# THE CONTRIBUTION OF SUPERVISORY DEVELOPMENT PRACTICES TO THE EFFECTIVENESS OF SUPERVISION ACTIVITIES IN PRIMARY SCHOOLS OF ILU ABA BOR ZONE

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**JIMMA, ETHIOPIA**

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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN SCHOOOL LEADERSHIP**

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**DECLARATION**

I, the undersigned student researcher declares that the thesis on the title, "*The Contribution of Supervisory Development Practices to The Effectiveness of Supervision Activities in Primary Schools of Ilu Aba Bor Zone*" prepared under the guidance of Dr. Abunu Arega and Dr. Mebratu Tafesse is my original work and that all sources that have been referred to and quotes have been fully indicated and acknowledged with references.

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# ABERVATION AND ACRONYMS

**ESDP**     Education Sector Development Program

**IAB**     Ilu Abba Bor

**KETB**     Kebele Education and Training Board

**MoE**     Ministry of Education

**REB**     Regional Education Bureau

**SPSS**     Statistical Package for Social Science

**WEO**     Woreda Education Office

**ZEO**     Zonal Education Office

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## ABSTRACT

*The purpose of the study was to assess the contribution of supervisory development practices to the effectiveness of supervision activities in primary schools of Ilu Aba Bor Zone. To achieve the objectives, quantitative research method was employed. About 154 teachers, 10 basic teachers association, and 10 cluster supervisors took part in the study. Quantitative data were gathered through close ended questionnaire and analyzed using frequency, percentage, mean, standard deviation, t-test, ANOV and linear regression It was revealed that the overall supervisory development practices was weak in assigning proficient supervisor (M = 2.71,* SD = 1.14*), there are no adequate supportive instruments (M = 2.55, SD = 0.86) that professionally support supervisors. The effectiveness of supervisors in carrying out their role and function was lower than average (in instructional development M = 2.65* SD = 0.80*), curriculum development M = 2.96) and teachers development M =2.72* SD = 0.9*). Supervisors are busy in administrative routine activities and there is difference between teachers preference and supervisors performance. Distance of schools from resource center, number of schools they serve, low level of support from Woreda education office were among the major factor affecting effectiveness of supervisors. It was concluded that unless professionally fit supervisors are in place to develop both teachers and schools management; supervisors are free from challenges they face, quality of education will remain in question. It was recommended that Woreda and zone education office are advised to redesign supervisory development process, critically assess supervisors practice on their work and provide adequate on job training.*

*Key terms:* supervisory development, Instructional Development, Curriculum Development,
Teacher Development

## CHAPTER ONE

## INTRODUCTION

In this part of the study, background of the study, statement of the problem, objectives, significances, delimitation, limitations, operational definition of terms and organization of the study are presented.

### 1.1 Background of the Study

In this era of globalization, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and individual's wellbeing (Battle and Lewis, 2002). It is a reality in the world that countries are different economically, socially and politically depending on their level of education. It is education which is a base for development in science and technology. It also guarantees meaningful life, social coherence, solidarity; promote development and security of a State (UNESCO, 2014). It is also considered as one of the social institutions that contributes significantly towards the construction and maintenance of social order. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country. Tadesse, Taye, Bekalu, Adula and Abbi (2013: 309) noted that "the world is striving to deliver education to its citizens understanding the function that education has to the society and to the nation as whole". These indicate that education is the bases for individual, society and whole world to lead daily life and achieve national vision.

Like many other developing countries, in our country Ethiopia, education has been given great attention for economic growth and all-rounded development of the society. The ESDP (V) document of the GTP II indicated that, insuring relevance and quality of education at all level should be taken as one of the strategies for development (MOE, 2015).It is known that the education in Ethiopia achieved huge victories in terms of educational access obtained through rapid school expansion.  Despite its rapid expansion, there is  a problem in terms of quality of education. One cannot talk about quality of education without taking into account the ultimate and legitimate stakeholders of education and the problem that the education system is established to solve. Among the main stake holders are supervisors who are assigned to monitor education quality in general (MoE, 2015).

To monitor the quality, school supervision system has due meaning in education (Gurnam & Chan, 2010). Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning process and the professional development of teachers (Arong & Ogbandu, 2010). The Ministry of Education (MOE, 2010) in its Education Sector Development Program (ESDP IV ) has stressed the necessity of teachers' supervision and support as a strategy to ensure quality education. The main objective of education sector development plan (ESDP V) is to ensure an effective and efficient education and training system that enhance quality, relevance, equity and access at all levels. Tadesse *et al* (2013) also noted that quality education leads real development, most nations in the world have been established and implementing school supervision as an important tool to monitor the quality of education provided by schools.

In Ethiopia, schools are increased in number and size, students' enrollment is growing from time to time, the number of teachers at each level of education also increasing and curricular and co-curricular activities at school level also increased (MOE, 2002). These dynamic changes of the education system would cause external supervisory activities difficult; the difficulties in turn affect the delivery of quality education unless teaching learning activities are supported by school-based supervision service. In a similar way, MOE (2002) indicated that, the implementation of quality education can be affected by several issues; among these educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation.

So, the realization of professional competence of teachers and the quality of education remains questionable, unless the emphasis is given from different level education officials to implement supervision service program effectively. Ethiopia in this regard made the education sector its agenda to ensure the provision of quality education for all citizens, which was launched as a major national wide reform program to improve the quality of general education (MoE,2010). At the same time the requirement to improve over all students' performance rest on the shoulders of supervisor. Therefore, the supervisor play important role with the intension to make teaching and learning more effective and to give quality education to students.

The term supervision has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for

the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merits and demerits and using befitting and amicable techniques to ameliorate the flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals. Thus, the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher Performance and learning in the school. As Sullivan (2000) defined, supervision is teachers in meaningful, non- judgmental and ongoing instructional dialogue and reflection for the purpose a school-based activity, practice, or process that engages improving teaching and learning. As for, Association for the Development of Education in Africa (1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. For the Furthermore, according to Chiovere (1995) supervision 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.

Educational supervision is the basic concern for all organizations and institutions in different countries around the world (Pont, Nusche & Moorman, 2008). Educational supervision become internationally a priority in education policy agendas. it plays a key role in improving school outcomes by influencing the motivations capacities of teachers as well as the school environment (Pont et al, 2008).Therefore, the supervisory practices can improve the school performance through professional development, curriculum development, training and coaching.

Supervisor practices in the school system mainly focuses on the whole school improvement and quality of education given to the students. In light of this, (MoE, 2002) stated supervision as the

process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process.

Although, available sources do not agree on a specific year, there is evidence that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods: administrative inspection, instructional supervision, administrative inspection and democratic leadership(Tesfaw,2012).

Educational supervision for the first time started in Ethiopian in 1963 when the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers. From 1970-1973 the trained supervisors served in a regular education, sport, adult education and educational mass media program supervisors. In 1981 the socialist regime had shifted from supervision to inspection. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987). According to Million (2010), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision .Out of school supervision is given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education office. However, the supervisory development practices were with ful of problems.

Hence, many school supervisors have not considered their supervisor practices such as professional development, clinical supervision and collegial supervision to enhance student learning and school performance (Brumach, 1998). In the same argument Mumbe (1995) conducted a study to investigate supervisor practices influence on academic achievement in secondary school. The supervisor practices such as professional development, curriculum development, training, mentoring and coaching affected student and general school performance positively and motivated teachers to work with principals towards the achievement of school

objectives. Therefore, in this study the supervisory development practices and effectiveness of supervisory practices will be assessed.

## 1.2. Statement of the Problem

Though many reasons may be listed for low level of children's school success, educational supervision is among the main reason (Niqab, Sharma, Mei, & Maulod, 2014). For supervision to provide expected role, supervisors need to be professionally fit. This means educational supervisors should have adequate supervisory development on education theories and practical educational techniques including providing constructive feedback, communication skill and dealing with difficulties. However, not all supervisors have the requirement for being professional supervisor and effective enough in their practices (Gashaw, 2008).

The researcher as a school leader who has grown in the area and working there for longer period of time has realized that there is great dissatisfaction of government body and community on students success in school. Supervisors are the first line manager who is responsible to effectively monitor school activities. That means, supervisors are expected to be effective to enhance the instructional practice and to bring the desired change of learning achievement for the students. However, in the case of Illu Aba Bor Zone primary school, when the researcher as the member of primary school staff observed and usually heard that many primary school teachers often dissatisfy in supervision. They mostly perceive that supervisors do not to develop teachers professionally and work for school improvement but rather to evaluate teachers. At zonal, and Woreda level school performance evaluations and supervision feedback (2019), indicated that, primary school supervisors are not performing as expected.

Moreover, the researcher has a personal experience as a teacher and primary school principal in one of the Woredas of Ilu Aba Bor Zone believe that there exists gap between what was demanded and what they were really doing. Though supervisors are expected to ensure curriculum implementation, provide direct technical support to teachers, providing on the job training to teachers, conduct teacher performance evaluation, conduct formative education program, evaluation & monitor school detail activities, government report and empirical studies

witness that supervisors are not as such effective ( MoE, 2015). Likewise the MoE (2006:146) also showed that the school clusters have not been able to fulfill the original intension of improving the capacity of teaching and learning in the schools. The research conducted on the practice of primary school cluster supervisors at national level indicated the ineffectiveness of primary school cluster supervisors in providing support to teachers (Gashaw, 2008).

In the study area, supervisors are not effectively discharging their responsibilities to contribute to school performances. Primary school teachers are heard of complaining that they do not receive the support they expect from supervisors. Zone education office also provide feedback that supervisors do not regularly visit schools and teachers in the classroom and provide professional support to help them improve teaching in the school(IABEO,2012). Supervisors only focus observing lesson plan, attendances and level of dropouts and some other administrative tasks. Furthermore, the principals and teachers are complaining about absence of collaboration among schools, principals, teachers as well as school and education office in sharing experience, materials and skills to minimize problems they face, and most schools are working independently than cooperation. .

The findings of different research conducted on the practices and challenges of school supervision in different regions and zones of Ethiopia have shown that, there is a lack of proper supervisory development and effectiveness of supervisory practices (Abebe, 2014; Zewudu ,2018; Mehammed, 2011). For instance, Mehammed (2011) reported that supervisors lack technical skills and knowledge for the proper implementation of supervision which made them not to give proper technical support for teachers about the class room instruction and do not give contractive feedback for teachers after classroom observations. This may imply that supervisors are not accomplishing their duty in the study area.

Besides this, Kedir(2011) also noted that the majority (95 %) of the survivors appear inexperienced, uncertified and unspecialized professionally to run supervisory practices properly and efficiently. He further noted that supervisory activities are suffering from lack of expertise, which affect the overall supervision activities. As a result, supervisors do not seem to play the various roles including staff development; teacher's performance appraisal,

curriculum development and improvement, observational activities and the like seem not being practiced.

Therefore, it is possible to see that there is problem in the supervisory development practices and supervisors are less effective in the study area. Although such studies were conducted at the national and regional context, no systematic study was conducted on the supervisory development and its contribution to supervision effectiveness in primary schools of Ilu Aba Bor Zone. Therefore, this study filled the gaps in identifying the contribution of supervisory development to supervision practices and challenges that are barrier to supervisor effectiveness in Ilu Aba Bor zone primary school. In light of the above sensitive issues, the researcher was initiated to conduct a study aimed at exploring response to the following basic questions.

## 1.3 Basic Research Questions

1. What are the current practices of supervisory development in primary school of Ilu Aba Bor Zone as perceived by respondents?
2. To what extents are supervisors effective in carrying out their role and function in primary schools of Ilu Aba Bor zone as perceived by respondents?
3. What is the contribution of supervisory development to supervision practices in primary schools of Ilu Aba Bor Zone?
4. Is there a significant difference between primary school on the actual performance on supervision activities?
5. What factors affect the effectiveness of supervisory practices in primary schools of Ilu Aba Bor zone as perceived by respondents?

## 1.4 Objectives of the Study

### 1.4.1 General Objective

The general objective of this study was to identify the contribution of supervisory development practices to the effectiveness of supervision activities in primary schools of Ilu Aba Bor Zone

### 1.4.2 Specific Objectives

Having the above general objective, the study has the following specific objectives.

1. To examine the current practices of supervisory development in primary school of Ilu Aba Bor zone as perceived by respondents.

2. To point out the extents of supervisors effectiveness in carrying out their role and function in primary schools of Ilu Aba Bor zone as perceived by respondents.

3. To determine the contribution of supervisory development to supervision effectiveness in primary schools of Ilu Aba Bor Zone.

4. To determine the existence of significant difference in supervisory practice between primary schools of Ilu Aba Bor Zone.

5. To assess the factors that affect the effectiveness of supervisory practices in primary schools in Ilu Aba Bor zone as perceived by respondents

## 1.5 Significance of the Study

In achieving the objectives of the study, the researchers believe that the study is crucial to the improvement of supervisory practices in promoting quality services of instruction. This in turn help the school management to determine suitable ways in familiarizing school based supervision practices in schools' teaching learning process. Accordingly, this study would have the following significances:

➢ These days, quality of education is a burning issue and for this reason, educators and government bodies are discharging their effort to overcome quality problems. However, since all schools have their own unique characteristics, applying the same strategy may not bring the required change. Thus, this research may come up with specific features of supervisory development practices which enables preparing unique problem solving strategic plan on the area.

➢ It inform the responsible officers and decision makers at Woreda Education Office, Zonal Education office and Regional Education Bureau to have a better understanding on professional preparation and support instruments of supervisors in primary school of Ilu Aba Bor zone.

➢ It adds knowledge to the existing body of literature on supervision, particularly development of supervisory practices and effectiveness of supervisors.

➢ The study help Ilu Aba Bor Education Office and supervisors to recognize the major problems of supervision practices and enable them to deal with the problems to discharge their responsibilities.

➢ It may initiate researchers to conduct further research by showing the gaps in this area.

## 1.6 Delimitation of the Study

The scope of this study is concerned to address the objectives mentioned in this paper, which is to assess the contribution of supervisory development practices to the effectiveness of supervisory practices in the selected primary schools of the Ilu Aba Bor Zone. Thus to make it manageable, it is geographically delimited to 5 woredas such as Halu, Alle,Hurrumu, Mettu Town and Algie Sachi and 10 primary schools selected randomly from such words to make the study manageable. Also, conceptually the study focused on supervisory development practices having the elements: recruitment, training and support instruments; and supervisory practices having the elements: instructional development, teacher development, curriculum development and administrative issues based on Glickman *et al*. (2004).It was also delimited methodologically to quantitative methods of research approach.

## 1.7  Limitation  Of the study

There were some limitations observed in this study. One of the limitations was lack of contemporary and relevant literature on the topic, especially on elementary school. There was acute shortage of books or lack of updated related literature in the area. The researchers cover such gaps by using internet sources to enrich the findings. Some of the respondents were not cooperative as had been expected. As a result, some respondents did not respond on time for open ended questions. However, data were collected from such respondents on phone and personally contacting them repeatedly.

## 1.8 Operational Definition for key Terms

**Curriculum development**: According to this study, curriculum development refers to the professional support that supervisors provide to teachers in revision and modification of the content, plans and materials of classroom instruction.

**Instructional development**: According to this study instructional development refers to activities that enhance the instruction of teachers including any experience that develops teachers' knowledge, appreciation, skills, and understanding.

**Supervisory development practices**: In this study, supervisory development practices refers to the process in which supervisors are developed professionally and come to the position of supervision.

**Teachers Development**: As to this study, teachers' development refers to activities that supervisors perform in order to upgrade teachers' knowledge and skill.

## 1.9. Organization of the Study

This study is organized in to five chapters. The first chapter contains the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation, and definition of operational terms. The second chapter contains review of related literature relevant to the research. The third chapter deals with research methodology that incorporates, research design, research method, source of data, population, sample size and sampling technique, Instrument of data collection, procedures of data collection, methods of data analysis, and ethical consideration. The fourth chapter concerned with the analysis and interpretation of data and discussion on important issues, whereas the fifth chapter presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for the study, questionnaire and interview questions were added at the end.

## CHATER TWO
## REVIEW OF RELATED LITERATURE

In this chapter, the basic concepts and issues that are discussed by different authors on the research topic are briefly reviewed. More specifically, concepts of supervision, models, and dimensions, types of supervision and challenges that face the effective practices of educational supervision are discussed.

### 2.1 The Concept of Educational Supervision

From an educational perspective, supervision is a strategy that emphasizes on offering professional support for the improvement of instruction. According to (Carto,2006), supervision is defined as, an interpersonal interaction between the supervisor and the supervisee, in an effort to make the supervisee more effective in helping people. Educational supervision is an instrument for monitoring and ensuring the quality of education. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000).

Lowery (1985:10) noted that supervision is "an act of overseeing people doing work. Supervision is defined as, an interpersonal interaction between the supervisor and the s upervisee, in an effort to make the supervisee more effective in helping people. Govinda and Tapan (1999:8) defined educational supervision as, "all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers. Similarly, Glickman, Gordon & Ross-Gordon (2001) denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teachers' supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as: Any services for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent.

As for, Association for the Development of Education in Africa supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. The dictionary of education Benjamin (2003) provided the most extensive definition of supervision as all efforts of designated school official toward providing leadership to the teachers and other educational workers in the improvement of instruction; involves the stimulation of professional development of teachers, the selection of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction. In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students" learning performance

## 2.2. Historical Development of Educational Supervision

### 2.2.1. In Global Perspective:

Improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision (De Grauwe, 2001a:13).Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006:7).Education quality, according to Dittmar, Mendelson and Ward (2002:30) is, "the provision of good education by well prepared teachers". However, all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008:11). Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001)

### 2.2.2. In Ethiopia Perspective

In Ethiopian education system, the supervisory services began to be carried out since the beginning of nineteen forties with constant shift of its names "Inspection" and "Supervision". However, 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 in 1994.Though, the above periods were presented in the Gregorian Calendar, the periods in the following discussion will be presented in Ethiopian Calendar (E.C) to put the exact time and make clear. In general, the historical development of Supervision/inspection can be classified in to four major periods as fallows.

