PRINCIPAL'S SUPERVISORY PRACTICES AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS OF SOUTH WEST SHOA ZONE

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DECLARATION

I, declare that this thesis is my original work and has never been presented to any university or any other Institutions for the Award of the Degree of Masters of Arts (MA) or any other award. I have made it independently with the close advice and guidance of my advisor; and that all sources of materials used for the study have been duly acknowledged.

Declared By: Merawi Abera Ayano

Signed _____

Date   _____

LETTER OF APPROVAL

JIMMA UNIVERSITY

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This thesis on the title 'principal's Supervisory Practice and Teacher's Performance in the Secondary schools of South West Shoa zone' is approved as the original work of Merawi Abera.

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ABSTRACT

The purpose of this study was to identify the relationship between principals' supervisory practice and teachers' performance. The researcher employed descriptive correlational design. The correlational design used to find the relationships of the two variables that is principals' supervisory practice and teachers' performance. At thirty items questionnaire was design based on 4-point linker's scale was distributed. The sample size of the study was188 comprising of 15 principals, 4 CRC supervisor and 169 teachers obtained by using the Kreycies and Morgan (1970) table of determining sample size to obtain the primary data. Frequencies and percentages were calculated for descriptive statistics while Pearson's correlation coefficient was used to measure the relationship between variables, using (SPSS version 25.0) the findings of the study indicated on principals' supervisory practice with an overall mean2.61 (high) which indicated that principals of the secondary school perform their supervisory practice and the findings of the study on teachers' performance indicated an overall mean of 3.20 (high) which imply that teachers perform their school responsibilities. Accordingly, the above result implies that improvement on principal supervisory practice will increase teachers' performance. So, the researcher concluded that the principals should intensify more effort in their supervisory practice in term of inspecting student note-books, supporting teachers in their lesson, to improve teachers' performance. The study also recommend that Government and education sector should organize periodic capacity development workshops for teachers of secondary schools on teachers 'performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teachers' performance as well as teaching and learning processes in secondary schools.

Keywords: supervision; principals' supervisory practice; teacher performance

CHAPTER ONE

NTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, and scope of the study and significance of the study.

1.1. Back ground of the study

Education plays an integral part in a nation building. Education was the need of the day and supervision had been given due credit in better education achievements. Blasé and Blasé (2004) regard principal's supervision as a combination of supervisory beliefs and educational philosophies to build trust, empower teachers, and encourage reflection. According to Sullivan and Glanz (2000), principal supervision is the task of evaluating teachers during the educational process in order to enhance and develop the teaching and learning process and to increase student achievement.

Oftentimes, principal's instructional supervision and clinical supervision are used interchangeably both to denote all those supervisory practices done by principal's inside the classroom solely to check on and improve teacher's instructional performance (Holland & Garman, 2001). Principal Instructional supervision as an ongoing and dynamic process remains an indispensable function, serving the highest ideals of schooling.

At the present time, principal's supervisory practice in supervision has many different forms and is emphasized to be a structure with different components in educational organizations. Harris (1998) defined five contemporary aspects of principal's supervision: developing teaching and learning, adapting to changing external realities, providing support and feedback to teachers on professional development, understanding that the school is integrative to promote learning, inducing new and advanced pioneering implementations.

Acheson and Waite (1998) also emphasized that principal's supervisory practice of supervision has two aims: to promote meaningful teacher performance and to encourage student learning. The principal's supervisory process should be able to enhance teachers' own capacities by developing the regeneration and growing abilities of a schools as well as improving the instructional processes (Handal & Lauvas, 1987; Gregory, 2005&Bilesanmi, 2006) showed that

supervisory practice in supervision has always been regarded as an essential and integral part of school administration and basically geared towards the improvement of all factors in teaching and learning.

According to Osakwe (2010), principals offer guidance to teachers through their supervisory practice and thus school objectives were achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciples (Heaton, 2016). Principals who were efficient in supervision offer help in assisting teachers in making lesson plans and summarized before lectures, instructional aids and other target oriented activities

Principals with better supervisory practice in supervision give feedback and then further guide and move teachers towards desired work and objectives (Zepeda, 2014). Thus, the importance of supervisory practices may help in achieving teachers' better performance and this can be accelerated through supervisory practices e.g. visiting classrooms, appraising, and workshops/seminars (Obi, 2004)

As Ijaiya (1991) school principals supervision by supervisory practice is all the legitimate efforts made by designate professionals to assist the classroom teachers to improve on his competence so that he became a staff propelling practitioner as well as ensuring favorable setting for effective teaching and learning. Similarly, Glickman et al. (2004) shared the above idea Principals supervision denotes a common vision of what teaching and learning which can and should be, developed collaboratively by formally designated principals', teachers, and other members of the school community.

Durotulu (2002) also supported the above statement that supervisory practice in supervision is a "the day-to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter- personal relations among all people involved in the teaching-learning process'.

Furthermore, according to Chiovere (1995) principals' supervision by supervisory practice in school involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and

goals of an education system at a given level. It is therefore, evident that a principal as a supervisor should be a leader with requisite skills for effective discharge of his/her supervisory role. In whatever context, principal's supervisory practice is meant for improvement of teacher's work performance.

According to Blumberg (1998), Zepeda & Ponticell (1998), principal supervision should be used to reinforce effective teaching methods and encourage teacher's performance and professional development.

However, low level of supervision in supervisory practices may be the precursors of teachers' non professionalism which further points to the importance of better supervision practices (Adetula, 2005). Therefore effective and efficient teaching demands for supreme supervision practices on behalf of school managers i.e. principals (Wildman, 2015).

According to Katarasibwa (2006), teacher performance as the process by which the teacher is able to attain a maximum requirements level of their job in an effort to fulfill the school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils through proper use of lesson plan and lesson notes during the lesson.

Simply put, while aimed at improving teacher's performance, professional growth and development as well as student's academic performance, supervision is twofold, that is; general supervision and instructional supervision which subsumes principal's supervisory activities that take place principally outside and inside the classroom (Okumbe, 2007).

Teachers have in recent times manifested unwholesome attitude toward discharging their duties and performance. They go late to school, exhibit rudeness to school authority and trade at the expense of teaching. When they teach, they manifest poor knowledge of their subject areas, do not provide regular assessments for students nor keep proper students' performance records, show laxity to duties and cases of indiscipline has continually caused setbacks not only to the attainment of educational objectives, but also to the kind of education provided to the students (Isaac, Haastrup & Osalusi,2010).

Teachers were vital constituents of any educational setup (Ricard & Pelletier, 2016). Schools are likely to be successful if their teachers perform well (Wildman, 2015). Performance is actually about encompassing all sort of activities to be done for gaining certain outcomes and set targets.

To make Principal's supervisory practice more effective, collaboration was made with various groups. As illustrated by the Ministry of Education (MoE, 1994), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

1.2. Statement of the Problem

Education is the need of the day and supervision has been given due credit in better education achievements. Shilpa (2015), Emphasizing the role of supervisory practice in supervision for teachers, observed that the quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to educational delivery.

According to Osakwe (2010), principals offer guidance to teachers through their supervisory practice in supervision and thus school objectives are achieved through effective teaching and efficient learning. In this regard, principals assist teachers in refining their competencies essential for better teaching of the disciples (Heaton, 2016). Principals who are efficient in supervisory practice offer help in assisting teachers in making lesson plans and summaries before lectures, instructional aids and other target oriented activities.

Adelabu (1989) is also of the view that among other responsibilities of the principal is that the principal interest is teacher's performance that shows evidence of a willingness to strive for improvement, which the role of the principal is to give more attention to the proper orientation of his new staff members to improve teacher performance. The principal should also intensify and make constant effort to stimulate in-service growth.

Principal's supervisory practice in supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning

achievement for the students. In line with this, UNESCO (1999) indicated that school-based supervision in supervisory practices was significant for individual teacher's professional development, school improvement, and satisfaction of public demands.

The primary objective of principal's supervisory practice in supervision is to enhance the quality of instruction in the schools. The learner is the focus of attention in the process of supervision. Firz(2006) described principal's supervisory practice in supervision is a process of directing, helping, guiding and stimulating growth in the subordinates in order to improve the quality of instruction.

Chivore, (1995).also noted that the principal who is the instructional supervisory head of the school visits the classes in order to supervise the teacher in the actual classroom situation observation made by the principal and later being explained to the teacher with the aim of making correction for the improvement of teaching and learning. Students note books are also being cross-checked with a view to ascertaining the quality and quantity of what the student are taught. Schemes of work and lesson plans are also being checked by the principal's in order to ensure that teachers are abiding by the scheme of work as provided by the schools and methods of doing things connected with the teaching learning problems in schools.

However, some principals are not effective in their supervisory practice because they do not involve the teachers in major decision making. In highly performing schools, which have reversed the trend of poor performance and declining achievement, the principal sets the pace leading and motivating staff to perform to their highest potential (Bush & Oduro, 2006).

Low level of Principal's supervisory practice in supervision may be the precursors of teachers' non professionalism which further points to the importance of better supervisory practices (Adetula, 2005). Therefore effective and efficient teaching demands for supreme supervision practices on behalf of school managers i.e. principals (Wildman, 2015)

Performance of teachers in schools are largely depends on teachers' devotion and hard work. Further, principals are those persons who manage and maneuver teachers through their supervision practices (Heaton, 2016). Thus, if their Principal's supervisory practice in supervision is on the right track, it may activate teachers' efficiency and productivity,

Supervision practices, for instance, may encompass; checking attendance, develop and design curriculum and work schema, lecture delivery patterns, lecture preparatory drills, plan and manage school resources, developing effective communication (School-based Management Document, 2006).

According to Katarasibwa (2006), teacher performance is the extents to which teachers in a school achieve the requirements of their assign responsibilities in an effort to fulfill school required goals and objectives the school systems. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In his study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learner's registers, actual classroom teaching, assessment and evaluation of the learners, attending staff   meetings, management   of learner's discipline, involvement in co-curricular activities, regular presence in the school.

However, most teachers show negligence in performing their assumed roles; try to pass time; show irregularity and unpunctuality, never get satisfied with present positions and usually are indulged in finding some other more suitable jobs (Sharma, 2016). Further, negligence on work related activities of teachers hinders in achieving school goals and their performance (Osibanjo**,** Akinbode, Falola, & Oludayo**,** 2015). Although the recent poor teachers' performance and principals supervisory practice is one of the concern of today's problem and societal demand for teacher performance in education and the need for thorough supervision in schools is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision activities during supervisory practices in secondary schools (Kersa Malima woreda annual report 2010. E.C)

In spite of the societal demand for teacher performance in education and the need for thorough supervision in schools, there is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision of instructional activities in secondary schools. The recent poor instructional competence and performance of teachers which results in students" poor academic performance has been a subject of concern   to stakeholders of education in south west shoa zone.

As Heaton (2016) argued that, recent poor instructional competence and performance of teachers which results in student's poor academic performance has been a subject of concern to stakeholders of education. Thus, undoubtedly, students' success which is also the objective of schools largely depends on their teachers' devotion and hard work. Further, principals are those persons who manage and maneuver teachers through their supervisory practices.

Glickman (2010) explains that instructional supervisors need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required for principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance.

Tuoyo (2000) sees the principal needs to improve teaching and learning of the teachers through supervisory practices. To fully carryout these responsibilities, the school principals should have a broad knowledge and skills of principal's instruction supervision in their supervisory practice which will play a great role in improving teachers' performance.

The findings of different research conducted on the practice of principal supervision in secondary schools of different Regions and Zones of our country have shown that, there is a lack of awareness principals on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level, and also there's inadequate principal supervision to monitor teachers' instructional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010).

the recent poor teachers' performance and principals supervisory practice is one of the concern of today's problem and societal demand for teacher performance in education and the need for thorough supervision in schools is a growing concern about the realization of secondary education objectives due to doubt that many principals give little attention to supervision activities during supervisory practices in secondary schools. The recent poor instructional competence and performance of teachers which results in students' poor academic performance has been a subject of concern to stakeholders of education in south west shoa zone.

