpersonal skills, and technical skills then one will say that organizations cannot do without supervisors' involvement. Mills,(1997) asserted that supervision has direct effect on staff performance. Supervision gives the right direction to people under supervision to enable them to take initiative and responsibilities to go ahead on their own. Supervision seeks to equip individuals with the necessary knowledge, attitudes and skills to make them useful.

According to Wiles (1967) supervision is an effective tool that could be used to promote good results as far as staff performance is concerned. It is also acknowledged that there is always a link between supervision and effective work, but this will be perfectly true only when the needed resources and commitment are available and are put to judicious use. Also the significance of supervision for enhancing the performance of staff in an organization cannot be ignored in the developmental process of any country.

Supervision has been defined in various ways by different authors to suit their audience. Tanner, (1994) perceive supervision as a vital aspect of organized education. This statement is evident in everyday business. Often, men strive to offer the best supervision to sustain workers' interest for increase productivity. Therefore, staff development is one major domains of instructional supervision which involves well organized in-service programs like seminar, workshop, conference and school based discussions. In line of this, Glickman and et.al (1998) emphasized that any experiences that enlarges teachers' knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development.

As Harris, (1975) in-service education defined as a task of supervision, directing activities towards the promotion of growth of instructional staff members to make them more efficient and

more effective. It specifically seeks to improve education by changing people. The role of instructional supervisor here, therefore, is much more to initiate staff members, plan, and facilitate conditions making appropriate decisions and deliver effective staff in service programs.

2.7. Workload and Principals' Instructional Supervision Practices

Global education policies aimed at enhancing equity, access and improved transitions (UNESCO, 2005) have consequently led to massive students' enrolment figures and high pupil-teacher ratios throughout the globe, resulting in bigger classes and heavy workload among the principals. Principals are professionally trained teachers as well as supervisors in their respective schools which double up their workload to teaching and school administration. According to Wawira (2012), this doubling up of tasks has been a challenge to many principals who have constantly lamented of being overwhelmed. It also brings confusion regarding their job specification as most opt to either concentrate on one of the two tasks: teaching or administration work. Boardman, (1993) argues that, in schools enrolling approximately 500 students, the principals tend to spend the major part of their time in duties of their offices. In large schools, they rarely teach, spending most of the time in administration. A study by Abdille (2012) shows that workload affected principals' instructional supervision. Most of the principals indicated that workload affects their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction. Ogunu and Emmanuel (2015) cited lack of time as a challenge to school supervision. He asserted that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. According to a study by Issa (2012), teaching load of the principal influences the effectiveness of the principals' instructional supervision. In addition, Buckley et al (2004) revealed that teaching load significantly influenced supervision especially on the principals' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids. Bays (2010), states that principals whose enrolment is high have a lot of issues to address and big workload compared to principals who have lower enrolment. It should however be noted that reducing the number of students alone does not improve the quality of instructional supervision or lead to improved teaching and learning. Thus, focus should be shifted from concern on high workload to investigating what kind of teaching actually makes a difference.

2.8 Problems of Instructional Supervision

According to, (Bernard and Goodyear, 1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound up date knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest. Scholars, (Danielson and McGreal, 2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to, (Cogan, 1973), one of the most important factors that affect supervision effectiveness is unclarified, ambivalent relation of teachers to supervisors”. He goes on to say that “... teachers as a whole saw the supervisor's job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

2.9 Perception of Teachers Towards Instructional Supervision

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. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children's education by improving the teachers effectiveness.

2.10 Functions of Instructional Supervisors

Planning

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

School Visits

Visiting schools for pedagogical and administrative purpose is the task of instructional supervisors .This tasks made clear by the specifying the number of schools visited and the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001a:36).

Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:9).

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

Follow up of school visits helps to check the implementation of recommendations given. However, the lack of follow up is a problem in many countries. For example in Botswana, head teachers complained that follow up visits are undertaken after a long time and are superficial. Further, it is indicated that, "recommendations made in inspection reports and address to the administrative and or pedagogical authorities remains "the words in the wind", which frustrates the school staff as well as the supervisors". Supervisors however, indicated that follow up visits are planned but not implemented because of some practical problems like lack of transportation (De Grauwe, 2001a:123).

However, it is indicated that in many countries school visits are indicated insufficient because of various problems such as lack funds, lack of transport and unscheduled meetings and workshops. As (De Grauwe, 2001a:94) indicated, "many visits take place unplanned and many planned visits cannot be held as for seen." For example in Botswana, school visits are indicated inadequate. Similarly, study conducted by Sri Lanka Association for the Advancement of Education (SLAAED) in 1993 indicated that, even after the establishment of clusters system school visits remained low.

Ones the instructional supervisors are in the school, they are responsible for three different but complementary tasks. These are: (i) to control and evaluate; (ii) to give support and advice; and (iii) to act as a liaison agent (UNESCO, 2007:7).

i. Control

Instructional Supervisors are responsible for monitoring the performance of teachers and making the corrections when necessary. However, they are not expected to enforce employee to accept, rather motivate and enable them to solve the problem by themselves (Certo, 2006:9).

Literatures indicated that, instructional supervision play two major roles. First, it helps maintain certain common patterns even though each school is unique. Second, it encourages change

However, this is the theoretical and supervisors practically focus on control and provide no support for change and development. Further, it is indicated that supervision focus on both teachers performance and administrative efficiency.

In many countries, controlling of pedagogical activities is an important function of the instructional supervisors and also an integral part of teacher promotion system. For example, in Belgium each inspector has to prepare 180 reports concerning the individual teacher's behavior based on the class visit (UNESCO, 2007:8).

In spite of their position , educational supervisors at all levels are responsible for monitoring and controlling whether or not the schools are functioning based on the prescribed rules, regulations, guidelines and standards. Similarly, (MoE, 1994 E.C:31-32) indicated that supervisors are responsible for monitoring and controlling activities such as teachers' discipline and performance of school directors. According to (MoE, 2012:3), controlling as a function of supervisors is not enforcing, it is monitoring compliance requirements and providing feedbacks.

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

ii. Support

Instructional Supervisors are expected to identify and solve the problems that the employees facing before the problem deteriorate their performance. They are also responsible to give clear direction and make sure that the employees have fully understood their tasks (Certo, 2006:11.)

Usually supervisors "wear two or other hats", however, the specific activities, according to (<http://www.education.stateuniversity.com/pages/2472/supervision.html> instruction of instruction.) include all or some of the following activities arranged in ascending order; The Practices and Challenges of Instructional Supervision

- A. Mentoring or providing induction for beginning teachers.
- B. Bringing individual teachers up to the minimum standards.
- C. Improving the competency of the individual teacher.
- D. Working in collaboration with teachers to improve learning.
- E. Working with group of teachers to adopt the local curriculum and at the same
- F. time bring the local curriculum in line with state and national standards.
- G. Relating teachers' effort to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

Further, it is indicated that, the supervisor is expected to participate in the classroom teaching, as it help expose him or her to the actual situations: to design change and to bring improvement in the functioning of the teachers. The supervisor is expected to ensure the quality of learning and the development of every child in the school. "If classroom teaching has to be child centered", (Govinda and Tapan, 1999:28) asked, "should not, the supervision be?" The job description of many educational supervisors included many support related tasks, like in service training and demonstration lesson (Carron et al. 1998:27). Similarly, identifying the skill gap and giving the capacity building training for school principals and teachers is among the responsibilities of supervisors at different levels. Indicating the biases of the supervision towards administrative controls and its ineffectiveness in the past, (MoE, 1994 E.C:30) noted the importance of providing technical support. As (Ahmed, 1998) cited in (Gashaw, 2008:23) indicated that cluster supervisors provide support in the form of demonstration, facilitating experience sharing and action research and this can improve the quality of teaching and learning. Generally, it is indicated that, to be effective the supervisors are expected to truly supportive as traditional fault finding not improve the quality of teaching and learning (De Grauwe,2001b:66).

iii. Linking

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a "linking pin" between employee and management (Certo, 2006:10). Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the The Practices and Challenges of Instructional Supervision ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set

from the top. Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools (MoE, 2012:3). Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors (De Grauwe, 2001a:35; MoE, 2000E.C:45; BGREB, 2003 E.C:35).

On the other hand, (De Grauwe, 2001a:35) indicated that, supervisors are expected to accomplish many and intricate tasks and summarized as control, support, linking and some administrative tasks not grouped in to control and support such as payment of teachers salary. Likewise, (Carron et al., 1998:27) pointed out the involvement of supervisors in support, administrative tasks and even in the collection of data and information. Further, Carron et al. indicated the participation of supervisors in teacher promotion and discipline for example in Nepal and criticized that, "such an employer employee relationship makes it difficult to turn supervisors in to teachers" guides and councilors". Similarly, after examining job descriptions of supervisors in three different countries (Assistant Basic Education Officer in Uttar Pradesh, School Supervisor I in Trinidad and Tobago and Primary School Inspector in Tanzania) it is indicated that, the job descriptions of supervisors are generally characterized by an overload of responsibilities, dispersion of tasks and inclusion of activities that have little relationships to the main functions of supervisors (UNESCO, 2007:6).

2.11 School performance

School performance is an issue that deeply concerns students, parents, teachers and authorities. Lamas, H. (2015 p.313) The complexity of the academic performance starts from its conceptualization. Sometimes it is known as school readiness academic achievement and school performance. Academic performance is the result of learning prompted by the teaching activity by the teacher and produced by the students. From a humanistic approach, Martinez (2007, p.34) states that academic performance is "the product given by the students and is usually expressed through school grades". According to this concept, improvement of students achievement were the implementation of instructions of the schools.

2.12 . Relationship between instructional supervision and school performance

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).

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). Figueroa (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. Figueroa (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.

The relationship between school practice of instructional supervision and school performance (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). In school settings principals and head teachers have rules and regulations that guide them in monitoring the quality and quantity of teaching and learning in their institutions. Effective practice of instructional supervision relationship with school performance enables the principal to constantly monitor and receive feedback about student's performance. This requires the principals and head teachers to demonstrate effective leadership as teachers are more likely perform their roles based on how they view the school principal as a leader, and how they perceive and relate to the school environment, (Okorie, 1995 in Udebunu, 2015).

The overall purpose of instructional supervision is to help teachers improve, and this improvement could be no what teachers know, the improvement of teaching skills, as well as

teachers ability to make more informed professional decisions (Sergiovanni & Starraat,2007). Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, learning to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008,p.6) It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Anderson & Snyder,1998;Carter,2001;Zepeda,2007).

According to the Zepeda (2007)there must be a clear connection of instructional supervision to professional development. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, mentoring, etc. have their contribution to enhance teachers' professional development. Research findings on instructional supervision suggested that there. is a significant link between instructional supervision and professional development and learning improvement. They are inter- linked and inter dependent (Burant,2009). Supporting this ,Sullivan (1997)on the other hand stated that as fields of educational development, instructional supervision and professional development are interlinked and "can and should overlap as needs and local preference dictate"(p 159).

