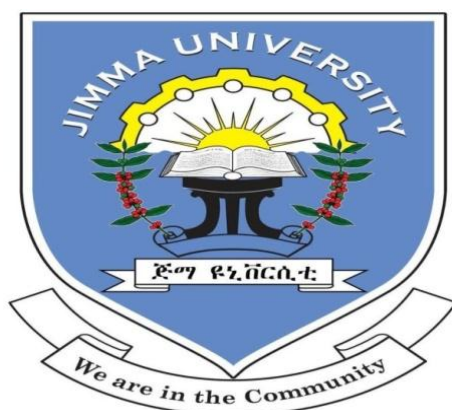


**THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL  
SUPERVISION IN ASOSSA ZONE PRIMARY SCHOOLS**

**BY: BERHANE ASSEFA EKYAW**



**JIMMA UNIVERSITY  
INSTITUTE OF EDUCATION AND PROFESSIONAL DEVELOPMENT  
STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

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LEADERSHIP**

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**LETTER OF APPROVAL**

This is to certify that the thesis prepared by Berhane Assefa Ekyaw entitled “*The Practices and Challenges of Instructional Supervision in Asossa Zone Primary Schools*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

**APPROVED BY BOARD OF EXAMINERS**

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**DECLARATION**

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all source or materials used for the thesis have been dully acknowledged.

This thesis, "**The Practices and Challenges of Instructional Supervision in Asossa Zone Primary Schools** " is approved as the original work of Berhane Assefa Ekyaw.

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## List of Acronyms and Abbreviations

**ANOVA:** Analysis of Variance

**BGREB:** Benishangul Gumuz Regional Education Bureau

**EFA:** Education for All

**ESDP:** Education Sector Development Program

**ETP:** Education and Training Policy

**FGD:** Focus Group Discussion

**FDRE:** Federal Democratic Republic Of Ethiopia

**KETB:** Kebele Education and Training Board

**MoE:** Ministry of Education

**NGOs:** Non-Governmental Organizations

**PTA:** Parent Teacher Association

**REB:** Regional Education Bureau

**SD:** Standard Deviation

**SIP:** School Improvement Program

**SLAAED:** Sri Lanka Association for Advancement of Education

**SPSS:** Statistical Package for Social Sciences

**UNESCO:** United Nations Educational Scientific and Cultural Organization

**UNICEF:** United Nations International Children's Education Fund

**USAID:** United States Agency for International Development

**WEO:** Woreda Education Office

### ABSTRACT

*This study was conducted to assess the Practices and Challenges of Instructional Supervision in Asossa Zone Primary Schools. To conduct the study, descriptive survey design was employed and Multistage sampling technique was employed to select the sample Woredas, cluster centers, school principals and teachers. To this end, 6 Woreda Education Officers, 13 cluster supervisors, 24 primary schools with 24 school principals and 157 teachers were included in this study. Questionnaire was the main data gathering instrument for this study. Thus, 157 teachers, 24 school principals, and 13 cluster supervisors filled the questionnaires. An interview was also conducted to enrich the quantitative data. As a result, six Woreda Education Officers were interviewed. Quantitative data collected through questionnaire was analyzed by using mean scores and 'F' test by using SPSS v.16.o. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings come out from this study were: instructional supervisors attempt to identify strengths and limitations of teachers in the classroom in order to design appropriate intervention was insignificant; in addition, intervention of instructional supervisors so as to assist teachers improve their limitations was insufficient; teachers gained support from supervisors in order to improve their instructional skills was insufficient. Instructional supervisors' effort in liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education were also insufficient. The major challenges that primary school instructional supervisors come across while implementing instructional supervision was multiple. They were overburdened with other tasks, teaches the same credit like other teachers, teachers are challenged to accept recommendation and do not have financial allowances. Finally, to minimize and if possible to solve the problems, the following recommendations were drawn; the Woreda Education office, Asossa Zone Education Department and the region in collaboration with schools should give training for instructional supervisors; instructional supervisors in Asossa Zone should arrange induction training for beginner teachers; experience sharing programs and support teachers in doing action research. In addition to these; instructional supervisors should give professional support to teachers in order to improve their instructional limitations; they also had great responsibility to link the schools with other stakeholders and finally recommended that instructional supervisors were overburdened with other works and the school and woreda education offices should fulfill the required offices with furniture and stationeries.*

## CHAPTER ONE

### INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of basic terms and organization of the study.

#### 1.1 Background of the Study

In the education process the role of teachers cannot be underestimated (Glatthorn cited in Kutsyuruba, 2003). In addition improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence teachers acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. The way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process. Instructional supervision is an interactive process that depends on the source of supervision the supervisor and the teacher. Therefore, assessing the practices and challenges of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001).

Supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of that same profession”. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s); monitoring the quality of professional services offered to the clients she; he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998). Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed" (<http://www.education.State.university.com/pages/2472/supervision>). The definition of supervision is different with different literatures and different professional aspects. Particularly, (Surya 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”.

Education inspection was introduced in to the education system in Ethiopia about 35 years after the introduction of modern (western) type of education in the country around 1934 E.C. According to the literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. Beginning 1955 E.C the twenty or so year’s old inspection was replaced by supervision.

Now a day, 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). Particularly, 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). To improve teachers’ instructional performance; the instructional supervisors should also work with teachers in fixable and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school. Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. This would help in improving the way this practice are introduced and avoid any potential conflict.

In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education noted the importance of providing quality based instructional supervision to improve the quality of education (MoE, 2010:10) with forming school clusters. The concept of instructional supervision differs from school inspection in the sense that the former focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas the latter gives

emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007).

For about ten years, the field of instructional supervision has been suffering from unfriendly and unstable relations between teachers and supervisors. At school level, how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models because; different models produced different practices. The aim was to increase for the best method by which supervisors could best improve the teachers' performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Having this, MOE, (2003), mentioned that the main focus of instructional supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim supervisors usually employ several supervisory practices. But MOE, (2002) mentioned that, the previous years, the woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they went to school they do nothing except collecting information from the hands of school principals. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations.

Alternatively, instructional supervision at school level; the focus of this research, has been conceived a better model for helping teachers; school leaders to expand their knowledge and expertise in many countries. As Dawson, (2002), describe the classroom performance of a teacher as implementing curriculum, planning, classroom management and instructional techniques, instructional supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance, to improve student achievement.

Their liaison role is, however, not only vertical; increasingly supervisors are entrusted with horizontal relations and have a privileged role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programs are being

launched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important. Researches indicated that, instructional supervisors greatly responsible to link their schools with the community; NGOs and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholder participations on the school improvement programs. But currently in the context of Asossa Zone primary school supervisory practices, they miss completely this function.

Instructional Supervisors in educational organizations have individual goals for improvement and believe that purpose of instructional supervision is to achieve those specified goals. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990). Most researches on the quality of education focus on the key role of teachers and school leaders in bringing education quality. However, as all teachers and school leaders are not qualified enough, they need support from Instructional supervisors (Giordano, 2008:11).

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MOE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. It has started quality education initiative called 'General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MOE, 2002). This current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement it seems essential to assess the practices and challenges of instructional supervision.

Working in supervision reform without having this kind of information is a great deficiency that might misguide the efforts for improvement. Accordingly, this study aims to assess the practices and challenges of instructional supervision in primary schools of Asossa Zone regarding the

actual instructional supervisory practices implemented by supervisors at schools. Thus, personal and professional development is the outcome of the effective instructional supervision.

Schools are the 'formal agencies of education' where the future citizens are shaped and developed through the process of teaching and learning. So schools need to help all students to develop their potentials to the fullest level. This requires the effectiveness and commitment of the stockholders particularly teachers, school leaders and management (Aggarwal, 1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professionally motivated and competent teachers. Of all, the one which is the main input and important is the teacher who needs effective instructional support. The relevant and quality education can be provided for the learners by engaging a well trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can transmit the educational content to learners.

It is believed that the improvement of schools would not be accomplished without improving teachers' education. The quality of teachers' education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.

## 1.2 Statement of the Problem

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of instructional supervisors. In line with this, supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning teaching lessons. Teachers should use different techniques of teaching methodology considering students' background, academic levels, and interests, as well as other data from students' records to a certain academic needs and to facilitate planning for appropriate initial learning.

As different literatures indicated that, instructional supervisors play critical and undeniable role for the success of school organization (Certo, 2006:3). Similarly, it is indicated that, the cluster supervisors were expected to play the great role in assuring the quality of education (Benishagul Gumuz Regional Education Bureau [BGREB], 2003 E.C:1). The provision of Quality education needs cooperative and jointed efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional and Woreda governments; GEQIP Plan (MoE, 2008).