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This development motivated the researcher to carry out a study to investigate the relationship between principal's supervisory practice and teacher's performance of secondary schools in South West Shoa zone oromia region, Ethiopia.

A contextual gap was attempted by this study to bridge, because no study was conducted in South shoa zone Oromia Region

1.3. Objectives of the Study

1.3.1.The General Objective of the study

The overall objective of this study was to investigate the relationship between principal's supervisory practices and teacher's performance in selected secondary schools.

1.3.2. The Specific Objectives

The specific objectives of this study were:

1. To determine the level of principals' supervisory practice in secondary schools principals of South West Shoa Zone,
2. To assess the level of teachers' performance in secondary schools of South West Shoa Zone
3. To identify the relationship between principals supervisory practice and teachers performance in secondary Schools of south west shoa Zone.

1.4. Basic Research questions

To study the principals' supervisory practice and teachers' performance the following basic research questions are formulated

1. To what extent principals practice supervision in secondary Schools of south west Shoa Zone?

2. What is the level of teacher performance in secondary Schools of south west shoa Zone?

3. Is there a relationship between principals' supervisory practice and teachers Performance in secondary Schools of south west shoa Zone?

1.5. Significance of the Study

The study will provide relevant information to educational administrators on the relationship between principal's Supervisory practice and teacher's performance. This information will serve as a basis for the educational administrators to strengthen the policy on principal's Supervisory practice to improve teacher performance. It will assist the Zonal Inspectorate Division of the Ministry of Education in South west shewa zone and Oromia region with new knowledge on the importance of principal's Supervisory practice of schools to improve teacher performance.

It will help principals of schools on various areas to supervise in schools so as to assess teacher's performance, and also to improve, prioritize, and re-strategize the process of principal instructional supervision.

The outcome of this research study will provide teachers with new knowledge on the importance of preparing scheme of work, lesson plan and lesson notes and the relationship between principal's Supervisory practice and various factors that affect teacher's performance.

The study will also serve as a source of information for other researchers who wish to carry out a study on a similar study in other parts of the state. Further, this study is likely to benefit the educationists, researchers, principals, policy makers and stake holders related to education.

1.6. The Scope of the Study

The study is purposely delimited to five woreda and seven secondary schools of South West Shoa Zone. Because it is around work-place for the researcher and the researcher can explore the relationship between principal's supervisory practices and teachers' performance also because of limited funding allocated for the purpose of this study. The study also, conceptually delimited to assess, to what extent principal's supervisory practices and teacher's performance has a relationship.

1.7. Limitation of the Study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent challenge was that most of the secondary school principals unit leaders; teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires. Some of them who have enough time were also

unwilling to filling and return the questionnaire a s per the required time. Another barrier that can come across in the process of data collection are may be the refusal of some teachers and few principals of schools not to fill the questionnaires for unbelievable grounds such as lack of time, fear of sensitivity of the questionnaire contents and due to covid 19. Some of the teachers will be not volunteered to be part of the study for reason undefined. But the researcher should be discussed wisely with the respondent by telling the purposes and uses of this research and facilitate enough time for them to fill the questionnaires with great understanding. The response expected from them might contribute to the final findings positively or negatively. Unfortunately non returns questionnaire will be also a limitation for this study.

1.8. Definitions of Key Terms

Secondary School: Schools that provide primary secondary education for grade 9-12 which to prepare students for preparatory school.

Supervisor: ones who work at a position of managerial role and the person whom you report to it directly in the school

Supervision: a process which aims to support, assure and develop the knowledge, skills and values of the person being supervised.

Supervisory Practices: To perform a reflective analysis of teacher's educational performances mostly done by school principals and others in managerial position

Teachers' Performance - refers to lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counseling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, and maintenance of record of work covered and learners" records and time management.

1.9. Organization of the study

The study had five chapters. The first chapter was deal with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the Study, limitations of the Study, organization of the study, and operational definition of terms. The second chapters were all about reviews literature related to the concepts of the problem area. Chapter three deals with the preferred research design and methodology to perform the study including the sources of data ,the study population, sample size and sampling technique ,procedures of data collection, data gathering tools, methodology of data analysis. Chapter four

was presentation of data analysis and interpretation of the findings. Finally, chapter five was presented the summary, conclusion and recommendations of the study. Finally, references used to accomplish the research were critically listed as nothing is not from air.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents Concept of School Supervision, Theoretical Review of Supervision, Dimensions of principals' supervisory practice in Supervision, Principals supervision in Ethiopia, Informal Visits and general principals' supervisory practice Principals' Supervisory Practices in Instructional Supervision and Teacher Performance, The Principal as an Instructional Supervisor and Supervision of Instruction

2.1. Concept of School Supervision

School supervision, according to Beycioglu and Donmez (2009), is defined as "an administrative inspection that lays emphasis on administrative monitoring, enforcement and control" (p.71). As it is described by various writers, school supervision is generally related with external inspection aimed at monitoring and control of teachers' performance and school improvement (Beycioglu & Donmez, 2009; Grauwe, 2007; Zepeda, 2007). School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008).

Nevertheless, since the demand of teachers for guidance and support rend from supervisors has increased from time to time, some countries changed the terminology and preferring the term "supervisor" over that of "inspector". According to Grauwe (2007), some countries have recently developed more specific terminologies: Malawi, uses "education methods advisor", and Uganda "teacher development advisor".

 In line with this, Beycioglu and Donmez (2009) stated that "school supervision has been changing in its practice from a control mechanism which inspects and restricts teachers for not having them make errors to a practice which allows schools, especially at present, to have its members supervise themselves in collaboration and group dynamics" (p. 72). This

suggests the paradigm shift from the concept and practice of general school supervision (external inspection) to instructional (in-school) supervision in various countries. Instructional supervision is defined by various authors as a type of school-based (in- school) supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which relay on the system that is built on trust and collaborative culture (Beach & Reinhartz, 2000; Tyagi, 2010).

According to Sullivan and Glanz (2000), supervision is the task of evaluating teachers during the educational process in order to enhance and develop the teaching process and to increase student achievement. The determination of the level of realization of organizational objectives, the improvement of the deficiencies if any, and the promotion of teachers in terms of professional development are shaped in accordance with the underlying perspective.

In their study, May and Zimpher (1986) listed three perspectives for supervisory practice positivist, phenomenological and critical theorist.The role positivism in supervisory practice can be expressed as technical, behavioristic and rationalistic and focused on efficiency and effectiveness which can be considered as focusing on same points with bureaucratic approach to supervision.

In phenomenological perspective, they emphasized that supervision tended to be more indirect and required more active participation in teachers' own learning. From this perspective the role of principals changes in style from listening, encouraging, clarifying, presenting and solving problems with the teacher utilizing a self-plan to presenting clarifying, listening, problem solving and negotiating with the teacher and principals' using a contract system.

Supervision from critical theorist perspective can be considered directive and prescriptive. Practical examples of critical theory supervisory practice in supervision process are the belief that teaching is reflective, moral and ethical actions found in a socially constructed framework. In this perspective, critical theorists assist teachers' in the development of personal beliefs in teaching, schooling, children and themselves.

Depending on these perspectives, it can be said that between1850 and 1990 many different approaches were defined; different processes in supervision including scientific management, democratic interaction approach, collaborative supervision, curriculum development supervision, clinical supervision, group dynamics, coaching and the supervision of teaching practice were emphasized (Blasé & Blasé, 2004). In addition, the questions about how the supervision should be carried out have led to the emergence of two different supervision approaches as bureaucratic and professional.

In line with the idea of bureaucratic approach in the supervision that emerged in the 1890s (Glanz, 1998; Hanson,1996; Reitzug, 1997), the supervisors evaluated teachers within the framework of a set of pre-determined criteria in the process of scientific supervision. Based on the definition of bureaucracy, there is a hierarchy of authority, defined roles and non-personal orientation in bureaucratic supervision.

After the 1890s, the idea of professional approach for the supervisory process emerged, noting the constraints of bureaucratic approach in supervision. In this approach, while Peplinkski (2009) considers professionalism in supervision as a situation in which the teachers are included in the process within the framework of democratic ideals, Oliva and Pawlas (2001) describe professionalism as a school-based and collaborative process, with the belief that teachers are professionals, and that they have the ability to guide and participate in their own development and supervision.

At the present time, supervision has many different forms and is emphasized to be a structure with different components in educational organizations. Harris (1998) defined five contemporary aspects of supervision: developing teaching and learning, adapting to changing external realities, providing support and feedback to teachers on professional development, understanding that the school is integrative to promote learning, inducing new and advanced pioneering implementations.

Acheson and Waite (1998) also emphasized that supervision has two aims: to promote meaningful professional growth and to encourage student learning. The principal's supervisory process should be able to enhance teachers' own capacities by developing the regeneration and growing abilities of an institution as well as improving the instructional processes. Zepeda

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(2007) scrutinizes supervision as a three-stage process for the supervision of teaching practice, professional development and evaluation. These phases are the main headings that address all aspects of teacher and teaching in the supervisory process.

Principal's Instructional supervision, which is defined as the ideal supervision in increasing the effectiveness of the educational process (Goldhammer, Anderson & Krajewski, 1980), plays an important role in improving student achievement through the professional development ofteacher's performance. Principal's Instructional supervisory practice in supervision, is the process of performing teachers through the professional development of teachers, aims to promote growth, development, interaction, error-free problem solving and capacity building in teachers (Zepeta, 2007).

Taking all these into account, we can say that the role of school principals has expanded to include more than management. Chao and Dugger (1996) expressed in their study that a principal should focus on the promotion of the professional development of teachers in order to improve the instructional process and to make improvements if necessary, rather than supervising the quality of teaching. In the supervisory process, school principals are expected to be expert in teaching, support curricula, create professional development environments, use data-based decision making, have the vision to bring the school's material and spiritual resources and staff into a unified force to increase student achievement (Tucker, 2003).

Moreover, school principals should set criteria, rethink the available system and supervisory practices of instruction, and demonstrate good practice examples to standardize the instruction of teaching. Marzano, Waters and McNulty (2005) noted that school principals, as instructional leaders, should exert themselves to improve the effectiveness of the supervisory process for continuous development, build trust and work on short-term goals. That's why, the effectiveness of the principals supervisory process is a part of the school principals' instructional leadership behavior. The behaviors of school principals as instructional leaders will increase the quality of the teaching process, raise the quality of educational outputs, support the professional development of teachers, and contribute to the cooperation, communication and coordination between teacher and principal (Memduhoğlu & Zengin, 2012).

According to Tyagi, (2010), a supervisor is a person that is shouldered with the responsibility of conducting instructional monitoring, those involve this supervision include the principal, vice Principal, zonal inspectorate division, heads of staff in the department, class coordinators /form coordinators. The concept of instructional supervision is a classroom supervision conducted by external and internal supervision for the purpose of guidance, support and continues evaluation of teachers to improve their performance; this can be achieved through teaching and learning process and professional development in a collegial approach.

2.2. Theoretical Review of Supervision

The underlying theoretical foundation in this study will be grounded by psychological theory of supervision explored in education by Planturroot (2006). According to this theory, organization stands as a body where it has other parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my study in which the principal stands as the supervisory practice who delegate and supervises the performance of teachers in the organization.