### 2.2.2.1 The First Period (1934-1954 E.C)

According to the Education Supervision Manual of Ethiopia, supervision was first introduced in 1934 E.Cinto the education system of Ethiopia out of the need to coordinate and control the increasing number of schools and teachers. It was conducted under the name of "Inspection". Starting from 1937 E.C., a central inspectorate department was established headed by a foreigncitizen and with the assistance of two Ethiopians. Their job was to collect and compiling statistical data on the number of students, teachers, classroom, as well as conducting school visits

in Addis Ababa and in the provinces, and finally producing reports to be submitted to the Ministry of Education (MOE, 1987 E.C.).

Then, in 1943 E.C. the first program for training inspectors was started in Addis Ababa Teachers Training School because of the quantitative increment of schools, teachers, students, and the complexity of educational activities.Accordingly, a total of 24 inspectors were trained for six months and graduatedat the end of1943 E.C. These trained inspectors were assigned to inspect educational programs andadministration (MOE 1987 E.C). In addition, after the discontinuation of such training in 1946 E.C, another training program was reopened in KokebeTsebha School in 1948 E.Cdue to the increment of schools. Statistics reveals that a total of 124 inspectors andschool directors were trained and graduated from 1948-1954 E.C. They also worked until the end of 1955 E.C. as inspectors.

### 2.2.2.2 The Second Period (1955-1973 E.C)

In 1955 E.C the inspection program was changed in to supervision with the aim of focusing only in curriculum and educational programs so as to improve the teaching learning process by participating and supporting the teachers. In addition to the 51 supervisors trained by the Addis Ababa University, all inspectors who were active in the service were retrained as supervisors in 1956 E.C.

The training program which was sustained up to 1961 E.C was augmented by a summer program which was gradually transformed into the same program. This training program was maintained up to 1965 E.C. Those who trained as supervisors were assigned to work in regular school programs, kindergarten, sports, education media, adult education and supervision.

The interruption of the training program by the Addis Ababa University together with the expansion of the education system, which pause great challenge to the small number of supervisors, forced the supervision program to become weak. Although training was given for six months to solve the problems, it could not be continued effectively (Supervision Manual, MOE. 1987).

### 2.2.2.3 The Third Period(1974-1986E.C)

The socialist ideology that was led in 1966 forced the education sector to shift supervision in to inspection so as to enforce socialist outlook in the education system. It is clear that this shift was made because it was envisaged that under the socialist principles of management, education demanded strict control of the fulfillment of educational policies, directives, plans and programs.

As stated by Haileselassie with the introduction of inspection into the educational system of the country, short-term training programs were arranged abroad to some individuals who were serving as supervisors and to some selected school principals. For other individuals, in-service program was locally conducted during the Kiremt(winter season). Beginning from 1974 E.C, these individuals were assigned from the national offices to school levels (MOE, 1987 EC).

### 2.2.2.4 The Fourth Period (1987 E.C to the present): Supervision

With the introduction of the current education and training policy in 1986 E.C, a shift from inspection to supervision was again witnessed. The Education and Training policy has made the educational administration and management more decentralized. Accordingly, new departments of supervision of educational program have been established at federal and regional level with branches up to Woreda level. That is helping teachers for the improvement of educational achievement of students (MOE, 1987 EC).

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

### 2.3 The Practice of Supervision in Oromia Regional State

As it is stated in the supervision manual of OREB the school CRC supervision approach has been introduced since the beginning of 2007 as component of implementing business processing re-engineering (BPR) in the region's schools. The task force composed of educational experts and supervisors from regional and zonal education office of the region had organized. Then the task force discussed the issue of supervision, collect information from all stakeholders in their

views on supervisory practice in schools and conduct study on the problems of supervisory practices in schools of the region (OREB, 2007).

The task force prepared supervision training manuals for guide and implementation of supervision practice in schools. The training was carried out for experts, supervisors and heads of education office from woreda and zone as well as principals of secondary schools at regional level. Later, short term school supervision workshop carried out for primary school principals, vice principals, CRC supervisors and educational officials at woreda level (OREB,2007). Then the supervisors on different levels were encouraged to accomplish their responsibilities and duties as per their level of the education system.

## 2.4. Objectives of Supervision

Supervisory services are designed to serve different roles. Supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to be professionally responsible, but also more than able to be "analytic of their own performance, open to help from others and self-directing."

Unruh and Turner (1970) saw supervision as a social process of stimulating, encouraging and appraising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning for adults, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around. As Acheson and Gall, and Pajak (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization. Furthermore, as mentioned by Sergiovanni and Starratt, and Blumberg (cited in Zepeda, 2003), supervision promotes the improvement of students" learning

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through improvement of the teacher's instruction; and it promotes change that results in a better developmental life for teachers and students and their learning.

Instructional supervision is service that will be given for teachers, and it is the strategy which helps to implement and improve teaching learning process, and also an activity that is always performed for the advantage of students learning achievement (BGREB, 2006).To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers" instruction.

### 2.4.1. Improving the Quality of Teaching and Learning
According to Giordano (2008), the school clusters aim to improve the quality of teaching and learning by bringing staff and students from different schools together. This collaborations among schools and teachers help establish clear goals for learning and work together to achieve these goals. Dittmar et al. (2002) indicated that, school clusters benefit the teaching and learning by preparing test papers with the broader range of questions and developing a culture of working together. Carron and De Grauwe (1997) indicated that, school clusters have two fold objectives: first, they improve teaching by sharing resources, experience and expertise; and the other is, facilitating administration and gaining from the economies of scale.

### 2.4.2. Training and Teacher Development
According to Knamiller(1999)supervision services are where professional and academic support is provided and where teachers discuss and solve their problems for the improvement of the quality of education (Knamiller, 1999).Similarly, it is indicated that the school clusters help provide more comprehensive and efficient training for teachers (Dittmar et al., 2002). For example, School clusters in Zimbabwe used for in-service teacher training and a means for inspection and supervision of teachers (Carron and De Grawue,1997).

Likewise, Giordano(2008) indicated that, one goal of cluster training is, an active teaching to replace the traditional „chalk and talk style". Giordano further indicated that, school clusters sometimes set up exclusively for this purpose. Similarly, it is recommended that school clusters need to be strengthened as an enter points for capacity development at local level (MoE, 2010).In explaining the advantages of experience sharing of teachers in the cluster,

Bray (19 87:19) writes that, "the older and more experienced staff can help the younger and less experienced ones and the enthusiastic teachers can inject new life to tired ones".

### 2.4.3 Improving Educational Management

In many developing countries, supervision are part of an educational management intended to promote decentralized management and financing (Giordano, 2008).In line with this, Perera (1997) indicated that, school clusters enable schools to be managed by a more competent personnel. Bray (1987:18) indicated that, School clusters simplify the educational administration. As indicated by Dittmar et al.(2002),in Namibia for example the school administration improved after the introduction of school clusters. Likewise, "providing management training for school directors and department heads" is indicated one objective of school clusters in Ethiopia (MoE, 2006). Bray (1987) also indicated that, school clusters in some countries serve as a formal unit between the school and the district .The coordinators collect statistics from these schools and transmit to district or provisional office.

### 2.4.4. Improving Community Involvement

According to Perera (1997), supervision help increase community participation and ensure their contribution especially in areas where resources are scarce. Similarly, BGREB (1997 ) pointed that, supervision contribute for development of community participation in education.In addition it is indicated that, school clusters organize both academic and non-academic competition through examination and sports. These activities initiate pupils to work harder, promote unity and expand the horizons of pupil (Bray, 1987:20). Similarly, De Grauwe (2001a:147) indicated that, more than any other purposes, school clusters are expected to focus on strengthening support activity between schools. In sum, school clusters "have been used for surprising variety of applications and functions", as described by Dittmar et al.(2002:11).However, the fundamental goal is, "to improve the quality of teaching and learning at the school and class level" (Giodano,2008:28).

## 2.5 Professional Preparation and Support Instruments

### 2.5.1. Professional Preparation of Supervisors

### 2.5.1.1 Recruitment

Most supervisors, as indicated by Certo (2006:13) are promoted from the department they are working based on seniority. Good working habits and leadership skills are also reasons to select a supervisor among an employee. In addition, organizations can employ a recent graduate to be supervisor because of the specialized skill in the position. Identifying the correct recruitment criteria is difficult. In education, an emphasis is placed on the academic qualification and experience .It is indicated that, only few of school supervisors occupy the position with the same grade with the principals. As a result, many principals do not consider supervisors as their superiors. The successful performance as a teacher and head teacher which is used in many countries is also difficult to assess and judge (De Grauwe, 2001a:70). It is also indicated that, females not apply to this position usually because of "vast distance to travel" and "being away from family for long period" (De Grauwe, 2001b:110).However, neither promotion nor hiring is a guarantee to know how to supervise. As Certo, (2006:13) indicated, "a hotel employee promoted to a supervisory position, for instance, might be at loss for ways to motivate those who now report to her."

### 2.5.1.2. Training

Training equips an employee with the skill and thus enables to contribute his or her best for an organization. Well trained employee, compared with poorly trained, can deliver high quality (Certo, 2006:434).Training of supervisors had been given attention throughout the history of supervision. The international conference on education in 1937, stressed that, "no one should be appointed to the inspectorate who has not previously shown an interest in, and an understanding of general educational problems, either in period of probation or by following a special course organized by a post graduate institution"(Pauvert, 1987:47 in Carron and De Grauwe, 1997:30).Giordano (2008:142) also indicated the necessity of matching an employee with the demands of the job and giving the training when necessary. Similarly, it is indicated that, the profession of supervision requires technical, conceptual and human relation skills.

To give the required professional support for teachers and head teachers, the supervisors are expected to get professional training in addition to short term training (BGREB, 2003 E.C:14).However, studies conducted in the area of supervision revealed that both induction and in-service training not exist and even they exist, they are neither part of an overall capacity building nor sufficiently targeted on supervision. They are given for the implementation of a given project (De Grauwe, 2001).Similarly, it is indicated that cluster coordinators in many cases are not necessary prepared to play coordination and leadership roles.

### 2.5.2. Support Instruments

Certo (2006) indicated that, supervisors can prepare themselves for the job by reading variousbooks on management and supervision. Likewise, reference books on education and pedagogy when available to supervisors, help improve their understanding of education process (Govinda and Tapan,1999).Similarly, Carron and De Grauwe(1997) indicated that the performance of supervisors depend on the availability and quality of support instruments such as manuals and guides. Bray (1987:135) also indicated that, guidebooks provide concrete illustrations of the situations and suggest ways how to tackle difficulties. It is also indicated that, manuals and guides are important for supervisors .They make the supervision more transparent and objective.

However it is also indicated that, theses instruments are not flexible and make supervision 'straight jacket'(UNESCO, 2007:19).However in most countries, supervisors lack these instruments. For example in Bangladesh the supervisors had lacked manuals or hand book for guidance (Carron & Grauwe, 1997).Similarly it is indicated that, the provision of support instrument such as manuals and guidelines in many cases proved to be inadequate and as a result the supervisors are "starved of useful information"(De Grauwe, 2001).Further, discussing about supervision in four African countries, De Grauwe (2001) noted that, when this instruments are available in some cases, they are not more than circulars and administrative forms

### 2.6 Approaches To Educational Supervision

Authors in the field identified six approaches for educational supervision. These are, directive supervision, alternative supervision, collaborative supervision, non-directive supervision, self -help explorative and creative supervision (MoE, 1987 ).These models are discussed as

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

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach ,the willingness of the teacher to work together with the supervisor is very important. In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken.In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher. The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields.

Supervision for successful school attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 1985). As it is indicated in Jacklyn (2008), there are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers,

master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985).

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

### 2.6.1. Curriculum Development

Curriculum is the core of a school's existence, what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher or individual classroom (Glickman, 1985). The need of curriculum development is for the improvement of instruction. As Glickman et al. (2004) state, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning.

It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction. Curriculum development has become the major function of instructional supervision in the school. As Harris (cited in Million, 2010), designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units are the components of school-based supervision.

According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are: Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; Plan and implement a well-established in-service training program; Aid in goal definitions and selections at local, state and federal level; Work closely with administrators to establish roles that are expected of consultant who are outside the school.

Any government in this world has its own unique goals and objectives that have been embedded to the philosophical foundations of the nation. What the nation wants to transmitto its people, it has to be put in schools curriculum. This is done through various educational policies, directives and seculars. School supervisor are to ensure such educational policies, directives, seculars and the societal goals and objectives are properly implemented. School supervisors are

the ones to ensure that schools follow what have been planned as objectives to be attained. Curriculum development is cooperative activity, by the teacher and supervisor with a view,to making learning experience of students worthwhile and updates Mohanty, (1990).

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

### 2.6.2. Teachers Development

According to Wiles (1967) supervision is an effective tool that could be used to promotegood results as far as staff performance is concerned. It is also acknowledged that there is always a link between supervision and effective work, but this will be perfectly true only when the needed resources and commitment are available and are put to judicious use. Also the significance of supervision for enhancing the performance of staff in an organization cannot be ignored in the developmental process of any country. However, no matter what criticisms are leveled against them, their contributions cannot be over emphasized. If supervisors have the responsibility of improving staff performance by equipping them with knowledge, interpersonal skills, and technical skills then one will say that organizations cannot do without supervisors' involvement. Mills,(1997) asserted that supervision has direct effect on staff performance. Supervision gives the right direction to people under supervision to enable them to take initiative and responsibilities to go ahead on their own.

Supervision seeks to equip individuals with the necessary knowledge, attitudes and skills to make them useful. Supervision has been defined in various ways by different authors to suit their audience. Tanner, (1994) perceive supervision as a vital aspect of organized education. This statement is evident in everyday business. Often, men strive to offer the best supervision to sustain workers' interest for increase productivity. Therefore, staff development is one major domains of instructional supervision which involves well organized in-service programs

like seminar, workshop, conference and school based discussions. In line of this, Glickman andet.al (1998) emphasized that any experiences that enlarges teachers' knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development.

Teacher provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students" learning will be enhanced. Successful schools involve teachers in school wide projects through meetings. According to little's study described (cited in Glickman et al., 2004): Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching.

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to Pike et al. (cited in Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards. Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006).Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include; improving teachers' general education background, as well as their knowledge and understanding of the subject they teach; As to providing knowledge and skills which linked to

the ever-changing needs of a dynamic society. According to Sergiovanni (1995), teacher development and supervision go hand in hand. There should be various opportunities for the teachers" professional development.

As it is indicated in ADEA (1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan &Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teachers" professional development the school should have schedules for workshops, staff meetings, and visit other schools.

### 2.6.3 Instructional development

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

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

The supervisor can also play significant role in helping teachers to develop skills of applying different assessment and measurement techniques. Therefore, instructional supervision inenhancing development and improvement ha a paramount importance. Instructional supervision can be considered as an effort to interact directly with teacher to provide services. Generally, supervisors are expected to know how to analyze teaching, diagnose difficulties, confer with teacher and make meaningful recommendations to the teacher for improvement. They are required to bring skills in pedagogy and human relations in theprocess of instruction and instructional improvement particularly in clinical supervision. Therefore, by skillfully analyzing the performance of teachers, the supervisor can provide ameaningful feedback and direction to teachers that can have a profound effect on the studentslearning that occur in the classroom.

### 2.6.4 Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) describes action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as "action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction". Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MOE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MOE, 2002) also

clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process.

To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program. According to the Ministry of Education (MOE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered, should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers.

## 2.7 Conceptual Frame Work

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                    ┌─────────────────────────┐
                    │ Supervisory Development │
                    │        Practices        │
                    └─────────────────────────┘
              ▼              ▼              ▼
 ┌──────────────┐  ┌──────────────┐  ┌────────────────────┐
 │  Recruitment │  │   Training   │  │ Support Instruments │
 └──────────────┘  └──────────────┘  └────────────────────┘
                           ▼
                 ┌─────────────────────┐
                 │ Supervisory Practices│
                 └─────────────────────┘
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| Instructional development | Teacher Development | Curriculum Development | Administrative task |
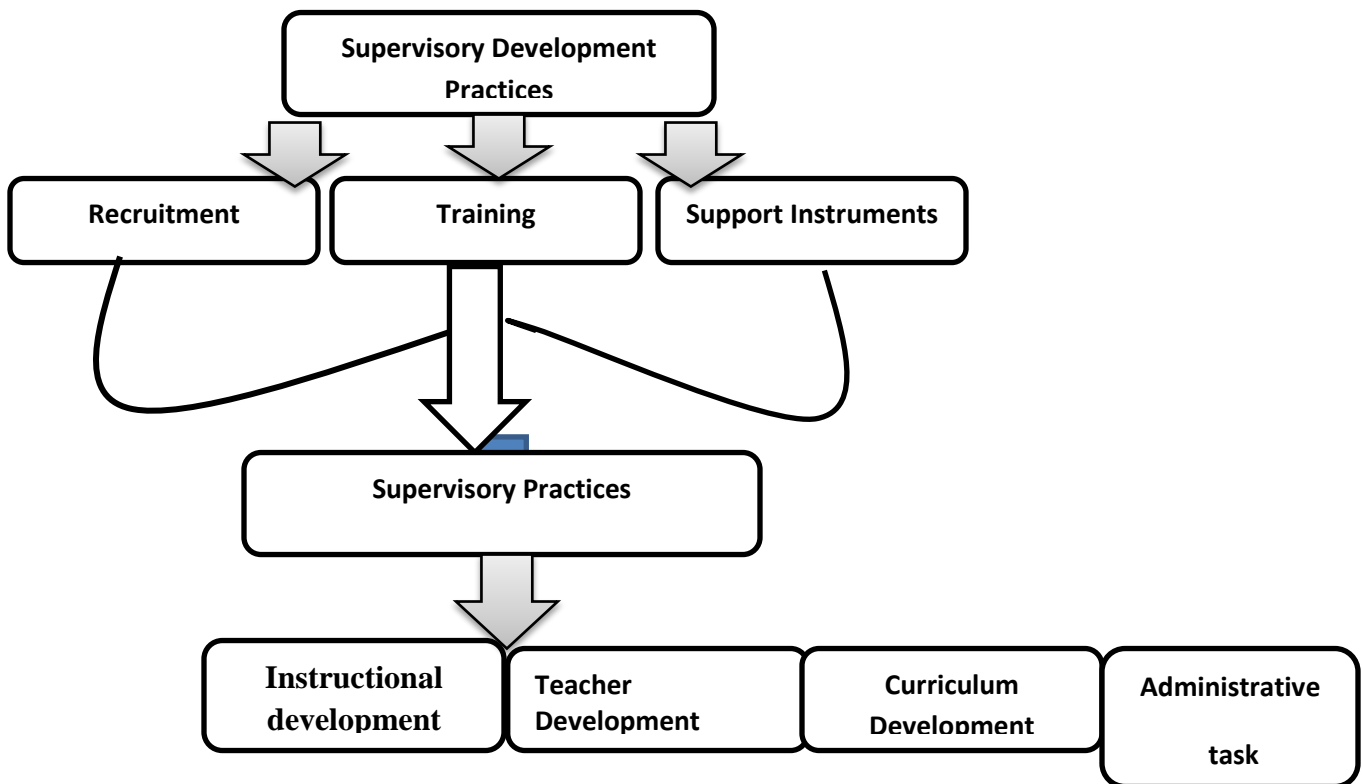
**Fig. 1 Conceptual Frame Work Of the study (Developed by the researcher)**

## 2.8 The Relationship Between Supervision And Education Quality

The meaning of the quality is different depending on the kind of the organization and the customers served. However, all activities in the organization should be directed towards delivering high quality (Certo, 2006). UNESCO (2007) indicated that, Supervision is the main component of the overall quality monitoring and improvement system. It has strong relationship with the quality of education. This is because, monitoring the quality of schools and teachers is expected to have a positive effect on their quality. Govinda and Tapan (1999:27) indicated that supervision has always been an integral future of an educational program in all countries and a key factor to ensure the good functioning of the primary education.