At regional, zonal and woreda level in community mobilization documents (BGREB, 2005 E.C; 2004 E.C), seminars and workshops repeatedly indicated that; primary school instructional supervisors are not performing as expected. The researcher has personally participated in these workshops. Moreover, the researcher has a personal experience as a teacher; principal and secondary school cluster supervisor in one of the Woredas of Asossa zone and by this the researcher believes the existence of gap between what was demanded and what they were really doing.

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



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

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

According to (Oliva, 2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

The research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers. So, research conducted on the practice of instructional supervision of primary schools at national level recommended further investigations regarding the problems that impede supervisory practices (Gashaw, 2008).

In light with this, the researcher look in to the gaps that affects the improvement of quality education on the side of instructional supervision practices as; education officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instructional supervisors; instructional supervisors did not design various interventions to assist teachers improve their limitations; instructional supervisors did not provide professional support to teachers to improve their instructional skills; instructional supervisors did not conduct training need assessment from the basis of teachers' pedagogical gaps; beginner teachers did not

use student centered /Active learning/ teaching methodology rather simply use lecture methods and instructional supervisors did not link the schools with the local NGOs, communities and other stakeholders to solve and to get financial problems.

In addition to this, the researcher look in detail of the challenges faced on instructional supervisors; like that of overburdened by other works; teaches the same credits with other teachers, highly responsible than teachers; not accepted by teachers or that of teachers challenge them to accept comments and did not get support from woreda education officers with lack of enough instructional guidelines. So, relentless efforts were being made to alleviate the listed problems for the success of instructional supervision. Besides, from the eight years Personal teaching, head teacher and cluster supervisor experience of the researcher, a large number of primary school supervisors seemed to devote most of their time in routine statistical data report activities rather than systematic identifications of teachers' skill gap and support of teachers on their instructional activities. Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision was a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on the issue.

Assigning supervision committee members at school level is a new trend in the country. The educational supervision manual prepared by Benishangul Gumuz Regional State Education Bureau stated that the school supervision committee members are elected from department heads, unit leaders, and senior teachers who have a leading status and high ranking in teacher career structure. As a result, the major functions of the school based instructional supervision are providing support to teachers in improving instruction, arranging a permanent school based training programs for teachers and following up its implementation, enhancing the effective implementation of school improvement program and continuous professional development program of teachers (BGREB, 2007).

Due to this reason, the researcher intended to assess the practices and challenges of instructional supervision in Asossa Zone Primary Schools. In doing so, the researcher has raised the following basic research questions;

1. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom?
2. To what extent do instructional supervisors design various interventions so as to assist teachers to reduce their limitations?
3. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?
4. To what extent do instructional supervisors linking schools/clusters with various organizations and community groups to assure quality education?
5. What are the major challenges that affect primary school instructional supervisors while implementing instructional supervision?

### **1.3 Objectives of the Study**

#### **General Objective**

The overall objective of this study was to investigate the extent to which instructional supervision is being implemented and to identify the challenges that primary school supervisors in Asossa Zone face in the implementation process of instructional supervision.

#### **Specific Objectives**

Specifically, the study was attempted;

- To identify the extent to which instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention.
- To assess the extent to which instructional supervisors design appropriate intervention so as to assist teachers improve their limitations.
- To assess the professional support teachers gained from supervisors in order to improve their instructional skills.
- To identify the extent to which supervisors liaise schools with various organizations, community groups and other interests in matters affecting quality education?
- To identify the major challenges instructional supervisors face in the implementation of instructional supervision.

## **1.4 Significances of the Study**

The study is expected to have the following significances;

1. It may help teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision is being implemented.
2. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.
3. It may also be hoped that the study was contributed to the school communities by initiating responsible parties in school improvement program which ultimately will end with the highest learners' achievement.
4. It may help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial measures against the challenges that primary schools faced in implementing instructional supervision.
5. It may serve as a starting point for other researchers who are interested to do their research on the title.

## **1.5 The Scope of the Study**

The study was delimited to three Woredas of Asossa Zone. Those were Asossa, Bambassi and Homosha Woredas Selected Primary Schools. Asossa Zone was selected because of two main reasons. The first was that the problems on the practices of instructional supervision in Primary schools highly observed in this zone. The other one is that, the researcher was a colleague with cluster supervisors, teachers, school principals and Woreda education officers, where he had been working in one of the Woredas of Asossa zone. This helps the researcher to easily obtain relevant information. The study also, conceptually delimited to assess, the efforts of supervisors to point out instructional limitations / gaps of the teachers by identifying their strength, the various interventions designed by supervisors so as to assist teachers reduce their limitations.

## 1.6 Limitation of the study

Time constraint, uncooperativeness of respondents, in filling the questionnaires and return on time were some of the problems I have encountered while conducting this study. Initially it was difficult to collect all the questionnaires as planned. In addition, most sampled school was inaccessible for transportation. Furthermore, member of Woreda education officers and Principals were always too busy. I was however able to minimize some these problems. Thanks to the good rapport I have with officials, I was able to meet my busy subjects after office hours and interview them. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them.

## 1.7 Operational Definitions of Key Terms

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

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

**Instructional Supervision:** The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.

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

**Primary School:** Schools that provide primary education for eight years (1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training.

**School Based Supervision:** Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).

**School Based Supervisors:** Are internal supervisors i.e principals, vice principals, and school based supervision committee members (department heads, senior teachers and unit leaders)

## **1.8 Organization of the Study**

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes the background of the study, statement of the problem, objective, significance, scope, the limitation and operational definitions of terms. The second chapter presents the review of literature relevant to the research. The third chapter discuss about research methodology and chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Historical Development of Supervision

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

Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly, "did not fall from the sky fully formed" (<http://www.education.State.university.com/pages/2472/supervision>). Likewise, Surya indicated the development of supervision through different periods as shown in the following figure:

#### The Development of Supervision through Different Periods: World perspective

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors, superintendents
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School based supervisors, peer coaching mentor, principals, central office supervisors

Sources Surya, 2002

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, 2005). Accordingly, the above table discusses the major worldwide periods of supervision.

### **2.2 The Renewed Interest in Supervision**

Today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them they are often simply not available. Even more serious is the fact that most ministries are not able to answer and apparently simple question such as: How much is being spent on the provision of supervision and support services? This is an important question if countries are interested in spotting critical and probably small investments that could have a proportionally important impact on school efficiency.

Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore in quality monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More importantly, the number of countries that initiate a process of reorganizing and strengthening supervision services is increasing every year (Bernard and Goodyear, 1998).

In most countries, there is a feeling that the rapid expansion, if not mass production, of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA world conferences of 1990 and 2000, At the same time, various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have re-established them and also why the general interest in efficient supervision procedures has been increasing.



According to (UNESCO, 2007:6), the work of inspectors, supervisors, advisors, councilors, coordinators, facilitators etc that are located outside the school at local, regional or central level. The common characteristics of all these officers involved in the external supervision are: (i) explicitly responsible for control and/or support; (ii) located outside the school; and (iii) they regularly visit schools. The school supervision can be both summative and formative. It provide not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3). Therefore, (MoE, 2012:3) indicated that, supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. From the above definitions it is clear that supervision include many activities targeted towards achieving educational objectives.

### **2.3 Principles of Educational Supervision**

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity.

The basic principles of educational supervision, according to the (MoE, 1987 E.C:10-15) are;

1. Supervision is cooperative

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

2. Supervision is creative

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

3. Supervision should be democratic

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

4. Supervision is attitudinal

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

5. Supervision is evaluative and planned activity

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

### **2.4. Development of Educational Supervision in Ethiopia**

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943E.C.

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

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

### **2.5 Approaches to Educational Supervision**

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision (MoE, 1987 E.C:55-58). 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 (MoE, 1987 E.C:55-58).

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 (MoE, 1987 E.C:55-58).

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 (MoE, 1987 E.C:55-58).

### **2.6 The Current Practice of Educational Supervision in Ethiopia**

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

### Development of Educational Supervision in different periods in Ethiopian context:

Periods	Types of supervision	Purposes	Person
1 <sup>st</sup> Period (1934-1954E.C)	Administrative Inspection	-Direct inspection through visits. Collect and compile statistical data on number of students and teachers, number of classrooms and class size and finally produce reports to be submitted to the Ministry of Education. -Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades. -Staff recruitment: conducting rigorous examinations and interviews to recruit teachers.	Inspector
2 <sup>nd</sup> period (1955-1973E.C)	Instructional Supervision	The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.	Supervisor
3 <sup>rd</sup> Period (1974-1987E.C)	Administrative Inspection (re instituted)	Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors' work was focused on administrative, financial, property and utility management. Professional help was more neglected and attention was given to administrative activities.	Inspector
4 <sup>th</sup> period (1986E.C to date)	Democratic Educational Leadership	It is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries (students) through the continuous improvement of the teaching-learning process.	Supervisor

Source Haileselassie, (2007)

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

### **Supervision at School Level**

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

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

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

**The Roles of Department Heads in Supervision:** Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during

teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

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

### **2.7 Educational Supervisory Practice in Benishangul Gumuz Region**

Instructional supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition it is an activity that is performed for the advantage of students learning achievement. Due to this, the instructional supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of the instructional supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning (BGREB, 2006).