According to this psychological theory, the growth and management of an organization is carried out by the use of the three advocated philosophers namely, essentialism, experimentalism and existentialism. The principals will determine and direct the parts of the organization according to these three philosophers. The principal who is authoritative in nature holds the philosophy of essentialism. The principal, who uses this approach in his or her supervisory practice in supervision, holds his goal of improving the school, classroom instruction and growth of the institution with little room for collaboration with others. This limits the teacher's growth and for this reason this study will not adopt it. The experimentalism and existentialism philosophers, experimental approach can be used in supervision, when this type of approach is used, the school is improved when a supervisor holds onto his or her goal of improving classroom instruction and organizational growth, by allowing the involvement of the teachers (body).supervision becomes developmental because of collective action of others is encouraged through their involvement. This kind of supervision believes that teachers need to learn the truth of their time but not to be contented with that parcel of knowledge.

In the use of existentialistic approach in supervision, he clearly accomplish his goals through continues holding onto his goals, by facilitation of the teachers. The supervisor listens to his staff and assists them as needed. Supervisor who is well experienced can use this approach because it gives him opportunity to delegate duties to dependable people. The body that is the teacher must be strong to adequately carry the objective of the goals and mission of the organization. This theory is relevant to this study which seeks to investigate the principal's Supervisory practice and teacher's performance. The principal by virtue of his position as the manager of the school is expected to assume a leading role of instructional supervision. Hence for the principal to succeed in his instructional supervision he has to work along-side with others and through others that existentially and experimentally as advocated for in this Planturroot theory.

Glickman (2010) explains that instructional supervisors need required skills to carry out the supervisory role of checking the scheme of work, lesson plan and lesson notes of teachers and also give feedback for improvement in instructional effectiveness. The three basic skills required by principals are conceptual, interpersonal and technical skills to effectively carry out his instructional supervisory role. The principal requires the conceptual skills which helps him to have a knowledge about teaching teachers and where they to be corrected to improve teacher performance. In essence, the principal needs to know the different part of the school and how it fit together towards achieving the school mission. Conceptual skills provide the principals with the ability to view changes or to estimate the value of school strategies. The technical skills enable the principal to have that ability to use the knowledge, method and techniques of instructional supervision in their supervisory practice so as to support the teacher in the instructional activities which helps to improve teacher performance. The principal may not have all the technical skills but should at least possess overall knowledge of the function of supervisors, that, knows how to prepare scheme of work, preparing of lesson plan, induction of new teachers and possessing of clinical supervision knowledge is also important for effective supervision during supervisory practice.

The human relation skills also are of great important. The principal interact the teachers in school in most cases during supervisory practice activities. The principal's therefore require human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to

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improve their performance and to achieve instructional goals. Supervisory practice need to know how their interpersonal interaction affect individual group of teachers. This was assist them to enhance a positive relationship that was help them achieve the goals of the school. The basic skills of supervision were learned by the principal's through training and experience. This exercise helps the principal's to improve on their basic skills of supervisory practice. Durotulu (2002) is of the view that supervision is a "the day -to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working inter-personal relations among all people involved in the teaching- learning process".

2.3. Dimensions of principals' supervisory practice in Supervision

Initially, supervision, as a field of educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Grauwe (2007) traces its origins back to the birth of public education, when young nations used education to forge a common language and culture. Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling.In whatever context, supervision is meant for improvement of teacher work performance.

According to Blumberg (1998), Zepeda & Ponticell, (1998), principal's supervisory practice in supervision should be used to reinforce effective teaching methods and encourage teacher's performance and professional development. (Merriam-Webster, 2009), defines supervisory practice of supervision as the action, process, or occupation of supervising; especially: a critical watching and directing of activities or course of action.

Basically in education sector, the main purposes of principal's supervisory practice are to improve classroom instruction and to promote professional growth and development of teachers. Principal's supervisory practice can be thought of as the glue of successful school and "behind every successful school is an effective principal's supervisory practice in supervision program". Generally, according to Fleming & Steen (2004:18), one of the crucial elements of principal's supervisory practice in supervision is the idea that the role of supervisory practice is to protect the best interests of the client.

Referring to educational context still, the main objective of supervisory practice in school is to improve instruction, which is teaching and learning. According to Pearson (2009), when supervising in the educational realm, principals should seek to help those being supervised realize their possibilities and usefulness. The principals must watch the teacher's work, ask the teacher questions about why the teacher used certain teaching methods and provide information on the best teaching practices, enabling educators to improve.

In fact, according to Aseltine (2006), the process of supervision for learning offers both teachers and their supervisors the opportunity to work together to improve student learning. Okumbe (2007:176) points out that the most recent concept in instructional supervision is called clinical supervision. Clinical supervision is the rationale and practice designed to improve teacher's classroom performance. Simply put, while aimed at improving teacher's work performance, professional growth and development as well as student's academic performance, supervision is twofold, that is; generalprincipals supervisory practice in supervision and instructional supervision which subsumes supervisory activities that take place principally outside and inside the classroom (Okumbe, 2007).

According to Okumbe, general principal's supervisory practice in supervision denotes such activities as writing and revision of curricular, preparation of schemes of work and lesson plans, marking some of students'pending work, preparation of units and materials of instruction, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational programs. In educational context, principal's supervisory practice in supervision implies an instructional leadership role in which the principal's diagnoses teacher performance needs and then guides, directs, assists, suggests, supports, and consults with the teacher. Principal's supervisory practice in Supervision is the function in school that draws together discrete elements of instructional effectiveness in whole school action.

The British Association for Counseling and Psychotherapy (BACP, 2002), for example, requires all its members to have regular and ongoing formal supervision/consultative support What is arguably most striking in supervisory services, according to Grauwe (2007), was the lack of fundamental change in their mission and organization. Even more surprisingly, the end of

colonialism did not lead to the newly independent African states to rethink school supervision. Some of those approaches are collegial supervision, self- directed supervision, informal supervision, and inquiry-based supervision to mention a few. Nevertheless, clinical supervision approach is still unconsciously being applied in schools today.

Effective supervision, however, requires knowledge of curriculum, training, interpersonal skills, conceptual and technical skills. Although the methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained the same to help teachers improve instructional performance, as reflected in Okumbe (2007) work on instructional supervision.

As the journey of clinical supervision traveled through a period of transition brought on by contemporary societal concerns, educational accountability, and political demands, scholars (Glickman, 1998) attempted to clarify the shift in supervisory methodology and to make sense of the problems associated with instructional supervision. When Glickman grappled with the shifting intents and purposes of supervisory practices, he said, I found myself caught between my Old's view points and the realities of how public schools are actually moving ahead to improve teaching and learning.

Grauwe (2007), contends that an increasing number of countries have, from the early 1990s onwards, attempted to reform supervision, not as the result of a radical political change, but because of recognition of its ineffectiveness. These reforms are inspired by the conviction that an effective supervision is a key tool to monitor and improve education quality, (Nambassa, 2003). Consecutive supervision models have been suggested many times so as to improve supervisory practices.

2.4. Principals supervision in Ethiopia

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the

increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943E.C.

From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers.

From 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1973 E.C the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C:3-6).

The concepts of "supervision" and "inspection" have been changed frequently in Ethiopian education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1941, educational inspection was practiced for the first time, and then it was changed to supervision in the late 1960s again to inspection in mid 1970s and for the fourth time it shifted to supervision in1994. Haileselassie stated that "with the name changes made we do not notice any significant changes in either the content or purpose and functions" (p. 11).

From 1994 onwards, in order to effectively and efficiently achieve the intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is done by the school personnel (school principals, department heads and senior teachers). The case of Addis Ababa, the capital city of Ethiopia where the study was conducted, is somewhat different, in which a new approach to supervision called subject area instructional supervision has particularly practiced in government and private schools of its City

Administration since the beginning of 2004. It is a type of school-based (in-school) supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers. The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration Education Bureau based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

From laypersons conducting school inspection in the 18th century, up to the practice of neo-scientific management, supervision in most schools of the world has focused on inspection and control of teachers (Alemayehu, 2008). Sullivan and Glanz (2000) stated that "the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision" (p. 22). In a study of supervision and teacher satisfaction, Fraser (1980) stated that "the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision" (p. 224). He noted that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect Kapfunde (1990) stated that teachers usually associate instructional supervision with appraisal, rating, and controlling them.

In Ethiopia, many teachers resent or even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 1997). Regarding the challenges of teachers, it is stated in various literatures that beginning teachers face more challenges than more experienced teachers. Glickman, Gordon and Ross-Gordon (1998) stated that "teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience" (p. 21). Similarly, Johnson (2001) noted that "at least 30 percent of beginning teachers leave the profession during the first two years" (p. 44). For many less experienced teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). The writers further described that "no matter how capable are designated supervisors, as long as supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized" (Sergiovanni & Starratt, 2007, p. 5).

Moreover, Acheson and Gall (1992) said that the hostility of teachers is not towards supervision but the supervisory styles teachers typically receive. Thus, selecting and applying supervisory

models aimed at teachers' instructional improvement and professional growth is imperative to develop a sense of trust, autonomy, and professional learning culture (Hargreaves & Fullan, 2000).

De Grauwe (2001) in his study of trends of school supervision service in four African countries pointed out that supervisors provide in service training for the teachers; support curriculum development; hold conferences, and meetings with school staff and monitor teachers' resource centers. This shows that supervision is a quality monitoring tool in schools. Many countries including Ethiopia, nowadays, have a serious concern of improving the quality of education because sustainable growth and development of nations depends on the quality of the education they provide to citizens. In this regard, Barro (2006) cited in Baffour-Awuah (2011) and De Grauwe (2001) confirmed that the priority of all countries, particularly the developing ones, is to improve the quality of schools and students' learning outcomes. Quality education partly depends on how well teachers are trained and supervised since teachers are one of the key inputs to quality education delivery (Lockheed & Verspoor, 1991). Many national authorities, therefore, rely on the school supervision system to monitor both the quality of schools and student achievement (De Grauwe, 2001)

In Ethiopia, the supervisory service has been practiced since 1941 with constant shift of its names between "Inspection" and "Supervision". In the very beginning, supervision was used to focus on controlling teachers than providing support as a result its main purpose was inspection. The tasks of the then inspectors mainly focus on inspecting financial matters than educational programs (Getachew, 2001). Presently, supervision in Ethiopia is development oriented, and educational supervisors are expected to undertake three sets of tasks: controlling, providing support and evaluating results to achieve the unified and standardized school system The role of supervision is ensuring curriculum implementation, providing direct technical support and on the job to teachers, conducting program evaluation, monitoring and coordination in the way that contributes for the improvement of education quality (MoE, 2012).

Ethiopia established school cluster centers to provide supervision and support to the cluster schools. The purpose of school clustering was to bring supervision closer to school level by creating additional layer between the district and the school level (IIEP-UNESCO, 2007). School clustering is established to provide an administrative and pedagogic support to teachers

and considered as an effective decentralized means of developing primary education with full school community participation (Giordano, 2008). For Giordano (2008) school clusters are grouping of schools for educational and administrative purposes. De Grauwe (2001a:17) also conceptualizes the purpose of school clustering as provision of a closer and more regular supervision for schools.

In Ethiopia school cluster is an important way to improve the quality of teaching and learning through the provision of closer support to the schools and teachers (MoE, 2006). Supervisory functions in Ethiopia has two fields of application such as pedagogic and administrative (MoE, 2012). In the context of this study, educational supervision conducted by CRC supervisors is conceptualized as aspects of supervision such as staff development, instructional improvement and the management schemes. Thus, it is necessary to see supervision as provision of adequate and appropriate professional support to teachers and schools in the area of pedagogy and administration. School cluster supervisors are supposed to be professionally competent and able to provide technical support required in their CRCs on.