Instructional supervision and professional development and learning achievement (school performance)are linked in several ways. As Mc Quarrie and Wood (1991)noted one connection to be through the use of data obtained from supervision practice used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skill.

2.13 The Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed though four periods. The following table

briefly indicated the development of educational supervision in different periods as (Haileselassie, 2007) indicated.

According to (Million, 2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education.

Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, 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).

The Roles of School Principal in 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).

The Roles of Deputy Principals in Supervision: Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

The Roles of Department Heads in Supervision: Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

The Roles of Senior Teachers in Supervision: According to the career structure developed by (MOE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In this chapter the research design and methodology, the source of data that gained, population sample sampling techniques, data collection procedures, data collection tools and the method of data analysis were briefly discussed.

3.1. The Research Design

In this research of the study descriptive survey research design were employed to describe the practice of instructional supervision and its relation on school performance that currently done with in secondary school context. To realize these objective a co-relational design has utilized to conduct the study. Further, descriptive research design aims to accurately and systematically describe a population situation that were included in the study. Based on the data that gained through questionnaire were analyzed by mean and standard deviation and the reliability statistics of variables were checked by cronbach's Alpha way for both variables.

3.2 The research method

In this study, both qualitative and quantitative methods were employed. Quantitative approach emphasized because assessing the practice instructional supervision relation to the school performance can better understood by collecting large quantitative data. from secondary schools. Quantitative data were includes closed-ended questions for teachers and some open-ended questions for School principals, supervisors and WEO and ZEO educational officers.

Similarly, the qualitative data that includes interview on open- ended questions and document analysis was used for qualitative research in order to verify and explain the quantitative data. For quantitative approach questionnaire supplied for teachers. Furthermore, the qualitative approach helps to validate and triangulate the quantitative data. That is gathering data by using questionnaire interview and document analysis methods from different feedbacks so as to see the convergence of results and thereby get a relatively comprehensive picture of the issues under study (Ravi Parkash, 2005). For qualitative approach interview implemented for School principals, supervisors and WEO and ZEO educational officers.

3.3. Sources of Data

Data for this research was collected from both primary and secondary sources. The primary source of data were collected from secondary school teachers, supervisors, school principals and Woreda and Zone education officers.

The secondary sources were document analysis of any recorded feedback documents by supervisors, Woreda and Zone education experts. The feedback focus on the

3.4. Population, Sample, Sampling techniques and Procedures

3.4.1 Population

The study area Kafa zone ,is one of the 14 zonal administration in SNNPRG which was established in 1993 E.C. this zone has 11 woreda (Ghimbo, Gewata, Gesha, Bitta, Chena, Shishonde, Decha, Cheta, Tello , Sayilem and Addiyo Woredas) and 1 city administration (Bonga city administration). The study comprises all these areas. It is bordered by, at the north Sheka Zone, at the south, south Omo zone at the West BenchSheko zone and at the East Oromia Region. In these administration area's there were 58 government secondary schools., one Zone education supervision department 339 secondary school teachers, 58secondaryschool, 22supervisors and 12Woreda education quality experts. Are there. Among these population 3 woreda(Ghimbo, Gesha, Shishonde,) and 1city administration (Bonga) were randomly selected.

Table 1: population in the study area.

No	Woreda		Schools	Teachers	Principals	Supervisors	W/E/expert	Z/E/expert
1.	Ghimbo	Total	4	82	6	3	1	1
		Sample	2	51	2	1	1	1
		%	50%	50%	33%	33%	100%	100%
2.	Gesha	Total	6	94	6	3	1	1
		Sample	3	41	3	1	1	1
		%	50%	50%	50%	33%	100%	100%
3.	Shishonde	Total	3	53	3	3	1	1
		Sample	2	21	2	1	1	1
		%	66%	39%	66%	33%	100%	100%
4.	Bonga CA.	Total	6	112	4	2	1	1
		Sample	3	46	2	1	1	1
		%	50%	41%	50%	50%	100%	100%
*	Total	Total	19	339	19	11	4	4
		Sample	10	159	10	4	4	4
		%	52%	46.9%	52%	36%	100%	100%

3.4.2 Sample, Sampling techniques and procedures

The target population of the study was selected from secondary schools: teachers, principals, supervisors ,woreda educational officers and zone education department. From 19 secondary schools 10 secondary schools were purposively selected. Because of that the schools has a number of experienced and lead and accomplished teachers. Moreover from this teachers full of data were gained. From the total population ,159 (46%) of teachers, 10(100%) of principals,4(100%) of supervisors ,4(100%) of woreda education experts and 1(100%) zone education department were selected as sample population. In the total figure this study addresses182(48%) respondents are selected for the study. For the study they are selected in the

following formula. To determine the total sample size of the study for teachers, simple random sampling technique by the formula of Cohen et.al,2007 was used.

$$n = \frac{N^2 \alpha^2}{1 + N \alpha^2}$$

where, n =required sample size
N = population size
 α =level of significance

Thus 159 samples are necessary to represent the whole population of teachers mathematically,

$$P_s = \frac{N}{n} \times$$

where :

P_s = population sample for sampled school

n = sample size of teachers

N = total number of teachers in sampled secondary schools

There were 339 teachers out of 159 (48%) were selected for the study using simple random sampling techniques by lottery methods. The logic behind using simple random sampling techniques to give equal chance for teachers to be included in a sample study. To gather systematically and to obtain accurate data for the study, different sampling techniques would be used. Based on their responsibility highly linked to the practice of instructional supervision, the zone supervision expert, Woreda education supervision coordinator, secondary school principals, supervisors were selected by the technique of purposive sampling technique. So, totally 48% of sampling were be taken.

Table 2 : Sample Size and Sampling Technique

No	Participants	Target Population	Sample size		Technique
			No	%	
1.	Study area (woreda)	12	4	33%	Random
2.	Secondary schools	19	10	52%	Purposive
3.	Teachers	339	159	46%	Random
4.	Principals	10	10	100%	Purposive
5.	Supervisors	4	4	100%	Purposive
6.	Woreda education expert	4	4	100%	Purposive
7.	Zone education expert	1	1	100%	Purposive
Total		374	182	48%	

3.5 Data collection tools

In this study, in order to get accurate and reliable information through the tools of questioner, interview and document analysis would be used regarding to practice of instructional supervision relation to school performance.

Questionnaire

Questionnaire tools one of the most affordable ways to gather quantitative data. It is quicker if the sample is large (NigelMathers, Nick Fox, Amanda Hunn, (2009). The prepared questionnaire had been assumed hypothetical that gather reliable and valid information from respondents the problems of practice of instructional supervision relation to school performance.

The questionnaire was prepared in English language, because all of the sample teachers can have the necessary skills to read and understand the concepts that were incorporated in the questionnaires.

This self developed tools conducted for teachers. It consists of two parts. In the first part it details general background of the respondents items of practice of instructional supervision and in the second part it contains the question based on school performance.

Interview

Interview is one of the data gathering instruments. The interview were conducted for, principals, supervisors Woreda education quality and schools quality assurance expert and zone education departments. The questionnaire was prepared in English language, because all of the sample principals, supervisors, woreda and zone education experts can have the necessary skills to read and understand the concepts that were incorporated in the questionnaires.

Thus, the purpose of the interview is to collect more supplementary data by providing them the opportunity to their opinion, feeling freely, and allow the researcher to use the idea that contrast with the questionnaires or to triangulate the questionnaire response. The interview issue entitled related to the research question that prepared under the practice of instructional supervision relation with school performance.

Document analysis

Documents can be important in triangulation where an intersecting set of different data types is used in a single project (Mason, 2002: 53). Documentary records were implications of the past instructional supervision related to the schools performance. The document based on feedback that given for schools related to the instructionally supervised (cluster supervisors, Woreda education expert and Zone education expert).The document (feedback) analysis conducted by qualitative method based on supervisors task accomplishment and the performance of the school with in expected performance.

3.6 Procedure of Data Collection

Researcher received the authorized official cooperation letters from Jimma University and Education Department of Kafa Zone, for ethical clearance, the researcher has introduced his objectives and a purpose of the study for participates. The standardized questionnaire was modified based on the basic questions and review of related literature and according to the practice of instructional supervision relation to school performance of the study area secondary schools.

Then, gathered trustworthy data from the sample respondents convenient time and place was chosen in order to place them freely and maximize the quality of response and degree of return. Before dispatching the questionnaires for the participants the researcher was gave orientation to

make clear about the objectives of the research. The researcher administered questionnaires for 159 teachers. Finally, the researcher was collected from 159 teachers..The interviews were administered for 4woreda education office expertise, 10 secondary school principals and 4 primary schools supervisors. In the same way the researcher conducted document analysis from the zonal and Total data was collected from a total of 159 respondents through questionnaire and 19 respondents through interview. In order to collect relevant data with better understanding of respondent the questionnaire was prepared in English languages.

Semi-structure interview items were prepared for the interviewees. Because semi-structured allows interviewees to brought new ideas during the interview for clarification of what the interview said. Data from interview discussion with the school principals, supervisors and education office experts from woreda and zone were collected by the researcher by taking notes of the proceedings of the discussion based on the interview discussion questions that was designed by the researcher.

3.7 Reliability and Validity Checks

In order to check the validity and reliability of the researcher was done on 159teacher in secondary School. Then the prepared questionnaires were distributed and the result of the respondents checking was statistically computed by the SPSS version 23 computer software program. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.898 for practice of instructional supervision and 0.805 for school performance and the total reliability coefficient were 0.851. Which is regarded as acceptable correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result > 0.9 excellent, > 0.8 good, > 0.7 acceptable, $\alpha < 0.6$ questionable, and < 0.5 poor. Based on the reliability coefficient of theinstrument was found to be 0.898 and 0,805 Cronbach alpha and, hence, was reliable. The instruments were improved before they were administered to the main participants of the study. So that irrelevant items were removed, lengthy items were shortened and unclear items were made clear. That is the instrument was found to be reliable as statistical literature as reliable. The content validity of the instruments was confirmed by preparing sufficient number of questions of

30 ,for practice of instructional supervision and 25 questions for school performance which included all objectives of the study.

Table 3: Reliability Statistics

Reliability Statistics		
Variables	Cronbach's Alpha	N of Items
Practice of instructional supervision	.898	30
School performance	.805	25
Total Reliability Coefficient	0.851	55

Source

3.8 Methods of Data Analysis

When the data collected, arrangements were organized according to their characteristics and items. The data collected from teacher through questionnaire, the majority of the questions were based on the Likert scale like measuring a scale from strongly agree (5) Agree (4), Undecided (3) Disagree (2) and strongly disagree (1). The response groups were converted into; 0- 2, strongly disagree, 2-3.00, Disagree, 3-4, undecided, 4.-5, Agree and 5 strongly agree which made the analysis and interpretation easier, increase the confidence level of the analyst and avoid unnecessary difficulty. The quantitative one was processed and analyzed using Statistical Package for Social Science (SPSS) version 23 like tools, mean, and standard deviation used to analyze the data. The output of the data was presented appropriately depending on the respondents response. The end result was presented in written form and in the form of table. This is made possible owing to descriptive statistics that was appropriately used for the understanding the main characteristics of the research problems.