### **2.8 Instructional Supervision**

Previously different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional

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

Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed to inspection which is summative, i.e. appraising the situation at one point in time. As (Glickman, 1990) views, instructional supervision, the actions that enables teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs. Similarly, (Sergiovanni and Starratt, 2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MOE, 2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision. In



Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

Instructional Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

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

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

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

### **2.9. Qualities of Good Instructional Supervisor**

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, rights and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

### **2.10 Techniques of Instructional Supervision**

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers' level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

### **Clinical Supervision**

Haileselassie, (1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher’s classroom behavior.

Sergiovanni (1998:225) expresses clinical supervision as follows:

*“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor’s job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events”.*

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated “if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)”. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to, (Goldhammer, 1969) proposed the following five-stage process in clinical supervision.

### **Pre-observation Conference**

Accordingly the pre–observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and

supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman *et .al*, 1998).

To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

### **Classroom Observation**

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. Indeed (Goldhammer, 1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere.

### **Analysis of the Observations**

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

### **Post-observation Conference**

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

### **Post-conference Analysis**

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps.

In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

### **Collegial Supervision**

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

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

### **Informal Supervision**

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

### **Self- Directive Supervision**

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all" and the supervisee as a seeker of help. Other researcher, (Fanselow, 1990) starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the

author prose is self exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

### **Prospects of Instructional Supervision**

A more humanistic explanation of supervision was given by (Beach and Reinhartz, 2000) in which instructional supervision needed to be viewed as a process that centers on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance. Thus, the purpose of instructional supervision is to focus on teachers' instructional improvement which, in turn, improves student academic achievement.

### **2.11 Major Functions of Instructional Supervision in Creating Effective Educational Organizations**

Many scholars like William H. Burton and B.M. Harris as cited in (Million, 2010) they have identified three main tasks of supervision; Instructional improvement, professional development and curriculum development.

#### **Instruction Improvement**

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman, 1998; Sergiovanni and Starratt, 1998). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is "linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman *et al.*, 1997).

Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Second, argue that teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. Third, given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers' level of development needs.

The ultimate goal of supervisors should be to enable teachers to be self-directed (Glickman et al., 1997). Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants (e.g., team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. According to (Zepeda and Ponticell, 1998), teachers' perceptions of supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The supervisor took an interest in the teacher's accomplishments during the process of change and improvement.

The supervisor provided evidence of success together with guidance to enable the teacher to build upon success. The supervisor was invested in the individual teacher's success. The supervisor was responsive to the individual teacher's needs and recognized that the supervisor's interactions with the teacher influenced the teacher's success. Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, "Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning".



### **Teaching Staff Development**

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Supervisor is responsible to identify the training needs of the teachers and organize in-service programs in the form of work shop, seminars, conference, faculty meeting, intra school and inter school visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MOE,1994). According to (Sergiovanni and Starratt, 1998) stated, “since teachers often will not know-how to do what needs to be done, it is important for a supervisors to identify their needs and then to in-service them in the some ways”. According to, (Travers, 1995) proposed the name of training is staff development, which primarily aim to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and Teacher in a continuous learning process. What is more, (Travers, 1995) lists benefits that staff development programs can offer to the teacher, which are as follows; to update skills and knowledge in a subject area, to keep abreast of societal demands, to become acquainted with research on new methods of teaching and to become equipped with the advances in instructional materials and equipment.

To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning. Staff development

programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. Professional training sessions developed for teachers must be consistent with adult learning theory. A well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practices. The instructional supervisor's guide represents the view of instructional supervision, state that; "developing teachers' educational competences" is the main aims of supervision. According to, (MoE, 2008) staff development lists as one of the major functions of instructional supervision. Accordingly, any experience that enlarges teachers' knowledge, skills, appreciation and understanding of his/her work falls under the domain of staff development.

In general, at school level teaching Staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

### **Curriculum Development**

Curriculum development and improvement is another function of school supervisions. Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to "look" at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Another scholar, suggested by becoming stakeholder in the curriculum development process, teachers begin to be recognized as one of the vital ingredients of the instructional life of schools and individual classrooms. Supervisor's role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

### **2.12. Supervisory Leadership Skills**

Like other professionals, instructional supervisors should apply some required skills in their field of work i.e. in the supervisory activities. As stated from different literatures, (Glickman, 2004) educational supervision requires necessary professional skills in helping and guiding teachers as an ultimate end to increase opportunity and the capacity of schools to contribute more effectively to students' academic success. Thus, according to them, the important skills that the educational supervisors should possess are:

**1. Human Relation /Interpersonal Skills:** these skills consist of the ability to understand the feeling of others and interact with them positively for a harmonious and peaceful environment of the working area. Attention has to be given for such skills, because it results in success if good relations of supervisor and teachers are achieved and causes failure if bad relations are attained (Lowery cited in Million, 2010). From a supervisor position, he further argued that it is in humanistic relations that the supervisor plays a key role in initiating people to work effectively and

efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to –day relationship with teachers. As, Dull cited in (Gashaw, 2008) visualize humanism as “being genuine, caring, accepting, and empathetic and trusting unselfishly committed to giving time energy, and talents to helping others”. Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers’ voice and give appropriate recognition. For this reason, teachers’ performance will be enhanced. In relation to this Eckles et al. cited in (Gashaw, 2008) workers may have a better solution to a problem than the supervisor has. So, the instruction supervisor should listen to suggestions regardless of how rushed he or she may be. Listening provides workers with recognition. If the supervisor listens, workers will know that their ideas or suggestions are important. On the other hand regarding recognizing ones work Eckles et al. cited in (Gashaw, 2008) points, works usually want to be recognized for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door the loss in initiation and serious morale problem can develop.

**2. Conceptual Skills:** A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. As, Betts cited in (Gashaw, 2008) “A supervisor needs reasonableness, judgment, and acute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient item to deal with each problem and understand clearly the many and varied written and spoken instructions and be able to pass on information clearly to a number of different types of subordinates”. According to (Ayalew Shibeshi, 1999) this skill relates to the ability to integrate

and coordinate the organizations activities. It concerns the ability to see the “total picture” how different parts of the organization fit together and depend on each other, and how acting in one part of the organization can influence a change in another part.

**3. Technical Skills:** This skill consist of understanding and being able to perform effectively the specific process, practices, or techniques required of specific jobs in an organization. Thus, as Mosley cited in (Gashsw, 2008) the supervisors need to have enough of these skills to perceive that their day- to-day operations are performing effectively i.e; this skill involves processes or technical knowledge and proficiency of a specific area. In the context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching-learning process. For this reason, instructional supervisors need to have competence regarding technical skills. In this way Chandan cited in (Gashaw, 2008) this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively”. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers’. Having this in mind, other scholars emphasized this idea, (Glickman, 2004) with identifying three types of technical skills required for effective supervisory performances.

**Assessing and planning skills:** Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e, his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

**Observing skills:** Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman, 2004) is two-part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers tough and commitment about improving the classroom and the school practice, observation should be used as base of information (Sargiovanni and Starratt, 2002). To sum up supervisors should have required

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

**Research and evaluation skills:** As principal, one must critically question the success of the instructional programs and determine what changes need to occur. According to, (Glickman, 1990) cautions that decisions about instructional changes should be made from a base of comprehensive and credible data about students and that those affected most directly by instructional change [i.e., teachers] should be involved in defining, implementing and interpreting the research and evaluation agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of three kinds of evaluations. The trustworthiness or implementation evaluation basically examines whether the program took place as planned; the product or outcome evaluation determines achievement of objectives; and the serendipitous evaluation examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data.

### 2.13 Problems of Instructional Supervision

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

effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

### **Perception of Teachers Towards Instructional Supervision**

Supervision of instruction involves “motivating the teacher to explore new instructional strategies”. The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children’s education by improving the teacher’s effectiveness.

### **3. Functions of Instructional Supervisors**

#### **Planning**

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

#### **School Visits**

Visiting schools for pedagogical and administrative purpose is the task of instructional supervisors .This tasks made clear by the specifying the number of schools visited and the number of times each school visited. Similarly, it is indicated that school visits are the main instruments to necessarily perform the activities of supervisors (De Grauwe, 2001a:36). Likewise, it is indicated that visiting of schools and teachers is the most important task of supervisors to do their actual supervision (UNESCO, 2007:9).

On the other hand, (De Grauwe, 2001a:130) indicated that, both teachers and head teachers appreciated school visits for different purposes. For head teachers, teacher supervision not only

ensures teacher discipline, but also asserts head teachers autonomy. However, teachers feel that it help them in arguing change in the way the school functions.