Similarly, De Grauwe (2001) pointed out that, improving the quality of schools and the achievement of the students is the priority in both developed and developing countries. For monitoring the quality of education, national authorities depend on the supervision service . Govinda and Tapan (1999:7) indicated that, the weakening of the supervision service in many countries was one reason for the deterioration of the quality of education.Indicating the progress made on the quantity, ESDP IV by the MoE (2010) pointed out the deterioration of the quality of education and suggested the importance of focusing on the quality based school supervision. Likewise, MoE (2006) indicated the importance of establishing supervision at each level for quality of education. Similarly, BGREB, (2003) indicated that, supervision play a great role for ensuring the quality of education.

## 2.9 Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles: There should be short-term, medium-term and long-term planning for supervision. Supervision is a sub-system of school organization. All teachers have a right and the need for supervision. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel. Supervision should help to clarify educational objectives and goals for the principal and the teachers. Supervision should assist in the organization and implementation of curriculum

programs for the learners. Supervision from within and outside the school complements each other and are both necessary.In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers" competency

## 2.10 Qualities of a Good Supervisor

The most important indicator for the quality of education is the quality of the teaching learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers" activities (MOE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

A successful supervisor has a positive attitude. When the supervisors" attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).According to Stadan (2000) a good school-based supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

## 2.11. Supervisory Options for Teachers

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching

supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers" professional development and improve instructional efficiency. In the same way, it is noted in Kwong (1992), as successful matching of options to teachers' results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

### 2.11.1 Clinical Supervision
Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: "the rationale and practice designed to improve the teacher's classroom performance." Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher's classroom behavior. If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils.

In lines with this, Acheson and Gall (1987) define clinical supervision as "supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. "The analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teacher's classroom observation.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni & Starratt, 2002). Here, the role of the supervisor is to help the teacher

select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice.

In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist

### 2.11.2 Collegial Supervision

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Collegial supervision is defined by Glatthorn (1984 :) as a, and discussing shared professional concerns". Similarly, Sergiovanni and Starratt (2002) shared the "moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations above idea as "in collegial or peer supervision teachers agree to work together for their own professional development.''

Teachers engage in supervisory functions when they visit each other classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007). Sergiovanni and Starratt (2002) noted that collegial supervision extends well beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons and provide other support to one another.

When teachers supervise themselves, principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about "what is going on, how effective it is, and what do we do now?" By supporting this, MOE (2002) indicated that, the school is responsible to create conducive environment for the competent and exemplary teachers in order to give professional support for their colleagues to improve teaching learning activities.

### 2.11.3 Self-Directed Supervision

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. This approach of supervision is suitable for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (2002) stated this supervisory option as it is efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options. Furthermore, this option is particularly suited to competent, experienced teachers who are able to manage their time well.

In similar way, self-directed supervision as it is noted in Glickman etal.(2004), is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this supervisory option of supervision, the role of the supervisor is little involvement, i.e.; to assist the teacher in the process of thinking through his or her actions.

### 2.11.4. Informal Supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, Sally & Penny, 1997). Sergiovanni and Starratt (2002) suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers" classrooms, conversations with teachers about their work, and other informal activities. According to Blasé (cited in Zepeda, 2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

### 2.11.5. Inquiry-Based Supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. Florence et al. (cited in Sergiovanni & Starratt, 2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

## 2.12 Levels of Educational Supervision in Ethiopia

### 2.12.1. Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. The educational programs supervision manual of Ministry of Education (MOE, 1994) has sufficiently listed the roles of supervision at the school level as follows:

### 2.12.2 The Roles of School Principals in Supervision

The school principal in his/her capacity as instructional leader, his/her responsibilities would be: Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; Coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; Coordinating of the staff members of the school 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.

### 2.12.3 The Roles of Deputy Principals in Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: Giving over all 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.

### 2.12.4. The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services /experience; the department heads have the competence to supervise educational activities.

Therefore, the supervisory functions to be undertaken by the department heads are: Coordinating the supervisory activities in their respective departments and evaluating teachers‟ performance; Arranging on the job orientation and socialization programs to newly assigned teachers in the

respective departments; Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes; Selecting and organizing teaching materials and making them available for use by teachers; Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects;

Organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments; Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and; Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems.

### 2.13 The Supervisors' Responsibility

A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth.

Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement program. Based on this, a supervisor monitors the curriculum development, facilitates in service training, and provides professional support for teachers particularly on the basis of school improvement program and quality education (MOE, 2006).

In addition to the roles and responsibilities of supervisors mentioned by Ministry of Education (MOE, 2002), the Kaffa Zone Education Bureau (2006) has entrusted additional responsibilities to the Woreda supervisors. Therefore, in order to strengthen the supervisory activity, the Woreda supervisor is expected to: Prepare the discussion and training programs for the selected of the school clusters. Provide professional support for teachers of school clusters and Collect and compile necessary data of the whole schools found in the Woreda. Organize discussion programs with school cluster supervisors. Level the school clusters/schools under the Woreda based on the formulated and relevant data they have.

## 2.14 Challenges That Affect Effectiveness of Supervision

In this section a review was made concerning challenges in carrying out supervision in school. As discussed earlier in this chapter, the main goal of educational supervision is to improve teaching learning by working collaborative with school teachers and principals through the provision of necessary assistance, guidance, and support. However, everything is not smooth in carrying out supervisory practices in education. Among the varieties of challengessupervisors' competence and preparation in accomplishing effective supervision, the work condition in which they operate and the way of communication they employ can be sources of challenges for supervisors in carrying out supervision and discharging their duties and responsibilities.

**Supervisors' Competence and Preparation**

The successful operation of a school cluster often relies strongly on the competence and adequate preparation of the supervisor. Scholars in the field of educational supervision recommended that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, Gordon & Ross-Gordon, 2004; Holland, 2004). Qualifications in the form of degrees and diplomas and adequateexperience are taken as criteria in many countries. De Grauwe (2001) in his study infour African countries identified that both qualifications and experience seemed important in the selection of supervisors, but at the primary level, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low.

Even though credentials in the form of degrees and diplomas are a form of evidence, but recognize that credentials alone do not inspire trust (Holland, 2004). When qualification and experience do not used to support the practical work,theybecome sources of problem. With this regard, Caron, De Grauwe and Govinda (1998) showed how headteachers were not confident about the ability of supervisors to help under existing conditions.On the other hand, researchers identified that teachers also claimed supervisors do not have the ability to provide support for subject teaching and for instructional improvement. The teachers suggested that senior teachers should be appointed as supervisors and that those who become supervisors must have good subject knowledge as well as good instructional skills (Caron, De Grauwe and Govinda (1998).

There is a great expectation from supervisors to become highly qualified than their teachers, so that they will be able to provide teachers with the necessary guidance and support to achieve the intended educational objectives. As indicated by Baffour-Awuah (2011) a higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.Other scholars indicated by Certo (2006) supervisors are promoted from the department they are working based on seniority. Good working habits and leadership skills are also reasons to select a supervisor among an employee. In addition, organizations can employ a recent graduate to be supervisor because of the specialized skill in the position.

The other challenge is lack of support instrument to better facilitate supervision and well prepare the supervisors. Carron and De Grauwe(1997:31) indicated that the performance of supervisors depend on the availability and quality of support instruments such as manuals and guides. Certo (2006:13) says"supervisors can prepare themselves for the job by reading various books on management and supervision."However in most countries, supervisors lack these instruments. For example in Bangladesh the supervisors lacked manuals or hand book for guidance (Carron and De Grauwe, 1997). De Grauwe (2001a:76) noted that, when this instruments are available in some cases, they are not more than circulars and administrative forms. Similarly it is indicated that, the provision of support instrument such as manuals and guidelines in many cases proved to be inadequate and as a result the supervisors are "starved of useful information"(De Grauwe, 2001b:292)

**Working Condition of Supervisors**
Good working condition is very important to better facilitate the work of supervision and support service. However, scholars identified that there are various obstacles that can hinder the work of supervisors as expected by stakeholders and even by supervisors themselves. On one hand, workload is a great challenge for supervisors while the context or the organizationsin which supervisors function become another challenge for cluster supervisors(Carron & De Grauwe, 1997; Dittmar et al., 2002; Giordano, 2008; IIEP-UNESCO, 2007)

The heavy workload of supervisors is one of the crucial factors in challenging the work of supervision.Carron and De Grauwe (1997:21) indicated that the increasing number of teachers

and schools in recent years is not proportional to the number of supervisors. Giordano (2008:26) also said that the number of schools in a cluster can vary depending on the geography and the accessibility. However, cluster usually includes two to fifteen schools. The number of schools grouped in a cluster varies country to country based on different conditions. For example, in Namibia five to seven schools found per cluster (Dittmar et al., 2002). In Ethiopia, it is a group of five to ten schools. As the schools vary in size, it is difficult to make a clear cut rule and hundred teachers per a coordinator used as "a rough rule of thumb" (MoE, 2006).

Not only the number of school and teachers is a challenge as a workload, but also the job description aspects and/or responsibilities and tasks assigned to cluster supervisors is another source of problem. In supporting this, Giordano (2008:11) indicated that, school clusters are expected to accomplish "a thousand different things" and tended to be overburdened. Likewise, the MoE (2006:140) indicated the shortage of personnel and the work load of the coordinators is a challenge for the work of supervision.

Besides the control, support and linking roles, cluster supervisors are responsible for many other activities as stated Olivera, 1979 cited in Carron and De Grauwe (1997) "administrative organization automatically makes use of intermediate posts, and tries to fit in to them every conceivable intermediate functions" p.25.

Further, Dittmar et al. (2002:4) indicated that, expecting a supervisor to cover so many schools is difficult and even problematic if the roads are bad and long as well as lack of other resources are common. On the other hand, assigning both administrative and pedagogical tasks for a single person in a cluster can undermine the goal of improving educational quality (Giordano, 2008).Caron and De Grauwealso note, "When a choice need to be made between administrative and pedagogic duties, the latter will suffer (1997:31).

Lack of resource and facilities to conduct supervision is another challenge faced by cluster supervisors. De Grauwe (2001a:15) point out that, the supervision service need to be supported by resources and without such commitment, the impact of the service will be very little.

**Lack of Office and Equipment**
 in order to carry out the activities of supervisors, the need to have office adequately equipped is unquestionable. Among the various basic office equipment computers/type writer, telephone,

filing cabinet and so on are very essentials. However, only very few supervisors have such basic equipment. For example in Tanzania very few supervisors have an office and among them, most are working within an empty office. Also it is indicated that, in the absence of the computer, report writing will be difficult and time consuming (De Grauwe, 2001a:13).De Grauwealso noted that, "it is somewhat startling, that such are relatively cheap items as filing cabinet is absent in so many offices" (p.92).

 **Lack of Transportation Facilities**

 This is another challenge to the work of supervision. In many countries transportation for visiting of schools is not available and when available, used for other purposes (De Grauwe, 2001b:294). This is not only a problem for the supervisor, but also lack of transport created a problem to transport staff for sharing experience and lead to poor coordination in many countries (Giordano, 2008). Moreover, one educational inspector in Botswana surprisingly asked, "how can a field officer operate effectively without a vehicle for the station?" and another inspector indicated, "When transport is not available, work comes to a standstill" De Grauwe (2001a:47). Giordano thus suggested that, although the number of school included in a cluster is on the proximity of the schools and the communication and transportation networks to them; in any case, they should be close enough to allow regular trips of members or facilitators without causing a burden to them.As, De Grauwe ( 2001a:92)  indicated, "recruiting officers and paying them salaries, without giving them the possibility to go out and visit schools is hardly a good investment" and without transport supervisors, "remain in their office, unemployed, without the possibility to visit schools.".

**Lack of Budget**

**As** De Grauwe (2001a:14) shows "spending on supervision mainly consists of two items: salaries of the supervisors and travel and subsistence allowance."He further identified in his study of four African countries (Namibia Botswana, Tanzania and Zimbabwe) Namibia is the only one of the four African countries where a specific budget for supervision and support service exists. Every region is expected to budget separately for 'supervision' under the headings: salaries, travel and subsistence. In Botswana it is sufficient but not specific; in Tanzania it is undoubtedly worse while in Zimbabwe individual supervisors have none or little.

The experiences of many countries show that school clusters might not be feasible because of the lack of resources. To perform effectively, the school clusters as an additional level of educational administration between the ministry and school need heavy investment in which many countries cannot afforded. "One can wonder if there were not enough resources are available to strength the existing supervisors", IIEP-UNESCO (2007:19) asked, "Why create a new structure?" Discussing the value of providing travel allowance and per diem for supervisors in Cambodian school clusters, Greeves (2003) in Giordano (2008) pointed out that, when there has been travel allowance and per diem, trainers and trainee have usually participated enthusiastically in the training. However, the lack of travel allowance and per diem for supervisors is one problem. For example it is indicated that, coordinators in some cases cover their own travel expenses (Giordano, 2008:64).

**Lack of Secretarial Service**
In many countries and supervisory offices problems of support staff particularly a secretary is a great challenge in the supervision and support service. The absence of the secretarial experts creates a problem for regular communication with schools and preparation and dissemination of reports (De Grauwe, 2001b). For instance, in Zimbabwe secretarial and clerical services are in many cases inadequate. Sometimes it takes several weeks to have reports typed and dispatched to schools. As a result feedback is often late and, therefore, less effective than was originally meant. Thus, the need secretarial service or support staff is very important to better promote the supervision service.

**Inadequate Support from Education Administration**
As suggested by Giordano (2008:138), "this support can come in the form pedagogical and administrative support and supervision, financial support for cluster activities, assistance in organizing training workshops, feedback and guidance on planning issues that affect the cluster." However, cluster supervisors are not getting such supports adequately from their district. With this regard Giordano (2008) indicated that, cluster coordinators are isolated from their peers and get inadequate support from the district level. For example in Nepal, the resource people complained that they receive little support and feedbacks from the district education office and in Kenya similarly, the resource people indicated the lack of support from the education officials.

**Lack of Authority**

Among the various challenges that supervisors face, lack of authority is widely raised by school supervisors. Whenever, a person take responsibilities and duties to carry out some activities, adequate authority should be given to make decisions.  With this regard Certo (2006:15) indicates "A supervisor needs an authority to accomplish his or her job". But, in some cases, school leaders and teachers are unwilling to take corrections based on supervisors' suggestions and feedback. Moreover, supervisors get difficulty of returning back to schools knowing well that many of recommendations that were made will not be implemented by the administration (IIEP-UNESCO, 2007). Similarly, the study conducted in four African countries revealed that, in all four countries supervisors frustrated with lack of authority to take action (De Grauwe, 2001a:15). Hence, supervisors should be empowered with adequate authority to enable them perform their job and take actions. Concerning this, Giordano (2008) suggests that, to avoid confusion of authority, it will be necessary to clarify the legal obligations and responsibilities of each stakeholder and management committees in relation to local education authority.

## Challenges Related to Communication

Communication is one of the important managerial skills that make the school supervision more effective. School supervisors are assumed to have good communication and relationship skills with teachers and other school stakeholders in all directions.
Pajak (1989) on the other hand discuss how good supervisorsbetter communicate with their subordinates. He indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching learning process the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers and school principals.

Supervisors also need to use simple and appropriate communication techniques to have a repertoire of effective supervisory work strategies and use them to implement well-designed support, control and evaluation programs (MoE, 2012). To make school supervision more effective there should be good rapport between the teacher and supervisor as well as other stakeholders. That is why supervisors have to be in aposition to crate smooth communication, deal with people openly and fairly, encourage colleagues to share their knowledge and skills, gain the trust and confidence of colleagues and use consultation skills effectively with teachers,

principals and other staff. Thiscan be achieved by creating networks and encouraging face-to-face communication between individuals and teams by means of informal conferences, communities of practice, workshops, brainstorming and one-to-one sessions as well as by organizing intensive in staff training and in-service training in supporting and helping staff members(MoE, 2012; Armstrong, 2008).