On the other hand, the data that was obtained from open items and interview was analyzed qualitatively by transcribing respondent ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing or coding data. Finally data presentation, analysis, interpretation, conclusions and recommendations drawn used to analyze data outcome.

Correlation analysis is applied to see the practice of instructional supervision relationship school performance., based on the different data collection tools the data that gained from two variables were processed and analyzed using Statistical Package for Social Science (SPSS) version 23 like mean, and standard deviation used to analyze the data. Hence the correlation between the practice of instructional supervision relation to school performance was analyzed based on the responses of Pearson correlation.

3.9 Ethical consideration

Ethical consideration plays an important role during data collection time. Researcher was aware and follows the ethical consideration related to the studies. Furthermore, the first page of the questionnaires displays an opening introductory letter that requesting the respondents cooperation to provide requires information for the study. They are assured that the information they provide was kept confidential. To data collections from study participants, all potential study participants informed about the procedure that was used in the study; the researcher explains the objectives and significance of the study to the respondents. To ensure this, the researcher removed the respondents' information that requires identification of names and other identity. During the data collection and any activities that matter to the research, the researcher was made positive interaction with respondents

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess the practices of instructional supervision of Kaffa Zone secondary Schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with instructional supervision practices by observing the comments written in the instructional supervision book and the practice of instructional tasks by principals and assesses the working conditions of instructional supervisors, specially the availability and conditions of tasks. Questionnaire was distributed to 159 respondents and 159 copies were returned back. The return rate of questionnaire was 159 (100%) copies from teachers.

4.1 General Characteristics of the respondents

The general characteristics data required in the study include sex, age category, level of education, and work experience. These general characteristics implies that to determine the characteristics of the respondents and their prospective reliability in providing relevant data that were expected in the study. The knowledge of participants' general characteristics data also helped the researcher to design the instruments in a way that suited their level of understanding in relation to the study problem.

The sample size of the population were included 159 teachers,10 school principals and 4 supervisor,4 woreda education experts and 1 zone education expert. Totally 178 sample population were included.

Table 4: Demographic background of respondents

Category		Respondents																						
		Teachers (159)				Principals (10)				Supervisor (1)				W/experts(4)				Z/experts(1)						
		M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%	M	F	T	%			
Age	20-30	4	120	3	39	7	159	4	46	-	10	-	-	10	52	4	4	100	4	4	100	1	1	100
	31-40	33	33	15	48	48	30%	2	2	-	2	20%	4	4	100%	-	-	-	-	-	-	-	-	-
	>41	83	83	17	100	62	46	8	8	-	8	80	-	-	-	4	4	100	4	4	100	-	-	-
	Tota	120	120	39	39	159	159	46	10	10	-	10	100	4	4	100	4	4	100	4	4	100	1	1
Service	1-2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	3-5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	6-8	3	3	3	3	6	6	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	9-11	7	7	8	8	15	15	2	2	-	-	2	20	1	1	1	1	9%	2	2	2	-	-	-
	12	4	4	2	2	6	6	3	3	3	3	3	30	1	1	1	1	9	2	2	2	50	-	-
	15-17	30	30	12	12	42	42	26	26	4	4	4	40	2	2	2	2	18	2	2	2	50	-	-
	>18	76	76	14	14	90	90	56%	56%	1	1	1	10%	-	-	-	-	2	2	2	2	50	-	-
	Tota	120	120	39	39	159	159	46%	46%	10	10	10	52%	4	4	4	4	36%	4	4	4	100	-	-
Level of ed.	Cer.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Dip.	15	15	10	10	25	25	15	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Deg.	69	69	25	25	94	94	59	59	8	8	8	80	1	1	1	1	25	-	-	-	1	-	-
	Mas.	36	36	4	4	40	40	25	25	2	2	2	20	3	3	3	3	75	-	-	-	-	-	-
	Tota	120	120	39	39	159	159	46%	46%	10	10	10	52%	4	4	4	4	100	-	-	-	1	0	1
		120	120	39	39	159	159	46%	46%	10	10	10	52%	4	4	4	4	100	-	-	-	1	0	1

As it is indicated in the Table 2 above, 120 male and 39 female teachers totally 159 (46%) respondents were participated, 10 (100%) male principals 4 (100%) supervisors and 1 (100%) zone and 4 (100%) woreda education officers respondents were participated. Regarding under age group 4 male teachers and 3 female teachers totally 7 (4%) were categorized under the age of 20-30 years. Under the category of 31-40 age group 33 male and 15 female teachers, totally 48 (30%) teachers were grouped. This difference of age group implies that 48 (69%) teachers were under leading teachers structure. This is benefit to gather reliable data through questionnaire. Additionally 83 male and 17 female teachers totally 100 (62%) teachers grouped under the age of 41 and above. Regarding the age group 4 (36%) male supervisors were under the category of age of 31-40 years. And then among zone and woreda education quality assurance office experts the 1 (100%) zone expert were grouped under the age of 31-40 years and 4 (100%) woreda education quality assurance office experts were under the age of category of above 41 years. This the highest percentage of age group respondents were stay for a long period of time in education sector. So it is good opportunity to get reliable data.

Regarding to the experience (service) that stay within the respondents there is no, teachers were grouped under the category of the 6-8 service teacher there were 3 male and 3 female totally 6 (3%) Under the service of 9-11 service structure 7 of male and 8 of female and totally 15 (9%) respondent teachers were participated. Under the service structure of 12-14 years 4 male and 2 female respondent teachers totally (3%) were participated. Under the service structure of 15-17 (lead teacher stage) 30 male and 12 female respondents totally (26%) teachers were participated. Under this structure the highest number of teachers were give their ideas based on the practice of instructional supervision that presented on the data collection tools. At the last service structure (above 18 years) 76 male 14 female totally 90 (56%) respondents teachers were participated. This service structure accounts the highest present. In addition to this under these service structure 10 (56%) school principals are grouped under here. At the last zone and woreda education quality assurance experts were under the service category of the 6-8 and 15-17 years serviced respectively. To conclude that the majority (56%) of teachers were more experienced than others.

Regarding the educational background of the respondents 15 male and 10 female totally 25 (25%) of teachers were diploma holder, 69 male and 25 females totally 94 (59%) of teachers were first

degree holder and the remaining 36 male teachers, 4 of teachers, totally 40 (25%) were masters holders. In case of school principals, 8 (80%) were first degree holders while 2 (20%) are masters holders. Additionally there were 1 (25%) male supervisors were first degree holder and 3 (75%) supervisors were masters. Moreover (100%) Woreda education officers and zone education quality improvement officers had first degree holders. From this, it is possible to conclude that, teachers were relatively more qualified than the educational experts of Woreda education officers and zone education quality improvement officers.

4.2. Presentation, Analysis and Interpretation of Data

This section elucidates the analysis and interpretation of data on the thematic components focusing on the domains of practice of instructional supervision, and relation of school performance within the teaching learning process under which the instructional supervision practice had been implemented.

4.2.1. Practice of Instructional Supervision

Theoretically, educational supervision has a great role in promoting instruction, curriculum and staff development activities. To this end, some instructional supervisory activities were listed in the questionnaire and the teachers were asked to indicate the level to which the instructional supervision task practices enabled teachers to get benefit of instructional supervision as expected. It was in view of this, 30 major items were administered to the respondents for rating. These items were listed in specific practice of instructional supervision.

In the table 5, item (1) one tried to discuss the question of practice of instructional supervision tasks that practiced by principals were observing teaching learning process in the regular class. Respondents replies that mean of 2.26 (standard deviation) = 1.269. 45.2 % of respondents argue that principals are observe the teaching learning process. The result implies that the observation were under the mean. As Likert scale, this shows undecided. According to an idea that gained through interview from principals, observing the schools within the regular time were not held by the continuous and periodic way. Because of most of the time principals were lose their time by accomplishing different office tasks. As document analysis the observation documents shows that. class observation were done by internal supervision committee, unit leaders.

Table 5: Promoting instruction

No	Variables on practice of instructional supervision	Mean	S. Dev
1.	Principals observe teaching learning process in the classrooms on regular classes	2.26	1.269
2.	Principals evaluate and guide teachers on the use of methods of teaching.	3.34	1.534
3.	Principals meeting with teachers directing to do need assessment based on their classroom instruction	2.96	1.507
4.	Teachers asses and use variety of assessment techniques continuously	3.4088	1.2739
5.	Supervisors assist and ensure utilization of a range of assessment process of learners performance	1.89	.515
6.	Teachers teach contents based on the daily lesson plan continuously.	2.70	1.335
7.	principals evaluate teachers to plan lessons that related the teachers and students activity	2.70	1.310
8.	Principals provide feedback and suggestions for selecting and developing instructional improvement.	2.28	1.125
9.	Supervisors conduct other non class observations by using the form for observation	2.52	1.427
10.	Teachers strengthen classroom management effectively students to focus on the content.	2.3899	1.4003
11.	Teachers use selected/developed instructional materials related to the content.	2.7107	1.3040
12.	Teachers manage and strengthen learning differences among students.	3.1635	1.5705
	N=159	2.6935	

Key: ratings for mean value of 5 strongly agree 4.-5,Agree , 3-4,undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

According to the item two evaluating and guiding teachers to the using of teaching methods were the task of principals or vice principals to strengthen to the practice of instructional supervision. For this case ,the respondents replies that, mean of 3.34 or 1.534 standard deviation. This implies that it lies on agreed as Likert scale analysis, respondents agree by principals guidance and evaluation of methods of teaching. This may be continuously practiced, it is better for teaching learning process.

In item 3, meeting with teachers to directing to do need assessment based on their classroom instruction were the task of principals on instructional supervision. As the result of this mean of 2.96 and standard deviation of 1.507,it is above the mean but undecided. This shows that shows around 58 % of principals meeting with teachers to assess their need. As this,42% of principals does not implement the task.

Item 4 shows that, using of variety of assessment techniques were practiced by teachers. As the respondents, the mean value shows that, $M=3.4,SD=1.27$, it is agreed. As the result 68% of teachers using different techniques. But as the document analysis, the highest average of students result depend on the test.

As shown item 5, on the task of utilization of range of assessment ,mean of 1.89, $SD=0.515$ the assistance of supervisors were undecided. The result implies that only 37.8 teachers agreed on it. But 62.2% of teachers agreed that instructional supervisors does not assist teachers on the assessment process on the continuously assess. According to the document analysis, the range of assessment were different. Then to correct this problem on the continuous assessment of learners performance instructional supervisors were must be continuously assist and follow up teachers assessment styles.