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

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

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

### **i. Control**

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

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



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

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

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

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

### **ii. Support**

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

Usually supervisors “wear two or other hats”, however, the specific activities, according to (<http://www.education.stateuniversity.com/pages/2472/supervision.html>instructionofinstruction.) include all or some of the following activities arranged in ascending order;

1. Mentoring or providing induction for beginning teachers.
2. Bringing individual teachers up to the minimum standards.
3. Improving the competency of the individual teacher.
4. Working in collaboration with teachers to improve learning.
5. Working with group of teachers to adopt the local curriculum and at the same time bring the local curriculum in line with state and national standards.
6. Relating teachers' effort to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children.

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

### **iii. Linking**

Supervisors are expected to provide accurate and timely information for managers and at the same time give clear direction for the employee. Thus, they serve as a "linking pin" between employee and management (Certo, 2006:10). Similarly it is indicated that, supervisors are expected to link both vertically and horizontally. Vertically, they provide information for the

ministry or its representatives at local level regarding the needs and realities in the school and inform schools about the norms and rules set from the top. Horizontally, they identify and spread new ideas among schools and facilitate interaction among schools (MoE, 2012:3). Linking as a role of supervisors directly and indirectly indicated as one responsibility of supervisors (De Grauwe, 2001a:35; MoE, 2000E.C:45; BGREB, 2003 E.C:35).

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

As different literatures stated that, linking schools/clusters with different stakeholders are significant to solve many problems like that of financial and material scarcity, problems related with student discipline, lack of awareness of the community about the policy and with these regards instructional supervisors play a role on encouraging model parents and NGOs to actively participate in the school.

### **Writing Reports**

In many countries emphasis is given for writing report. For example, a circular by the Chief Education Officer in Zambia states that, report is "the only means by which the ministry gets to know about the state of education provision in the schools" (De Grauwe, 2001a:116).

Supervision reports have the following advantages on the education system. First, they lead to the allocation of resources to schools and within schools. Second, at national level, they are used to obtain external assistance from funding agencies. In addition, they are used as a “sensing mechanism” of what is going on, that lead to corrective activities (De Grauwe, 2001b:283). Also, keeping the record of various activities and then reporting to education office regularly and any time when required is among the various responsibilities of cluster supervisors (BGREB, 2003E.C:8).

Scholars (Carron et al., 1998:27) indicated that, reports are written in a number of copies. For instance, in Sri Lanka supervisors prepare reports in three copies (for school, the higher authority and one kept in the office of the supervisor). Further, Carron et al. indicated that, superiors evaluate the supervisors based on the volume of the report they write.

However, supervisors claim that writing report for every school visit is time consuming. Supporting this, literature indicated that, this “might incite supervisors to spend more time writing reports, to the detriment of the actual visit.” To solve this problem, for example in Namibia, supervisors are recommended three months summary reports (De Grauwe, 2001a:116).

#### **4. Factors that Affect Instructional Supervisory Practice in School**

Instructional 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. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

**Teachers Perception of Instructional Supervision:** Instructional supervision aims at improving the quality of education by improving the teacher’s effectiveness. As Fraser cited in (Lilian, 2007) the improvement of the teaching-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 supervisee 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 by (UNESCO, 2007) pointed 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. All this does not mean 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. In addition, teachers were 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.

Similarly Research has revealed on the area of instructional supervision in primary schools of different regions and zones of our country have shown that, all of the studies examine supervisors' techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness (Chanyalew, 2005; Getachew, 2001; Million, 2010; and Desalegn, 2012).

To sum up, teachers' perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision.

**Lacks 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, Alhammad

cited in (Abdulkareem, 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, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

**Teacher-Supervisory Relationship;** It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) 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. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 The Research Design**

Particularly descriptive survey research design was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents and to describe the prevailing in-school factors and opinions related to the ongoing implementation of instructional supervision. It also helps to draw valid general conclusions.

#### **3.2 The Study Site and Population**

The study was conducted in Asossa zone, one of the three zones of Benishagul Gumuz Region in South West Ethiopia. Asossa zone is bordered by Metekel in North East, Sudan in the West and Oromia Region in the South East. Asossa zone has seven Woredas and one special woreda. These are: Asossa, Bambassi, Homosha, Menge, Sherkole, Kurmuk, Oda and Tongo special Woreda. Among these, the study sites are: Asossa, Bambassi and Homosha woreda selected primary schools. Since the researcher has eight years of work experience, specifically in Asossa Zone, particularly in Bambassi Woreda, it was selected purposively among the 3 Zones of BGRS. This zone is purposively selected to obtain relevant and tangible data on the issues of instructional supervisory practices.

#### **3.3 Sources of Data**

Data for this research was collected from both primary and secondary sources. The primary sources of data were primary school instructional supervisors, primary school principals, primary school teachers and woreda education officers. The secondary sources were school internal supervision recorded documents, action researches, feedbacks and reports.

### 3.4 Sample Size and Sampling Technique

Multi-stage sampling technique was used to select the samples. The researcher favored this technique as it helps to get more representative sample from geographically scattered participants (Koul, 1984). According to Levy, Yalew Endawok and Limshow among the total population 10-30% can fulfill the sample sizes. Four successive multi-stage sampling techniques were used to select sample Woredas, cluster centers, schools, principals and teachers. In the first stage, 3(37.5%) Woredas (Asossa, Bambassi and Homosha) were selected among eight Woredas found in Asossa zone because of their scattered location, through simple random sampling technique, particularly lottery system to get representative sample. That is way three woredas were selected to easily manage the sample population.

On the second stage, there are 13 cluster centers in three selected Woredas; 5 in Asossa Woreda, 5 in Bambassi Woreda and 3 in Homosha Woreda. Among those cluster centers 2(40%) were selected from Asossa Woreda, 2(40%) were selected from Bambassi Woreda and 1(33.3%) were selected from Homosha Woreda from the total of 3(100%) cluster centers. Therefore, 5(38.5%) cluster centers selected from the total of 13(100%) sample clusters through simple random sampling techniques, particularly lottery methods to easily manage the cluster population. To this end, Asossa and Mengele primary school clusters from Asossa Woreda, Addis Alem and Keshimado clusters from Bambassi woreda and Homosha primary school clusters from Homosha Woreda has been selected as a sample clusters.

In the third stage, all sample schools 24 (100%) grouped under 5 selected cluster centers taken through availability. The size of sample schools was made proportional to the number of cluster centers in each Woreda. Accordingly, 10(100%) schools taken from 2 cluster centers containing a total of 10 schools in Asossa Woreda; 10(100%) schools taken among 2 cluster centers having a total of 10 schools in Bambassi Woreda selected clusters; and 4(100%) schools included among 1 cluster center, containing a total of 4 schools in Homosha Woreda through census. Therefore, 24(100%) of schools were taken as a sample through censuses.

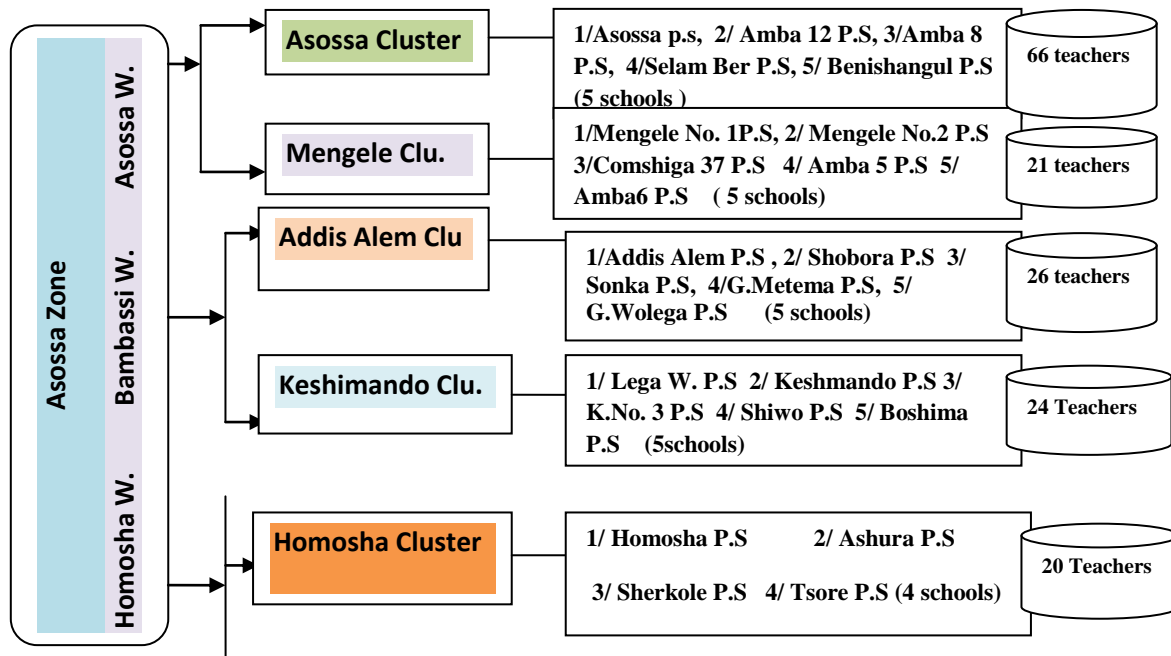
Among 16 Woreda education office teacher development unit workers of sample woredas, 6(37.5%) were selected through simple random sampling. Here, two Woreda education officers



selected from each Woreda; one was the coordinator of curriculum preparation and provision department; and the other is the coordinator in the department of teachers, principals and supervisors development. The purpose of selecting these two officers for interview was to get more critical information about the practices and challenges of instructional supervision in Asossa Zone. These officers were selected because of their close contact with cluster supervisors due to their current position in Woreda education office. As well as, 13(100%) supervisors were selected through availability, as they were very important source of data for this study and their number was easily manageable.