2.5. Informal Visits and general principals' supervisory practice

Many times informal visits, general principal's supervisory practice of supervision and informal supervision are used interchangeably. Partially, general principal's supervisory practice of supervision embodies those supervisory practices carried out by principals' of schools outside the classroom (Okumbe, 2007). General Principal's supervisory practice of supervision denotes a number of supervisory activities a principals' may do outside the classroom purposely checking on teacher's performance outside the classroom. One prototype of such supervisory activities is informal visits (Beaver, 2002). And teacher's outside-the-classroom performance may include preparing lesson plans, schemes of work, teaching aids and materials if provided, supervising students while working in school garden, or during co-curricular activities to mention but few. A slight difference between general principal's supervisory practice of supervision and informal supervision is that informal supervision is comprised of the casual encounters that occur between principal and teacher, and it is characterized by frequent informal visits to teacher's classrooms, conversations with teachers about their work, and informal activities'.

Unfortunately, there is a handful of literature vis-à-vis research study on either correlation between outside-the-classroom supervision and teachers' performance or students' performance. Most researchers and scholars focus mainly on what teachers do in the classroom. Even some primary and secondary school principals do not consider it as essential to check on their teachers' performance outside the classroom; say like during co-curricular activities and trip study.

2.5.1. The Roles of School Principal in Supervisory practice:

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).

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).

2.5.2. Principals' supervisory role on teachers' performance

The principal is saddle with responsibilities which are very important in the realization of the set goals of education and also maintain standard .the principal's supervisory roles for teacher's performance   according to Shuaibu (2016) in his study is of the opinion that the principals' supervisory role in terms of teachers' utilization of relevant instructional material is very important. Teaching and learning would be more effective when teachers are provided with relevant instructional material. This material refers to those items which the teacher uses in class to help him deliver his lesson successfully. This materials include textbook, charts, globe, audio

visual material chalk board.Gerlack et,al. (1980)is of the view that instructional material are categorize in to six.

They include: Still pictures- this are photographs or prints sketches ,cartoon ,charts ,graphs and maps which are used by the teacher to improve his performance in his job.

Audio Materials- these are photographs, records and audio tapes which are mostly used for the visually empire students in class which helps in their learning.

Motion pictures- this are films which consist of a series of still pictures taken in rapid succession. This firms are projected through the use of a projector machine which help to give illustration of motion which also enhance teaching and learning, and as well improve teacher performance.

Programmed and a computer assisted programmed instruction- in programmed instruction information is presented, usually in small steps and the presentation is controlled in computer assisted instruction ,the computer presents nearly all the instruction and it records the students' response. Real things stimulation and modern include people, actual object or events, models, cut, way, and specimen. Simulation is a simplified, operational model of a real life situation that provides students with various participations in a variety of roles and events.

2.5.3. Principal role of staff development for improving teachers' performance

Secondary school system comprise of all the academic and non- academic staff within the system. It is the primary responsibility of the principal to establish a process that will ensure that every academic and non-academic staff contributes meaningfully to the development and success of the school. Adesina (1980) is also of the opinion that personal management in the school system includes recruitment selection, induction, security, compensation, motivation, and the general satisfaction, of all employees, in the school.

Teachers who are the academic staff are most important in the academic school system that the principal relates too frequently apart from this, quality of teaching staff determines to an extent the success of instructional activities. Adelabu (1989) is also of the view that among other responsibilities of the principal is that the principal interest is in the employment of strong facility members who shows evidence of a willingness to strive for improvement, that the role of the principal is to give more attention to the proper orientation of his new staff members to

improve teacher performance. The principal should also intensify and make constant effort to stimulate in-service growth.

2.6. Instructional Supervision and Teacher Performance

Oftentimes, instructional supervision and clinical supervision are used interchangeably both to denote all those supervisory practices done by principal inside the classroom solely to check on and improve teacher's instructional performance (Holland & Garman, 2001). Instructional supervision as an ongoing and dynamic process remains an indispensable function, serving the highest ideals of schooling in our democracy though some theorists muse that supervision may no longer be necessary.

In some instances, supervision should never be taken for evaluation of teacher performance. Several researches have indicated that supervision only for evaluation does nothing to improve teacher performance and can even have a negative effect on teachers' morale. Basically, based on its functions and purposes, instructional supervision is in fact perceived as formal supervision since it is carried out periodically by principals' (Beaver, 2002). There is a lot of research on supervision now than ever before. With reference to the existence of supervision in schools, from the findings provided by his research study, Beaver (2002), discovered that supervision was in school considered nonexistent and distorted by the study participants.

Besides, for those who were not oblivious of supervision, findings also indicated that to assist middle school fine arts teachers improve their performance, instructional supervisors must understand the world of fine arts classroom, narrow the gap between the ideal and what is practiced, to be trained to observe fine arts classrooms with a larger lens in light of accountability. In support of this finding, Okumbe (2007) mentioned earlier, asserts that an instructional supervisor has got to be an-already-professionally qualified teacher, with the pedagogic skills at his or her finger tips, and hi/her instructional supervisory leadership skills must be consciously developed through training (p.186).

Teachers' attitude toward supervision is also of great concern. After their research study, Kramer et al. (2005) found through findings that there is a significant difference between the attitudes of teachers in low performance schools and the teachers in high performance schools.

Teachers in high performance schools on the average had more positive attitudes toward supervision of instruction than teachers in low performance schools. This, in effect, implies that some teachers favor instructional supervision while others do not like at all. According to Kramer and his colleagues (2005), teachers in high performance secondary schools view supervision of instruction in a more positive light than those in low performance schools. From Kramer et al. (2005) study findings, it can be surmised that supervision of instruction can have either negative or positive effect on the teacher depending on how the principals carries it out. This is another factor to consider, in fact. Principal's supervisory practices by supervision can encourage or discourage vis-à-vis teacher's attitude.

Bias/prejudice is the may result into negative attitude. Consequently, one of the keys to effective Principal's supervisory practices in supervision is keep teachers abreast of supervision benefits through effective communication between the supervisor and the supervisee (Zepeda (2003). Still, more on teachers' perspectives of supervision will be looked at for constancy in the study to be yet carried out.

Based on the above findings, it is partially revealed that general and instructional supervision has a significant correlation with teacher's work performance in schools. This is the very reason why the researcher of the present research study believes that the conspicuous decline of supervision of instruction poses a threat on teacher's performance.

Somewhat, Habimana's study findings indicated that supervisory practices have a significant effect on secondary school students' academic performance. Most important, it is reasonable to note that this perceived effect of supervision of instruction on students' performance is indirect in that much of students' performance relies on a number of factors such as the role of teacher as both instructor and facilitator (Petty, 2004).

According to Katarasibwa (2006), teacher performance is the extents to which teachers in a school achieve the requirements of their assign responsibilities in an effort to fulfill school required goals and objectives the school systems. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In his study, teacher performance is conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans,

record of work done, preparing and using learners' registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners' discipline, involvement in co-curricular activities, regular presence in the school.

Teachers' Performance - In this study, teacher's performance refers to lesson preparation, involvement of co-curricular activities of work, pupil discipline management, counseling and guidance, participating in staff meetings, actual teaching, routine assessment of learners, maintenance of record of work covered and learner's records and time management.

2.7. Internal supervision

Wiles (1992) and Johnes (1998) classified supervision into two groups they include internal and external supervision of instruction but for the purpose of this study, the researcher will be looking at internal supervision. Ndu , Cho and Okeke (1997) mentioned some techniques of internal supervision of instruction which include classroom visitation, demonstration, observation conferences and evaluation techniques which serve as the tools to be adopted so as to drive home internal supervision of instruction, they are of the option that understanding the techniques by the supervisor and supervisees will definitely improve the quality of educational output which will help to achieve the goals on which the school was established. Teacher's performance can also be improved when teachers imbibe the classrooms activities in order to get a better result.

Wiles (1992) is of the view that internal supervision is an activity of supervision that is carried out by the school principal or headmasters or appointed by heads so as to improve teaching and learning. Internal supervision can be conducted on a daily basis. The principal is shouldered with the responsibility of instructional supervision of classroom visitation, examines teachers teaching materials, (lesson notes and other resources), he observes the teaching strategies and techniques used by the teacher and also takes note of classroom interaction between teachers and students for the purpose of improving teachers performance. Zuingh and Obi are in agreement with the above definition on internal supervision, it indicates that internal supervision of instruction is concerned with the principal's instructional supervision of overseeing the work of a teacher directly or regularly with the aim of assisting teachers to improve on their performance during their supervisory practice.

Eneasator (2001) is also of the opinion that internal supervision of instruction is a road map of quick communication that serves as a lesson between people who have problem and who can help an effective internal supervision of instruction requires that the principal vice principals and their agents must ensure a clear statement of aims and objectives, delegation of authorities, division of labour and elements in internal supervision it is the responsibility of the principal or vice principal to check and go through the teachers lesson plan and lesson notes, class attendance, books, diaries and registers.

Belts (2000) is of the view that the duties of the principal is to check teachers attendance register, class attendance book, enrollment book, students exercise books, students assignment book and projects and most often checks the teachers marks students assignment. Other aspects to check by principals include the teacher's ways of dressing, his relationship with students, fellow teachers as well as heads of departments. All these are elements that help to access teacher performance in the school. Internal supervisory practice involves Motivation of Teachers towards High Performance If teachers perform excellently well in the classroom, no doubt educational objective would be achieved. It is only through internal and external supervisory practice that this can be achieved, for majority of human beings tend to work harder and better under supervision than otherwise. In addition, material advice and incentives must be supplied to add more impetus to the performance of teachers by principals who are the supervisory practice in the school.

Lesson plan
According to Aminike et al (2000) is of the view that preparation of a lesson plan by teachers in a school is an appropriate method of promoting teacher performance. It helps to guide the teacher during the delivery of lesson. Beech (2002) is of the opinion that since there are different students from different background and characteristics which involve range in abilities of students create a several problems for teachers. According to Farrell (2002) he define Lesson plan as a written description of the process in which a sub-topic of a subject is arranged or broken down systematically in to step by step by the teacher on how to cover the a particular unit during the lesson.

2.8. The Principal as an Instructional Supervisor

The role of the principal as an instructional supervisor has now more than ever before become very crucial on the issue of instructional improvement to wards effective learning in secondary schools. The modern approach to supervision has given the principal a greater responsibility which imposes upon him the duties of planning, organizing, coordinating, supervising, directing and controlling the quality of the various activities necessary to accomplish the goals of the school.

According to Dull (2003), the modern concept of instructional supervision therefore, expects the principal to play the following roles: Visit classroom regularly to observe teachers, Organize conference with teachers collectively and individually to discuss ways of improving instruction for effective learning, teach demonstration lessons, Organize induction courses for newly posted and recruited teachers, ensure that instructional goals are achieved, ensure that instructional materials are available, Help teachers with classroom management, evaluate teacher's effort in relation to the schools pre-determined objectives, and Motivate and lead teacher into professional maturity.

2.9. Supervision of Instruction

The principals ensure that the teacher teaches in such a way that the child understands so that he acquires the abilities, the skills, and attitudes stated in the objectives of instruction. Beach and Reinhartz (2000), defined supervision of instruction as a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning with in schools and that promotes the career long development of teacher's. According to Oliva and Pawlas (1999), "supervision of instruction is a means of offering to teacher's specialized help in improving instruction it is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that the rerate pointer acting aspects of the principal supervisory process: the principal and the teacher.

From the above definition, one can see that the reined for principal supervisory practices in schools for the improvement of instruction. Nwokafor (1987) sees Supervision also helps to discover and upgrade areas of weakness of the teachers through organized seminars and workshops as forms of in-service education within the country or in other countries in which

such problems have being experienced and solutions found to them. Supervision also helps teachers to identify their problems, thereby, making work easier. This is because a problem well defined is a problem half solved. Solutions to these problems can be achieved through discussions and interactions. Super visional so helps improve their teaching functions.

(Ekundayoetal.2013) also noted that Planning for better Instructional planning is considered to be the first step in improving class room instruction. It is therefore recommended that supervisors help teachers to develop and improve their skills in instructional design and to use models of Instruction to guide this instructional planning. Instructional planning includes lesson plans, unit plans and year plans.