Regarding item 6,the practice of instructional supervision, preparation of teachers lesson planning, the respondents replies that the mean value of = 2.7 and the $SD =1.335$,were rated moderately . this result indicates that the preparation of lesson planning were not given attention. This harms the classroom instruction. So, instructional principals and supervisors were must be follow the continuity of lesson preparation daily.

item 7in the promoting instructional supervision the evaluation of lesson plan based on the activities of teachers related to the students activity implies that the mean 2.7 in the standard

deviation of 1.310. The evaluation of preparation of lesson plan was at the percentage of about 80% (,based on the Likert scale it is undecided. but it is above the mean. According to the document analysis, teachers lesson plan evaluated and commented only by department heads. But the role of principals were very rare. Instructional supervisors rarely discuss with and informs teachers to prepare lesson plan evaluate it and provide feedback. As well as they did not discuss with their teachers on how to apply different assessment techniques, preparing and selecting instructional aide. (PIS 1, March 2, 2018)

In item 8 in the same table the respondents asked responded the practice of instructional supervision of principals provide feedback and suggestion for selecting and developing instructional improvement, in this task teachers responded that the mean of 2.28 (standard deviation of 1.125) indicated that principals do not efficiently provide feedback and suggestions for selecting and developing instructional improvement. According to the data analysis based on the Likert scale. It lies on undecided. As document analysis most feedbacks are given by principals. As this, principals were far apart from the task performance.

As shown item 9, non class observation were conducted by supervisors the respondents response mean=2.52 and SD=1.427, non class observation were moderately conducted (undecided) by the instructional supervisors. Therefore, from the results of the mean scores and the data obtained from the interview, one can conclude that instructional supervisors did not regularly observe and identify the strengths and limitations of schools based on the non class observation.

With regard to item 10 implies that, teachers strengthen classroom management effectively. Accordingly to the response, teachers with (mean=2.38, SD =1.4) did not continuously manage students in the classroom during ongoing teaching-learning processes. This implies the weak classroom management. Therefore, it is possible to conclude that, teachers did not continuously strengthen classroom management by the cause of lack of skills to manage, and mostly teachers classroom management style were costumed. As the qualitative data obtained from interview indicated that, supervisors and principals did not continuously assist teachers that have skill on classroom management and they did not consult them how they can manage the classroom during ongoing teaching learning process. This indicated that, instructional supervisors did not consult and advice teachers how they can manage their students in the classroom and how can they control and handle the misbehave students in the classroom.

As shown on the same table item 11, the teacher respondents asked whether instructional supervisors assist teachers in developing/selecting instructional materials or not. Accordingly, teachers' responded(mean= 2.71, SD= 1.30), score indicated that, instructional supervisors assist teachers in developing /selecting instructional materials were undecided ;but it lies on above the mean. However, teachers should not develop and select instructional materials for proper teaching-learning process in expected rate. This cannot strengthen practice of instruction in the teaching learning process. Because of less integration of advice on selection and usage of instructional materials related to the content by teachers. The qualitative data obtained from interview support this idea that, instructional supervisors and principals assist teachers in developing /selecting instructional materials to teaching learning process related to the content. But teachers were not sufficiently develop /select instructional materials to teaching learning related to content to prepare materials by themselves.

In item 25,the managing and strengthen learning differences among students teachers respondent shows the mean score of $M=3.16,SD= 1.57$.This results shows there is practice of strong managing and strengthen learning difference among students. As document analysis some teachers plan on the lesson plan to managing and strengthen learning differences among students. This may have good practice when it is done in good way.

Table 6: Staff development activities.

No	Variables on practice of instructional supervision	Mean	Std. Dev
1.	principals would direct newly employed teachers to conduct induction program.	2.81	1.581
2.	Principals allow teachers to experience sharing with teachers in other schools in order to share information	2.70	1.474
3.	principals encouraging collegial groups to achieve instructional goals	3.40	1.278
4.	principals encouraging teachers to do self-evaluation in order to improve teaching and learning process	3.48	1.431
5.	Supervisors provide professional technical and instructional assistance to teachers.	2.30	1.189
6.	Supervisors assist teachers to engage in self assessment and	2.28	1.125

	personal relation to guide own professional development.		
7.	Supervisors review the teachers portfolio to validate observation and allow the teacher to show and explain evidences included in the portfolio	2.86	1.483
8.	Supervisors provide instructional advice for the teachers development.	2.96	1.507
9.	Instructional supervisors recognizes the strength and needs of the teachers in each school and give in-service training.	2.96	1.488
10.	Teachers collaborate with parents for students learning out comes.	2.622	1.43941
		N=159	2.837

Key: ratings for mean value of 5 strongly agree 4.-5,Agree , 3-4,undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

According to the item 1, newly employed teachers must have engage in induction program for their professional development. For this case the respondents replied the mean of 2.81 or the standard deviation of 1.581 shows that above 60% of respondents agreed by principals directing the program. Based on this the schools that directed by principals were well status. But , based on the interview with the Woreda and zone Education quality assurance Officers, it was found that supervisors were not arranging induction training for instructional improvement for beginner teachers. The reason mentioned for this was lack of knowledge and skills of how to arrange induction training. Taking this reality in mind, (MoE, 1987 E.C) indicated that, supervisors are expected to provide induction training for beginner teachers.

Under item 2 mean of 2.7 and standard deviation of 1.47, principals allow teachers to get additional experience by sharing from other schools teachers. This mean value indicates that there is experience sharing with in the schools. Experience sharing between teachers, helps to identify their limitations and their good work, so, it is very important to improve the teachers instructional limitation. Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less experienced teachers should encouraged to receive and obtain their good experience.

For this purpose, the MoE planned CPD/Continuous Professional Development program. However, during interview the instructional supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there is a little experience sharing.

However, facilitating the experience sharing at Woreda, zonal and regional level was written in the schools instructional organization document (BGREB, 1997 E.C:7).

As shown item 3 strengthen collegial group were one of instructional supervision practice to achieve instructional goal.. As the result of respondents mean of 3.4 and standard deviation of 1.278 ,it shows above 68 % teachers agreed about principals effort for knowledge of curriculum to advertise for teachers. This results teacher were active participants in curriculum implementation. As document shown there were different groups within different schools. This were best practice toencouraging collegiality.

As indicated in item 4 of table 1, the respondents asked principals encouraging teachers to do self-evaluation in order to improve teaching and learning process. Whether as the result mea of 3.48(69.6%)and standard deviation of 1.431 the practice of instructional supervision instructional principals regularly encourage teachers for self evaluation. This implies that agreed level in this his results teachers know about the strength and weakness of themselves to improve the learning process.

As the concept of item 15 teachers returned the questionnaire on Supervisors provide to teachers. The overall mean score for professional assistance (mean= 2.3, SD=1.18) The study analysis at item shows that the technical assistance of instructional supervisors were below the average. This item conclude that there is gap of technical implementation of instructional tasks. So, this result might point out that teacher in the sampled schools are not instructionally assist.

According to the item 5, as indicated ,supervisors provide professional technical and instructional assistance to teachers were responded as the mean of 2.30 and SD= 1.189. based on the likert scale the response shows under the mean or only 46% assistance were practiced. Based on the result less practice of professional, technical and instructional assistance can minimize the performance of the schools. As document analysis professional and technical assisstance were only on the hands of supervisors So specially instructional principals and supervisors must have been ake the highest responsibility to assist teachers.

As the questionnaire item 6, the mean of 2.28 SD=1.125, self assessment and personal relation of teachers were responded under the mean value or 45.6%. As the respondents ,the mean shows that teachers self assessment and personal relation lies on the average of disagree. So

instructional principals and supervisors must have been assist by engaging self assessment and personal relation between teachers.

As shown item 7 the questionnaire implies that instructional supervisors review the teachers portfolio and allow to show and explain evidences or not. The mean value= 2.86,SD= 1.483 shows that the validity of teachers portfolio, as indicated in the table undecided (above 57.2%) secondary schools in Kaffa zone teachers portfolio were reviewed and show by explaining the strength and weakness based on the evidences. As the result of the respondents the rest of 42.8 % schools teachers portfolio were not checked and reviewed. As teachers portfolio document analysis it is not regularly checked and done by the whole teachers. To strengthen the task of portfolio validity instructional supervisors must have been accomplish as portfolio guide line.

From item 8 stated that, practice of instructional supervision of provider of instructional advice for the teachers development were the score mean= 2.96 and SD =1.507 rated undecided by the respondents. This implies that the instructional advice for teachers development were not actively support. The lack of advice for teacher's on teachers development were affect school performance. To strengthen advice for teachers development instructional supervisors must have been advice and share common understanding with teachers

As indicated item 9 Instructional supervisors recognizes the strength and needs of the teachers and give in-service training were not. Giving in-service training to teachers were strengthen the teaching learning process of the schools. As the mean score of 2.96 and standard deviation of the 1.4 giving in-service training were implement in the schools at moderately. To end this supervisors must have been differentiate teachers need and recognize in in-service training.

As indicated in item 10, Teachers collaborate with parents for students learning out comes. The mean score 2.622, SD=1.439, indicated that, teachers do not try to moderately collaborate with the community to solve different academic problems and out comes observed from the ongoing teaching learning processes. During the interview the respondents indicated that there was not sufficient linking of teachers with the parents and stakeholders except the school principals trying to address some issues to the community. This indicated that the community stakeholders were not actively participated in the school while sending their children to school. Then instructional principals must have been create strong relation with parents

Table 7: Curriculum development

No	Variables on practice of instructional supervision	Mean	Std. Dev
1.	principals advise teachers on how to implement the curriculum.	2.52	1.386
2.	Supervisors supervises on the improvement of instructional programs of teaching learning process.	3.21	1.563
3.	Teachers participate on decision making process on instructional improvement reviewing the curriculum.	2.7296	1.54954
4.	Teachers participate in the activities of co-curricular activities.	2.3270	1.17191
5.	Teachers apply newly innovated and created ideas in teaching learning process	3.4214	4.25513
	N=159	2.838	

Key: ratings for mean value of 5 strongly agree 4-5, Agree , 3-4, undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

As shown table 7 item 1, principals must have the knowledge of curriculum and advising teachers to know about it. Based on this idea the result shows that mean of 2.52 and standard deviation 1.3 shows undecided by Likert scale. Then teachers must have been the knowledge of curriculum. Having and knowing about curriculum and its instruction were obligation to teachers. So knowing about curriculum and advising teachers were unsatisfactory. The responses reveal that most principals were not are involved in curriculum. Development in their schools. This results teachers not familiar with curriculum.

According to the item 2 the mean score of 3.21 and standard deviation of 1.5 Supervisors supervision the improvement of instructional programs of teaching learning process at the level of the moderately. But it is not to strengthen continuously and effectively to implement the instructional tasks, within the schools. For effective teaching learning process instructional programs were implement actively.

As item 3 shows Teachers participate on decision making process on instructional improvement reviewing the curriculum or not. As the result, the mean value shows, $M=2.72, SD=1.54$, above the mean value 2.5, based on this result participation on instructional improvement to review the curriculum were moderately practiced within Kaffa zone secondary schools. But knowing

of curriculum implementation within the schools were the obligation of not only principals and instructional supervisors but also it is duty of teachers.