Finally, all 24(100%) primary school principals were included through availability. The researcher was selected 157 (50%) teachers working in the selected sample schools through proportionately.

**The Summary of Sample Schools at Each Woreda and Clusters:**



Sources BGREB supervision manual, (2003).

**Total Sample Teachers = 157(50%)**

**Sampling Techniques = Proportionality**

**Table 1: Summary of Sample Schools and Sample Teachers Selected from Each Schools and Techniques.**

Woredas	Sample Cluster	Sample Schools	Total Teachers	Sample Teachers	%	Sampling techniques
Asossa Woreda	Asossa P.S Cluster	1. Asossa P.S	62	31	50	Simple Random Sampling to select teachers from one school
		2. Amba 12 P.S	6	3	50	
		3. Amba 8 P.S	10	5	50	
		4. Selam Ber P.S	30	15	50	
		5. Benisha.P.S	24	12	50	
	Mengele Cluster	6. Mengele No. 1 P.S	8	4	50	And Proportional sampling from each school.
		7. Mengele No.2 P.S	6	3	50	
		8. Comshiga 37 P.S	10	5	50	
		9. Amba 5 p.s	12	6	50	
		10. Amba 6 p.s	6	3	50	
		<b>174</b>	<b>87</b>	<b>50</b>		
Bambassi Woreda	Addis Alem P.S Cluster	1. Addis Alem P.s	24	12	50	Simple Random Sampling to select teachers from one school
		2. Shobora P.S	8	4	50	
		3. Sonka P.S	12	6	50	
		4. G.metema P.S	4	2	50	
		5. G.wolegga P.S	4	2	50	
	Keshimando P.S Cluster	6. Lega Worka P.S	3	2	50	And Proportional
		7. Keshimando P.S	24	12	50	
		8. Keshimando No. 3 P.S	8	4	50	
		9. Shiwobergush P.S	6	3	50	
		10. Boshima P.s	6	3	50	
		<b>99</b>	<b>50</b>	<b>50.5</b>		
Homosha Woreda	Homosha P.S Cluster	1. Homosha P.S	16	8	50	Simple Random Sampling to select teachers from one school And Proportional
		2. Ashura P.S	10	5	50	
		3. Thore P.S	8	4	50	
		4. Sherkole P.S	6	3	50	
		<b>40</b>	<b>20</b>	<b>50</b>		
<b>Total Sample Schools and Teachers</b>		<b>24 Schools</b>	<b>313</b>	<b>157</b>	<b>50</b>	Simple Random & Proportional

Source BGREB supervision manual, (2003).

**Table 2: Summary of Population, Sample Size and Sampling Techniques**

No	Types of respondents	Population size	Sample size	%	Sample technique
1	Woreda education office teachers development unit	16	6	37.5	Purposive* 2 Woreda Education Officers from each woreda are target groups for this study.
2	Cluster Supervisors	13	13	100	Availability *
3	Primary school principals	24	24	100	Availability*
4	Teachers	313	157	50	Proportionality*
Total		366	200	54.6	Purposive, Census and Proportional

### 3.5. Data Gathering Tools

Questionnaire, interview and FGD were used as data gathering instruments. In addition, the researcher consulted relevant reference books; internet sources and supervision manuals to support the findings of the study and document analysis.

#### Questionnaires

The researcher used questionnaires to collect data from cluster supervisors; school principals and teacher respondents. Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language and administrated to all supervisors; school principals and teacher participants with the assumption that they can understand the language.

In this study, two sets of questionnaire items were used. The first sets of items deals with the general background of the respondents. The second set of questionnaires, which was prepared in English, administered to teachers, principals and cluster supervisors. In terms of content, the two set of questionnaires had 40 items. The first section have 3 items on background information of the respondents and the second section on issues related to the practices and challenges of

instructional supervision, consists of five parts with focus on identification of teachers instructional strength and limitations, design various intervention so as to assist teachers instructionally, professional support to assist teachers, liaise schools/clusters with various stakeholders and major challenges of instructional supervisors. They contain 8,7,6,6 and 10 items respectively. Therefore, for structured question items, Likert scales employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

### **Interview**

The interview conducted in Amharic to make communication easier. Semi-structured interview was designed to gather data from Asossa Zone education Office experts. Only 6 WEO experts were involved in interview question. The selection basis their position to effectively describe the reality in the study area and they can have detailed information about the practices and challenges of instructional supervision. The interview guide question set for respondents and had one part, which targeted to obtain information related to the basic research questions. Finally, interview notes were taken; summarize and translate into English.

### **Focus Group Discussions**

Focus group discussion was conducted within Bambassi woreda cluster supervisors to take the advantage of collecting variety of shared understanding from these interacting individuals. Supervisors in Bambassi Woreda were taken for focus group discussion because of the reasons that among those selected sample woredas; Bambassi Woreda was better on educational activities as the BGREB annual report at 2005 E.C. This can helped the researcher to understand the situation from the facial expression of the participants in addition to questionnaire.

### **Document Analysis**

The overall instructional supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were assessed.

### **3.6 Procedure of Data Collection**

To answer the basic research question raised, the researcher went through series of data gathering procedures. The expected relevant data was gathered by using questionnaires, focus group discussions, interviews and document analysis. In doing so, having letter of authorization from Jimma University and zone education office for getting permission; the researcher directly went to three sample woreda education offices and principals of respective schools for consent. After making agreement with the concerned participants; the researcher introduced his objective and purposes. Then the questionnaires were administered to sample teachers, Principals and supervisors with in selected schools. The participants allowed giving their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires collected back at the right appointment. The focus group discussion was accomplished with the group incorporating cluster supervisors. The interview was conducted with woreda education office teacher's development unit after their consent was proved to lesson communication barriers during in depth discussion.

### **3.7 Method of Data Analysis**

On the basis and types of data gathered and the instrument used both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then were classified and tailed by the researcher himself. The characteristics of respondents analyzed by using frequency and percentage whereas the quantitative data was analyzed by using mean scores with standard deviation. The scores of each item was statistically organized and imported in to SPSS V.16.0 to obtain Sum, Mean value and Standard deviation. The mean scores were used to interpret data

gathered through questionnaire. To compare and test whether the mean scores of the three groups of respondents was statistically significant or not, one way ANOVA was used. The mean value of each item was interpreted as follows. The practices and challenges of instructional supervision with a mean value of 0-2.00 as very low, 2.00-3.00 as low, 3.00-4.00 as moderate, 4.00-5.00 as high, >5.00 as very high implementation of the activities. On the other hand qualitative data was analyzed by narration and description.

### **Quantitative Data**

As regards to the quantitative data, responses were categorized and frequencies were tallied. Percentage and frequency counts were used to analyze the characteristics of the population as they help to determine the relative standing of the respondents. To determine the existing practice and challenges of instructional supervision in Asossa Zone primary Schools, appropriate descriptive statistics such as Sum, Mean score and Standard deviation used. In addition to that, one way ANOVA and post hoc comparison computed in mathematical matrix using SPSS V.16. One way ANOVA applied to find whether there is significance difference between and within groups and post hoc applied to see where the significance difference appears among the groups of respondents as per the basic question. Moreover, the study employed with mean score for the analysis of questionnaires. Likert scale was employed to identify to what extent respondents agree or disagree. Data obtained from document and interview also stated by narrating the information. The sequence of presentation and analysis of data obtained using questionnaires have presented, analyzed and interpreted.

### **3.8 Pilot Testing**

Pilot study was conducted in Nigat Primary School for 20 teachers to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing is statistically

computed by the SPSS computer program. The Cronbach’s Alpha model was used for analysis. Based on the pilot test, the reliability coefficient of the instrument was found to be statistically calculated.

Checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawok, 1998, and Daniel M., 2004). To ensure the face validity, senior colleagues and experienced instructors of Asossa University were personally consulted to provide their remark. The participants of the pilot test was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, item length, clarity of items and layout of the questionnaire. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, lengthy items were shortened and many unclear items were made clear.