In the standard set by Ethiopian MoE (2012)for school supervisors further supposed that school supervisors to havecommunication skills to:demonstrate and model varied delivery and facilitationmethods and techniques; give instruction, presentations and lectures;guide facilitation of individual and group learning activities,group work and case studies;initiate and facilitate group discussions;brainstorm activities;provide and guide practice opportunities;enable and support effective learner participation;tutor, andconduct project-based activities.

Moreover, the use of formal and informal networks as channels tocommunicate the school's activities and achievements are another area that the school supervisors expected to own in order to make effective the communication process in carrying out supervision. Otherwise, it could be a great challenge for supervisors. Without shared information,well-established channel for communication and for the handling of grievance, discipline and safety issues, and effective communication throughout the school system, destructive out comes can occur (Arlestig, 2008).

Therefore, school supervisors must see schools as an integral part of the larger community, and foster collaboration work and communication with families and the community at large as critical to effective learning. School supervisors need to understand that the ability to analyze emerging issues and trends that might affect schools and will enable them to support planning effective instructional programs and schools services.

Arlestig (2008) studied differences in the communication processes in successful and less successful schools and identified that communication in successful schools is a joint venture where many variables need to be taken into account to contribute to the work towards good educational outcomes. In the less successful schools, it was hard to put words on what was missing. They were disappointed in how meetings were conducted and that there were too few classroom visits. When they tried to explain what caused their dissatisfaction they could not distinguish what was connected to the organizations structure and culture, the communication

process, the content, and/or the individual leader. Instead of describing their communication and organization, they were talking about what they were missing (Arlestig, 2008).

In general, the challenges with regard to supervisors' competence and preparation, lack of resources and problems of communication can hinder the effective utilization of supervision and affect the quality and frequencies of supervision and support service unless corrective measures are taken to minimize them. This intern will hurt the goal of supervision.

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

**Perception of Teachers towards Supervision**

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As to Lilian, (2007), the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervise to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat

them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

**Lack of Adequate Training and Support**

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Rashid(2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out that lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle in the practice of supervision.

**Excessive Workload**

The school level supervisors (principals, vice-principal's department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

**Inadequate Educational Resources**

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process.

On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007)

## CHAPTER THREE

## RESEARCH DESIGN AND METHODOLOGY

This chapter presents the description of the study site, research design, research method, the sources of data, population, the sample size and sampling technique, the procedures of data collection, the data gathering tools, the methods of data analysis and Ethical considerations.

### 3.1 Description of the study area

The specific site of the study is Ilu Aba Bor zone, one of the zone in Oromia region of Ethiopia. It is found at about 600km away from Addis Ababa. It is bordered to the south part by Kefa Zone, to the north part by West Wollega, to the east by by Buno Bedele Zone and to the West part by Gambella Regional State. The zone has a total area of approximately 8, 555 $km^2$ and lies between longitudes $33^o47'$ W and $36^0$ 52' E and latitudes $7^0$ 05' S and $8^045'$N. Based on the 2007 census conducted by the CSA, this Zone has a total population of 1,271,609. As to the 2007 census conducted by the central statistical agency, the two largest ethnic groups reported in Ilu Aba Bor zone are Oromo which constitutes about 89.67 % and the Amhara constituting 7.37 % and all other ethnic groups make up 2.96 % of the population. Afan Oromo is spoken as a first language by 90.68 % and 7.08 % spoke Amharic; the remaining 2.24 % spoke all other primary languages (Wikipedia, 2011).

## 3.2 Research Design

.A research design is an integrated system and justification for technical decisions in planning a research project created with the purpose of carrying out systematic and rigorous enquiry to address a particular problem arising from a gap in knowledge (Creswell, 2009). In correlation, researchers investigate one or more characteristics of a group to discover the extent to which the variables vary together. In addition, correlation research designs uses statistical test to describe and measure the degree of association between two or more variables or sets of scores. So, in this research, the association between supervisory development practices and supervision effectiveness were investigated using correlation design. Questionnaire was used for data collection from the respondents by using five point likert scale ranging from strongly disagree (1) to strongly agree (5) and the statistical software SPSS 22 version was used to analyze the data.

## 3.3  Research Method

In order to investigate the supervisory development practices and its contribution to effectiveness of supervisor practices, quantitative research method were employed. This is because it enables the researcher to collect and describe vast data related to the supervision development practices and its contribution to effectiveness of supervisor practices. On the other hand, quantitative method enables the researcher to generalize the findings to the zone level. Since the research is quantitative, more emphasis was given to quantitative data collection while  few interview items were added to substantiate the findings.  The interview was incorporated in the study only to enrich the quantitative data

## 3.3 Sources of Data

The data were collected from two main sources. The sources include both primary and secondary sources.

## 3.3.1 Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the supervisory development and supervision practices. The primary data were collected from woreda education office experts, cluster supervisors, teacher association representative and teachers to get first hand information about the supervisory development practices and effectiveness of supervision.

### 3.3.2 Secondary Source of Data

Secondary source were incorporated to strengthen the data obtained from primary source. The secondary sources of data include supervision manual and inspection feedback of zone education office which provides hint about supervisory practices.

### 3.4 The Study Population

The population of this study includes woreda education office experts, cluster supervisors, teacher association representative of the school, and teachers. The experts who participated include those who are part of management and work directly with supervisors. These groups of participants are assumed to be appropriate for this study, because, they are among front line to see supervision practices and help the researcher to get reliable and firsthand information about the issue in focus.

### 3.5  Sample Size And Sampling Techniques

As to the statistical information obtained from Illu Abba Bor Education Office, currently there are four cluster woreda in the zone. In Ilu Abba Bor Zone there are fourteen (14) Woredas. Multi -stage sampling technique is used to select the sample. The researcher clustered the zone in five site as:  Hurumu cluster, Bure cluster, Mettu town cluster, Halu cluster and Algie cluster) by simple random sampling and 2 primary schools were selected from each woreda by simple random sampling which sum up to give 10 primary schools. The population schools have about 308 teachers and sample teachers are selected according to the following.

The researcher adopts mathematical formula for the purpose of determining  sample size. The formula was developed by (Taro Yemane ,1967).

$$n = \frac{N}{1+N\,(e)^2}$$

Where: N= is the total of small sized enterprises

n =is the selected sample size   and

e =is the error or confidence level which is 0.05(5%)

Then, since the total number of teachers is 308, the samples are:

$$n = \frac{308}{1+308\,(0.05)^2}$$

n = 174

**Table 3.1. Sample Size and Sampling Techniques**

| No | Sample school | Teachers | | | Teacher association representative | | Cluster Supervisors | | Woreda Education office experts | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Population | Sample size | % | population | Sample size | population | Sample size | population | Sample size |
| 1 | Hurumu primary school | 41 | 24 | 59 | 1 | 1 | 1 | 1 | 1 | |
| 2 | Hawi Gudina Primary school | 39 | 23 | 59 | 1 | 1 | 1 | 1 | | 1 |
| 3 | A/Petros Primary school | 41 | 24 | 59 | 1 | 1 | 1 | 1 | | |
| 4 | Nikolas Bohm Primary school | 35 | 21 | 59 | 1 | 1 | 1 | 1 | | 1 |
| 5 | Abune Mikael Primary school | 39 | 23 | 59 | 1 | 1 | 1 | 1 | | |
| 6 | Gore Primary school | 27 | 16 | 59 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | Halu primary school | 35 | 21 | 59 | 1 | 1 | 1 | 1 | | |
| 8 | Uka Primary school | 21 | 12 | 59 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | Sibonagenji Primary school | 16 | 9 | 59 | 1 | 1 | 1 | 1 | 1 | |
| 10 | Bata Duresso Primary school | 14 | 8 | 59 | 1 | 1 | 1 | 1 | | |
| | Total | 308 | 174 | 59 | 56.4 | 10 | 10 | 10 | 5 | 5 |
| Method of sampling | | Simple Random | | | Census | | | | | |

Then from 10 sample schools 174 teachers were taken by simple random sampling. Ten teacher association representatives, 10 primary school supervisors and 5 woreda education office experts were taken by purposive sampling. The reason for selecting supervisors and experts was that they have rich information in relation to the profession. In addition, they are closer to assist every schools activity so that they provide relevant and adequate information for any implementation of teaching learning process. On the other hand, teacher association representatives are included since they are are assumed to provide information very honestly on the way supervisors come to the position.

### 3.6 Instruments of Data Collection

In this study, questionnaire and interview were employed. Each of these are presented below.

### 3.6.1 Questionnaire

In the study self-developed questionnaire were used as main source of data to collect information from teachers and teacher association representative and supervisors. This questionnaire were the same for all participants (teachers, supervisors and basic teacher association) since they sense of the items are to collect data from different perspectives. Questionnaire was used as data

gathering tool because it enables researchers to collect information from the large size of respondents within manageable time and provides a wide range of coverage of data with minimum cost. Therefore, in order to identify supervisory development practices and effectiveness of supervisory services. The questionnaires were prepared in English language because the researcher believes that they could understand the language.

### 3.6.2 Semi-structured Interview

Sri structured items were used to help the researcher add some guiding items as the respondent provide some unclear and odd responses. The interview was planned to be employed as second data gathering tool since it is believed that firsthand information can be collected using this source. The interview were conducted with woreda education office experts in order to get in depth information and to cross check the information collected through the questionnaire about the development and practices of supervision in primary schools of  Illu Abba Bor Zone. In doing this, interview guide questions were prepared with the main focus to get detail information focusing on the basic research questions. The discussion was taken place in local languages (Afan Oromo) to make the communication understandable.

### 3.7 Data Collection Procedure

The researcher secured letter of cooperation from Jimma University, department of EDPM (Educational planning and management), Illu Aba Bor Zone Zone education officer and Hllu Woreda education office. Then contact was made with principals and teachers of pilot test school. After pilot test, validity (appropriateness) and reliability (accuracy) tests was conducted. After validity and reliability check, contact was made with each sample of secondary school principals by orienting the purpose of the study to create relationship with them.

After securing the necessary willingness, the current list of teaching staff were obtained, and then the respondents was given and filled in the questionnaires.  The researcher explained the general explanation about the purpose and the way they should respond their answers for the questions of the study for the selected participants during the meeting. The distribution, continuous follow-up and the collection of questionnaires were made by the researcher. To maximize the quality of responses of the respondents and rate of return, convenient time gap was arranged. Then interview were conducted with education office head and also document review related to

supervision manual and different journals from internet about supervisory development practices and effectiveness of supervisor practices shall be assessed.

## 3.8 Method of Data Analysis

In order to achieve the objectives of the study quantitative data were collected and entered in to Statistical Package for the Social Science (SPSS version 22) software for analysis. To present background information of respondents, frequency and percentage were employed. To analyze the current practices of supervisory development, to determine the supervision effectiveness, and to identify factors that affect supervisor effectiveness mean, standard deviation and one sample t test were used. To assess the contribution of supervisory development to supervision practices(basic question 3) linear regression (for basic question three) were used. To determine the difference between primary schools in the level of their performance (basic question 4) ANOVA were employed. In computing statistical significance of the computed mean 95 % confidence interval were assumed.

## 3.9 Reliability and Validity Of Instruments

One of the methods to estimate the reliability of the scores on a test or measurements is Cornbach's coefficients alpha method. Hence, Cornbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale.

Before the questionnaire was administered, pilot test was conducted in Sibo primary School, which was not included in the sample study sites. This pilot study aided me the creation of the final versions of the interview questions and the questionnaires. The main purpose of pilot test is to assess whether questionnaire has been designed in a manner that were elicit the required information from the respondents. This process allows weaknesses in the questionnaire to be detected so that they can be removed before the final form was prepared. The draft questionnaires were distributed to a total of 24 respondents. After the questionnaire was filled the reliability of items was measured by using Crobanch's alpha coefficient by SPSS version 22.

**Table -3.2: Reliability Statistics**

| RN | Sub variable | No of items | Crombach's Alpha result | Comment |
|----|--------------|-------------|-------------------------|---------|
| 1 | Recruitment | 6 | 0.65 | Acceptable range |
| 2 | Training | 7 | 0.84 | |
| 3 | Support Instruments | 5 | 0.67 | |
| 4 | Instructional Development | 8 | 0.79 | |
| 5 | Curriculum Development | 6 | 0.74 | |
| 6 | Teacher Development | 7 | 0.9 | |
| 7 | Administrative tasks | 8 | 0.79 | |
| 8 | The Actual Performance Of supervisors | 7 | 0.72 | |
| 9 | Factors that affect effectiveness of supervisors | 7 | 0.71 | |

As can be seen from table above the pilot test shows that it is acceptable to apply for final data collection. Besides, checking the validity of data collecting instruments before providing to the actual study subject is necessary (Daniel, 2004). Validity is the degree to which a test measures what it purports to measure (Borg & Gall, 2003. In this study, content validity was determined by consulting supervisors. The experts looked at every question in the questionnaire and do their own analysis to ascertain that the questions answer research objectives of the area under study. Recommendations from the experts were taken into consideration in order to improve the instruments.

## 3.10 Ethical Consideration

Attempts were made to make the research process professional and ethical. The student researcher informed the respondents about the purpose of the study that is purely for academic reason. Letter of permission were written to sample schools from zone education office. Teachers, principals, and department heads were oriented before reacting to corresponding items. Data from questionnaire did not include names of respondents. Final paper is submitted to woreda education office. In addition, all the resources used for this research are appropriately acknowledged in reference as well as citation

# CHAPTER FOUR

## PRESENTATIONS, ANALYSIS AND INTERPRETATION OF THE DATA

The purpose of this research was to investigate the practices of of supervisory development and its contribution to effectiveness of supervision activities in primary schools of Ilu Aba Bor Zone of the Oromia  Regional  State. Subsequently, this chapter deals with the presentation, analysis and interpretation of data.  To this effect, a total of 194 copies of questionnaires were distributed to 174 teachers and 10 basic teachers association and 10 cluster supervisors. The returned questionnaires were 154 (88.5 %) from teachers, 10(100 %) from basic teachers association and 10(100 %) from supervisors of 10 primary schools of the Ilu Aba Bor Zone.

The data were analyzed using table in terms of the frequency, percentage, mean scores and standard deviation.  Since there were one group of respondents, one sample t test was also

computed to test whether there was significant difference between the responses of participants mean and expected population mean (three). Item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. For the purpose of analysis, the above 5 rank responses of closed-ended questionnaires were grouped and labeled into three categories i.e. agree, undecided and disagree. In categorizing the rating scales, the frequency and percentage results of strongly agree and agree were combined into agree and the results of strongly disagree and disagree merged to disagree. Hence, for the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted as follows. The mean value of < 3 were taken as disagree while those above 3 were interpreted as agree. Finally, the data obtained from the interview sessions were presented and analyzed qualitatively to substantiate the data collected through the questionnaires.

## 4.1. CHARACTERISTICS OF THE RESPONDENTS

This section presents the characteristics of respondents in terms of sex, service year and academic qualifications as presented in table 4.1 below.

**Table 4.1 Background Information of Respondents**

|   | Category |   | Teacher | | Basic TA | | Cluster Supervisor | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
|   |   |   | F | % | F | % | F | % | F | % |
| 1 | Sex | Male | 84 | 54.5 | 10 | 100 | 8 | 80 | 102 | 58.7 |
|   |   | Female | 70 | 45.5 | 0 | 0 | 2 | 20 | 72 | 41.3 |
|   |   | Total | 154 | 100 | 10 | 100 | 10 | 100 | 174 | 100 |
| 2 | Educational status | Certificate | 1 | 0.6 | 0 | 0 | 0 | 0 | 1 | 0.6 |
|   |   | Diploma | 79 | 51.3 | 6 | 60 | 4 | 40 | 89 | 51.1 |
|   |   | BA/BSC | 72 | 46.8 | 4 | 40 | 5 | 50 | 81 | 46.6 |
|   |   | MA/MSC | 2 | 1.3 | 0 | 0 | 1 | 10 | 3 | 1.7 |
|   |   | Total | 154 | 100 | 10 | 100 | 10 | 100 | 174 | 100 |
| 3 | Experience | 1-5 | 4 | 2.6 | 1 | 10 | 0 | 0 | 5 | 2.9 |
|   |   | 6-10 | 32 | 20.8 | 0 | 0 | 3 | 30 | 35 | 20.1 |

| | | 11-15 | 56 | 36.4 | 0 | 0 | 4 | 40 | 60 | 34.5 |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 16-20 | 16 | 10.4 | 2 | 20 | 2 | 20 | 20 | 11.5 |
| | | 21-25 | 18 | 11.7 | 2 | 20 | 0 | 0 | 20 | 11.5 |
| | | 26 and above | 28 | 18.2 | 5 | 50 | 1 | 10 | 34 | 19.5 |
| | | Total | 154 | 100 | 10 | 100 | 10 | 100 | 174 | 100 |

According to table 4.1 above, 84(54 %) of teachers, 10(100 %) basic teachers association and 8(80%) supervisors were male while the rest were female. From this it is possible to see that the proportion of male and female teachers is not equivalent. Furthermore, female teachers are not represented in basic teachers association while least represented in supervisory carrier. This shows that the male and female teachers are represented well to forward their opinion to the study. This implies that in primary schools the number of male and female teachers are approximating in a position to be equivalent as in normal population. Despite this female teachers are still not well represented in supervisory position which requires major move from government.