As it can be described item 26, participation of teachers in co-curricular activities were responded by teacher respondents. As the response of teachers ,the mean value shows $M=2.32$, $SD=1.17$,the participation of teacher were below the average mean 2.5.then the result shows that, participation in co-curricular activities were low. For this case the participation on co-curricular activities were not assist and encouraged by instructional supervisors and principals.

In item 4, applying newly innovated and created ideas in teaching learning process were responded y teachers. According to their response the of the mean value= 2.62 ,and $SD=1.43$ the improvement of teaching learning process were above the mean value of respondents. According to the Likert scale it lies on the agree level. But to improve the teaching learning process in Kafa zone, newly applied and innovated ideas were must be equally distributed and implemented in the schools.

Table 8: Practice of action Research

No	Variables on practice of instructional supervision	Mean	S/ De
1.	Principals systematically studying classroom activities in order to plan for how to improve teaching and learning process.	2.86	1.530
2.	Supervisors conduct action research designed to improve instruction academic, performance and professional development.	2.97	1.492
	N=159	2.915	

Key: ratings for mean value of 5 strongly agree 4-5, Agree , 3-4, undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

In item 10 of the same table, the respondents asked whether instructional Principals systematically studying classroom activities in order to plan for how to improve teaching and learning process. The score indicated that mean of 2.86 standard deviation of 1.53 principals moderately focus on the classroom activities to improve the teaching learning process. This

implies that the instructional supervisors /principals give attention on classroom activities in moderately.

As shown in item 16, the respondents reply on the question item in the instructional practice of instructional supervisors conduct action research designed to improve instruction academic, performance and professional development(mean= 2.94 ,SD= 1.4) This result shows that there is no strong action research implementation on to improvement of academic achievement of the students, teachers performance and on the professional development. to get the solution of educational problems. Similarly, (MOE, 2002) indicates instructional supervisors are not engaged in solving school problems, because they went to school only to collect information from the hands of school principals. But they do not give necessary support for the school personnel. As Singhal et al. cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice.

When to sum up the above responses under the practice of instructional supervision ;promoting instructional tasks, staff development, curriculum development and conducting action research were prepared by questionnaire and complied by respondents. Based on this, to promote instruction the total the mean of 2.693,SD of 1.1918; this implies that undecided, for the staff development activities Mean=2.89126,SD=1.3995; this implies that undecided for curriculum development activities Mean=2.8416,SD=1.985 this implies that undecided and on the conducting action research Mean=2.915, SD=1.511 this implies that undecided as Likert scale. Generally, the practice of instructional supervision within the sampled schools, Mean=2.283533; SD=2.754188.

In general, the result indicates that, practice of instructional supervision within the sampled schools, Mean=2.283533;SD=2.754188 implies that the tasks were practiced within the schools but the result has been under the mean of the scale. So the practice were not enough to ensure school performance. Hence, it might reduce the performance of students, teachers as well as the schools goal achievement.

4.2.2 School performance.

Theoretically, educational supervision has a great role in promoting instruction, curriculum and staff development activities. To this end, some the school performance related to the teachers performance and students achievements questionnaire were listed. In the and the teachers were asked to indicate the level to which the school performance task practices enabled teachers and students to achieve their performance related to instructional supervision as expected. It was in view of this, 25 major items were administered to the respondents for rating. These items were listed in specific practice of school performance.

Table 9: Respondents View on teachers performance .

No	Variables on school performance	Mean	Std. Dev.
1.	Subject teachers prepare tests based on the test specification.	2.7484	1.37780
2.	Supervisors assist teachers on the assessment and evaluation techniques for student performance.	3.3208	1.29420
3.	Teachers improve teaching performance based on the feedback from mentor students peers and superiors.	2.2264	1.27748
4.	Teachers proposes for the next steps for the continuing improvement of instructional activities using varied strategies.	2.9560	1.50672
5.	Teachers participate in in-service training program to be themselves "best teacher".	2.8553	1.48340
6.	Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development.	2.2767	1.12459
7.	Supervisors improve instruction academic, performance and professional development by conducting action research.	1.8868	.51535
8.	Supervisors, teachers, and principals mutually agree on the next supervisory action for the professional growth and development of teachers.	2.9748	1.49238
9.	Principals organize seminars workshops and other in-service training, programs for teachers capability building.	2.3019	1.18938
10.	Principals provide a more balanced set of incentives to teachers to initiate them for the achievement of school performance.	2.9623	1.48787
11.	Principals evaluate task accomplishment continuously and give feedback for teachers to reach teachers performance in expected targets.	3.2075	1.56333
12.	principals allow teachers to experience sharing with teachers in other schools in order to improve their performance	3.4780	1.43128
	N=159	2.760	

Key: ratings for mean value of 5 strongly agree 4-5, Agree , 3-4, undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

Regarding the table 9 item 1, among different evaluation types test were prepared after the preparation of test specification. As the response of teacher respondents, the mean value of ($M=2.74$, $SD=1.377$) preparation of test specification were at the above the mean or moderate level. This implies that ,above 50% subject teachers were not plan to test the students performance. So this were affects school performance directly. For school performance improvement all subject teachers must have plan test specification before testing the students.

In table 9 item number 2 of the same table, respondents asked to indicate their idea on the evaluation techniques extent to which instructional supervisors assist teachers for students performance. Based on the responses of teachers the mean value $M=3.3$, $SD= 1.29$ were shows that it is above the mean. This shows that to ensure the relation of instructional practice with the school performance related to the students achievements, supervisors assist them. But for more assessment and evaluation techniques, teachers, school principals and instructional supervisors give a quick response to the problem encountered in the identification of student evaluation skill gaps of teachers during teaching–learning process in the class-room. instructional supervisors trying to identify the student evaluation skill gaps of teachers. Instructional supervisors during examinations and before examination when teachers submit their exam paper, they look simply and sign on it but still they did not indicate how teachers improve their gaps on student evaluation.

As indicated item3 improving performance based on the feed backing from mentors, peer, and supervisors. For this case ,teachers respondents reply that the Mean =2.22, and $SD=1.27$.this result implies teachers does not use different feedbacks for their performance. As the result only 20 % of teachers use feedbacks .so this only cannot serve as school performance. Then instructional principals must have check the background of teachers based on the different feedbacks

According to the item 4, for the continuation of improvement of instructional activities teachers must have propose the next step standing from the previous one. For this, teachers responded that $M=2.95$ and $SD=1.50$. This implies that to improve instructional activities based on the its continuation, not all teachers participate it.

Item 4 implies that, Supervisors ,teachers, and principals mutually agree on the next supervisory action for the professional growth and development of teachers or not. The respondents reply that the mean value $M= 2.97$ and $SD= 1.49$ instructional supervisors, principals and teachers discuss on the performance of school and then point out weak areas to the next supervisory action. The result show common agreement were held only in moderate way. According to the document analysis related to the instructional practice that registered continuously by instructional supervisors were it seems to be habitual than current instructional practice. They do not measure the current degree of school performance for the next step. If it is continuously practiced the relation of instructional supervision with school performance does ot clearly identified.

As item 5,participating teachers in in-service training program were essential for school performance. The teachers asked whether participated or not. According to the their response, $M=2.85$ and $SD =1.48$.This result implies that the participation of in in-service training were moderate. For this result participating in-services programmed were not included at all. This makes difficulties to be a better teacher in performance provide regular in-service training programmed for supervisor, supervisors work load reduced, supervisors should be free from prejudice and fault finding, supervisors should be collaborative and friendly with teachers."(ISP7,March,30,2018).

Item 6 show shows that Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development or not. The respondents replies that the mean value of $M= 2.27$ and $SD= 1.124$. this implies that, professional development based on the personal relation and self assessment were below at the average of mean. For this case the assistance of supervisors cannot sufficient for them. This results the school performance were affected by the teachers professional developments.

Item 7implies that, Supervisors improve instruction academic, performance and professional development by conducting action research or not. As the respondents, $M= .88$ and $SD= 0.51$,academic performance and professional developments problem were not improved. This result impacts on the school performance. Then instructional supervisors must have improve instructional problems for school performance.

Item 8 implies that, Principals organize seminars workshops and other in-service training, programs for teachers capability building or not. Based on the idea of capability building the respondents replied that the mean of $M= 2.30$ and $SD= 1.18$. The result implies that building teachers capability were not build at the above the mean value. This affect the performance of school. Instructional supervisors require their teachers to participate in various staff development activities such as short and long term training to sharing best practice between schools in curriculum evaluation ,in continuous professional development, but teachers perception and participation regarding this activities was less in general, the reason beyond that they assume not suit individual needs. (PIS3, March 6, 2018)

According to the item 9, the respondents asked that, Principals provide a more balanced set of incentives to teachers to initiate them for the achievement of school performance or not. As the respondents answerer $M= 2.96$ and $SD=1.48$ implies that above 50 % principals provide incentives to teachers. But half of them were not initiate teachers As the result if not all schools initiate teachers in balanced set of incentives the school performance were affected.

Item 10 implies that, Principals evaluate task accomplishment continuously and give feedback for teachers to reach teachers performance in expected targets. As the respondents the $M=3.20$ and $SD= 1.56$, shows that to insure teachers performance evaluating and giving value to task accomplishment were at high level (above the mean). As the result there is continuously task accomplishment. For this case it leads to the achievement of performance. According to the data that gained from the interview, woreda education office and zone educational department assist and evaluate schools performance achievement four times a year within the quarter, semester and at the end of academic year. During quarter year only the task that accomplished within the three months only evaluated and field by the checklist, but not check up the achievement and implementation of the previous feedback. For this case the performance of the school does not ensured by the effectiveness of instructional practice.

Table 10: Respondents View on students performance .

	Variables on school performance	Mean	Std. De.
1.	Subject teachers identifying students who are at risk failing and give tutorial program for their performance achievement.	2.6604	1.50455
2.	Students set targets achievement at the beginning of the year.	3.3082	1.63409
3.	Teachers provide set targets to achieving to of students performance.	2.2264	1.27748
4.	Teachers evaluate learning performance of students regularly	2.9308	1.46745
5.	Supervisors assist and ensure utilization of a range of assessment process of learners performance	2.5723	1.38463
6.	principals would provide teachers with constructive feedback on teaching performance for students achievement	2.8805	1.55231
7.	principals assist teachers on how to evaluate the performance of students	2.3522	1.17537
8.	Principals inspire teachers to reach expected results of students performance	2.6604	1.50455
9.	Principals establishing safe and supportive school environment to give tutorial programs.	3.3082	1.63409
10	Principals evaluate on students' assessment and progress records.	2.7484	1.37780
11	Supervisors motivate and support students to attain peak student performance.	2.5157	1.42694
		N=159	2.7381

Key: ratings for mean value of 5 strongly agree 4-5, Agree , 3-4, undecided =, 2-3.00, Disagree, and 0- 2, strongly disagree

According to the item 1, for school performance improvement, Subject teachers must have identifying students who are at risk failing and give tutorial program for their performance achievement. The respondents response indicates that the mean score Mean=2.6, SD =1.5, implies it is not satisfactory. Because of that helping students for their performance achievement were at the moderate level. To achieve school performance identifying and helping students during tutorial program were core instructional task for teachers.