Use of modern methods of teaching: Methods of teaching are an important part of effective instruction in the class room. The principal should thus help teachers to learn/know about modern methods of teaching and to apply these in the class room. It Helps teachers to work together: In order to accomplish school goals and objectives, teachers must learn to work together. One of the aims of principal's in supervisory practice is thus then Han cement of cooperation among teachers.

Planning and implementing: All developmental and planning activities need guidance and direction at every stage. The right type of principal's in supervisory practice is thus concerned with helping teachers in planning, in the selection of strategies and resources, and in monitoring and evaluating those strategies. In the educational setting, the principals of secondary schools are the chief administrators of these schools.

The principals are responsible for implementing the educational policy of the country in secondary school and usually report to the delegate for secondary education in their area (Blackman and Fenwick, 2000). The functions of the principals among others include scheduling, budgeting, instructional supervision, maintenance of physical plants and cuss to dial services to students and staff as well as playing the role of alias on officer between the school, and the ministry and community (Educational Research Service, 2000).

Chukwu, (2012) in his study is of the view that achieving the purposes of educational supervision and the achievement of the goals of education is much easier. The educational

supervision is utmost importance in the following area which plays a very important role in the improvement of teacher's performance

Classroom management: Both teachers and school management agree that discipline is among the most serious problems in schools today. Principal's supervisory practice can help teachers to acquire better class room management skills. Among its other aims, principal's supervisory practice should seek to enable teachers to develop preventive and corrective measures of discipline in the classroom (Ekundayoetal. 2013)

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CHAPTERTHREE

METHODOLOGY

3.1. Research Design and Methodology.

The design adopted in this study was Descriptive Correlational design. Hence the justification for using correlational designs was to find the relationships between the two variables principal's supervisory practice and teacher's performance. According to Robinson (1976), Borg and Gall (1979), correlation studies include all research projects in which an attempt is made to discover or clarify relationship through the use of correlational statistical method.

3.2. Target Population

The population of this study consisted of 320, principals, vice principals and teachers from seven (7) secondary schools in Oromia Region, South West Shoa Zone.

3.3. Sample size

The sample size of the study was188 comprising of 15 principals, 4 CRC supervisor and 169 teachers obtained by using the Kreycies and Morgan (1970) table of determining sample size

Table 3. 1. Showing population and sample size

S/N	Category	Population	Sample size
1	PRINCIPALS and CRC supervisor	19	19
2	TEACHERS	301	169
3	TOTAL	320	188

3.4. Sampling Technique

 Sampling was used to choose the principals, vice principals and CRC supervisor. While systematic random sampling method will be used to the sample size of 188 respondents from a list of names obtain from each school. Systematic random sampling was chosen as it is very significant for reducing bias and easy to execute or understand.

3.5. Data Collection Tools

3.5.1. Questionnaire

The instrument used for data collection for this research was a self-constructed closed ended questionnaire for principal's supervisory practice and teacher's performance Questionnaire this consisted of fifteen questions. According to Ordho (2004), questionnaires allow for measurement for or against a particular viewpoint and emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonable quick space of time. The structured questions intend to ascertain the relationship between principal's supervisory practice and teacher's performance of secondary Schools. These items in the questionnaire are classified into a four point Linkert Scale which the respondents are required to respond by indicating one option ranging from strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The choice of this instrument is because it serves as the best instrument to find out relevant results to this research.

For this study, both open and closed ended questionnaire types will be employed. Closed ended questionnaires were used to the researcher to get information from large number of respondents. On the other hand, it helps the respondents to choose one option from the given scales that best aligns with their views. Open-ended questionnaires will be employed in order to give opportunity for the respondents to express their practice, feelings, and perceptions concerning the practice of continuous professional development in the school. The questionnaires were employed to gather data from school teachers, principals, supervisors and originally prepared in English due to the fact that all are at the secondary school levels and have appropriate knowledge to respond it. Thus, the questions find in the research was carefully selected, adopted and encapsulate from review of literature by the researcher.

3.6. Procedures of Data Collection

First, the researcher was visit the Oromia education Bureau and discusses the purpose of the research showing the letter of cooperation from Jimma University and asks the office to write letter to the zones education office oromia region in south west shoa zone. Then, ask woredas' education office to write a letter to secondary schools in their woredas'. Then,   researcher was visiting the school directors and discusses the purpose of the research with them showing the

letters from the University and the Oromia education Bureau which later their copies distributed to each sample schools. Last but not least, data gathering process was start. To specify more the data procedures categorized under the following three phases.

3.6.1. Before the Data Gathering

In this stage the researcher obtained a transmittal letter from the College of Education and Behavioral Sciences Department of Educational Planning and Management, Jimma University, which he presented to the local authorities in the field. He then makes preparations based on the conditions in the field of study. The researcher made an assessment of the weather condition, literacy level and linguistics characteristics in the study area so as to determine the best methods to use as well as preparing questionnaires.

3.6.2. During the Data Gathering

1. The respondents were requested to answer all the items and not to leave any part of the question unanswered.
2. The researcher and the assistant emphasized the retrieval of the questionnaires within five (5) days from the date of distribution.
3. On retrieval, the entire returned questionnaire was checked to see whether all were answered.

3.6.3. After the Data Gathering

At this stage, the researcher organized the data obtained from the field systematically in preparation for presentation analysis, and presentation, using the statistical package for social sciences (SPSS).

3.7. Method of Data Analysis

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis will employed. To get the collected data ready for analysis, the questionnaires will checked for completion, and then they are classified and tailed by the researcher himself. The characteristics of respondents will analyze by using frequency and percentage whereas the quantitative data is analyzed by using mean scores with standard deviation.

After the process of collecting data, the researcher analyzes the data by using a Statistical Package for Social Sciences (SPSS). By means of SPSS, descriptive statistics, namely; frequency, percentage, and mean will be used to analyze scores on the research objectives one and two. Descriptive design concerns itself with describing situations as they are and hence, aimed at providing a description that is as factual and as accurate as possible. On the other hand, correlation research design helped to determine whether and to what degree the relationship existed between two or more variables

3.8.   Validity and Reliability of the research Instrument

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawake, 1998). To ensure validity of the research instruments were developed under close guidance of the supervisor, intensive consultation of relevant literature and a pilot study was carried out to pre- test the instruments. Accordingly, to make the data more valid and reliable and also to avoid ambiguity and unclear statements, the draft questionnaire was first having examined with advisors and with pilot test of few respondents. Based on the comments given, the correction was made and disturbed to all concerned respondents. Additionally, the reliability of the instrument will measure by using Chronbach alpha method with help of Statistical Package for Social Science (SPSS) version 25

3.8.1. Validity of the Research Instrument

In order to test the validity of the instrument, there searcher availed the questionnaire to experts in the field to check each item for relevance with regards to the content matter. Manga (2012).The questionnaire was rated under two level of relevance that is relevant and in-relevant, the questionnaire that were rated relevant and in-relevant were calculated as ratio of the total number of questions in the questionnaire and then. The researcher Calculated the content Validity index (CVI) using the formula below:

CVI=   <u>item rated as strongly agreed and agreed. (3 and 4)</u>

Total number of items

$$\text{CVI} = \frac{75}{90} = 0.83$$

Table 3. 2: Determination of Validity of Instrument

	Relevant items	Non-Relevant Items	Total
Rater 1	27	3	30
Rater 2	25	5	30
Rater 3	23	7	30
Total	**75**	**15**	**90**

The acceptable rate that researcher preferred was 0.7 that resulted from the division of the corrected questions out of the total questions. Hence, the CVI was 0.83 so the instrument was considered valid. According to Amin (2005), CVI of 0.7 and above are considered valid.

3.8.2. Reliability of the Research Instrument

In order to ascertain the reliability of the research instrument, The researcher served questionnaires to thirty respondents who are not the actual respondents of the study their responses are recorded then after two weeks thirty questionnaire where served on the same respondents for the second time and the responses was recorded. The two sets of responses where compared and fund to be very much similar. Therefore, the instrument was considered to be reliable.

Table 3.3: Cranach's alpha reliability of the study constructs

Construct variable	Number of items	Chronbach's Alpha
All	**30**	**0.85**

As shown from the table 3.3. Above, that the chronbach's alpha was 0.85, knowing that the minimum chronbach's alpha should be 0.70 to say that the instrument is reliable. The researcher therefore, concluded that the questionnaire used was reliable

3.9. Data analysis

All collected data was properly coded into SPSS Version 25.0 analyzed using descriptive statistics and Pearson's Linear Correlation Coefficient (PLCC). The former was used to analyze to assess teacher's performance and principal's supervisory practice while the later was used to determine the relationship between principal's supervisory practice and teachers' performance

Table 3. 4: Showing response mode and interpretation

No	Mean Range	Response Mode	Interpretation
4	3.26-4.00	Strongly Agree	Very high
3	2.51-3.25	Agree	High
2	1.76-2.50	Disagree	Low
1	1.00-1.75	Strongly Disagree	Very low

The researcher used Pearson's linear correlation coefficient (PLCC) to analyze the

Relationship between principal's supervisory practice and teacher's performance

3.10. Ethical Consideration

This was involved in seeking permission by the researcher from the relevant authorities, sought with respect to the respondent's views. It also involved explaining to the respondents the purpose of the study. Respondents were assured that the information obtained from them will be used for academic purposes only. The researcher made sure that he used only those techniques for which he is qualified by education, training and experience. Whenever in doubt, the researcher seeks clarification from the research community especially his immediately supervisor and research colleagues. The researcher ensure that data is interpreted according to general methodology standard and made sure that elements that are irrelevant to data interpretation are excluded from the report. The researcher keeps all the information given to him very confidential and use it only for purposes indicated as the justification of the study. In order to avoid plagiarism, all quoted literature was properly cited and referenced.

CHAPTERFOUR

PRESENTATION, ANALYSISANDINTERPRETATION OFDATA

4. Introduction

This chapter present analyzes and interprets. The data collected from the field .Data analysis and interpretation was based on the research objectives. Below are the data presentations and analysis of research findings.

4.1. Respondent Rate

A total of 188 questionnaires were distributed 188 were retrieved from the respondents given a total of 100% rate according to Amin. (2005), if the questionnaire retrieval rate is greater than 70% it is enough to consider the data obtain in a research study.

Table 4.1: Response rate of CRC Supervisor and Principals Teachers

Respondents category	Sample size	Actual return	Percentage
Principals and CRC supervisor	19	19	100
Teachers	169	169	100
Total	188	188	100

4.2. Demographic Characteristics of the Respondents

The objective of this study was to show the profile information of respondents as to Gender,

Age, Qualification, and Working experience.

Table 4.2: Frequency and Percentage Showing the Demographic of the Principals (n=19)

Variable	Frequency	Percentage
Principals' and Supervisors' Gender		
Male	17	89.4
Female	2	10.5
Total	**19**	**100**
Principals' and Supervisors' Age		
20-24	**3**	**15.8**
25-29	**4**	**21.1**
30-34	**3**	**15.8**
35-39	**9**	**47.4**
Total	19	**100.0**
Principals' and Supervisors' Qualification		
Variable	**Frequency**	**Percentage**
Degree	2	10.6
Masters	17	89.5
Total	19	100
Principals' and Supervisors' Working Experience		
1-10	4	21.1
11-20	13	68.4
21-30	2	10.5
Total	19	100.0

Table 4.2 shows the demographic characteristics of the Principals of the Secondary schools selected for the study. As shown, male respondents were the dominant 19(100%), as compared with female respondents. Hence implying age under gap since all of principals of government secondary schools in South west shoa Zone, Oromia region are male. Result in table 4.2 indicated that majority of respondents in this sample ranged between 20-24 years of age, 3(15.8%), 25-29 years of age constituting 4(21.1%), 30-34 years of age, 3(15.8%), and the majority of the respondents in this sample were those between 35-39 years also has 9 (47.4%) years.