The second category of demographic factor investigated was educational status. As can be seen from table 4.1, majority of the teachers (51.3%) are diploma followed by teachers having first degree (46.8%). It is known that the working education road map(2018) remarks that teachers working in primary schools from grade 1-6 need to have diploma level education while those above grades 6 must have firs degree education level. From this it can be seen that whatever the quality of the teachers, majority of teachers teaching in primary schools fit the education level that the standard demands from them. In the same way majority of basic teachers association and supervisors have above diploma level of education indicating that they are well experienced to serve as supervisory role in primary schools since the guide line demands. This shows that there are full of possibilities in assigning educationally fit personnel to supervision position as a result of which educational status cannot be limiting factor for any under practices in the supervision carrier.

Thirdly, the study investigated the experience of respondents. As to the analysis, majority of the teachers have greater than 11-15 experience while majority of the basic teachers association have above 21-25 years of experience. Regarding this, it is possible to see that most of the

respondents were well experienced and can provide sufficient information regarding the study. In addition it is possible to see that they were well experienced and there is a high chance of selecting school supervisors having better experience. Besides, a detail look in to the experience of respondents (M = 2.70, SD = 0.65) shows that the mean experience of respondents nearly fall in to 11-15 years. This indicates that respondents have adequate experience to provide information to the study. Moreover, it shows that there are possibilities in the study area to include well experienced individuals to supervisory position witnessing that lack of experienced teachers cannot be significant limiting element in supervision practices.

## 4.2 Supervisory Development Practices

The first basic question was aimed to investigate the extents practices of supervisory development. In the following section under basic research question one, the elements including recruiting, training and support instruments are presented. The first section focuses on recruitment.

### 4.2.1 The Extents of Recruitment

In this section the extent to which proficient supervisors are nominated to the position are investigated as perceived by teachers, basic teachers association and supervisors and presented in table 4.2 below.

**Table 4.2 One Sample t test Regarding Level of Recruitment**

|   | Items | Mean | SD | t | DF | Sig |
|---|-------|------|-----|-----|-----|-----|
| 1 | Supervisors promote from the department they are working based on seniority | 2.20 | 1.35 | -7.86 | 173 | .000 |
| 2 | Good working habits and leadership skills are reasons to select a supervisor | 2.58 | 1.21 | -8.92 | 173 | .020 |
| 3 | Woreda education office recruit a recent graduate to be supervisor | 2.31 | 1.10 | -8.23 | 173 | .000 |
| 4 | An emphasis is placed on the academic qualification | 3.18 | 1.11 | 2.11 | 173 | .036 |
| 5 | Experienced teachers are assigned to supervisor position. | 3.31 | .97 | 4.21 | 173 | .000 |
|   | Average | 2.71 | 1.14 | -3.73 | 173 | 0.011 |

In the process to identify the extents of supervisory development by recruitment, the extents to which supervisors are developed professionally were investigated. In doing so, the level to which supervisors promote from the department they are working based on seniority were assessed. A one sample t test was carried out to see if supervisors promote from the department they are working based on seniority in primary schools of Ilu Aba Bor zone. As can be seen from item 1 of table 4.2 respondents disagreed with mean ratings (M = 2.20, SD = 1.35) that supervisors are not promoted from the department they are serving based on their seniority. Besides, analysis was also carried out to examine if perception differences exist between the assumed mean (three) and computed mean. It was found that there is statistically significant difference between the expected population mean and sample mean (t (173) =.-7.86, p = 0.000) on promoting supervisors based on their seniority. This implies that supervisors come to the position without considering their prior experience in serving in lower leadership roles like department heads.

The other element investigated in the study was whether or not good working habits and leadership skills are reasons to select a supervisor. Regarding this a one sample t test was carried out to see good working habits and leadership skills are reasons to select a supervisor as perceived by teachers, basic teachers association and supervisors in primary schools of Ilu Aba Bor zone. As can be seen from item 2 of table 4.2 respondents disagreed with mean ratings (M = 2.58, SD = 1.12,) that supervisors are not promoted to the position depending on the good work habit and skill they have. It is clear that there are criteria that request supervisors to have such quality but respondents disagree that there is no such practices in primary schools Ilu Aba Bor Zone. Here, this implies the personal quality leadership as well as work habit has no significant place to be nominated in supervisory position.

Further, analysis was also carried out to examine if perception differences exist between the assumed mean (three) and computed mean. It was found that there is statistically significant difference between the expected population mean and sample mean (t (173) =.-8.92, p = 0.020) on promoting supervisors depending on their good performance and the skill they have for supervision. This indicates that teachers who are well accepted by their good work habit as well better leadership skill are not nominated. This also implies that teachers have no good role model whom they follow as well as get more knowledge from their supervisors.

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The third item of table 4.2 focuses on the level to which Woreda education office can employ a recent graduate to be supervisor. Concerning this, a one sample t test was carried out to see if there are practices of employing a recent graduate to be supervisor in primary schools of Ilu Aba Bor zone. As can be seen from item 3 of table 4.2 respondents disagreed with mean ratings (M = 2.31, SD = 1.10,) that there is insignificant practices in bringing graduate supervisors directly to supervision position. It is known that there are many teachers who attend first degree education by advance program but the analysis show that they are not directly recruited to supervision. Further, analysis was also carried out to check if perception differences exist between the assumed mean (three) and computed mean. It was found that there is statistically significant difference (t (173) =.-8.23, p = 0.000) on recruiting supervisors directly using from higher institutions. This implies that well trained fresh minded young visionary individuals have no way to be nominated to supervision position in primary schools of the study site.

According to item 4 of table 4.2, the extent to which academic qualification is given attention in nominating supervisory position was explored. In relation with this it was found out that respondents agree with mean rate (M = 3.18, SD = 1.11) which shows that educational level is given attention in screening supervisors. Despite this, the one sample t test (t(174) = 2.11, p = 0.36) shows that there is no statistically significant difference between the population mean(3) and sample mean. This may imply that there are occasions were education office nominate supervisors irrespective of their background academics not as expected by standard.

The other important element investigated in the study was experience. As to the analysis depending on respondents view, experience was considered as one important element. According to item 5 of table 4.2 the mean rating (M = 3.31, SD = 0.97) show that respondents agree moderately that in primary schools of Ilu Aba Bor zone experience of teachers is taken as serious criteria. Additional analysis (t(173) = 4.2, p = 0.000) shows that there is statistically significant difference between the assumed and computed mean implying that school community need to be well experienced to be recruited in supervisory position.

Variable wise analysis was also conducted to identify the level of practices of developing supervisors by recruiting well experienced and trained supervisors. As to the analysis it was found out that respondents disagree (M = 2.71, SD = 1.14) that there is low level of practices of assigning supervisors in the position by taking from department depending on their seniority, looking at their good performance and recruiting educated supervisors. Hence, the study shows that education level and experience are not given priority as pointed by participants of the study. Woreda education office expert(expert who work on school improvement team leader) were also interviewed. The following interview transcript was taken from one expert:

*"...according to the criteria set by Oromia education bureau supervisors need to have at least three years of teaching experience and first degree education. Efforts are made to bring academically fit and experienced competitors. However, sometimes political outlook and commitment are seen more than education level as qualitative criteria. For this there were circumstances when diploma holders take supervisory position which is against the standard..."(Ex 002,25/07/21).*

The above interview shows that there is a practice of recruiting supervisors to the position not depending on their seniority, education status, and leadership skill and education level. This deny rule and may make the supervisors to be less accepted by teachers.

### 4.2.2 Level of Practices of Training
In this section of the analysis the extent to which supervisors are developed by training was analyzed and presented below.

**Table 4.3 One Sample t Test of Level of Training**

|   | Items | Mean | SD | t | DF | Sig |
|---|-------|------|-----|---|----|----|
| 1 | Training equips supervisors with the skill and thus enabled to contribute best for an school | 3.21 | .903 | 3.10 | 173 | .002 |
| 2 | Well trained supervisors compared with non-trained, deliver high quality supervision | 3.29 | .838 | 4.52 | 173 | .000 |
| 3 | Training of supervisors is given attention this time | 4.05 | 1.07 | 12.88 | 173 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 4 | Supervisors have adequate technical, conceptual and human relation skills | 2.24 | 1.27 | -7.84 | 173 | .000 |
| 5 | Induction and in-service training are in place for supervisors | 2.71 | .824 | -4.59 | 173 | .000 |
| 6 | Experience sharing sessions has been arranged for supervisors. | 2.45 | .69 | -10.27 | 173 | .000 |
| | | 2.99 | 0.93 | -0.36 | 173 | 0.000 |

In the study, the extents of supervisory development with respect to training were also investigated. As can be seen from item 1 of table 4.3 above, a one sample t test was computed out to see if training equips supervisors with the skill and thus enabled to contribute best for a school in primary schools of Ilu Aba Bor zone. Respondents agreed with mean ratings (M = 3.21, SD = 0.93) that supervisors are professionally developed by training. Moreover, the analysis (t (173) = 3.10, p = 0.002) shows that there is statistically significant difference between the assumed and computed mean. Therefore, it can be said that there is a practices of training supervisors in a way that equips supervisors with the skill and thus enabled to contribute best for a school activity.

According to item # 2 of table 4.3, respondents were requested to rate the level to which well-trained supervisors compared with non-trained one deliver high quality supervision. It was found out that respondents agree moderately (M = 3.29, SD = 0.838) that supervisors developed by training provide good supervisory services. This was also confirmed by statistically significant difference between expected and computed mean (t(173) = 4.52, p < 0.5) that there is a belief that trained supervisors compared with non-trained one are more accepted in the supervision service they provide.

In the process to identify the extents of supervisory development by training, the extents to which supervisors are developed professionally were investigated by measuring the level to which supervisors are given attention in training. As can be seen from the study, the one sample t test was carried out to see if supervisors are given attention in training in primary schools of Ilu Aba Bor zone. As can be seen from item 3 of table 4.3 respondents agreed with mean ratings (M = 4.05, SD = 1.07) that there is a trend of providing training to supervisors in way to develop them professionally. Regarding this it can be said that short and long term training is given to

supervisors in order to make them knowledgeable and skillful in providing supervisory services in primary schools of Ilu Aba Bor Zone.

According to item 4 of table 4.3 above, respondents were requested to rate the extent to which supervisors is well skilled in carrying out supervisory services. As can be seen from the analysis respondents disagree with mean ratings (M = 2.24, SD= 1.27)that supervisors have no sufficient human, technical and human skill. This shows that there is low level of supervisory skills of supervisors serving in primary schools of the study site. Despite the training opportunities they are provided with, respondents disagree that they are not satisfied with the level of supervisors' skill in supervising schools.

According to item 5 of table 4.3 above, respondents were asked to rate the extent to which supervisors are given in service training as well as induction programs in school. It is possible to see that respondents disagree with mean ratings (M = 2.71, SD = 0.824) that there is no local training and induction services arranged for supervisors. This shows that they are not accessed to professional development opportunities for supervisors to make them proficient in skill and knowledge.

The last case investigate in the study was about the extents of supervisory development practices through experience sharing program. A one sample t test was computed and the resulting value(M = 2.45,SD = 0.69, t(173) = -10.27, p = 0.000). This witness that there is low level of practices of experience sharing opportunities for supervisors to make them professionally fit to the service.  It is known that there is a system of sharing good practices bot orally and in document form but the analysis shows that such practices are getting lower. As supervisors are not accessed to experience sharing and in service training there will be low level of supervisory development to equip them in profession in primary schools of Ilu Aba Bor Zone.

Variable wise analysis was also computed. Regarding this, it was found out that respondents agree moderately with mean ratings (M = 3.19, SD = 1) that there is medium level of training supervisors professionally in primary schools of Ilu Aba Bor Zone. The study indicated that there is relatively high level of practices in providing training to supervisors but low level in providing experience sharing and induction programs to supervisors in the study site. Interview data from one Woreda education office supports these findings:

*"...there are training opportunities to supervisors. They are attending summer programs both for first degree and second degree. In earlier time there was no education opportunity but this time supervisors at primary schools are even upgrading their education status to masters level. Besides this, education bureau has also been providing short term training. However, such training is decreasing..."(*Ex 003, 30/07/2021).

Related literature for instance (Giordano, 2008) indicated that the profession of supervision requires technical, conceptual and human relation skills. To give the required professional support for teachers and head teachers, the supervisors are expected to get professional training in addition to short term training. However, both induction and in-service training are rare and if given they are not sufficiently targeted on supervision practices. From the above interview and quantitative analysis as well as literature, it is possible to see that there are training to supervisors but not adequate and less focused on supervisory practices.

### 4.2.3 Level of Supportive Instrument
In the following section, the extent to which there is supportive instrument in order to strengthen supervisors in profession were presented.

**Table 4.4 One Sample t test of Existence of Support Instruments**

|  | Items | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | Reference books on education and pedagogy are available to supervisors | 2.50 | 1.2 | -5.42 | 173 | .010 |
| 2 | Manuals provide concrete illustrations of the Situations and suggest ways how to tackle difficulties. | 2.48 | 0.7 | -8.83 | 173 | .000 |
| 3 | Education policies and guide lines are available | 2.42 | .74 | -10.2 | 173 | .000 |
| 4 | Cluster supervisors are provided annual statistical reports | 2.82 | .80 | -2.92 | 173 | .004 |
|  | Average | 2.55 | 0.86 | -6.84 | 173 | 0.003 |

According to item 1 of table 4.4 above, the extents of supervisory development practices by availing materials that support supervisors were assessed. In relation with this it was found out

that respondents disagree (M = 2.50, SD = 1.2) meaning that there are no sufficient books on education and pedagogy that professionally equip supervisors in their profession. This shows that there are inadequate materials to be used by supervisors to make them skillful in supervision. As to the respondents viewpoint there is statistically significant mean difference between the assumed and computed mean ( t(173) = -5.42, p = 0.010). This implies that any newly nominated as well as supervisors with low level of education status have no access to update knowledge and skill to provide professional support to school.

The second item of table 4.4 above intends to identify the extents to which there are manuals provide concrete illustrations to supervisors. Accordingly supervisors disagree with mean rating (M = 2.48, SD = 0.7) that there are no adequate access of manuals that support supervisors. It is clear that in education there are different training manuals preparing at different times both by education offices to ministry of education and by teachers training colleges. Despite this, this study shows that there no such materials meaning that they are not well organized to equip supervisors with knowledge and skills of supervision both theories and practices.

From item 3 of table 4.4, it was also concern of the study to identify if supervisors have access to education policy and guide lines. Respondents disagree that there are no such materials in primary schools of Ilu Aba Bor Zone (M = 2.42, SD = 0.74). Further analysis also show that there are statistically significant difference between assumed population mean and computed mean (t(173) = 0.000). This shows that supervisors have less access to working education policy (road map). This indicates that they are leading schools without having tangible knowledge of policies and guide lines but simply in assumption they have previously.

The fourth element in table 4.4 investigated in the study was about national statistical reports. It was found out that supervisors are not accessed with such reports as evidenced there disagreement with mean ratings (M = 2.82, SD = 0.82, t(173) = -2.92, p = 0.004). This shows that supervisors have no adequate access to national and regional reports on input and output which provides opportunities to see the past performance and assess environment to prepare future operational and strategic plan.

Finally, the aggregate level of respondents' opinion regarding supportive instrument was assessed. Concerning this it was found out that respondents disagree with mean ratings (M = 2.55, SD = 0.86) that there are no sufficient access to support instruments that professionally support supervisors. Additional analysis using one sample t test (t(173) = -6.84, p = 0.003) also shows that there is statistically significant difference from assumed population mean. This implies that supervisors have no access to reference books, manuals, education policy and annual statistics that professionally develop supervisors in primary schools of Ilu Aba Bor Zone. Interview with woreda education office supports this.

*"… it is known that materials like guide lines for school finance, material and human administration, policies of education, school governance blue print …are necessary. Despite this, forget the rest, there are schools without Afan Oromo copy of school governance blue print. Supervisors have none…."(Ex 004, 2/08/2021)*

Findings from literature also support this. For instance( Grauwe,  2001) in the study entitled "school supervision in four African countries: Challenges and Reforms" reported that  manuals and guidelines in  many  cases  proved  to  be  inadequate  and  as  a  result  the  supervisors  are starved  of  useful information. From this interview, it is possible to see that, there are no support instruments for supervisors in order to be professionally fit. This implies that supervisors support schools without concrete knowledge of policies, guides lines, rules and regulations. As a result there are circumstances where they professionally lead schools with intuition.

## 4.3 Supervision Practices in Carrying Out Role and Function

Under this section of the analysis, the extents of supervisors effectiveness in carrying out their role and function in the dimensions of instructional development, curriculum development, teacher development and administrative tasks are presented.

### 4.3.1 Instructional Development
One of the elements investigated in the dimension of supervisory function is instructional development. Regarding this the first element considers instructional development.

**Table 4.5 One sample t test of level of Instructional development**

| | Items | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | Enables teachers to develop competencies in lesson planning | 2.98 | 1.07 | -.282 | 173 | .778 |
| 2 | Helps teachers to set up simple experimental classroom | 1.63 | .95 | -19.0 | 173 | .000 |
| 3 | Helps teachers develop different assessment and measurement techniques | 2.18 | .64 | -16.8 | 173 | .000 |
| 4 | Helps teachers in the selection of appropriate resource like teaching aids. | 2.90 | .651 | -1.97 | 173 | .049 |
| 5 | Provides immediate feedback to teachers particularly after lesson observation. | 2.62 | .882 | -5.58 | 173 | .000 |
| 6 | Helps teachers in identifying instructional problems. | 3.11 | .695 | 2.18 | 173 | .031 |
| | Average | 2.65 | 0.80 | -5.54 | 173 | 0.012 |

According to the above table 4.5, item 1 considered the extent to which supervisors develop competencies in lesson planning. A one sample t- test was carried out to examine the extent to which supervision practices develop teachers' lesson planning competencies in primary schools of Ilu Aba Bor zone. As can be seen from item 1 of table 4.4, respondents disagreed with the mean ratings of (M =2.98., SD = 1.07) that supervision practices did not develop teachers lesson planning competencies in Ilu Aba Bor zone primary schools. Further analysis also carried out to examine if perception differences exist between the expected population mean. It was found that there is no statistically significant difference from assumed population mean t (173) = -.282, p = 0.77) on supervision practices in developing teachers lesson planning competencies. This implies that supervisors are not critically working on improving teacher's performance on planning which is the center for instruction. As long as plan is no far the concern of supervisors, it will be no concern for teachers as a result of which learning objectives set in books will remain dream.