The internal consistency reliability estimate was calculated using Cronbach’s Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha ( $\alpha$ ) to be 0.876, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach’s Alpha result  $>0.9$  excellent,  $>0.8$  good,  $>0.7$  acceptable,  $\alpha < 0.6$  questionable, and  $< 0.5$  poor. The table below indicates the computed internal reliability coefficient of the pilot test.

**Table 3: Reliability Statistics**

SN	Variables	No. Items	Cronbach’s Alpha
1.	To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom?	8	.893
2.	To what extent do instructional supervisors design various interventions so as to assist teachers improve their limitations?	7	.900
3.	To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?	6	.894
4.	To what extent instructional supervisors liaise schools/clusters with various organizations and community groups?	6	.886
5.	What are the major challenges that primary school instructional supervisors come across while implementing instructional supervision?	10	.809
Total Reliability Coefficient		37	.876

Source Endarge, (2013).

### **3.9 Ethical Consideration**

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose. Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily consent without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensured confidentiality by making the participants unnamed.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study was to assess the practices and challenges of instructional supervision of Asossa Zone Primary Schools. To this end, both quantitative and qualitative data was gathered by using questionnaire, interview, document analysis and focus group discussion. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with instructional supervision practices by observing the comments written in the instructional supervision book and assesses the working conditions of instructional supervisors, specially the availability and conditions of resources.

Questionnaire was distributed to 194 respondents and 189 copies were returned back. The return rate of questionnaire was 152 copies from teachers, 24 copies from the school principals and 13 copies from cluster supervisors were returned. In addition, six Woreda education officers were interviewed successfully.

#### 4.1. Characteristics of the Respondents

**Table 4: The Characteristics of the Respondents**

No	Items		Respondents						Total	
			Teachers (152)		Principals (24)		Cluster supervisors (13)			
			No	%	No	%	No	%	No	%
1	Sexes of respondents	Male	105	66.8	18	75	13	100	136	70.1
		Female	47	29.9	6	25	-	-	53	27.3
		Total	152	96.7	24	100	13	100	189	97.4
2	Work Experience and Current Work Position	1 – 5 years	44	27.9	4	16.6	0	0	50	24.7
		6 – 10 years	66	41.9	9	37.5	5	38.46	80	41.2
		11 – 15 years	33	20.9	11	45.8	7	53.84	53	26.2
		16 – 20 years	8	5.08	0	0	1	7.69	9	4.6
		21 – 25 years	-	-	-	-	-	-	-	-
		26 - 30 years	1	0.63	0	0	0	0	1	.5
		31 &above years	-	-	-	-	-	-	-	-
		Total	152	96.7	24	100	13			189
3	Educational background	Certificate	6	3.8	0	0	0	0	6	3.0
		Diploma	130	82.7	12	50	1	7.69	143	73.6
		First degree	16	10.17	12	50	12	92.51	40	20.6
		Total	152	96.7	24	100	13	100	189	97.4

As can be observed from the above table item one, 105(67%) of teachers, 18(75%) of principals and 13(100%) of cluster supervisors were males. On the other hand 47(30%) of teachers and 6(25%) of principals were females. From this, it is possible to conclude that the supervisory position was dominated by males. Similar with this, (Farquhar, 1991:160) cited in (Carron and De Grauwe, 1997:30) indicated that, the supervision staff is still dominated by the male. As Carron and De Grauwe, (2001b:110) indicated, this may be because females not apply for this position because of " long distance to travel" and "being away from family for long period".

Regarding the experience of teachers, the majority 66(42%) of teachers had work experience between 5 and 10 years, 44(28%) of teacher respondents had less than 5 years experience and 33(21%) of them had work experience between 11 and 15 years experience. The remaining

8(5%) of teachers and 1(0.63%) had work experience of 16-20 years and 26-30 years respectively. In addition, 11(46%) and 7(54%) of principals and supervisors respectively had work experience between 11 and 15 years. The remaining 9(38%) and 5(38%) of principals and supervisors respectively had work experience between 6 and 10 years and finally 4(17%) of principals had work experience less than 5 years. Among the interviewee, only one has work experience of 6-10 years; however the rest 5 have between 11-15 years of work experience. From this, one can conclude that, cluster supervisors were relatively less experienced than both teachers and school principals in the sample Woredas of Asossa zone.

Regarding the educational background of the respondents 130 (83%) of teachers were diploma holder, 16 (10%) of teachers were first degree holder and the remaining 6(4%) of teachers were certificate holders. In case of school principals half of them, 12(50%) were diploma and first degree holders while almost all 12(93%) of instructional supervisors are first degree holders. Moreover, all 6(100%) interviewee Woreda education officers had first degree. From this, it is possible to conclude that, cluster supervisors in the sample Woredas of Asossa zone were relatively more qualified than the primary school teachers and principals.

#### 4.2. The Extent to which Instructional Supervisors Identify the Strength and Limitations of Teachers.

**Table 5: Respondents View on instructional supervisors effort to identify the strength and limitations of teachers in the classroom.**

No	Items	Response	Respondents			Total mean scores	Computed F value
			Teachers (n=152)	Principals (n=24)	Supervisors (n=13)		
1	Instructional Supervisors regularly identify any instructional limitations of teachers in the classrooms	$\Sigma$	472	74	30	3.08	1.41
		$\bar{x}$	3.09	3.29	2.62		
		S.D	1.17	1.16	1.19		
2	Instructional Supervisors identify the lack of abilities to manage students in the classroom	$\Sigma$	422	63	24	2.75	.24
		$\bar{x}$	2.72	2.92	2.77		
		S.D	1.26	1.17	1.42		
3	Instructional supervisors identify the student evaluation skill gaps of teachers	$\Sigma$	450	76	32	2.93	.78
		$\bar{x}$	2.91	3.17	2.69		
		S.D	1.17	.86	1.49		
4	Instructional Supervisors encourage and facilitate school self evaluation on instructional matters	$\Sigma$	456	74	31	2.96	1.33
		$\bar{x}$	2.94	3.29	2.62		
		S.D	1.24	1.12	1.66		
5	Instructional Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately	$\Sigma$	453	64	28	2.94	3.96 *
		$\bar{x}$	2.84	3.58	2.85		
		S.D	1.21	1.06	1.28		
6	Instructional supervisors encourage teachers in developing instructional goals and objectives	$\Sigma$	405	54	20	2.61	6.42 *
		$\bar{x}$	2.48	3.42	2.69		
		S.D	1.17	1.21	1.31		
7	Instructional Supervisors' advice teachers to use active learning in the classroom	$\Sigma$	470	72	26	3.08	.92
		$\bar{x}$	3.05	3.39	2.85		
		S.D	1.27	1.30	1.46		
8	Instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms	$\Sigma$	476	73	30	3.08	1.54
		$\bar{x}$	3.01	3.42	3.31		
		S.D	1.14	1.24	1.31		

## The Practices and Challenges of Instructional Supervision

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NB: \* indicates that there is a significance difference at  $\alpha=0.05$  level with degree of freedom (2, 186) and table value ( $F_{\text{Critical}}=2.99$ ),  $\Sigma$ =Sum,  $\bar{x}$  =Mean score, S.D=Standard Deviation

As indicated in item 1 of table 8, the respondents asked whether the instructional supervisors regularly identify any instructional limitations of teachers in the classrooms and indicate solutions or not. Accordingly, teachers, principals and cluster supervisors with ( $\bar{x}=3.09$ ,  $SD=1.17$ ), ( $\bar{x}=3.29$ ,  $SD=1.16$ ) and ( $\bar{x}=2.62$ ,  $SD=1.19$ ) mean scores respectively reported that, instructional supervisors were moderate in identifying any instructional limitations of teachers in the classrooms and did not regularly indicate solutions. On the other hand, the data collected from the interview, the WEO experts revealed that majority of instructional supervisors did not regularly identify any instructional limitations of teachers in the classrooms. They simply conduct the clinical supervision techniques per semester and in many of the primary schools per year, but did not regularly identify teachers' strength and limitation on instructional matters. The computed value of one way ANOVA ('F' value 1.41) with 2 and 186 degrees of freedom and significance level of 0.05 is less than the table value (2.99) as indicated from the table above. The ANOVA table attached at the appendix indicated that, there is no statistically significant difference among the three groups of respondents regarding item 1 with sig. (.25). This implication, thus, is that, instructional supervisors have an opportunity to identify instructional limitations of teachers in the classroom but they did not regularly identify the limitations of teachers and did not indicate appropriate solutions. The document analysis and focus group discussion support this issue as instructional supervisors trying to identify instructional limitations of teachers per semester once but did not regularly and they not indicate proper solutions how teachers can improve their limitations.

Therefore, from the results of the mean scores and the data obtained from the interview, one can conclude that instructional supervisors did not regularly identify the strengths and limitations of teachers by conducting classroom observation.