Regarding to the second item the variable on the school performance knowing and differentiating annual schools and students target result based on the tactical plan were the initial task for them. According to the respondents, mean score $M=3.30, SD= 1.63$, setting targets of students achievement were at the level of moderately. But to achieve school performance based on the students achievements, setting all students academic target of academic performance were the responsibility of subject teachers, and principals. So ,the result shows 40% of students were not set targets. This results incomplete school performance target setting.

Item 4 , the continuous evaluation learning out comes continuously or not were responded by the subject teachers. For this questionnaire the respondents respond the mean value of Mean $2.93, SD= 1.46$ indicated that ensuring learning outcomes were at the above mean value. The result it shows evaluate the performance were at the level of moderate. Evaluating schools learning performance ensured by the target setting for performance achievement.

Item 5 indicates that ,the instructional supervisors assist to ensuring the utilization of range of assessment process of teachers. The Mean= $2.57, SD=1.38$ implies that half of supervisors focus on the ensuring range of assessment. According to the result above 50% the range of assessment process were not assisted. So to evaluate the students performance, using different ranges were an interesting. Without this differentiation on the range were happen.

Item 6 the response implies that principals would provide teachers with constructive feed backing on teaching performance for students achievements or not. The mean($M=2.88, SD=1.55$) shows that instructional principals give feed backing to strengthen school performance at moderately. But for the achievement of the schools goal ,all principals must have feed backing on the performance by focusing on the previous achievement goal and the current schools performance. But in this response not all instructional principals strengthen feed backing.

According to the item 7 of the relation of school performance with the instructional practice, principals must have assist teacher on how to evaluate the performance of students. The $M=2.35, SD 1.17$ indicates that showing the way to how to evaluate were under the average. This shows that principals does not involve on the mechanisms of performance evaluation. This implies that the practice of instruction on specific tasks were neglected, only teachers participate what they want. This harms school performance.

Item number 8 implies that the inspiration of principals to teachers to reach expected results of students performance. Knowing and inspiring on the relation between the past achievement and current one were an essential for not only for principals but also teachers, students... the respondents response implies that the mean value of $M=2.66$ and $SD=1.5$. according to this result inspiring teachers to reach expected result were in moderate level. To improve school performance all teachers within the school must be inspired to initiate for the highest peak.

Item 9 focus on the tutorial that given to the students. To give tutorial program for the improvement of directly student achievements and indirectly school performance, principals must have establishing supportive school environment. For this idea teacher respondents replies that the mean value of $Mean=3.3$ and the $SD=1.63$. This implies that there is supportive environments, which is at about moderately. Giving tutorial program must have the obligation of teachers for best performances.

As indicated item 10, Principals evaluate on students assessment and progress records. For this item teachers reply the mean value of $M=2.74$ and $SD= 1.37$. This result implies that checking and giving feedback were done around 54%. 56% of principals were not check students result records. This implies teachers only goes through students performance evaluation process. Generally this harms the performance of the school.

According to the item 11 shows that, Supervisors motivating students for the highest peak of performance or not. As the respondents the mean value, $M=2.51$ and $SD=1.42$, motivating students for the highest peak of performance were moderate. This results half of instructional supervisors does not motivate them.

In the School performance teacher performance and student achievement were responded under the questionnaire of respondents. Based on this teacher performance of $Mean=2.766, SD=1.30906$ and under student achievement tasks the $Mean=2.74213, SD=1.4490$. Totally based on the respondents school performance shows, $Mean=1.4490, SD=1.37903$. The result implies that under the mean value.

In general, the result indicates that, school performance within the sampled schools, $Mean=2.75438, SD=1.37903$ implies that the tasks were practiced within the schools but the result has been not more apart from the mean of the scale. So the practice were not enough to

ensure school performance. Hence, it might reduce the performance of students, teachers as well as the schools goal achievement.

4.3 The relationship between practice of instructional supervision and relation to school performance.

The overall purpose of instructional supervision is to help teachers improve, and this improvement could be no what teachers know, the improvement of teaching skills, as well as teachers ability to make more informed professional decisions (Sergiovanni & Starraat,2007). Instructional supervision is an important tool in building effective teachers' professional development. Instructional supervision is "an organizational function concerned with teacher growth, learning to improvement in teaching performance and greater student learning" (Nolan & Hoover, 2008,p.6) It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Anderson & Snyder,1998;Carter,2001;Zepeda,2007).

Table 11: Correlation between variables of instructional supervision and relation to school performance.

Correlations			
		PISU	SP
PISU	Pearson Correlation	1	.898**
	Sig. (2-tailed)		.000
	N	159	159
SP	Pearson Correlation	.898**	1
	Sig. (2-tailed)	.000	
	N	159	159
**. Correlation is significant at the 0.01 level (2-tailed).			

SP= School performance

PISU= Practices of instructional supervision

The third objective of this study was to extent instructional supervision practice is linked with school performance in secondary schools of Kafa zone. Teachers 159(46%)asked to respond a number of questionnaires by using Likert scale of 1=Strongly Disagree (SD) 2=Disagree (D)3=Undecided (UD), 4=Agree (A) and 5= Strongly Agree (SA) and principals (10) (100%), supervisors(36%),woreda education quality expert 4, (100%), and zone experts1,(100%), were

interview based on the relation of practice of instructional supervision relation to the school performance. In order to examine the relationship between practice of instructional supervision and school performance at then ten selected secondary schools from five woreda's of Kafa Zone education department correlation analysis were conducted.

According to the above table, Pearson correlation analysis by SPSS version 23, result shows that the relationship between practice of instructional supervision and school performance have a significant positive relationship at ($r=0.898, p<0.05$) this relation shows that the relationship between practice of instructional supervision and school performance practice of instructional supervision and school performance is strong positive relationship. Because the r value is found between $0 < r < 1$.

The correlation coefficient(r) is always between -1 and $+1$ or i.e. $-1 \leq r \leq +1$. $r = -1$ implies perfect negative linear correlation dependent and independent variables under consideration. $r = +1$ implies perfect positive linear correlation between variables under consideration 's $r = 0$ implies that there could be anon linear relation between the two variables $0 < r < 1$ implies moderate linier relationship between the two variables. Moderate positive $-1 < r < 0$ and moderate negative if $0 < r < 1$. In both instructional supervision and school performance teacher respondents the Pearson correlation coefficient analysis result showed that moderate and positive linear relationship. According to the r value between $0 < r < 1$. Regarding above table the value of r is 0.898 . this value exist between the expression $0 < r < 1$.

To identify the measurements of school performance in secondary school, interview conducted for principals, supervisors Woreda and zone education departments.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This chapter summarizes the main findings of the study and provides research recommendation based on the findings and conclusions. The main purpose of this study was to assess the relationship between practice of instructional supervision with school performance of kafa zone government secondary schools .To this end, co-relational design was used and both quantitative and qualitative methods were employed. Source of data were 159 teachers, 10 principals, 4 supervisors and 4woreda education office experts and1(one) Kafa zone education department. A total of 171 respondents were used in this study. The teachers were selected by using sampling technique whereas the principals, supervisors woreda education officers and kafa zone education department were selected by using purposive sampling techniques. Data collection instrument were questionnaire, interview and document analysis. The gathered data were analyzed by using descriptive statistics and by using SPSS version 23.

To achieve the objectives of the study 4 woreda and 1city administration, 10 secondary schools were selected by using purposive sampling technique. The selected woreda and schools are: from Bonga city administration (GrazmachPhawlos secondary school, BishawWoldeYohannis secondary school, Millennium secondary school),from GeshaWoreda (Dakka secondary school,Wodo secondary school, and Hasho secondary school). From GhimboWoreda(Ghimbo secondary school, and Diri Gomma Meles Zenawi secondary school) and from Shishonde woreda (Shishonde secondary school and Aberayuda secondary school).To this end, the following basic questions were formulated.

1. To what extent instructional supervision tasks practiced in secondary schools of Kafa zone ?
2. To what extent do teachers performance improved in the practice of instructional supervision in Kafa zone secondary schools.
3. To what extent do students achievement improved in the practice of instructional supervision Kafa zone secondary schools.

4. To what extent instructional supervision practice is relation with improving school performance in secondary schools of Kafa zone ?

So as to deal with the basic questions related literature were reviewed. Three types of data gathering instruments (questionnaire, interview, and document review) were used.

The subjects of the study are 159 teachers were selected by random sampling in selected schools the highest percentage of teachers were experienced.10 (Ten) principals and 4(four) supervisors,4(four) Woreda education officer and 1(one) zone education department experts were selected by purposive sampling techniques.

Concerning the data analysis, the quantitative data were presented, analyzed and interpreted by integrating with the qualitative data which were gathered through interview. In relation to this, data analysis method were based on the mean score and standard deviation were employed to analyze the quantitative data. Next to the following major findings are drawn:

Providing set of target achievement and assisting during evaluating students performance were under the mean value (0-2.5). Then starting from the utilization of range of assessment techniques the instructional supervisors and principals cannot assist teachers. Directly this affects the school performance.

To improve teaching performance and to motivate and support students feed backing and attaining students peak performance were not supported by instructional supervisors and teachers. This results less attention to the school performance. To achieve school performance engaging teachers in self assessment conducting in action research and strengthen in-service training were under the mean value (0-2.5). This results instructional principals and supervisors does not assist and organize teachers within the schools. To strengthen the instructional practice based on feed backing and suggestion for selection of instructional improvement instructional supervisors cannot provide and technical assistance. To develop students understanding towards classroom teaching learning, the curricular activities were not assist by instructional principals.

The relationship between instructional supervision and school performance according to the research result of Pearson correlation indicates positive and significant relationship between the two variables i.e. instructional supervision and school performance is ($r = .898$, $n=159$, $p=.00$, $p<.05$) which implies the existence of positive correlation between the variables.

5.2 Conclusion

Instructional supervision is a professional continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality of learning in the schools. It is hand holding for a professional colleague by a supervisor or instructional leader who possesses superior knowledge and skills and who work collaboratively in a school environment that nurtures the development of professional learning community

In the current practice, instructional supervision approaches focus on the issues on mainly on teachers professional growth so as to practice instructional activities of schools and to focus on the expected changes of students behavior. According to carron, DeGrauwe and Govinda (1998), Based on the major findings the following conclusions are made.

According to the research result of correlation indicates positive and significant relationship between practice of instructional supervision relation to the school performance ($r = .898$, $n=159$, $p=.00$, $p<.05$), which implies the existence of positive correlation between the variables.

The relationship between practice of instructional supervision relation to the school performance according to the research result indicates positive and significant relationship between practice of instructional supervision relation to the school performance relationship is ($r=.898$, $n=159$, $p=.00$, $p<.05$) which implies the existence of positive correlation between the variables.