It is possible to see from item 2 of the table 4.5 above that, the extents of supervisors in helping teachers to set up simple experimental classroom and evaluation for instructional improvement was examined and respondents strongly disagree with mean ratings (M = 1.63, SD = 0.95) that supervision practice in primary schools didn't help teachers in setting up simple experimental class room through which they practice class room performance. Further analysis using one sample t-test t(173) = -19, p < 0.05 there is statistically significant difference between expected

and computed mean in that there is low level of supervisory practices in helping teachers to set situations that help them improve instruction.  This implies that there is no way for teachers to improve their performance in instruction through planning with one another and practicing both with supervisor as well as their peer. As a result of this, the only thing that teachers do is to continue with their instructional issues.

The third element of table 4.5 concerns with identifying the extent to which teachers develop different assessment techniques. Accordingly the extents of  helping teachers in developing skills of applying different assessment and measurement techniques through organizing in-service training for teachers was explored.  Respondents disagree with mean ratings ( M = 2.18, SD = 0.64) that supervisors are not professionally developing teachers in different assessment techniques. Further analysis on testing weather there is statistically significant difference between computed and expected mean shows that there is statistically significant difference( t (173) = -16.8, p = 0.000). This may imply that respondents are not satisfied with the level of supervisory practices on the support that supervisors attempt to scale up teachers skill in assessment skills.

According to item 4 of table 4.5 the supervisory development practices in helping teachers in the selection of appropriate resource like teaching aids was found to be below average ( M = 2.90, SD = 0.651). Additional analysis using one sample t test was carried out and the resulting value (t(173) = -1.97, p = 0.49) shows that there is no statistically   significant difference from population mean. This indicates that the levels of supervisor practices in helping teachers to appropriately select and use teaching aid is low.

The fifth item from table 4.5 above investigated the level to which supervisors provide immediate feedback after class room observation. Concerning this, item 5 shows that respondents perceive to have below average level (M = 2.62, SD = 0.882) which shows that supervisors do not provide on time feedback to weakness and strengths of teachers on observation bases. This is also confirmed form one sample t test(t(173) = -5.58, p = 0.000). This implies that teachers are not given critical comment based on their performance immediately to improve their practices. This further indicate that low performing teachers in class room instruction may assume themselves as right or accurate even if they may be in wrong path .

The last item (6) of table 4.5 the level to which supervisors helps teachers in identifying instructional problems was investigated. The findings show that respondents agreed (M = .3.11, SD = 0.695, t(173) = 2.18, p = 0.031). This implies that there is a trend of assisting teachers in identifying problems they face in instruction. Hence, it is possible to say that though supervisors did not properly work on improving teachers in instruction, they were found to identify the problems teachers they show in instruction.

The factor level analysis was carried out and found out that there is lower than average (M = 2.65, SD = 0.80) level of practices of supervisors' practices in instructional development in primary schools of Ilu Aba Bor Zone. This was also confirmed by additional analysis using one sample t test (t(173) = -5.54, p = 0.012) which shows that there is statistically significant difference from expected mean. To sum up, the quantitative findings above shows that the extents of enabling teachers develop skills in lesson planning, helping teachers to set up simple experimental class room, developing different assessment and measurement techniques were found to be poor. This was also supported by interview with a woreda education office expert:

*"...supervisors mostly talk of teachers with instructional problem. However, I found then doing nothing tangible to improve teachers in instruction. I mean they are not providing training. In many schools, it has been weakly practiced. The reason for this is, in all primary schools there is lack of budget allocation to organize training program. Of course they supervise class and provide feedback sometimes*.'(Ex 005, 03/08/21).

This interview supports quantitative findings. It is indicated in Ministry of Education (MOE, 2002) that it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support on how to solve teaching learning problems. Despite this, the above findings show that they are less practicing in instructional development of teachers.

### 4.3.2 Curriculum Development

The second variable investigated in the study was about curriculum development. The data obtained from respondents are analyzed in table 4.6 below.

**Table 4.6 One Sample t Test of Level of Curriculum Development**

| | Items | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | Assists teachers in the implementation of new curriculum | 2.54 | .66 | -9.07 | 173 | .000 |
| 2 | Helps to evaluate the existing curriculum | 3.57 | .99 | -7.5 | 173 | .000 |
| 3 | Helps to identify students and community need so as to improve the curriculum | 3.30 | 1.17 | -3.34 | 173 | .001 |
| 4 | Helps to identify the problems in implementing the existing as per the education policy | 3.32 | 1.08 | 3.99 | 173 | .000 |
| 5 | Helps to introduce new technology tools that are suitable for curriculum implementation. | 2.59 | .77 | -6.85 | 173 | .000 |
| 6 | Helps to collect and provide educational materials that are supportive to the curriculum. | 2.44 | .74 | -9.82 | 173 | .000 |
| | Average | 2.96 | 0.90 | -1.81 | 173 | 0.001 |

As stated above in item 1 of table 4.6, respondents were requested to rate the extents of supervisors' practices in assisting teachers in the implementations of new curriculum. The analysis (M = 2.54, SD = 0.66) shows that respondents believe that teachers have lower expectation on the level of practices of support given by supervisors on assisting implementation of new curriculum. Further analysis was carried out using one sample t test to investigate if there is perception difference from the expected population mean. The result show that there is statistically significant difference (t (173) = -9.07, p = 0.000) showing that supervisors are working below average in assisting teachers to implement new curriculum. This implies that in times when there are need to implement new curriculum, it is only teachers who try to make it real weather it is appropriately implemented or not.

On the other hand, the level of supervisors in helping teachers by evaluating the existing curriculum to take immediate corrective measure and provide feedback to the curriculum

specialists were also investigated in item 2 of table 4.6 above. To the respondents opinion, it was found that (M = 3.57) which may show that school supervisors provide relatively better support by evaluating and providing feedback. One sample t test was also computed (t(173) = -7.5, p = 0.000) and the resulting value confirmed that there is statistically significant difference from expected mean. The other elements explored were the status of practices of supervisors in assisting in identifying students and community need so as to improve curriculum. In relation with this item 3 of table 4.6 shows that respondents agree with mean ratings (M = 3.30, SD = 1.17) that the level of supervisors in providing support to school in including community need in the curriculum to be developed and implemented was above average. This implies that supervisors try to include community need in curriculum implementation and improvement.

In item 4 of table 4.6 above, respondents were also requested to rate the level of their agreement in supervisor practice to help to identify the problems in implementing the existing curriculum as per the education policy. The analysis show that respondents agree with mean ratings (M = 3.32, SD = 1.08) that supervisors practice on supporting teachers in helping in identifying problems in implementations of curriculum to be above average. This was also confirmed from one sample t test (t (173) = -3.34, p = 0.001) that there is statistically significant difference from population mean. This implies that supervisors monitor and evaluate curriculum implementation in cooperation with teachers and identify problems.

One sample t test was also computed to identify the level of practices of supervisors in introducing new technology tools that are suitable for curriculum development. As far as the data obtained from respondents there was lower than average level of practices (M = 2.59, SD = 0.77) in carrying out supervisory practices with respect to introducing technology in curriculum implementation. This was also confirmed by statistically significant difference (t (173) = -6.85, p = 0.000) which confirm that there is statistically significant difference from expected population mean. This implies that there is no supervisory effort to support implementation of curriculum with technology.

The factor level analysis was also computed and the result show that respondents disagree with mean ratings slightly below average (M = 2.96, SD = 0.9). This shows that supervisors perform

slightly lower than average in supporting teachers in curriculum development. An interview transcript with one woreda education office noted the following:

"…*curriculum is one area of supervisors work. In school improvement, there is curriculum improvement program. It focuses on issues of text book evaluation and commenting to ministry of education for improvement. System of continuous assessment and examinations are also examined under this program. Supervisors are highly expected to work on such issues and they are trying to apply the demand. However, text books are rarely evaluated and action research is very rarely reported on improvement of curriculum. Supervisors are expected to support curriculum implementation with technology like radio programs. However, its practice is weak. In recent periods, Geda education was also included in primary education curriculum. Despite this, teachers are receiving low level of support from supervisors (Ex, 004,2/08/2021).*

In relation to this, Kasahun (2014) reported that the extent to which instructional supervisors assisted teachers in the implementation of the new curriculum, helped teachers to evaluate the existing curriculum so as to take immediate corrective measure and provide feedback to the curriculum specialists and helps to collect and provide necessary educational materials that are supportive to the existing curriculum were found to be low. The findings in the current study go along with the current study.

To sum up, it was possible to understand that, the status of assisting teachers to evaluate the existing curriculum, take immediate corrective measure and provide feedback to the curriculum specialists, identify the problems in implementing the existing curriculum as per the education policy were found to be above average while assisting teachers in the implementation of the new curriculum, helping to identify students and community need so as to improve the curriculum, helping to introduce new technology tools that are suitable for curriculum implementation and supporting to collect and provide educational materials that are supportive to the curriculum were found to be low. This implies that curriculum which is the center of instruction is not in focus of supervisors both to improve and implement the curriculum which indeed will have negative impact on students learning and academic achievement.

### 4.3.3 Teacher Development

The other element incorporated as elements in supervisory role and function was teachers' development. It is known that one of the main duties of supervisor is to support teachers in their profession. The following table presents analysis of respondents view regarding teacher development.

**Table 4.7 One Sample T Test of Level of Teacher Development**

|  | Supervisors | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | enhance professional competence of teachers by providing information on the teaching theories | 2.62 | .74 | -6.68 | 173 | .000 |
| 2 | help teachers to share best practices from different schools. | 2.72 | 1.07 | -3.44 | 173 | .001 |
| 3 | organize and provide orientation programs for new teachers. | 2.35 | .99 | -8.60 | 173 | .000 |
| 4 | train teachers about various teaching approaches | 2.81 | .83 | -2.91 | 173 | .004 |
| 5 | enhance teachers" continuous professional development | 3.85 | .68 | -2.86 | 173 | .005 |
| 6 | facilitate induction programs for newly assigned teachers. | 2.36 | .610 | -13.6 | 173 | .000 |
|  | Average | 2.78 | 0.82 | -6.34 | 173 | 0.0016 |

As can be seen from item 1 of table 4.7, respondents were requested to rate the level to which supervisors practice in enhancing professional competence of teachers by providing information on the teaching theories. Regarding this, respondents disagree with mean ratings below average (M = 2.62, SD = 0.74) that supervisors are not working properly in informing teachers regarding new theories of education which supports to implement teaching profession. It can also be seen from the one sample t test (t(173) = -6.68, p = 0.000) that there is statistically significant difference from expected computed mean. This implies that teachers approach instruction with old knowledge they have which may result not to cope up with new challenges.

In item 2 of the above table 4.7, the level of supervisors in helping staff to share their experience on best practices from different schools was assessed. It was found to be lower than average (M = 2.72, SD = 1.07) which is also supported by additional one sample t test(t(173) = -3.44, p = 0.001). Therefore, the data shows that there is under performance of supervisors in leading staff to make them share their best practices and develop their profession. This goes against the

Ethiopian government which demands school teachers to plan and conduct experience sharing movements which is expected to develop both process and output of schools.

According to item 4, the level to which supervisors conduct training in which teachers can practice and learn various teaching approaches was assessed. In terms of this, the analysis shows below average level (M = 2.81, SD = 0.83) with statistically significant mean difference (t(173) = -2.86, p < 0.05). This means respondents perceive that supervisors do not perform to their best potential by training teachers. This implies that teachers' skill gap is not identified and proper training that fill the gap is not provided to teachers. As a result of this poor performance in content knowledge as well as methodology will have no chance to be minimized.

In addition to this, the extent to which supervisors properly function in developing teachers by making them involve in professional development activities was explored. As can be seen from item 5, respondents agree with mean ratings (M = 3.85, SD = -2.86) that supervisors perform above average in supporting teachers in continuous professional development. It is known that there is a system monitoring continuous professional development practices. Therefore, with statistically significant difference it can be said that there is high level of supervisors' practices in teachers' continuous professional development in primary schools of Ilu Aba Bor Zone.

The factor level of analysis in relation to supervisors' practices in teachers' development was analyzed. It was found that respondents disagree with mean ratings(M = 2.78, SD = 0.82) that there is the level of supervisors in facilitating mentoring and induction programs for new comer teachers, facilitating short term training at school level, working to enhance professional competence of teachers by providing updated information on the teaching theories and strategies, proposing to assess the training needs for teachers, facilitating experience sharing programs for teachers between different schools, supervisors work with teacher to enhance professional development were found to be below average. This implies that the extents of working on development of teachers' profession by supervisors low and requires remarkable attention by the education system of the area. Besides this additional qualitative data from interview were presented as follows:

The qualitative findings from interview from one of the expert supports the findings above as stated below:

*"...one of the responsibilities of supervisor is developing teachers and principals in their profession. This is one important program by government which is known as teacher professional development. This is realized through continuous professional development. Supervisors are given due mandate to support teachers on such issues. There are things that supervisors are doing and teachers are making individual report as much as possible. Though they are given such mandate, the program lacks continuity and quality. Also, supervisors are not given training and they are not observed in providing training on skill gap unless forced by government on given agenda. Therefore, it is impossible to say supervisors are properly performing on teachers development"(* Ex 003, 30/07/2021*).*

In general, the study shows that supervisors perform lower than average in informing teachers about educational theories and findings, in helping teachers to share best practices, organizing and providing orientation for new teachers, training teachers on teaching methods and facilitating mentoring activities. Therefore, it can be said that there is lower level of supervisors' performance in teacher development.

### 4.3.4 Administrative Tasks
In the next section, the supervisor's practices with respect to administrative task was analyzed and presented below in table 4. 8 below.

**Table 4. 8 One Sample t Test of The Practices of Administrative Task**

| | Supervisors | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | support school management during school planning | 3.41 | 1.009 | 5.40 | 173 | .000 |
| 2 | Facilitate community participation in decision making | 3.29 | 1.075 | 3.59 | 173 | .000 |
| 3 | Arrange training for school's management. | 2.12 | 1.03 | -5.05 | 173 | .000 |
| 4 | Provide the necessary information for school management | 3.29 | .89 | 4.29 | 173 | .000 |
| 5 | Help school management in solving various management problems. | 3.41 | .84 | 6.58 | 173 | .000 |
| 6 | Improve the relationship between the school staff | 3.60 | .84 | 9.41 | 173 | .000 |
| 7 | Bring school principals together to share experience | 3.31 | 1.10 | 3.77 | 173 | .000 |

| 8 | Support the school management in improving the teachers' discipline | 3.22 | .86 | 3.48 | 173 | .001 |
|---|---|---|---|---|---|---|
| | Average | 3.20 | 0.95 | 5.19 | 173 | 0.0001 |

According to item 1 of table 4.8 above, respondents were asked to provide their opinion on extents of supervisor in supporting school management during planning. It was found out that respondents agree with mean ratings (M = 3.41, SD = 1.009) that supervisors support school management in planning. It is known that primary schools are expected to prepare so many plans as demanded by woreda education office. Supported by the statistically significant difference from expected mean(t(173) = 5.40, p = 0.000), it is possible to say that supervisors support primary schools in the study site with planning which is one of the main management function. This implies that school management are given direction in need assessment and planning on school priority.

One sample t test was also computed to identify the extents of supervisors function in administrative task in facilitating community participation in decision making. Regarding this it can be seen that respondents agree moderately above average (M = 3.29, SD = 1.07) that there is a tendency to support schools in school management. This indicate that supervisors in the primary schools consult school management in decision making and influence decision making by facilitating. This was also confirmed by one sample t test analysis (t (173) = 3.59, p < 0.05). This also implies that supervisors are dealing with community involvement in school affairs. It is known that strengthening school community relation is among major task of supervisor.

As can be seen from item 3 of table 4.8, it was also the intent of the study to identify the level of practices of supervisors in supporting school management by training. It is possible to see that respondents disagree (M = 2.12, SD = 1.03) that supervisors do not support school management by facilitating training opportunities in primary schools of Ilu Aba Bor Zone. This was also confirmed by one sample t test (t(173) = -5.05, p = 0.000) that there is statistically significant difference from expected mean. This means supervisors are not training school management to scale up their skill. It is clear that school management have different gaps in both skill and knowledge which need to be improved by supervision services.

The other element investigated in the study was the extent to which school supervisors support schools in solving various management problems. The analysis show that there is above average level of practices (M = 3.41, SD = 0.84) in supporting school management in solving school management problems. These problems may include problems in decision making, planning, good governance and the like. Therefore, it is possible to say that supervisors work in close relationship with school management to support in and out of management issues. This was also confirmed by one sample t test which shows that there statistically significant difference of computed mean with assumed population mean(t(173) = 6.58, $p < 0.05$).

According to item 6 of table 4. 8, respondents were requested to rate the level of practices of supervisor in improving the relationship between school staff. It can be said from the analysis that supervisors perform high in solving problems that harms relationships in school management (M= 3.60, SD = 0.84). This implies that supervisors work in identifying problems of good governance and issues that harm relationship of staff and school management. This was also confirmed by one sample t test analysis showing significant difference computed mean (t(173) = 9.41, $p < 0.05$).

The aggregate level of primary school supervisor in supporting school administrative task was computed as shown in table 4. 8 above. It can be seen that respondents agree more than average (M = 3.20, SD = 0.95) showing that supervisors are moderately effective in working with school administration. It is possible to see from the analysis that supervisors perform high in supporting school management in planning, decision making, providing information, solving management problems, improving relationship between staff, experience sharing and in correcting discipline problem with in staff. However, the analysis shows that the school supervisors are not working arranging training for school management that may fill skill and knowledge gaps. Interview transcript with an expert of woreda education office supports this.