With respect to education qualification, the study showed that bachelor's degree holds 2(10.60%) dominated the study, Master's degree17 (89.50%) and, hence observing that majority of the principals in secondary in schools in South west shoa Zone, Oromia region relatively high with master's.

With respect to the number of years spent at work, result in table 4.2 indicated that majority of principals in secondary schools in South west shoa Zone, Oromia region had worked as

principals between 11-20 years 13 (68.40%); 4(21.1%) had worked for 1-10years and only 2(10.5%) worked as principals for 21-30 years. Hence implying that the principals in secondary schools in South west Shoa Zone, Oromia region had high working experience as principals.

Table 4.3: Demographic characteristics of Teachers (n=169)

Variable	Frequency	Percent
Teacher's Gender		
Male	118	69.8
Female	51	30.2
Total	**169**	**100**
Teacher's Age		
20-24 Years	21	12.4
25-29 Years	41	24.3
30-34 Years	68	40.2
35-39 Years	26	15.4
40 Above Years	13	7.7
Total	**169**	**100**
Teacher's qualification		
Diploma	10	5.9
Degree	107	63.3
Masters	52	30.8
Total	169	100
Working Experience		
1-10 Years	59	34.9
11-20 Years	76	45.0
21-30 Years	24	14.20
Above 31Year	10	5.9
Total	**169**	**100**

Table 4.3 results indicated that majority of the respondents in this sample were male 118(69.8%) compared to female respondents 51(30.2%), hence implying a gender gap since majority of teachers of secondary schools in Oromia region South west shoa Zone are male.

Result in table 4.3 indicated that majority of respondents in this sample ranged between 30-34 years 68(40.2%), hence this implied that majority of the respondents in this sample were in their middle adulthood, these were followed by those between 25-29 years 41(24.3%), 35-39 years also has 26(15.4%), 20-24 years constituted 21(12.4%), and above 40 constituted 13(7.7%), hence observing that majority of the teachers in secondary schools in Oromia region South west shoa Zone are in their middle adulthood.

With respect to educational qualification, the study showed that Degree Holds 107(63.3%) dominated the study, Masters 52(30.8%),) lastly Diploma constituted 10(5.9%), hence, observing

that majority of teachers in secondary schools in Oromia region south west shoa Zone are high with Degree Holds.

With respect to the number of years Spent at work results in table 4.3 indicated that majority of teachers in secondary school in Oromia region South west shoa Zone had worked as teachers for 11-20 years 76(45.0%), 59(34.9%) worked for 1-10years, then 24(14.2%) had worked for 21-30 years and10 (5.9%) also worked from 31 years and above. Hence implying that the teachers of secondary schools in Oromia region south west shoa Zone had a relatively high working experience.

4.3. Principal's Supervisory Practice

The independent variable in this study was principal's Supervisory Practice and it is broken into fifteen questions each of this question was based on four point linker scale where respondents were asked to indicate the extent to which they agree or disagree with each question and their responses were analyze using SPSS and summarized in the table 4.4 bellow.

Table 4.4: Mean showing principal's Supervisory Practice (n=169)

No	Item/ questions	4		3		2		1		Mean	Standard Deviation	Mean Interpretation
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent			
	Internal Supervisory Practice											
1	The principal monitors teachers attendance register on daily bases	73	43.2	66	39.1	16	9.5	14	8.3	3.00	0.93	High
2	The principal Supervisory practice helps to ensure professional development	53	31.4	36	21.3	20	11.8	60	35.5	2.54	1.26	High
3	Principal help teachers when they have problems in their lessons	69	40.8	53	31.4	43	25.4	4	2.4	3.12	0.86	High
4	Principal Supervisory practice assist teachers to improve their teaching	65	38.5	39	23.1	33	19.5	32	18.9	2.81	1.14	High
	Average mean									2.87		High
	Instructional Supervisory Practice											
5	principal checks how teachers prepare their lesson plans and lesson notes on daily bases	34	20.1	55	32.5	28	16.6	52	30.8	2.57	1.21	High
6	principal supervises teachers during teaching and learning to ascertain lesson effectiveness	56	33.1	33	19.5	32	18.9	48	28.4	2.57	1.21	High
7	principal checks scheme of work to ensure that it is adhere to	32	18.9	52	30.8	27	16.0	58	34.3	2.84	1.14	High
8	principal visit classes, inspects books and student's note books	45	26.6	54	32.0	36	21.3	34	20.1	2.26	1.08	Low
	Average mean									2.50		High
	Inspection of lesson notes											
9	Principal checks weekly diaries to ensure topics coverage	52	30.8	46	27.2	40	23.7	31	18.3	2.57	1.21	High
10	Principal perform his duty of Supervisory practice accordingly	56	33.1	50	29.6	19	11.2	44	26.0	2.69	1.18	High
11	I like interacting with my Supervisory practice to get more ideas about how to improve my class performance	37	21.9	41	24.3	51	30.2	40	23.7	2.74	1.15	High
12	Interaction with Supervisory practice scares me because he criticizes rather than assist me improve my teacher performance	51	30.2	56	33.1	33	19.5	29	17.2	2.76	1.06	High
	Average mean									2.59		High
	Inspection of scheme of work											
13	Interaction with my Supervisory practice makes me to look for more information	27	16.0	34	20.1	56	33.1	52	30.8	2.21	1.05	Low
14	Adequate teaching materials as suggested by Supervisory practice help me teach more	41	24.3	33	19.5	46	27.2	49	29.0	2.59	1.14	High
15	Interaction with Supervisory practice makes me discover new abilities and qualities for my teaching	58	34.3	40	23.7	39	23.1	32	18.9	2.73	1.17	High
	Average mean									2.51		High
	Overall Mean									2.61		High

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Result in Table 8: Indicate that the principal's Supervisory Practice with overall mean (2.61), hence the research question on the objective one was to determine the level of principal's Supervisory Practice their overall response in indicted with mean (2.61) which is rated high this shows that principals perform their supervisory practice role regularly. The construct on principal monitors teachers attendance register on daily bases was rated high was indicated with (mean 3.00), implying that the principals' monitors teachers' attendance register on daily bases is used as a means of principal supervisory practice in secondary schools in South west shoa zone oromia region. Regarding Supervisory Practice of school help to ensure professional development of teachers, results indicated that this construct was rated as high and this was indicated by the mean (mean 2.54), hence, implying that Supervisory Practice of schools helps to ensure professional development of teachers with the aim of increasing the teachers performance in government secondary school in South west shoa zone oromia region. Still results indicated on principals help teachers when they have problems in their lesson was rated high with a (mean=3.12).this shows that there is effect on this aspect.

With respect to principal's Supervisory Practice assist teachers to improve in their teaching process, results indicated that this construct was rated as very satisfactory and this was indicated by the mean (mean2.81),hence ,implying that principal's Supervisory Practice helps to assist teachers to improve in their teaching process in government secondary school in South west shoa zone oromia region, results indicated that principals always check how teachers prepare their lesson plans and lesson notes on daily bases with a mean (2.57) which this construct was rated high. This was shows that principals were always checking how teachers prepare their lesson plans and lesson notes on daily bases. Regarding the principals supervises teachers during teaching and learning to ascertain lesson effectiveness, results indicated that this construct was rated high, this was indicated with mean (mean2.57),implying that the principals always supervises teachers during teaching and learning to ascertain lesson effectiveness, in secondary schools in South west shoa zone oromia region. The results on the principal's check through the scheme of work to ensure that it is adhere to indicate that the construct was rated high with mean(mean 2.84),hence ,implying that principals were always checks through the scheme of work to ensure that it is adhere to with respect to the principal visit classes and inspects books and students note book indicated that the construct was rated high with (mean 2.74),hence implying that principal do not visit classes and inspect books and students note book in

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secondary school in South west shoa zone oromia region. Still the results indicated on the construct principals check weekly dairy to ensure topics coverage the weekly dairy was indicated high with mean (mean 2.57), hence .implying that principals were always checks the weekly diary to ensure topic coverage. With respect to principals perform the duty of Supervisory Practice accordingly was rated high with mean (mean 2.69), hence, implying that principals do perform their duties according to the principles of Supervisory Practice in secondary school in South west shoa zone oromia region.

With respect to l like interacting with my Supervisory Practice to get more ideas about how to improve my class performance was rated high with mean (Mean 2.59) hence, implying that teachers in this school are in-tested in interacting with their Supervisory Practice so that they have more ideas and they have improve in their class room performance. The result indicated on the construct interacting with my Supervisory Practice scare me because he criticize rather than assist me improve in my teachers' performance was rated high with mean (Mean 2.76), hence, implying that teachers in this schools are scare when they meet their Supervisory Practice in secondary schools in South west shoa zone oromia region. Results indicated on the construct interacting with my supervisor makes me look more information on my subject to improve my performance was rated high with mean (Mean 2.73) it indicate that principals did interacting with teachers' to look more information on their subject to improve their performance. With respects to constructs on adequate teaching materials as suggest during Supervisory Practice help me teach more, was rated high with mean (mean 2.59) hence, implying that instructional material suggested during Supervisory Practice may help to teacher more. The results indicated on interaction with supervisor makes me discover new abilities and qualities for my teaching was rated high with mean (mean 2.73) hence, implying that teachers do discover new abilities in them when they interact with their instructional supervisors.

4.4. Teachers' performance

The dependent variable in this study was teachers' performance and it was broken into fifteen constructs teachers performance questions and each of this question was based on four point linker scale where respondents were asked to indicate the extent to which they agree or disagree with each question, and their responses were analyze using SPSS and summarized in table 4.5 below.

Table 4.5: Mean Showing Teachers' Performance (n=19)

No	Item/ questions	4 Frequency	4 Percent	3 Frequency	3 Percent	2 Frequency	2 Percent	1 Frequency	1 Percent	Mean	Standard Deviation	Mean Interpretation
	Timely scheming of work											
1	Teachers complete schemes of work by the first day of the term.	9	47.4	8	42.1	2	10.5			3.37	0.42	Very high
2	Teachers prepare lesson plans and lesson notes before conducing the lessons	11	57.9	7	36.8			1	5.3	3.47	0.70	Very high
3	Teachers follow the curriculum to prepare their weekly scheme of work.	10	52.6	7	36.8			2	10.5	3.32	0.92	Very high
	Average mean									3.39		Very high
	Timely lesson planning											
4	Teachers always come with lesson plans in class.	9	47.4	8	42.1	2	10.5			3.37	0.92	Very high
5	Teacher-student relation improves teacher's performance.	6	31.6	9	47.4	3	15.8	1	5.3	3.05	0.82	High
6	Teacher lesson preparation helps in successful lesson	8	42.1	8	42.1	3	15.8			3.26	0.71	Very high
	Average mean									3.23		High
	Lesson delivery, actual teaching											
7	Teachers constantly fill in weekly dairy.	3	15.8	8	42.1	5	26.3	3	15.8	2.58	0.92	High
8	Teachers are punctual and wait till closing hours.	7	36.8	7	36.8	3	15.8	2	10.5	3.00	0.97	High
9	Teachers go for further training to improve their teaching and learning.	8	42.1	6	31.6	4	21.1	1	5.3	3.11	0.91	High
	Average mean									2.89		High
	Maintenance of record of work											
10	Teacher attends PTA meetings to discuss matters affecting the school and Students.	5	26.3	11	57.9	3	15.8			3.11	0.63	High
11	Teachers regularly attend their lessons	10	52.6	7	36.8	1	5.3	1	5.3	3.37	0.81	Very high
12	Teachers maintain a record of covered work.	4	21.1	11	57.9	3	15.8	1	5.3	2.95	0.76	High
	Average mean									3.14		High
	Teachers physical presence											
13	Teachers create a friendly learning environment.	11	57.9	8	42.1					3.58	0.49	Very high
14	Teachers participate in staff meetings.	6	31.6	11	57.9	1	5.3	1	5.3	3.16	0.75	High
15	There is guidance and counseling of students by teachers.	9	47.4	8	42.1	2	10.5			3.37	0.66	Very high
	Average mean									3.37		Very high
	Overall Mean									3.20		High

Strongly agreed (4),   Agreed (3),   Disagree (2),   strongly disagree (1)

The result in table 4.5 Teachers' Performance**,** shows, the overall mean in this construct Teachers' performance is (Mean **3.20**) and it was indicated high. Hence implying that teachers in secondary school in South west shoa zone oromia region perform their work effectively

With respect to the construct on all teachers complete scheme of work by the first day of the term was rated very high (Mean 3.37) hence implying that all teachers complete scheme of work by the first day of the term teachers in secondary schools in South west shoa zone oromia region. The results indicated on teachers prepare their lesson plan and notes before conducting their lesson was rated very high with (Mean 3.47), hence implying that teachers do not prepare their lesson plan and notes before they conduct their lessons. The construct on teachers follow the curriculum to prepare their weekly scheme of work is rated very high with (Mean=3.32), hence implying that a majority of the teachers in these schools follow the curriculum to prepare their weekly scheme of work.