With regard to item 2 of table 8, the three groups of respondents rated whether instructional supervisors identify the lack of abilities to manage students in the classroom or not. Accordingly, teachers with ( $\bar{x}=2.72$ ,  $SD=1.26$ ) school principals with ( $\bar{x}=2.92$ ,  $SD=1.17$ ) and instructional

supervisors with ( $\bar{x}=2.77$ ,  $SD=1.42$ ) mean scores respectively indicated that, instructional supervisors did not continuously identify the lack of abilities to manage students in the classroom during ongoing teaching-learning processes. This is because; the mean scores of teachers, school principals and instructional supervisors respectively are below the average means (3) and the ranges of mean scores shows teachers, principals and supervisors responded that instructional supervisors did not continuously identify teachers' lack of skills to manage students in the classrooms. The ANOVA test result has also revealed no significant response differences among the respondents that the computed 'F' value .24 with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). Therefore, it is possible to conclude that, instructional supervisors did not continuously identify teachers' lack of skills to manage students in the classroom.

As the qualitative data obtained from interview indicated that, supervisors did not continuously identify teachers that have skill gaps on classroom management and they did not consult them how they can manage the classroom during ongoing teaching learning process. This indicated that, instructional supervisors did not consult and advice teachers how they can manage their students in the classroom and how can they control and handle the misbehave students in the classroom. The focus group discussions also support this idea, that instructional supervisors do not accepted by teachers when they advice them how they can manage the classroom during teaching learning. This can affect the stable teaching-learning process in the classrooms.

In item number 3 of the same table, respondents asked to indicate their agreement on the extent to which instructional supervisors identify the student evaluation skill gaps of teachers. Thus, teachers, school principals and instructional supervisors give a quick response to the problem encountered in the identification of student evaluation skill gaps of teachers during teaching-learning process in the class-room, with ( $\bar{x}=2.91$ ,  $SD=1.17$ ), ( $\bar{x}= 3.17$ ,  $SD= 1.20$ ) and ( $\bar{x}=2.69$ ,  $SD= 1.49$ ) respectively, indicated that instructional supervisors inefficiently identify the student evaluation skill gaps of teachers in the ongoing class-room teaching learning process as responded. Still it is insufficient and this indicated that somewhat instructional supervisors trying to identify the student evaluation skill gaps of teachers. Instructional supervisors during examinations and before examination when teachers submit their exam paper, they look simply

and sign on it but still they did not indicate how teachers improve their gaps on student evaluation.

The researcher concluded that, there is a gap on the student evaluation in the sample schools. The result of one way ANOVA test (F-value= .78) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no statistically significance difference of responses. The woreda education officers, the department heads, school principals and supervisors development unit during interview informed that, instructional supervisors do not effectively identify student evaluation skill gaps of teachers and still there is great problem on student evaluation practices that teachers did not consider the level of students during evaluations and did not evaluate the knowledge, skill and attitudes of students. As indicated from the WEO experts, the regional education office experts trying to supply training for teachers but it is not enough.

In item 4 of the same table, the respondents asked whether instructional supervisors encourage and facilitate school self evaluation on instructional matters or not. In this case, teachers, principals and instructional supervisors with ( $\bar{x}=2.94$ ,  $SD= 1.24$ ), ( $\bar{x}= 3.29$ ,  $SD=1.12$ ) and ( $\bar{x}= 2.62$ ,  $SD= 1.66$ ) mean scores respectively indicated that instructional supervisors do not encourage and facilitate school self-evaluation as expected. The result of one way ANOVA test, the computed 'F' value 1.33 with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99) indicated, there is no statistically significant difference among the responses. The qualitative data gathered through interview on this issue similarly indicated that, instructional supervisors did not continuously encourage and facilitate school self evaluation but sometimes perform the activities. Instead, much of the interview respondents answered:

*“the woreda education officers scheduled to evaluate the schools and support different ways for effectiveness of their work once per semester for the purpose of ranking the school and filling the efficiency of the principal but not for encouraging and facilitating school self evaluation”.*

In addition to this during document analysis there is no any written documented materials on the issues of school self evaluation encouraged by instructional supervisors. But there are documented materials on the issues of evaluation scheduled by the woreda education officers. According to, (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated that, support instructional instruments such as manuals and guide lines are important for supervisors. They prepare themselves for school visits using these instruments.

In item 5 of the same table, the respondents asked whether instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately during ongoing teaching-learning process or not. In this case, teachers and supervisors with ( $\bar{x}=2.84$ ,  $SD=1.21$ ) and ( $\bar{x} = 2.85$ ,  $SD=1.28$ ) mean scores respectively indicated that instructional supervisors moderately facilitate the availability of instructional materials and sometimes encourage teachers to use it appropriately but principal respondents indicated with ( $\bar{x}= 3.58$ ,  $SD=1.06$ ) mean score that instructional supervisors effectively facilitate the availability of instructional materials and encourage teachers to use it appropriately. The computed value of one way ANOVA test 'F' value 3.96 with 2, 186 areas of freedom and significance level of 0.05 is greater than the table value (2.99). This shows, there is significant difference among the responses. The significance differences attached at the appendix on Post Hoc table.

The qualitative data gathered from interview also indicated that instructional supervisors were moderately facilitated the availability of instructional materials and even they can prepare by them as much as possible. As they indicated that in addition, the woreda education office also received from the regional education bureau and then provided to schools to use it.

In item 6 of the same table, the three groups of respondents rated differently concerning the degree to which surveys were conducted to instructional supervisors encourage teachers in developing instructional goals and objectives. In this case, teachers, principals and supervisors with ( $\bar{x}=2.48$ ,  $SD=1.17$ ), ( $\bar{x}=3.42$ ,  $SD= 1.21$ ) and ( $\bar{x}=2.69$ ,  $SD=1.31$ ) mean scores respectively indicated that instructional supervisors satisfactorily encouraged teachers in developing instructional goals and objective. The computed value of one way ANOVA ('F' value 6.42) with 2 and 186 areas of freedom and significance level of 0.05 is greater than the table value (2.99).



This indicated that there is significance difference among the responses. The qualitative data gathered through interview also indicated that instructional supervisors expected to encourage teachers in developing instructional goals and objective satisfactorily.

In item 7 of the same table, the respondents asked whether instructional Supervisors advice teachers to use active learning in the classroom and indicate the mechanisms how can motivate students or not. In this case, teachers, principals and instructional supervisors with ( $\bar{x}=3.05$ ,  $SD=1.27$ ), ( $\bar{x}=3.39$ ,  $SD=1.30$ ) and ( $\bar{x}=2.85$ ,  $SD=1.46$ ) mean scores respectively indicated that instructional supervisors do not efficiently advice teachers to use active learning and do not indicate the mechanisms how can motivate students. The computed value of one way ANOVA ('F' value .92) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no significance difference among the responses. The qualitative data gathered by semi structured interview also indicated that instructional supervisors expected to advice teachers to use active learning and indicate the mechanisms how can motivate students as expected but still they inefficiently advice teachers to use active learning in the classroom. This indicated that instructional supervisors were not well done on the advice services of teachers.

In item 8 of the same table, the respondents asked whether instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms or not. In this case, teachers, principals and instructional supervisors with ( $\bar{x}=3.01$ ,  $SD=1.14$ ), ( $\bar{x}=3.42$ ,  $SD= 1.24$ ) and ( $\bar{x}=3.31$ ,  $SD=1.31$ ) mean scores respectively indicated that instructional supervisors do not efficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms as expected. The computed value of one way ANOVA ('F' value 1.54) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no significance difference among the responses. The qualitative data gathered by interview also indicated that instructional supervisors expected to design appropriate intervention to minimize the identified limitations of teachers in the classrooms as expected but still they inefficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms because of the lack of budget.

The semi-structured close-ended questions indicated that, majority of the respondents agreed on the absence of specific mechanisms to identify instructional limitations of teachers in the classroom. Because of those instructional supervisors did not have specific and tangible plan to specify and identify the limitations of teachers.

In general, the compiled result indicates that instructional supervisors did not identifying teachers' instructional limitations regularly. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

### 4.3. The Extent to which Instructional supervisors Design Various Interventions so as to assist Teachers reduce their Limitations.