" … *it is usual that supervisors are busy on administrative affairs. Mostly, they take time in providing government directions to schools, provide direction of implementing, they evaluate performance of plan, try to look at financial management and attendance of teachers and administrative affairs, monitor how effective school properties are managed*" (Ex, *004,2/08/2021*).

Besides this, there are literatures that support these findings. For instance (MoE, 2002) noted that the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. It stress that supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals" and teachers" professional growth, and ultimately to maximize learning achievement (MOE, 2002). In addition to this, Enrage( 2009) revealed that supervisors are busy with routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Hence, it is possible to see that from the quantitative data analysis, qualitative data result and literature those supervisors are good in supporting schools in administrative tasks.

**4.4 The Contribution of Supervisory Development to Supervision Practices**

In this section, the contribution of supervisory development to supervision practices is presented. The analysis was made using data obtained from basic question one and two. First, the summary of supervisory development practices per each sample school was computed. Then, the summary of supervision practices was also computed. The summary of supervisory development practices and supervision practices were attached in appendix C. A regression analysis was made to find out what extent of supervision practices are contributed by supervisory development in primary schools of Ilu Aba Bor Zone.

In doing so, it was assumed that variables under investigations have normal distributions and that the relation between the dependent (supervision practices) and the independent variable (supervisory development) is linear when all other independent variables are held constant. In relation with this, it was found out that observations of the visual representations of the histogram and scattered plot revealed that there is linear relationship between the two variables. It was also confirmed that none of the variance inflation factors (VIF)were below ten as indicated in appendix V. Therefore, the analysis was safe to compute the effect size that supervisory development have on supervision practices. The table 4.9 below shows results of regression analysis.

In this section regression results, the coefficient of determination (adjusted R square) was used as a measure of the explanatory power to show how the independent variables explain the dependent variable. The F statistics (ANOVA) was used as a measure of the model goodness of fit. The significance levels of the regression results were also taken into account for proper interpretations.

**Table 4.9 Model Summary Contribution of Supervisory Development**

| Model | R | R Square | Adjusted R Square |
|---|---|---|---|
| 1 | .684 | .468 | .240 |

According to table 4.9, regression analysis was conducted to empirically determine whether supervisory development was a significant determinant of supervision practices in primary schools of the Ilu Ababor Zone. In relation with this, regression results in table 4.9 indicate the goodness of fit for the regression between supervisory development and supervision practices. By employing the enter method, it was found out that the three supervisory development variables considered in the study had an overall positive effect on explaining the variance in supervision practices($F_{(4, 10)}$ =11.345, p = 0.006, $R^2$ = 0.468, adjusted $R^2$ = 0.24). An adjusted R square of 0.24 indicates that 24 % of the variances in supervision practices in primary schools of the Ilu Aba Bor Zone can be contributed by supervisory development.

**Table 4.10 Regression Coefficients of the Supervisory Development Practices**

| Model | | Unstandardized Coefficients | Standardized Coefficients | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|
| | | B | Beta | | Tolerance | VIF |
| 1 | (Constant) | 1.797 | | .013 | | |
| | Recruitment($\beta_1$) | -.241 | 0.675 | .474 | .103 | 9.666 |
| | Training ($\beta_2$) | .008 | .016 | .009 | -.160 | 6.26 |
| | Supportive instrument($\beta_3$) | .140 | .299 | .0058 | -.276 | 3.62 |
| | Average supervisory development process($\beta_4$) | .265 | .469 | .005 | -.116 | 8.64 |

In light of the table 4.10, using the enter method it was found that the three elements considered in supervisory development had an overall positive effect on explaining the variance in supervision practices. A detail look in to the sub scales of supervisory development (Table 4.10) shows that training ($\beta_2 = 0.016$, $P < 0.05$) and supportive instrument ($\beta_3 = 0.299$, $P < 0.05$) had significant positive independent effects on supervision development while recruitment ($\beta 1 = .0.675$, $P > 0.05$) has statistically insignificant effect. The overall, supervisory development practices had statistically significant positive effect on supervision practices ($\beta_{4)} = 0.469$, $p = 0.005$). Therefore, it can be concluded that supportive instrument ($\beta_3 = 0.299$, $P < 0.05$) followed by training ($\beta_2 = 0.016$, $P < 0.05$) had the highest contribution to low level of supervision practices. This implies that the supervisory development process has significant contribution to low level of supervision practices in primary schools of Ilu Aba Bor Zone.

### 4.5 Difference Between Schools in their Supervision Performance

The fourth specific objective of the study was identifying the actual performance of school supervisors. Regarding this, table 4.11 below shows supervisors' performance in primary schools of Ilu Aba Bor Zone as perceived by respondents.

**Table 4.11 One Sample t Test of Actual Performance Of Supervisors**

| | Supervisors | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | Regularly visit schools under their charge. | 3.32 | 1.16 | 3.58 | 173 | .000 |
| 2 | are busy in collecting statistical data on the number of students, teachers, sections etc. | 3.30 | .83 | 4.72 | 173 | .000 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 3 | Inspect the implementation of the government education policy and regulations. | 3.51 | .86 | 7.71 | 173 | .000 |
| 4 | inspect the state of school buildings, furniture, equipment , toilet, fence, sports field, and etc. | 3.37 | .71 | 6.78 | 173 | .000 |
| 5 | support various committees and clubs in the school. | 2.47 | 1.00 | -6.9 | 173 | .000 |
| | Average | 3.19 | 0.91 | 3.178 | 173 | 0.000 |

According to the item 1 of table 4.11, respondents were requested to rate to what level supervisors regularly visits schools. Hence, a one sample t- test was carried out to examine the extent to which supervisors regularly visit primary schools of Illu Aba Bor zone. As can be seen from item # 1 of table 4.9 respondents agreed with the mean ratings (M = 3.32., SD = 1.16) that supervisors visit schools regularly. Further analysis also carried out to examine if perception differences exist between computed and expected mean. It was found that there is statistically significant difference among respondents t (173) = -3.58, p = .000) on supervision practices in visiting schools of the study site. This shows respondent perceive that teachers are busy doing in visiting schools. It is clear that supervisors are expected to schools and accomplish duties at least once a weak in primary schools.

Item 2 focuses on identifying the extent to which supervisors are busy in collecting data. A one sample t- test was computed to examine the extent to which supervisors regularly collect statistics in primary schools of Illu Aba Bor zone. As can be seen from item # 2of table 411 respondents agreed with the mean ratings (M = 3.30, SD = 0.83) that supervisors are busy in collecting statistics than supporting school professionally. Further analysis also carried out to examine if perception differences exist between computed and expected mean in the level to which supervisors collect statistics. It was found that there is statistically significant difference among respondents t (173) = 4.73, p = .000) on supervision practices in collecting data. This shows respondent perceive that supervisors waste their time in collecting data than professionally working with teachers. Actually, there is a common name for supervisors: "king of the road, Wesed). This saying was given from teachers that they think supervisors as passing their time in journey and taking male female data(Wendi set dimir). There for this also tells us that supervisors in primary schools of the study site are not working as expected by teachers.

Besides this one sample t- test was also computed to examine the extent to which supervisors inspect implementation of education policy in primary schools of Ilu Aba Bor zone. As can be seen from item # 3 of table 4.11 respondents agreed with the mean ratings (M = 3.51, SD = 0.865) that supervisors follow up implementation of education policy. Further analysis also carried out to examine if perception differences exist between computed and expected mean. It was found that there is statistically significant difference among respondents ( t (173) = 7.71, p = .000) on following application of guide lines and policies. This shows respondent perceive that supervisors pass majority of their time in following up administrative task. This shows that supervisors in the study site pay attention in dealing with rules, regulations, guide lines and policy implementation. As the supervisor is busy dealing with rules than polite cooperation teachers may have negative perception towards supervisory practices. However, the item 5 of table 4.9 above notes respondents disagree (M = 2.47, SD = 1) that supervisors are not properly supporting primary schools of the study site in club and committee activities. This shows that the level of practices of supervisors in working with teachers in areas of curricular activities is low.

To sum up, in this section analysis was carried out to identify if there is significant difference between what supervisors actually does and what teachers expect from them. Regarding this it was found out that respondents agree above average(M = 3.19, SD = 0.91) that supervisors are busy in activities like simple school visit without concrete objective, repeated statistical collection, following implementation of rules ,regulations and policies, and inspecting school resources than working to develop teachers in their profession. Therefore, it is possible to say that there is significant difference between what teachers expect from supervisor is different from what they are actually performing.

**Table 4.12 Comparison of Primary Schools in Level of Their Performance**

| | Supervisors | | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| 1 | regularly visit schools under their charge. | Between Groups | 4.593 | 3.91 | .000 |
| | | Within Groups | 1.172 | | |
| 2 | are busy in collecting statistical data on the number of students, teachers, sections etc. | Between Groups | 1.385 | 2.10 | .032 |
| | | Within Groups | .658 | | |

| | | | | | |
|---|---|---|---|---|---|
| 3 | inspect the implementation of the government education policy and regulations. | Between Groups | .886 | 1.19 | .301 |
| | | Within Groups | .741 | | |
| 4 | inspect the state of school buildings, furniture, equipment , toilet, fence, sports field, and etc. | Between Groups | 1.216 | 2.57 | .009 |
| | | Within Groups | .473 | | |
| 5 | support various committees and clubs in the school. | Between Groups | 1.728 | 1.79 | .072 |
| | | Within Groups | 1.962 | | |
| | Average | Between Groups | 1.96 | 2.31 | 0.082 |
| | | Within Groups | 0.8012 | | |

The intent of the fourth basic question was to identify if there is significant difference between secondary school in their actual performance of supervisory practices. Regarding this, table 4.12 shows that there is no significant difference in inspecting implementation of the education policy( f(173) = 1.195, p = 0.031) and in supporting various committees(f(173) = 1.796, p =0.72). Despite this, it was revealed that there is statistically significant difference between the primary schools in regularly visiting schools (f(173) = 3.917, p = 0.000), collecting statistical data on the number of school community(f(173) = 2.104, p = 0.32), and in inspecting state of school building property(f(173) = 2.573, p = 0.009). In summary, it was found out that there is no statistically significant difference between the primary schools in Ilu Aba Bor Zone as perceived by respondents. This implies that there is no performance difference in schools having relatively different supervisors with different background. This in turn implies that there need to be shift in the level of supervisory development practices to improve their performance which will have significant impact on quality of monitoring and evaluation.

### 4.6 The Factors that Affect Effectiveness of Supervisors
It was discussed so far that supervisors in primary schools of Ilu Aba Bor perform more on administrative task and duties that doesn't directly develop teachers professionally. To this end, the analyses of factors that affect their effectiveness are presents in table 4.13 below.

**Table 4. 13 One Sample t Test of Factors Affecting Supervisors Effectiveness**

| | Items | Mean | SD | t | DF | Sig |
|---|---|---|---|---|---|---|
| 1 | Supervisors being overburdened with many tasks. | 2.56 | 1.04 | 7.11 | 173 | .079 |

| 2 | Distance between schools and cluster resource center | 3.02 | .82 | .36 | 173 | .063 |
|---|---|---|---|---|---|---|
| 3 | The number of schools in the cluster is manageable to give the required service | 3.19 | 1.00 | 2.48 | 173 | .076 |
| 4 | Cluster supervisors have no authority to take actions on workers with poor discipline | 3.03 | .94 | .40 | 173 | .072 |
| 5 | Lack of time to support all teachers instructionally | 2.63 | .89 | -5.50 | 173 | .068 |
| 6 | Lack of support from Woreda education office | 3.48 | .91 | 7.11 | 173 | .070 |

As stated above, analysis was made to identify if work over load become barrier to supervisors' effectiveness. As can be seen from item # 1 of table 4.13 respondents disagreed with the mean ratings (M = 2.56, SD = 0.1.04) that work over load cannot be major factor that affect effectiveness of supervisors in their work. Further analysis also carried out to examine if perception differences exist between computed and expected mean. It was found that there is statistically significant difference among respondents ( t (173) = 7.112, p = .000).

This shows respondent perceive that supervisors are not busy in accomplishing many tasks. Therefore, it is possible to say that work overload cannot be determinant factor that need focus to improve primary school supervisor in Ilu Aba Bor Zone primary schools. It can also be seen from item 5 of table 4.10 that issue of time was taken as one factor that may affect supervisors' effectiveness. Regarding this respondents disagree with mean ratings (M = 2.63, SD = 0.89, t(173) = -5.50, p = 0.068) that lack of time cannot be significant factor for low level of supervisors performance in primary schools of Ilu Aba Bor Zone.

The item 2 of table 4.13 concerns on identifying the extent to which distance between schools and cluster resource center can be a factor. According to the analysis, it was found out that respondents agree with mean ratings (M = 3.02, SD = 0.82) that schools under follow up of the supervisor is far away from cluster resource and can be taken as one barrier affecting supervisor effectiveness. It is indicated in supervision guide line that a supervisor in primary schools should have 5-8 primary schools and visit each school at least once a weak. Here visiting each school once a weak crossing long distance in country side and providing close professional support to teachers and school management may be difficult as perceived by respondents. This is supported

by item 3 of table 4.10 to which respondents agree moderately (M = 3.19, SD = 1) that the number of schools supervisors are serving are large and this is among the factor that affect supervisors effectiveness in primary schools of Ilu Aba Bor Zone.

According to item 4 of table 4.13 the extent to which lack of authority to take action on poor performance and misbehaving were also seen. As to the analysis respondents agreed with mean rating (M = 3.03, SD = 0.94) that lack of authority to take action on bad performance is among the factor that affect effectiveness of supervisors in primary schools. Besides, it was found out that the mean rating is not statistically different from population mean (t(173) = 0.40, p = 0.072). This may imply that lack of authority to take action on low performance by supervisor cannot be significant limiting factor for performance in supervisory activities.

The last item in table 4.13 investigated the extent to which lack getting support from Woreda education office affected effectiveness in supervision. According to the data obtained from respondents it was found out that Woreda education office is providing lower level of support to school supervisors as evidence from the mean ratings (M = 3.48, SD = 0.91). It is clear that supervisors are mediators between schools and Woreda education office. For this they get support from Woreda education office and provide support to schools. As they receive less support from woreda education office the support they provide to schools will be less.

Experts from woreda education office also pointed out some factors that affected supervision practices in primary schools of the study site. One of the experts comments were stated below:

"…*different factors affect the effectiveness of supervisory practices in primary school of this woreda. As I think, many of our schools are remote from woreda, towns and cluster resource centers; there is no good infrastructure like road, motor cycles and cars. Supervisors themselves are not well equipped with knowledge of monitoring and helping teachers. Government has no commitment to fill the skill gap of those supervisors…*"(*Ex 003,30/7/2021).*

The above qualitative findings support the quantitative result above. In addition to this, there are literature that supports the above findings.

"…Lack of sufficient allocated budget to facilitate supervisory activity in the study area, lack of sufficient and short term training program for updating supervisors,  lack of  technique  skill

poor awareness creation program regarding to the purpose and objective of instructional and lack of positive attitude for the implementation of school based supervision(Mehammed,2019). As a summary it can be said that distance of schools from resource center, number of schools they are serving, lack of authority, and low level of support from woreda education office were among the major factor affecting effectiveness of supervisors in primary schools of Ilu Aba Bor Zone.

# CHAPTER FIVE
## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Summary

In the previous sections introduction, literature review, research method and design, data presentation analysis and interpretations were made. In this part of the study, summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which were assumed to be useful to enhance the supervisory practices of supervisors in primary schools of Ilu Aba Bor Zone.

The general objective of this study was to identify the contribution of supervisory development practices to the effectiveness of supervision activities in primary schools of Ilu Aba Bor Zone. Investigations were made to examine the extent of current practices of supervisory development, to point out the extents of supervisors effectiveness in carrying out their role and functions, to determine if there is a significant difference between the supervisory practices that teachers prefer and those that they actually experience, and to assess the factors that affect the effectiveness of supervisory practices in primary schools in Ilu Aba Bor zone as perceived by respondents.

Descriptive survey design of quantitative research method was employed in the study.A total of 194 copies of questionnaires were distributed to 174 teachers and 10 basic teachers association and 10 cluster supervisors. The returned questionnaires were 154 (88.5 %) from teachers, 10(100 %) from basic teachers association and 10(100 %) from supervisors of 10 primary schools of the Ilu Aba Bor Zone.

Item scores for each category were arranged under five rating scales. The range of rating scales were strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1. For the purpose of analysis, the above 5 rank responses of closed-ended questionnaires were grouped and labeled into : disagree(those below 3) and agree (those above 3).  Hence, for the purpose of easy analysis and interpretation, the mean values of each item and dimension were interpreted  as  follows. Finally,  the data obtained from the interview sessions were presented and  analyzed qualitatively to substantiate the data collected through the questionnaires.

**Major Findings**
- ❖ The analysis shows that respondents disagree (M = 2.71, SD = 1.14) that there is low level of practices of assigning supervisors in the position by recruiting who are professionally fit in experience and knowledge.
- ❖ It was revealed that there is moderate level of training supervisors to develop to the position (M = 3.19, SD = 1) in primary schools of Ilu Aba Bor Zone. The study indicated that there is relatively high level of practices in providing training to supervisors but low

level in providing experience sharing and induction programs to supervisors in the study site.

❖ It was found out that there are no adequate supportive instruments (M = 2.55, SD = 0.86) that professionally support supervisors. This implies that supervisors have no access to reference books, manuals, education policy and annual statistics that professionally develop supervisors in primary schools of Ilu Aba Bor Zone.

❖ Generally, concerning supervisory development practices, it was found that the level of developing supervisors professionally by recruiting educated and experience supervisors, training supervisors while they are on the job and providing them materials that they can read and make themselves to be competent was low.