With respect to the construct on teachers always come with lesson plan in class, was rated very high with (Mean 3.37),hence implying that majority of the teachers of government secondary school in South west shoa zone oromia region teachers always come with lesson plan in class which help them to have an effective performance, but on the construct of teacher-student relationship improve teacher performance is rated very high with (Mean 3.05),hence implying that teachers do have teachers- student relationship which will help them to improve and perform their work effectively.

With respect to the construct on teacher lesson preparation help successful lesson was rated very high with (Mean3.26) hence implying that teacher lesson preparation help successful lesson in their classes? The results on the construct on teachers constantly fill in the weekly dairy was rated high with (Mean2.58),hence implying that teachers do not constantly fill in their weekly dairy of work in secondary schools in South west shoa zone oromia region. With respect to construct on teachers and wait till closing hours was rated high witha (Mean3.00) hence implying that teachers are punctual in their attendance and they leave schools before closing hours?

With respect to the construct on teachers do go for further training to improve their teaching and learning was rated high with (Mean3.11) hence implying that the teachers of secondary school in South west shoa zone oromia region always go for further training to improve in their teaching and learning which help them to perform their work effectively. Still the result indicated on teachers do attend PTA meeting to discuss matter affecting the school and students was rated high with (Mean3.11) hence implying that teachers of this schools do attend PTA meetings so as to discuss importance issues affecting the school and students. The construct on teachers regular attend their lessons was rated very high with a mean (3.37), hence this in dictated that teachers do attend their lessons regularly secondary schools.

On the construct teachers' maintain a record of work covered was rated high with (Mean 2.95) hence implying teachers' maintain a record of work covered in secondary school in South west shoa zone oromia region. With respect to construct teachers create a friendly learning environment which was rated very high with (Mean 3.58) hence implying that teachers do create friendly learning environment which also affect their performance. Teachers participate in staff meetings was rated high with (Mean3.16) hence implying that most of the staff attend staff meetings. With respect to construct on there is guidance and counseling of students by teachers was rated very high with Mean (3.37), hence implying there is regular guidance and counseling of students by teachers in secondary schools in South west shoa zone oromia region.

Table 4.6: Pearson Correlation between principals' Supervisory practice and Teachers' Performance in secondary schools in South west shoa zone oromia region

Variables Correlated	Mean	r-value	Sig	Interpretation
Principals' Supervisory practice VS Teachers' performance	2.61 3.20	0.000	0.01	Positive Relationship

 **correlation is significant at the 0.01 level (2-tailed)

The Pearson's linear correlation coefficient (PLCC) result in table 4.6 ; indicated that principal's supervisory practice has a significant relationship on teacher's performance in secondary schools in South west shoa zone oromia region, since the sig value (0.01) was far less than 0.05,which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal's supervisory practice as a factor that significantly affects teachers' performance. These results implying that increase in principal's supervisory practice increased teachers' performance in South west shoa zone oromia region, Ethiopia.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATION

Introduction

This chapter presents the findings, conclusion, and recommendation and suggests area that needs further research.

5.1. Discussions.

This study was set to find out the principal's Supervisory practice and teacher's performance of secondary schools in South Shoa Zone of Oromia Region. The following specific objectives guided this study and these were i), to determine principal's Supervisory practice in secondary schools in South Shoa Zone of Oromia Region. ii) To assess teacher's performance in secondary school in South Shoa Zone of Oromia Region and iii) To establish the relationship between principal's Supervisory practice and teachers performance of secondary schools in South Shoa Zone of Oromia Region.

5.1.1. Principal's Supervisory practice.

The first objective of this study was to determine principal's Supervisory practice of secondary school in South Shoa Zone of Oromia Region, the findings indicated; with an overall mean (2.78) therefore this implies that there is an effective instructional supervision by principal of schools, which helps to increase the teacher's performance. This finding is noted that instructional supervision stimulates the growth of teachers in their professional performance. Principal instructional supervision provides expert assistance to teachers to help them acquire more skills and competences for effective teacher performance. Kwebu (2014), assumed that effective school supervision is likely to improve teacher's professional performance and subsequently enhance the general output of students in the school. Instruction support of principal when teachers have problems is low with a mean of (2.26) and principal visit classes to inspect books, and students note books is also rated low this imply that the principal do not support their teacher in class and do not have time to visit them in class to inspect note of students. This also in line with the findings of (Fullan 2007) who stated that there is no effectiveness in supervision in classroom because principals and vice principals spend much time in their offices managing facilities, resolving students indiscipline, purchase of office and facilities thereby devoting less time or no time to instructional matters.

5.1.2.: Teacher's performance

The second objective of this study was to assess teacher's performance of secondary schools in South Shoa Zone of Oromia Region. The result indicated high with an overall mean of (2.57) therefore this imply that there is a high teacher's performance in terms of completion of scheme of work by the first day of resumption in school, proper use of the school curriculum to prepare their weekly scheme of work which was also rated very high level. This is in line with the study conducted by Olawoye (2009), through adequate teaching materials, provision of adequate teaching facilities, availability of instructional materials, attendance in seminars organized by instructional supervisors, improve teacher's performance.

5.1.3. Relationship between principal's Supervisory practice and Teachers Performance.

The third objective of this study was to establish the relationship between principal's Supervisory practice and teachers, performance, the results indicated a significant relationship between principal principal's Supervisory practice and teacher's Performance, since the sig value (0.01) was far less than 0.05,which is the maximum level of significant required to declare a significant relationship. Therefore this implies that principal's Supervisory practice as a factor significantly affects teacher's performance. Meaning that improvement in principal's Supervisory practice cans also increase teacher's performance in secondary school in South Shoa Zone of Oromia Region. The study further revealed that principal's Supervisory practice strategies significantly affect teacher's performance, the coefficient correlation; section also revealed that all aspects of principal's Supervisory practice strategies account for the biggest influence on teacher's performance. The findings stated that instructional Supervision is a complex process that must play a prominent function in all education systems. Ideally, instructional supervision is a partnership between supervisors and supervisees, in which both partners are actively involved in the planning and direction taken. Feedback and guidance are essential components of learning and development and so it is vital that principal provide supervisees (teachers) with both. In return, supervisees must demonstrate an openness and commitment to the process, along with a strong sense of self-motivation and self-improvement

Chukwu, (2012).in his study indicated that Proper guidance from experts is one of the purpose of supervision which is to provide academic guidance by an experienced teacher or expert/specialist in different school subjects so that new recruit or junior teachers are able to develop their skills and capacity so as to have an effective teacher performance.

5.2 Conclusions.

Based on the findings of the study the following conclusions were drawn.

1. Objective One principal's Supervisory practice

There is a positive effect which indicated high, this shows that principals carry out their Supervisory practice effectively, through regular monitoring of teachers attendance by instructional supervision, ensuring professional development of teachers hence concluding that effective principal's Supervisory practice, plays a vital role in supporting the teachers performance, principal helps teachers when they have problems in lesson and visiting of principal to inspect books of students to ensure coverage should be improved therefore, the principal should intensify more effort in his Supervisory practice in term of inspecting student note books to ascertain the level of coverage of topics and supporting teachers in their lesson, in terms of scheme of work, lesson plan and lesson notes. Concerning supervision and evaluation of teachers, principals were highly motivated to conduct classroom observations. Moreover, they were not as such observing teachers to build their capacities or for professional development. In evaluating the ongoing achievements of the teaching-learning process among many school principals function was not well done and encouraging. So it requires great improvement in advance.

To conclude, there were no observed problems from the analysis in case of principals: planning, coordinating, leading and controlling with high performance of explanation but there is a gap on using time effectively in school secondary school in South Shoa Zone of Oromia Region.

2. Objective Two Teacher's Performance

There is a positive effect with a high level on teachers completion of scheme of work on the first day of the term, use of curriculum to prepare the scheme of work and teacher's lesson preparation helps in successful lesson is rated high hence, it indicate that there is high level of teacher's preparedness to improve their performance. In conclusion on their relationship with students and filling of weekly dairies which was rated low teachers should intensify more effort to improve on their relationship with student and always fill in their weekly dairy. This will help to indicate the level of teacher's performance in secondary school in South Shoa Zone of Oromia Region. Teacher performance should be increase through regular supervision of teacher's presence in school preparation of lesson plan and lesson notes.

3. Objective Three Relationship between principal's Supervisory practice and Teacher's Performance

Due to the findings indicating a significant relationship between principal's Supervisory practice and teacher's performance concluding that improvement in principal's Supervisory practice can also increase teacher's performance in secondary schools in South Shoa Zone of Oromia Region. These indicate that inspectorate division and principals should always try to find some mutually acceptable solution that partially satisfies teacher's performance during their instructional supervision. Instructional supervision has a significant correlation with teacher's work performance in schools. This is the very reason why the researcher of the present research study believes that the conspicuous decline of supervision of instruction poses a threat on teacher's performance.

5.3. Recommendations

Based on the findings and conclusions of the study, the following recommendations were made in order to improve principal's Supervisory practice for the achievement of the set educational goals in secondary schools in South Shoa Zone of Oromia Region.

1. The school principals, the type of educational leadership functions do school principals spend much of their time as political works, rather than academic improvement: But the researcher recommends that it doesn't helpful for the education office, even for Ministry of Education to be effective and fruitful in students result and improving their ethics. Reducing the work load of school principals to focus on academic affairs and allocate sufficient budget to school improvement program.

Provide incentives for those teachers who effectively play great role in teaching-learning process for the improvement of students' result and behavior.

 The school principals should provide adequate instructional materials and facilities through Parents-Teachers Associations, (PTA), Non-Governmental Organizations (NGOs), Communities, to enhance effective principal's Supervisory practice processes in secondary schools in South Shoa Zone in Oromia Region, Ethiopia.

2. The researcher recommends that woreda educational office, zonal education office and professional bodies in the education sector should organize periodic capacity development workshops for teachers of secondary schools on teacher's performance in terms of how to prepare their scheme of work, preparation of lesson plan and lesson notes, various methods of lesson delivery which can help them to improve in their teacher's performance as well as teaching and learning processes in secondary schools.

3. The researcher recommend to the principals and zonal Inspectorate division of South Shoa Zone to put moderate emphasis on both the goals of principal's Supervisory practice and the relationship with teacher's Performance. The principals who are managers of the schools should always listen to teacher's problems and challenges and help to introduce possible solution so that both can share ideas this can make them both feel as one, hence getting back to work to achieve the goals of the school.