A positive relationship between practice of instructional supervision relation to the school performance an interesting setting for the teachers performance and students achievements. This teachers performance and students achievements directly affect school performance. On the other hand, when practice of instructional supervision tasks and school performance were not positively relate, teachers performance and students achievements would be affected.

Primarily for the accomplishment of practice of instructional supervision tasks, School principals are responsible for planning, organizing tasks, coordinating, assisting, evaluating and feed backing process effectively. Secondly supervisors must have instructional for the accomplishment of tasks and that relate to the school performance (teachers performance and students achievements).

5.3 Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of instructional supervision relation with school performance in Kafa Zone secondary Schools:

- The practice of regular observation and feed backing were not continuously and periodically done. To promoting instruction within the secondary schools, instructional supervisors and principals would be observe teaching learning process regularly and give constructive feed backing for the improvement of school performance ,specially teachers performance and students achievements.
- Checking of assessment techniques and ensuring target achievement of students with school performance is not satisfactory. To promoting instruction within the secondary schools, instructional supervisors and principals would be follow up and ensure how to evaluate the performance of students, support students to attain peak students performance and analyze the targets of students achievements based on the utilization of range of assessment techniques for targeted school performance.
- Encouraging teachers with in the self assessment practice were not strongly done. For teachers development, principals and supervisors would be encourage and engage teachers in self assessment tasks to improve themselves in school performance development.
- The system and mechanism of assistance of instructional supervisors were not focus on each instructional tasks. To strengthen the instructional practice, supervisors would have been assist technical and professional assistance on instructional tasks in developmental and well organized way for school performance.
- The understanding of teachers and students towards the concept and curricular tasks were not developed. For curricular development principals, instructional supervisors, Woreda and zone educational officials would have been develop teachers and students understanding towards curricular activities for improvement of teaching learning process with relation of tasks with school performance.
- For more teachers performance development, organizing different in-service training program were not focused as instructional tasks. Hence, principals and instructional supervisors would have organize seminars and workshops and other in-service training

programs continuously and regularly for teachers capability building and teachers must have engaging and strengthen themselves in in-service training, to have best teacher.

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Appendix - A

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Department of Educational Planning And Management

The main purpose of this questionnaire is to collect relevant data for the study on the practices of instructional supervision relation to the school performance Kafa zone Gesha woreda secondary schools. The response you provide have constrictive paramount and importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Write briefly your response for closed-ended questionnaire.
3. In the practice of instructional supervision, relation to school performance teachers, supervisors ,principals woreda education office and zone education department who are responsible to carry out instructional supervision activities in the school.
4. Give appropriate response based on your school experience/context please,.
5. Use a thick mark "√" to your response of each close-ended questionnaire from the given rating scales in the box provided .

Part one :- General information

1. School-----

2 Sex :- Male Female

3. Age :- 20-30 31-40 41and above

4. Service 1- years 6-10 years 11-15 years 16 and above

5 .Educational status: Diploma Degree Masters

6. Area of qualification:(field of study) subject Edpm

7. current position Teacher principal supervisor

Part two

Practice of instructional supervision Relation to the school performance

This section seeks information on the extent to which your role in practice of instructional supervision Respond by putting a tick (√) in the spaces provided under the scale 1- 5.

5= Strongly Agree (SA)

3=Undecided (UD),

1=Strongly Disagree (SD)

4=Agree (A)

2=Disagree (D)

N o	Items Practice of instructional supervision	1	2	3	4	5
		SD	D	UD	A	SA
	principals observe teaching learning process in the classrooms on regular classes					
2.	principals evaluate teachers to plan lessons that related o the teachers and students activity					
3.	principals would evaluate and guide teachers on the use of methods of teaching.					
4.	principals would direct newly employed teachers to conduct induction program.					
5.	principals provide feedback and suggestions for selecting and developing instructional improvement.					
6.	Principals allow teachers to experience sharing with teachers in other schools in order to share information					
7.	principals advise teachers on how to implement the curriculum.					
8.	principals encouraging collegial groups to achieve instructional goals					
9.	principals meeting with teachers directing to do need assessment based on their classroom instruction					
10.	Principals systematically studying classroom activities in order to plan for how to improve teaching and learning process.					
11.	principals encouraging teachers to do self-evaluation in order to improve teaching and learning process.					
12.	Instructional supervisors recognizes the strength and needs of the teachers in each school and give in-service training.					

13.	Supervisors supervises on the improvement of instructional programs of teaching learning process.					
14.	Supervisors provide professional technical and instructional assistance to teachers.					
15.	Supervisors conduct action research designed to improve instruction academic, performance and professional development.					
16.	Supervisors assist and ensure utilization of a range of assessment process of learners performance					
17.	Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development.					
18.	Supervisors conduct other non class observations by using the form for observation					
19.	Supervisors review the teachers portfolio to validate observation and allow the teacher to show and explain evidences included in the portfolio					
20.	Supervisors provide instructional advice for the teachers development.					
21.	Teachers use appropriate methods of teaching					
22.	Teachers prepare daily lesson plan for each content continuously.					
23.	Teachers strengthen classroom management effectively.					
24.	Teachers use selected/developed instructional materials related to the content.					
25.	Teachers manage and strengthen learning differences among students.					
26.	Teachers participate on decision making process on instructional improvement reviewing the curriculum.					
27.	Teachers participate in the activities of co-curricular activities.					
28.	Teachers apply newly innovated and created ideas in teaching learning process					
29.	Teachers collaborate with parents for students learning out comes.					
30.	Teachers use variety of assessment techniques					

Part Two:
School performance

No	Teachers Performance	1 SD	2 D	3 UD	4 A	5S A
1.	Principals evaluates teachers performance appraisal in formative and summative way.					
2.	Principals conduct with teachers in order to review school performance progress.					
3.	principals allow teachers to experience sharing with teachers in other schools in order to improve their performance					
4.	Principals provide a more balanced set of incentives to teachers to initiate them for the achievement of school performance.					
5.	Principals evaluate task accomplishment continuously and give feedback for teachers to reach teachers performance in expected targets.					
6.	Principals organize seminars workshops and other in-service training programs for teachers capability building.					
7.	Supervisors, teachers, and principals mutually agree on the next supervisory action for the professional growth and development of teachers.					
8.	Supervisors improve instruction academic, performance and professional development by conducting action research.					
9.	Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development.					
10.	Supervisors motivate and support students to attain peak student performance.					
11.	Teachers participate in in-service training program to be themselves "best teacher".					
12.	Teachers proposes for the next steps for the continuing improvement of instructional activities using varied strategies.					
13.	Teachers improve teaching performance based on the feedback from mentor students peers and superiors.					

14.	Principals evaluate on students' assessment and progress records.					
15.	Principals establishing safe and supportive school environment to give tutorial programs.					
16.	Principals inspire teachers to reach expected results of students performance					
17.	principals assist teachers on how to evaluate the performance of students					
18.	principals would provide teachers with constructive feedback on teaching performance for students achievement					
19.	Supervisors assist and ensure utilization of a range of assessment process of learners performance					
20.	Supervisors assist teachers on the assessment and evaluation techniques for student performance.					
21.	Teachers evaluate learning performance of students regularly					
22.	Teachers provide set targets to achieving to of students performance..					
23.	Subject teachers prepare tests based on the test specification.					
24.	At the beginning of academic year students set targets in each subjects to achieve their academic performance.					
25.	Subject teachers identifying students who are at risk failing and give tutorial program for their performance achievement.					

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The main purpose of this questionnaire is to collect relevant data for the study on the practices of instructional supervision relation to the school performance Kafa zone Geshaworeda secondary schools. The response you provide will have constrictive paramount and importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. In the practice of instructional supervision, relation to school performance teachers, supervisors ,principals woreda education office and zone education department who are responsible to carry out instructional supervision activities in the school. For this case tell me your idea in the current practice.
3. Give appropriate response based on secondary schools experience/context please,.

Part one :- General information

1. School-----

2 Sex :- Male Female

3. Age :- 20-30 31-40 41and above

4. Service 1- years 6-10 years 11-15 years 16 and above

5 .Educational status: Diploma Degree Masters

6. 6. Area of qualification: subject Edpm

7. current position Teacher principal supervisor

Interview Questions For Woreda and Zone Education Office and Department Supervision Coordinators.

The main purpose of this interview is to collect relevant information to the practice of instructional supervision and relation to the school performance in secondary schools of Kaffa zone. The information you provide will have constructive and paramount importance for the successful accomplishment of this study...so you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the response will be kept confidential.

1. How will you evaluate secondary schools current instructional supervision practice relation to the school performance?
2. How supervisors assist current instructional supervision practice relation to the school performance?
3. How would you evaluate secondary schools performance
4. What should be done in instructional supervision practice relation to the school performance in secondary schools ?
5. What type of strategies does the Woreda or Zone Education Office And Department supervision coordinators supervise secondary schools implementation of instructional supervision practice relation to the school performance?

Q/SH/SH/M/W/T/Kafa Goude Doyso Yasho
Kafa Zone Education Dept

Haddoo 1697/68/35
Deco 30/6/2013

Mqoosho;- Bada wochoon daachiyoon ciinniye

Damba moee sheenoocha biriyooch herecheetoommon 1^{nnee} yaaphooch giiti ubbee shuunee
Shuuraaree degoona dabbee shuunoona daneti beda wochoon yechiti 67 hee'oon hini deenni
Koorichoon yeshiyaa'a daachiito ta tunoon arichiiho

Taariku Tesfaye

D/sup/go/iigqee xiishee shuunee yungire qoppecho



- ❖ D/kechi wullena`o tookki 15 qemochi ikke kaallon gibeeti ihaatiyoo oogee gishecho tuno(5) kaallon baach bi tuno)

Xalle duubiyee kooree kexona

Kupphe ga`o

- Kooree kexona 1natiho,5natiho naa 10nati yamo qannito tuno
- Shuunee yunigireena`o yamo qannayittina`o tuno
- Gallaamee qeejee iripooritoon ageni agenona beqimmi kuxochi beshebeeto tuno
- Dojjechina`ochi shumaayoo bankoona qochebeeto tuno
- Gallaamee qeejje yamo qannito tuno
- Doyaa dojje shuuraron mixibeeti shuuraro aallo bi tuno
- Duubiyoochi kinditi kooricoo doyee kexochi kindibeeto tuno
- Xumi doyyoon 2 d/kexochi 2012 mn doyechina`ochi ichebeeto tuno