❖ Concerning the effectiveness of supervisors in carrying out their role and function it was revealed that :

  ➢ There is lower than average (M = 2.65, SD = 0.80) level of practices of supervisors' practices in instructional development in primary schools of Ilu Aba Bor Zone,

  ➢ Supervisors perform moderately but slightly lower than average (M = 2.96, SD = 0.9) in carrying out supporting teachers in curriculum development.

  ➢ In general, the study shows that supervisors perform lower than average(M =2.72, SD = 0.85) in informing teachers about educational theories and findings, in helping teachers to share best practices, organizing and providing orientation for new teachers, training teachers on teaching methods and facilitating mentoring activities. Therefore, it can be said that there is lower level of supervisors' performance in teacher development in primary schools of Ilu Aba Bor Zone.

  ➢ It was confirmed that average showing that supervisors are moderately (M = 3.20, SD = 0.95) effective in working with school administration. It is possible to see from the analysis that supervisors perform high in supporting school management in planning, decision making, providing information, solving management problems, improving relationship between staff, experience sharing and in correcting discipline problem with in staff.

  ➢ It was found out that supervisory development practices contribute positively and significantly to variance in supervision practices (F (4, 10) =11.345, p = 0.006, $R^2$ = 0.468, adjusted $R^2$ = 0.24) showing that 24 % of the variances in supervision

practices in primary schools of the Ilu Aba Bor Zone can be contributed by supervisory development.

➢ It was revealed that supervisors are busy in activities like simple school visit without concrete objective, repeated statistical collection, following implementation of rules, regulations and policies, and inspecting school resources than working to develop teachers in their profession. It was found out that there is no statistically significant difference between primary schools in their actual performance in supervision practices.

➢ There are various factors that can affect supervisor practices. In this the major factors that were found to have effect were distance of schools from resource center, number of schools they are serving, lack of authority, and low level of support from woreda education office were among the major factor affecting effectiveness of supervisors in primary schools of Ilu Aba Bor Zone.

## 5.2 Conclusions

The following conclusions were made depending on the above research findings

➢ It was revealed in the study that the supervisory development practices in primary schools of Ilu Aba Bor Zone was low in the dimensions of recruiting well trained and skilled supervisor and in supporting their development by availing support instruments. From this it can be concluded that the process by which supervisors come to the position and professionally developed is weak in way that enable them provide adequate service

to school community. This entails that to improve teachers and school leaders performance there need to be well developed supervisors and unless professionally fit supervisors are in place quality of education will remain in question.

➢ It was confirmed in the study that supervisors perform weakly in instructional development, curriculum development and teacher development. Fromthis it is possible to conclude that supervisors are not accomplishing their role and function properly in areas of curriculum, instruction and teacher development. Here, it is possible to infer that unless supervisors improve their performance in teacher, curriculum and instruction development, quality of education cannot be assured. Therefore, to improve supervisors performance, their knowledge and skill should be also improved.

➢ The study revealed that there is no statistically significant difference in the level of their performance in supervisory activities. Supervisors are busy in activities like simple school visit without concrete objective, repeated statistical collection, following implementation of rules, regulations and policies, and inspecting school resources than working to develop teachers in their profession. Hence it is concluded that unless supervisors shift their time to work on instructional issues, they will focus on administrative affairs which cannot improve teaching learning.

➢ It was revealed in the study that supervisory development practices contribute positively and significantly to variance in supervision practices. This implies that the weak level of supervision practices in primary schools of Ilu Aba Bor Zone is contributed by low level of development of supervisors in their profession.

➢ It was revealed in the study that distance of schools from resource center, number of schools they are serving, lack of authority, and low level of support from woreda education office were among the major factor affecting effectiveness of supervisors in primary schools of Ilu Aba Bor Zone. It is concluded that in order to improve quality monitoring and evaluation as well as professional support it is necessary to fix challenges that have been affecting supervision.

## 5.3 Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of school supervision in primary schools of Ilu Aba Bor Zone.

> **Redesigning supervisory development process**
>
> It was found in the study that the process of developing supervisors professionally was weak. Hence Zone and Woreda education offices are recommended to recruit, train and provide sufficient supportive instrument for supervisors. This means they should be able to recruit certified competent supervisors, provide short and long term training and avail necessary supportive policies, guide lines and references to professionally develop supervisors.

- **Identifying the extents to which school supervisors practice their work**: The study indicated that the level of supervisor practices were not to the extent that improves school performance. This indicates that school supervisors are not performing their task as required by standard. Therefore, to improve school performance, Woreda education office should critically assess and provide frequent practical feedback on instructional development, teacher development and curriculum development.

- **Providing On job Training To Supervisors**: One of the main reason why supervisors had underperformance may be lack of knowledge and skill in providing professional support. In order to solve such problems, zone education office and region education bureau must provide training that improves the knowledge and skill of supervisors in collaboration with Universities.

- **Providing constructive professional support to teachers**: The findings revealed that, teachers did not gain effective and constructive professional support to improve their instructional skills. Therefore, it can be suggested that, school supervisors should support teachers on the preparation of instructional materials for teaching learning effectiveness; advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom and create competition among teachers by coordinating evaluation programs on the matter of pedagogical skill gaps of teachers.

- Finally it was found from the study that distance of schools from resource center, number of schools they are serving, lack of authority, and low level of support from woreda education office were among the major factor affecting effectiveness of supervisors in primary schools of Ilu Aba Bor Zone. Hence Worea education office in collaboration with woreda administration should avail access of transport (Motor cycle) for supervisors. Regional education office should provide written applicable authority to supervisors to strengthen their relationship with school community.

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## JIMMA UNIVERSITY

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

**QUESTIONNAIRE TO BE FILLED BY THE SECONDARY SCHOOLS TEACHERS, TEACHER ASSOCIATION HEAD, AND SUPERVISORS**

The purpose of this questionnaire is to collect data in the study entitled "The Contribution of Supervisory Development Practices to the Effectiveness of Supervision Activities in Primary Schools of Ilu Aba Bor Zone". It will greatly help stake holders to improve the quality of education in Zone in relation supervisory activities. The success of this study depends on your sincere, genuine and timely response to each item. Therefore, would you, please assist the research by thoroughly filling the questionnaire? The information you provide will be kept confidential and will be used only for education purpose.

Please follow the following before you start filling the questionnaires.

1. Read all instructions before attempting to answer the items
2. You do not need to write your name on the questionnaires.
3. Please provide appropriate response by using tick mark '' √ '' to choose one of the suggested liker scales(1 to 5)
4. There is no need to consult others to fill the questionnaire
5.  Write your opinion briefly for the short answer questions on the space provided.
6. Respond to every question ONLY in the context of your school.

**Thank you for your Cooperation!**

**BIKILA MEKONNEN : Phone -0910432770**

### I. Background Information

**Please, write your Woreda, your school and respond to items with choice by putting "√" against the number of your choice.**

1. Name of your Woreda: ------------------------------- School: ----------------------------------------

2. Sex    1. Male ☐         2. Female ☐

3. Educational Background:  1. Cerificate ☐ 2.Diploma ☐    3. BA/BSc ☐    4. MA/MSc  ☐

4. Total  experience: 1. 0-5 ☐         2. 6-10  ☐         3. 11-15 ☐

4. 16-20 ☐    5. 21-25 ☐        6.  26 and above years ☐

5. Current Work position: 1. Teacher ☐  2. Basic teacher association ☐   3.  Cluster supervisor

## Part II. Current Practices Of Supervisory Development

**Part. 2.1**. Here is statements about elements of supervisory development (the way supervisors come the profession) including **Recruitment, Training and Support Instruments.** Please show degree of agreement with each of the following statement by placing a tick mark **(√)**  in only one of the choices.

Hint: 1 = strongly disagree (SD), 2 = Disagree (D), 3 = Undecided (UD),  4 = Agree (A), 5 = strongly agree (SA)

### 2.1.1 Recruitment

**What is the extent to which supervisors are recruited by having the under listed items?**

| | Items | Rate | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 2 | 4 | 5 |
| 1 | Supervisors promote from the department they are working based on seniority | | | | | |
| 2 | Good working habits and leadership skills are reasons to select a supervisor | | | | | |
| 3 | Woreda education office can employ a recent graduate to be supervisor | | | | | |
| 4 | An emphasis is placed on the academic qualification and experience | | | | | |
| 5 | Identifying the correct recruitment criteria  for supervisory profession is difficult | | | | | |
| 6 | Cluster supervisors are well experienced. | | | | | |

### 2.1.2 Training

**What is the extent to which supervisors are trained for the position?**

| | **Items** | Rate | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 2 | 4 | 5 |
| 1 | Training equips supervisors with the skill and thus enabled to contribute best for an school | | | | | |
| 2 | Well trained supervisors compared with non-trained, deliver high quality supervision | | | | | |
| 3 | Training of supervisors is given attention this time | | | | | |
| 4 | Supervisors have adequate technical, conceptual and human relation skills | | | | | |
| 5 | The supervisors are getting professional training in addition to short term | | | | | |
| 6 | Induction and in-service training are in place for supervisors | | | | | |
| 7 | Experience sharing sessions has been arranged for supervisors. | | | | | |

### 2.1.3 Support Instruments

**What is the extent to which supervisors are provided with support instruments?**

| | Items | Rate | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 2 | 4 | 5 |
| 1 | Supervisors can prepare themselves for the job by reading various books on management and supervision | | | | | |
| 2 | Reference books on education and pedagogy are available to supervisors | | | | | |
| 3 | Manuals and guidebooks provide concrete illustrations of the situations and suggest ways how to tackle difficulties. | | | | | |
| 4 | Support instrument such as manuals and guidelines are adequate | | | | | |
| 5 | Cluster supervisors are qualified enough to give the required service. | | | | | |

## Part III. The Extent To Which Supervisors Practice Their Role And Function

### 2.3.1    Instructional Development
The extent to which supervisors work on    **Instructional Development**

| N | Supervisor : | Level | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Enables teachers to develop competencies in lesson planning | | | | | |
| 2 | Helps teachers to set up simple experimental classroom | | | | | |
| 3 | Helps teachers develop different assessment  and measurement techniques | | | | | |
| 4 | Helps teachers in the selection of appropriate resource like teaching aids. | | | | | |
| 5 | Provides immediate feedback to teachers particularly after lesson observation. | | | | | |
| 6 | Helps teachers in identifying instructional problems. | | | | | |
| 7 | Help teachers develop skills of applying different assessment and measurement techniques | | | | | |

### 2.3.2    Curriculum Development
The extent to which supervisors work on Curriculum Development

| N | Supervisors: | Level | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | Assists teachers in the implementation of new  curriculum | | | | | |
| 2 | Helps  to  evaluate  the  existing  curriculum  so  as  to  take  corrective measure | | | | | |
| 3 | Helps  to  identify  students  and  community  need  so  as  to  improve  the curriculum | | | | | |
| 4 | Helps to identify  the problems in implementing the existing as per the education policy | | | | | |
| 5 | Helps to introduce new technology tools that are suitable for curriculum implementation. | | | | | |
| 6 | Helps  to  collect  and  provide   educational  materials  that  are supportive to the curriculum. | | | | | |

### 2.3.3    Teacher Development
The extent to which supervisors work on Teacher Development

| N | Supervisors : | Level | | | | |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |

| No | | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|---|
| 1 | enhance professional competence of teachers by providing information on the teaching theories | | | | | |
| 2 | Helps in assisting the training needs of teachers. | | | | | |
| 3 | Help teachers to share best practices from different schools. | | | | | |
| 4 | Organize and provide orientation programs for new teachers. | | | | | |
| 5 | Train teachers about various teaching approaches | | | | | |
| 6 | Enhance teachers" continuous professional development | | | | | |
| 7 | Facilitate mentoring and induction programs for newly assigned teachers. | | | | | |

### 2.3.4: Administrative tasks

The extent to which supervisors work on **Administrative tasks**

| No | Supervisors : | Level | | | | |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | support school management during school planning | | | | | |
| 2 | Facilitate community participation in decision making | | | | | |
| 3 | Aarrange training for school's management. | | | | | |
| 4 | Provide the necessary information for school management | | | | | |
| 5 | Help school management in solving various management problems. | | | | | |
| 6 | Improve the relationship between the school staff | | | | | |
| 7 | Bring school principals together to share experience | | | | | |
| 8 | Support the school management in improving the teachers' discipline | | | | | |

**What other things do supervisors do in relation with administrative task -----------------------**

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**-----------------------------------------------------------------------------------------------------------------**

**Part IV. The Actual Performance Of supervisors**

| No | supervisors : | Level | | | | |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | regularly visit schools under their charge. | | | | | |
| 2 | are busy in collecting statistical data on the number of students, teachers, sections etc. | | | | | |
| 3 | Inspect the implementation of the government education policy and regulations. | | | | | |
| 4 | inspect the state of school buildings, furniture, equipment , toilet, fence, sports field, and etc. | | | | | |
| 5 | Create competition among cluster schools by coordinating question and answer, sports and exams etc. | | | | | |
| 6 | support various committees and clubs in the school. | | | | | |
| 7 | Write comments on the school log book uring the school visit. | | | | | |

What supervisory method do you prefer**?-------------------------------------------------------------------
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**Part IV. Factors that affect effectiveness of supervisors**

| No | Items | Level | | | | |
|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 |
| 1 | Supervisors being overburdened with many tasks. | | | | | |
| 2 | Distance between schools is manageable to visit schools. | | | | | |
| 3 | The number of schools in the cluster is manageable to give the required service | | | | | |
| 4 | Cluster supervisors have authority to take actions on | | | | | |
| 5 | Instructional supervisors have enough instructional guidelines | | | | | |
| 6 | Instructional supervisors have enough time to support all teachers instructionally | | | | | |
| 7 | Instructional supervisors are getting support from Woreda Education Office | | | | | |

**What other factor do you think is affecting effectiveness of supervisors---------------------------
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**APPENDIX B: INTERVIEW ITEMS**

JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview Questions For Woreda Education Office Expert

Dear respondent, firstly, I thank you for agreeing to take part in interview part of this study. The main purpose of this interview is to collect relevant information to assess the contribution of supervisory development practices to the effectiveness of supervision activities in primary schools of Ilu Aba Bor Zone. The information you provide will have constrictive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be use**d** only for academic purpose and the responses will be kept confidential. Thank you in advance for your cooperation!

**Part I: General Information And Respondents' Personal Data**

1. Woreda_____2.Sex_____3. Educational Background_____ _____

3 .Service year_____

**Part II: Please, Answer The Questions Briefly**

1. What is your opinion regarding the current practices of supervisory development in primary school of Ilu Aba Bor Zone as perceived by respondents?
2. How do you think on effectiveness of supervisors in carrying out their role and function in primary schools of Ilu Aba Bor zone as perceived by respondents?
3. Do you think that teachers prefer the current supervisory practices that they are practicing? If not which method they prefer?
4. In your opinion what factors affect the effectiveness supervisory practices in primary schools in Ilu Aba Bor zone as perceived by respondents?

5. Do you have any additional thing to say in relation to supervisory development practices and its contribution to supervision?

Thank You!

APPENDIX   C:   SUMMARY OF SUPERVISORY DEVELOPMENT PRACTICES

| Primary school | Recruitment | Training | Supportive instrument | Supervisory development(Average) |
|---|---|---|---|---|
| Hurumu | 2.23 | 2.74 | 2.36 | 2.44 |
| Hawi Gudina | 2.56 | 3.10 | 2.23 | 2.63 |
| Abune Petros | 3.65 | 3.68 | 2.48 | 3.27 |
| Nikolas | 2.70 | 3.12 | 2.97 | 2.93 |
| Abune mikael | 3.00 | 2.74 | 2.58 | 2.77 |
| Gore 04 | 2.65 | 2.79 | 2.90 | 2.78 |
| Halu | 2.65 | 2.68 | 2.63 | 2.65 |
| Uka | 2.85 | 3.20 | 2.78 | 2.94 |
| Sibona Genji | 2.34 | 2.96 | 1.98 | 2.43 |
| Bata Duresso | 2.51 | 2.89 | 2.63 | 2.68 |
| AVerage | 2.71 | 2.99 | 2.55 | 2.75 |

APPENDIX   D:   SUMMARY OF SUPERVISION PRACTICES

| Primary school | Instructional development | Curriculum development | Teacher development | Administrative task | Supervision practices (Average) |
|---|---|---|---|---|---|
| Hurumu | 2.74 | 2.64 | 2.23 | 2.98 | 2.65 |
| Hawi Gudina | 2.56 | 2.96 | 2.77 | 3.23 | 2.88 |
| Abune Petros | 3.10 | 3.21 | 2.46 | 3.32 | 3.02 |
| Nikolas | 2.23 | 3.45 | 3.17 | 3.10 | 2.99 |
| Abune mikael | 2.35 | 2.88 | 2.85 | 3.09 | 2.79 |
| Gore 04 | 2.81 | 2.65 | 3.12 | 3.17 | 2.94 |
| Halu | 2.55 | 3.43 | 2.85 | 3.65 | 3.12 |
| Uka | 3.00 | 2.65 | 3.00 | 3.45 | 3.03 |
| Sibona Genji | 2.65 | 2.77 | 2.71 | 2.94 | 2.77 |
| Bata Duresso | 2.55 | 2.98 | 2.65 | 3.32 | 2.88 |
| AVerage | 2.65 | 2.96 | 2.78 | 3.23 | 2.91 |

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | .160 | 4 | .040 | 11.345 | .006[b] |
| | Residual | .021 | 6 | .004 | | |
| | Total | .182 | 10 | | | |

a. Dependent Variable: AV

b. Predictors: (Constant), SDP, SI, REC, TR

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .684[a] | .468 | .240 | .11748 |

a. Predictors: (Constant), SDP, SI, TR

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 1.797 | .542 | | 3.316 | .013 |
| | TR | .008 | .324 | .016 | .024 | .982 |
| | SI | .140 | .245 | .299 | .570 | .586 |
| | SDP | .265 | .458 | .469 | .578 | .581 |

a. Dependent Variable: AV