Contribution to knowledge

The following are some of the strategies used on principal's Supervisory practice to improve teacher's performance, monitoring of teachers' attendance registers on daily bases, ensuring professional development of teachers, assist teachers and suggest how they can improve their teaching supervision of teachers during teaching and learning, class visitation by principal to check students not books and the following are the measurement of teachers performance, completion of scheme of work on the first day of the term, proper use of school curriculum to prepare scheme of work, use of lesson plan during lesson, proper preparation of lesson plan it helps them to deliver successful lesson.

5.4 Area for further study

Prospective researcher scholars and even students are encouraged to carry out study on the following areas.

1. Principal's Supervisory practice and teachers' effectiveness can be conducted in another government area of Oromia Region, Ethiopia.

2. The effect of principal's Supervisory practice and Teachers effectiveness of government secondary school in other part of Ethiopia can also be conducted by new researchers.

3. Perception of teachers on principal's Supervisory practice and students' performance in government secondary school in other parts of Oromia Region, Ethiopia.

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APPENDIX I: LETTER TO THERESPONDENTS

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

DEAR RESPONDENT

I am a student for Masters in Jimma University College of educational and behavioral sciences department of educational planning and management currently pursuing a thesis titled principal's supervisory practice and teacher's performance in secondary schools in Oromia Region south shoa zone. In view of this empirical investigation, I may request you to be part of this study by answering the questionnaires. I am rest assured that the information you would provide shall be kept with utmost confidentiality and will be used for this academic purpose only.

As you answer the questionnaire, please do not leave any item unanswered. Furthermore, I may retrieve the filled questionnaire within five days from the date of the distribution.

Thank you very much in advance. Yours faithfully,

If you have questions, please contact me at;

Cell phone: 0940716414

<div align="center">

Yours sincerely,

Merawi Abera Ayano

</div>

APENDIX II: IMFORMED CONSENT

In signing this document, I am giving my consent to part of the study of Merawi Abera Ayano that will focus on Principals supervisory practice   and Teachers Performance in secondary schools in Oromia region south shoa zone. I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to draw my participation any time.

I have been informed that the research is voluntary and that the result will be given to me if I ask for it.

Initials: _____

Date: _____

APPENDIXIII: QUESTIONNAIRE FOR TEACHERS

Dear Respondent

Iam Merawi Abera Ayano as tudent of Jimma University Jimma Ethiopia, pursuing a master's degree in Jimma University College of educational and behavioral sciences department of educational planning and management and conducting are search on principal's supervisory practice and teacher's performance in secondary schools in Oromia region south shoa zone. Your response to this question will be kept strictly confidential only be used for research and be used only for academic purpose.

This questionnaire is designed to assist the researcher complete the academic research.

You are required to choose any option that issuit your opinion by using a tick (√) in the pox provided.

This questionnaire is designed to assist the researcher complete the academic research.

SCTION A: Respondent'sDemographic Characteristics

1. School _____
2. Sex: Male ☐ Female ☐
3. Age: 20-25 ☐ 36-40
   26-30 ☐ 41-45 ☐

   31-35 ☐ Above 46 ☐

4. Serviceyear in teaching: 1-10 ☐ 21-30 ☐
   11-20 ☐ Above 31 ☐

5. Education qualification:
   Diploma ☐ Degree ☐ Masters ☐

SECTION 'B' PRINCIPAL SUPERVISORY PRACTICE

In this section, please rate the following statement using linker scale; where

4-StronglyAgree (SA) 3-Agreed (A) 2-Disagree (D) 1-StronglyDisagree (SD)

R/N	PRINCIPAL SUPERVISORY PRACTICE	SA 4	A 3	D 2	SD 1
	PRINCIPAL'S SUPERVISORY PRACTICE				
1	The principal monitors teachers attendance register on daily bases				
2	The principal Supervisory practice helps to ensure professional development of				
3	Principal help teachers when they have problems in their lessons				
4	Principal Supervisory practice assist teachers to improve their teaching process				
5	Principal checks how teachers prepare their lesson plans and lesson notes on daily				
6	Principal supervises teachers during teaching and learning to ascertain lesson				
7	Principal checks scheme of work to ensure that it is adhere to				
8	Principal visit classes, inspects books and student's note books				
9	Principal checks weekly diaries to ensure topics coverage				
10	Principal perform his duty of Supervisory practice accordingly.				
11	I like interacting with my Supervisory practice to get more ideas about how to improve my class performance				
12	Interaction with Supervisory practice scares me because he criticizes rather thanassist me improve my teacher performance.				
13	Interaction with my Supervisory practice makes me to look for more information				
14	Adequate teaching materials as suggested during Supervisory practice Helpme teach more.				
15	Interaction with Supervisory practice makes me discover new abilities and qualities				

APPENDIXIV: QUESTIONAIRE FOR PRINCIPALS AND VICEPRINCIPALS

Dear Respondent

I am Merawi Abera Ayano as student of Jimma University Jimma Ethiopia, pursuing a master's degree in Jimma University College of educational and behavioral sciences department of educational planning and management and conducting are search on principal's supervisory practice and teacher's performance in secondary schools in Oromia region south shoa zone. Your response to this question will be kept strictly confidential only be used for research and be used only for academic purpose.

This questionnaire is designed to assist the researcher complete the academic research.

You are required to choose any option that issuit your opinion by using a tick (√) in the pox provided.

This questionnaire is designed to assist the researcher complete the academic research.

SECTION A: Respondent's Demographic Characteristics.

1. School _____

2. Sex: Male ☐   Female ☐

3. Age:

   20-24 ☐

   25-29 ☐

   30-34 ☐

   35-39 ☐

Above40 ☐

4. Working Experience as Principal and Vice Principals:

   1-10 ☐ 20   21☐bove 31 ☐   ☐

5. Education qualification:

   Diploma   ☐

   Degree   ☐

   Masters   ☐

SECTION 'B' TEACHER'S PERFORMANCE

In this section, please rate the following statement using linker scale; where

4-StronglyAgree(SA), 3-Agreed   (A), 2-Disagree (D), 1-StronglyDisagree (SD).

	Teachers' Performance	SA 4	A 3	D 2	SD 1
1	Teachers complete schemes of work by the first day of the term.				
2	Teachers prepare lesson plans and lesson notes before conducing the lessons				
3	Teachers follow the curriculum to prepare their weekly scheme of work.				
4	Teachers always come with lesson plans in class.				
5	Teacher-student relation improves teacher's performance.				
6	Teacher lesson preparation helps in successful lesson				
7	Teachers constantly fill in weekly dairy.				
8	Teachers are punctual and wait till closing hours.				
9	Teachers go for further training to improve their teaching and learning.				
10	Teacher attends PTA meetings to discuss mattersaffecting he school and students				
11	Teachers regularly attend their lessons				
12	Teachers maintain a record of covered work.				
13	Teachers createfriendly learning environment.				
14	Teachers participate in staff meetings.				
15	There is guidance and counseling of students by teachers.				

APPENDIXV: INTERVIEWFOR PRINCIPALS

JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

Interviewquestions for school principals:-The main purpose of this interview is to collect relevant data for the study on the principal's supervisory practices and teacher's performance in secondary schools ofsouth shoa Zone.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 bekept confidential.

 Thanks you inadvanceforyour cooperation!

 Part I: General information andRespondents'personaldata

1. School_____
2. Sex _____
3. Age_____
4. Level of Education : Diploma_____ Degree_____ Masters_____
5. Qualification of subject : Major_____ Minor_____
6. Service year _____

Part II:Please, answerthe followingquestionsbriefly relatedto the current principal's supervisory practices ofyour school context.

1. Whatis youropinion regarding tothe levelofprincipal's supervisorypractice in yourschool?

2. In what levelprincipal visitclasses, inspects books and student'snotebooks in your school?

3. Whatprocedures does yourschooluseforclassroomobservation?

4. By what levelprincipal supervisory practice helps to ensureprofessional development

Table 5: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

1.2.1 Principals' Supervisory Practice

The first objective of this study was to determine principals' supervisory practice of secondary school in South west shoa zone oromia region, with an overall mean (2.61) therefore this implies that there is an effective supervisory practice by principal of schools, which helps to increase the teachers' performance.

The findings indicated; the principal monitor's teachers attendance register on daily bases, The principal Supervisory practice helps to ensure professional development Principal help teachers when they have problems in their lessons, Principal Supervisory practice assist teachers to improve their teaching was rated high this shows us principal supervisory practice helps to ensurethe growth of teachers in their professional performance, to assistance teachers to help them acquire more skills and competences for effective teacher performance and also effective school supervision in supervisory practice is likely to improve teachers' professional performance and subsequently enhance the general output of students in the school.

With respect to Principal checks how teachers prepare their lesson plans and lesson notes on daily bases, principal supervises teachers during teaching and learning to ascertain lesson effectiveness, principal checks scheme of work to ensure that it is adhere to was also rated high. This was shows that principals were always checking how teachers prepare their lesson plans and lesson notes on daily bases and He is always supervises teachers during teaching and learning to ascertain lesson effectiveness, also principals were always checks through the scheme of work to ensure that it is adhere to

Regarding Principal checks weekly diaries to ensure topics coverage, Principal perform his duty of Supervisory practice accordingly, I like interacting with my Supervisory practice to get more ideas about how to improve my class performance and Interaction with Supervisory practice scares me because he criticizes rather than assist me improve my teacher performance again it was rated high. This result inducted us principals helps their teacher by checks the weekly diary to ensure topic coverage, principals do perform their duties according to the principles of Supervisory Practice in secondary school in South west shoa zone oromia region. Teachers in

this school are in-tested in interacting with their Supervisory Practice so that they have more ideas and they have improved in their class room performance.

Still Adequate teaching materials as suggested by Supervisory practice help me teach more and Interaction with Supervisory practice makes me discover new abilities and qualities for my teaching was rated high. Hence, this implying that instructional material suggested during Supervisory Practice may help to teacher more and teachers do discover new abilities in them when they interact with their instructional supervisors.

But principal visit classes, inspects books and student's note books and Interaction with my Supervisory practice makes me to look for more information was rated low. This is shows principal do not support their teacher in class and do not have time to visit them in class to inspect note of students. Also there is no effectiveness supervisory practice in classroom because principals and vice principals spend much time in their offices managing facilities, resolving students indiscipline, purchase of office and facilities thereby devoting less time or no time to supervisory matters.

1.2.1 Teachers' performance

The second objective of this study was to assess teachers' performance of secondary schools in South west shoa zone oromia region. The result indicated high with an overall mean of (3.20) therefore this imply that there is a high teachers' performance to a completion scheme of work by the first day of resumption in school, proper use of the school curriculum to prepare their weekly scheme of work which was rated very high level. Teachers always come with lesson plans in class, Teacher lesson preparation helps in successful lesson, Teachers regularly attend their lessons, Teachers create a friendly learning environment and there is guidance and counseling of students by teachers was also rated very high level. Through adequate teaching materials, provision of adequate teaching facilities, availability of instructional materials, attendance in seminars organized by principals supervisory practice in supervision, improve teachers' performance.

But Teacher-student relation improves teacher's performance, Teachers constantly fill in weekly dairy, Teachers are punctual and wait till closing hours, Teachers go for further training to

improve their teaching and learning, Teacher attends PTA meetings to discuss matters affecting the school and Students and Teachers maintain a record of covered work was rated high with (Mean 3.05), and standard deviation (0.82),with (Mean 2.58), standard deviation (0.92), (Mean 3.00) , standard deviation (0.97), (Mean 3.11) and with standard deviation (0.91),with (Mean 3.11) and standard deviation (0.63), (Mean 2.95) with standard deviation (0.76) and(Mean 3.16) and standard deviation (0.75) respectively. the result correspondingly which may show usprincipals have to create favorable conditions for teachers to participate in decision making process related to improve their teaching and learning and they made effort to get resource support for fill in weekly dairy, attends PTA meetings to discuss matters affecting the school and Students. Moreover, they tried to encourage those teachers whoare punctual and wait till closing hours and maintain a record of covered work effectively by providing moral support.