Tatibede ga`o

- 2% HIV/eedisoonaa baajjetoo yechi`I shuunoochi heeyaano tuno
- JEJena kote shuunee koton yechiti ashiraachoo oogee shappo bi tuno
- Meeti doyechina`o doyee madooche kuxxito tunetaana qihon koci`I yechi qayo
- Doyee kechi daqqe diciyoon yameta shuuneyaano tuno
- Shuunee yunigireena`on qoppe`I daqqe bariyee shappo
- Dojjechina`ochi daqqe dicii shuumayoo qoche qayo
- O kimee doyechina`on ubbe 1^{nee} d/kexochi shakkiiyoocha ooge shappo beeto tuno (22 d/kexo baach)
- D/kexina`ochi shiichee daggo,ceeni daggonaa dagge andiriyoo konjo inma gawaatiyaano tuno
- Guttinne guudochi kinditi masikoon goorona qoode`I d/kexochi kindaano tunonaa guudoochee goorona tije qayo
- Kuxxiti manjji shiishee doyechi qihon koci`i yechi qayo
- D/kechi oditon yami`I shuunee shappo
- Koorone wushee harichiyoo dammiti duubiyee qoppechina`o deshi doyee kexochi beddaha harichiyoo kindiyaanena`o tuno
- Meeti d/kexina`o goree xishikkee komaado boono kishoochi aallo bi tuno (28 d/kexina`o)
- Inspekishinne shuunoon yamona tookki`I ciichemmona hini natochi shuunoo kotti qayo
- Bilook giraantee gijjoon andi beddaha d/kexochi kindaano tuno
- Shuunooni konjiti guurimaashee doyoo koti qayo

2.3. GIMBEE DUBBIYOOCHI BEKKETI GOREENA`O

1. Gimbi dubbivoo

1.1. Diiri 1ne daqqe doyee kexo

- Bekketi kupphe ga`eena`o

- 1102/10/15
- ✓ Bari bare yameena'o qannito tuno
 - ✓ 2013 m.natooch bari bara koceena'on kocetaa shuunooch giyeeto tuno
 - ✓ Yamoon xepphiitaa echaawochoo giyiibeeto tuno.
 - ✓ 5noche-8noche beddaahaa kuxiyaani qoppoo 50%noche beeto tuno.
 - ✓ Dojjechina'o mashaameeyoona boono liqqoomoona doyee kechi iritoon biichiibeetina'o tuno.
 - ✓ Ciicheti dojjechina'ochi poortifooliyoo gaawuchaa qihoona koceebeeto tuno.
 - ✓ Dojjechina'ochi kashee kiinee qihoo kooraa yecheto tuno.
 - ✓ Isportee dipartemento gaawe shuuraaron kottito tuno.
 - ✓ Dojjecho Girma Kasa koricee qoppee hinnoona phiree qannaayoo daqqoon quyeto tuno bare dojjechoch shaahaaniyoo tunoo hakkimmo tuno.
 - **Koonjoo imaa shuuneeya bede tati bede shuuneena'o**
 - ✓ Qanniti yamoochee shiichaa dabboo imaa hini natoocha getaa bari bare shimboona bariitaa kechiti teppeena'o qannee qayo /koonjoo icheba/
 - ✓ Shuunoon staandaardoon kichoona 15 qemoocchee giishebe getigaata Ikaalloon qoppaa daqqoon immiibee bedaa-wochoon immiibee hammi qayo.
 - ✓ Xuggee qeejjooch beeti kocoo doyee shuunoon koonjoo immii shuuneemoch doyee kexona giyiti qiiccoo daachoon deewi qayo.sha, kooviidee mashoon wuushooch giyiti qiicco giishecho tuno, doyee kexo dihoos beddito tuno .
 - ✓ Doyoo kotteti gooroo koteti doyee madooyee gubbi wotteto tuno.
 - ✓ Doyee kechi kuxxi oogishoo 7.08% beddito tuno.
 - ✓ Doyechina'ochi shemmee iiqqoon kuphiiyooch staandaardoon xepphoo tuniiyoona goori gooroona qoppaabee shuunee qayo.
 - ✓ Tiitooriyaalee degoo daachee sheqqoon xephiitaa bari-bare yaweena'on kotiiyoona out-line kichoona doyechina'och shuriyoona MLC/Minimum learning competency/ ceechoon xephiitaa shuuneeyi qayo.
 - ✓ Iche-4ch beeti kuxiyaani qoppoo 60%ch beeto tuno.
 - ✓ 2013m.nachi CPDshuraaree ripoortto kicee portifoliyooch koceeyi qayo.
 - ✓ Doyee daggiiyooch doyee degee qiiccon degiitaa icheti doyoon ciinniimmona oogoo 39 kaalloon gaaceti dojjecho beetoommon 6tte dojjechina'o halla degee qiccon gaachiyaano dojjiibetina'o tuno ebiiyoona 8.62 kaalloo baach icheto tuno.
 - ✓ Maaci supervizhinee degoo doyeeti shuunoochee keyaanoo tunoonaa gooroon quyeto tunoonaa iritoon biichiibeeto tunee qayo.
 - ✓ Koricoon doyechina'o tatoona yeshi boono gaachemoch degoo aallo tuno.
 - ✓ Micciti doyee kaalloon ebosha beddaahaa nummee gawaatee qayo.
 - ✓ Doyechina'ochi wuroona wuttoon archiiyooyee beshaa bekkexaa'ooch macecikkiti kooroona koori xejjee qayo.
 - ✓ Doyechina'ochi paarlaamoon diimookraasee kaacci shafiroon quyoonaa koceeyi qayo.

Appendix -B

Diferent data analysis by SPSS

Reliability Statistics

Cronbach's Alpha	N of Items
.898	30

Reliability Statistics

Cronbach's Alpha	N of Items
.805	25

TECHERS GENDER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	120	75.5	75.5	75.5
Female	39	24.5	24.5	100.0
Total	159	100.0	100.0	

Expeiances of teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6-10 Years	29	18.2	18.2	18.2
11-15 years	79	49.7	49.7	67.9
16 & Above	51	32.1	32.1	100.0
Total	159	100.0	100.0	

Expeiances of teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 6-10 Years	29	18.2	18.2	18.2
11-15 years	79	49.7	49.7	67.9
16 & Above	51	32.1	32.1	100.0
Total	159	100.0	100.0	

Teachers educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	29	18.2	18.2	18.2
	Dgree	91	57.2	57.2	75.5
	MA	38	23.9	23.9	99.4
	If any	1	.6	.6	100.0
	Total	159	100.0	100.0	

Descriptive Statistics

	N	Mea n	Std. Deviation n
principals observe teaching learning process in the classrooms on regular classes	159	2.26	1.269
principals evaluate teachers to plan lessons that related o the teachers and students activity	159	2.70	1.310
principals would evaluate and guide teachers on the use of methods of teaching.	159	3.34	1.534
principals would direct newly employed teachers to conduct induction program.	159	2.81	1.581
principals provide feedback and suggestions for selecting and developing instructional improvement.	159	2.28	1.125
Principals allow teachers to experience sharing with teachers in other schools in order to share information	159	2.70	1.474
principals advise teachers on how to implement the curriculum.	159	2.52	1.386
principals encouraging collegial groups to achieve instructional goals	159	3.40	1.278
principals meeting with teachers directing to do need assessment based on their classroom instruction	159	2.96	1.507
Principals systematically studying classroom activities in order to plan for how to improve teaching and learning process.	159	2.86	1.530
principals encouraging teachers to do self-evaluation in order to improve teaching and learning process.	159	3.48	1.431
Instructional supervisors recognizes the strength and needs of the teachers in each school and give in-service training.	159	2.96	1.488
Supervisors supervises on the improvement of instructional programs of teaching learning process.	159	3.21	1.563
Supervisors provide professional technical and instructional assistance to teachers.	159	2.30	1.189
Supervisors conduct action research designed to improve instruction academic, performance and professional development.	159	2.97	1.492
Supervisors assist and ensure utilization of a range of assessment process of learners performance	159	1.89	.515
Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development.	159	2.28	1.125
Supervisors conduct other non class observations by using the form for observation	159	2.52	1.427
Supervisors review the teachers portfolio to validate observation and allow the teacher to show and explain evidences included in the portfolio	159	2.86	1.483
Supervisors provide instructional advice for the teachers development.	159	2.96	1.507
Teachers use appropriate methods of teaching	159	2.65 41	1.49254
Teachers prepare daily lesson plan for each content continuously.	159	2.70	1.335
Teachers strengthen classroom management effectively.	159	2.38 99	1.40033
Teachers use selected/developed instructional materials related to the content.	159	2.71 07	1.30406

Practice of instructional supervision relation with school performance

Teachers manage and strengthen learning differences among students.	159	3.16 35	1.57059
Teachers participate on decision making process on instructional improvement reviewing the curriculum.	159	2.72 96	1.54954
Teachers participate in the activities of co-curricular activities.	159	2.32 70	1.17191
Teachers apply newly innovated and created ideas in teaching learning process	159	3.42 14	4.25513
Teachers collaborate with parents for students learning out comes.	159	2.62 26	1.43941
Teachers use variety of assessment techniques	159	3.40 88	1.27395
Valid N (listwise)	159		

Variables on practice of instructional supervision	N		
		Mean	St/Deviation
Principals evaluates teachers performance appraisal in formative and summative way.	159	2.9560	1.50672
Principals conduct with teachers in order to review school performance progress.	159	2.9811	2.15381
principals allow teachers to experience sharing with teachers in other schools in order to improve their performance	159	3.4780	1.43128
Principals provide a more balanced set of incentives to teachers to initiate them for the achievement of school performance.	159	2.9623	1.48787
Principals evaluate task accomplishment continuously and give feedback for teachers to reach teachers performance in expected targets.	159	3.2075	1.56333
Principals organize seminars workshops and other in-service training programs for teachers capability building.	159	2.3019	1.18938
Supervisors, teachers, and principals mutually agree on the next supervisory action for the professional growth and development of teachers.	159	2.9748	1.49238
Supervisors improve instruction academic, performance and professional development by conducting action research.	159	1.8868	.51535
Supervisors assist teachers to engage in self assessment and personal relation to guide own professional development.	159	2.2767	1.12459
Supervisors motivate and support students to attain peak student performance.	159	2.5157	1.42694
Teachers participate in in-service training program to be themselves "best teacher".	159	2.8553	1.48340
Teachers proposes for the next steps for the continuing improvement of instructional activities using varied strategies.	159	2.9560	1.50672
Teachers improve teaching performance based on the feedback from mentor students peers and superiors.	159	2.2264	1.27748
Principals evaluate on students' assessment and progress records.	159	2.7484	1.37780
Principals establishing safe and supportive school environment to give tutorial programs.	159	3.3082	1.63409
Principals inspire teachers to reach expected results of students performance	159	2.6604	1.50455
principals assist teachers on how to evaluate the performance of students	159	2.3522	1.17537
principals would provide teachers with constructive feedback on teaching performance for students achievement	159	2.8805	1.55231
Supervisors assist and ensure utilization of a range of assessment process of learners performance	159	2.5723	1.38463
Supervisors assist teachers on the assessment and evaluation techniques for student performance.	159	3.3208	1.29420
Teachers evaluate learning performance of students regularly	159	2.9308	1.46745
Teachers provide set targets to achieving to of students performance..	159	2.2264	1.27748
Subject teachers prepare tests based on the test specification.	159	2.7484	1.37780
At the beginning of academic year students set targets in each subjects to achieve their academic performance.	159	3.3082	1.63409

Subject teachers identifying students who are at risk failing and give tutorial program for their performance achievement.	159	2.6604	1.50455
Valid N (listwise)	159		