**Table 6: Respondents View on the extent do instructional supervisors intervenes so as to assist teachers reduce their limitations.**

No	Items	Response	Respondents			Total mean	Computed F value
			Teachers (n=152)	Principals (n=24)	Supervisors (n =13)		
1	Instructional supervisors arranging induction training for beginner teachers	$\Sigma$	422	56	23	2.76	1.24
		$\bar{x}$	2.68	3.04	3.08		
		S.D	1.26	1.19	1.60		
2	Instructional supervisors in the school assist teachers in lesson planning	$\Sigma$	424	61	22	2.73	.67
		$\bar{x}$	2.68	2.96	2.85		
		S.D	1.12	1.12	1.38		
3	Instructional supervisors facilitate experience sharing programs between teachers	$\Sigma$	504	89	43	3.32	.97
		$\bar{x}$	3.32	3.54	2.92		
		S.D	1.26	1.41	1.38		
4	Instructional supervisors assist teachers in developing/selecting instructional materials	$\Sigma$	477	71	29	2.84	2.00
		$\bar{x}$	3.18	3.38	2.54		
		S.D	1.18	1.40	1.56		
5	Instructional supervisors spread new teaching methodologies among teachers	$\Sigma$	429	57	22	2.80	1.54
		$\bar{x}$	2.74	3.21	2.85		
		S.D	1.22	1.14	1.34		
6	Instructional supervisors facilitate professional growth of teachers through short term training	$\Sigma$	429	59	24	2.84	1.37
		$\bar{x}$	2.77	3.25	2.92		
		S.D	1.32	1.35	1.38		
7	Instructional supervisors support teachers in doing action research	$\Sigma$	402	54	23	2.61	6.08 *
		$\bar{x}$	2.47	3.46	2.69		
		S.D	1.27	1.38	1.37		

NB: \* indicates that there is a significance difference at  $\alpha=0.05$  level with degree of freedom (2, 186) and table value,  $F_{\text{critical}}=2.99$ ,  $\Sigma$ =Sum,  $\bar{x}$  =Mean score, S.D=Standard Deviation

Item 1 of table 9 indicated that, the respondents asked whether the instructional supervisors arrange induction training for beginner teachers or not. Accordingly, teachers, principals and cluster supervisors with ( $\bar{x}=2.68$ ,  $SD=1.26$ ), ( $\bar{x}= 3.04$ ,  $SD= 1.19$ ) and ( $\bar{x}= 3.08$ ,  $SD= 1.60$ ) mean scores respectively revealed that; instructional supervisors do not arrange induction training for beginner teachers. The computed value of one way ANOVA ('F' value 1.24) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no statistically significant difference among the responses.

Furthermore, from the interview with the Woreda Education Officers, it was found that supervisors were not arranging induction training for instructional improvement for beginner teachers. The reason mentioned for this was lack of knowledge and skills of how to arrange induction training. Taking this reality in mind, (MoE, 1987 E.C) indicated that, supervisors are expected to provide induction training for beginner teachers.

Item 2 of the table 9, indicated that, respondents asked whether instructional supervisors in the school assist teachers in lesson planning or not. Accordingly, teachers, principals and supervisors with ( $\bar{x}= 2.68$ ,  $SD= 1.12$ ), ( $\bar{x}= 2.96$ ,  $SD= 1.12$ ) and ( $\bar{x} = 2.85$ ,  $SD= 1.34$ ) mean scores respectively indicated that, instructional supervisors in the school do not assist teachers in lesson planning as expected. The computed value of one way ANOVA ('F' value .67) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no statistically significant difference among the responses.

In the same table item 3, teachers and supervisors with ( $\bar{x}= 3.32$ ,  $SD= 1.26$ ), and ( $\bar{x} = 2.92$ ,  $SD= 1.38$ ) mean scores respectively indicated that, instructional supervisors facilitate experience sharing programs between teachers moderately. While as principal respondents with ( $\bar{x}= 3.54$ ,  $SD= 1.41$ ) mean score indicated that supervisors highly facilitate experience sharing between different schools and teachers. The computed value of one way ANOVA ('F' value .97) with 2 and 186 areas of freedom and significance level of 0.05 is less than the table value (2.99). This indicated that there is no significance difference between the responses. However, this concludes that, experience sharing between teachers and schools can improve the performance of the school as well as the performance of individual teachers. Instructional skills, assessment skills,

evaluation skills and giving and receiving feedback skills of teachers can be improved when instructional supervisors and more experienced teachers practice experience sharing programs. The mean scores indicated, from teacher, principal and instructional supervisor respondents, the practice done inefficiently but there were trying to facilitate experience sharing programs. Experience sharing between teachers, helps to identify their limitations and their good work, so, it is very important to improve the teachers' instructional limitation. Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less experienced teachers should encouraged and motivated to receive and obtain their good experience.

For this purpose, the MoE planned CPD/Continuous Professional Development program. However, during interview the instructional supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there is a little experience sharing. However, facilitating the experience sharing at Woreda, zonal and regional level was written in the primary schools instructional organization document (BGREB, 1997 E.C:7).

As shown on the same table item 4, the respondents asked whether instructional supervisors assist teachers in developing/selecting instructional materials or not. Accordingly, teachers, principals and instructional supervisors with ( $\bar{x}$ = 3.18, SD= 1.18), ( $\bar{x}$ = 3.38, SD= 1.40) and ( $\bar{x}$  = 2.54, SD= 1.56) mean scores respectively indicated that, instructional supervisors sometimes assist teachers in developing /selecting instructional materials. However, teachers should develop and select instructional materials for proper teaching-learning process. This can improve teachers' performance of instruction and as the same time the students achieve and score high results because of those well learned and well prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers develop/select instructional materials. As the same time students with different abilities to learn can be motivated and then try to grasp what they learn from the instructional materials.

The qualitative data obtained from interview support this idea that, instructional supervisors assist teachers in developing /selecting instructional materials to teaching learning process. While as they were insufficiently assist teachers to prepare materials by themselves.

At the same table item 5, the respondents asked whether the instructional supervisors spread new teaching methodologies among teachers and schools or not. Accordingly, teachers, principals and cluster supervisors with ( $\bar{x}=2.74$ ,  $SD=1.22$ ), ( $\bar{x}= 3.21$ ,  $SD= 1.14$ ) and ( $\bar{x}= 2.85$ ,  $SD= 1.34$ ) mean scores respectively indicated that, instructional supervisors do not highly spread new teaching methodologies among teachers and schools as expected. The computed “F value 1.54 with 2 and 186 areas of freedom and 0.05 significance level is less than the table value (2.99). This implies, there is no significant difference among the responses. Similarly, during interview the respondents informed that, instructional supervisors do not efficiently spread new teaching methodologies among teachers and schools. This concluded, as new teaching methodologies especially student centered methods are highly preferable that teachers should use and instructional supervisors should encourage teachers to use active learning methods in the day to day teaching-learning process.

At the same table item 6, the respondents asked whether the instructional supervisors facilitate professional growth of teachers’ through short term training, workshops and seminars or not. Accordingly, teachers, principals and cluster supervisors with ( $\bar{x}=2.77$ ,  $SD=1.32$ ), ( $\bar{x}= 3.25$ ,  $SD= 1.35$ ) and ( $\bar{x}= 2.92$ ,  $SD= 1.38$ ) mean scores respectively reported that, instructional supervisors in moderate rate facilitate professional growth of teachers’ through short term training, workshops and seminars. The computed “F value 1.37 with 2 and 186 areas of freedom and 0.05 significance level is less than the table value (2.99). This shows, there is no significant difference among the responses. Similarly, during interview the respondents informed that, instructional supervisors do not highly facilitate professional growth of teachers’ through short term training, workshops and seminars. The data gathered through document analysis similarly indicated that, instructional supervisors do not arrange seminars and workshops but sometimes provide training for teachers to develop their pedagogical skills.

Bray (1987:136) indicated that, information is important to make good decision. Having this in mind, the respondents were asked whether the instructional supervisors were providing information in the form of training and workshops for teachers’ and schools’ management or not. So that, still with the luck of budget allocated by the woreda education office and the school

management, instructional supervisors did not perform short term training, seminars and workshops for teachers' professional growth.

At the same table item 7, the respondents asked whether the instructional supervisors are supporting teachers in doing action research and supportive materials or not. Thus, teachers, principals and cluster supervisors with ( $\bar{x}$ =2.47, ( $\bar{x}$ = 3.46,) and ( $\bar{x}$ = 2.69) mean scores respectively reported that, instructional supervisors do not support teachers in doing action research and supportive materials. The computed "F value 6.08 with 2 and 186 areas of freedom and 0.05 significance level is greater than the table value (2.99). This indicated that, there is significant difference among the responses attached at the appendix D. Similarly, during interview the respondents informed that, instructional supervisors do not support teachers in doing action research and supportive materials.

Furthermore, the information obtained from the woreda education officers through interview reveals that these activities are implemented on the department level, not on an individual teacher basis. In addition, the interview assured that instructional supervisors are not capable enough to shoulder their responsibilities in assisting the day to day instructional activities of teachers in the schools. This is due to time constraints and large number of teachers in the schools.

Similarly, (MOE, 2002) indicates instructional supervisors are not engaged in solving school problems, because they went to school only to collect information from the hands of school principals. But they do not give necessary support for the school personnel. As Singhal et al. cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice.

In general, the compiled result indicates that, instructional supervisors do not design various interventions so as to assist teachers improve their limitations. As a result the teachers had not got enough professional support to improve the day to day classroom instruction and

instructional skills. Hence, it might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

#### 4.4. To What Extent do Teachers Gained Professional Support from Instructional Supervisors to Improve their Instructional Skills?

**Table 7: Respondents View on the extent that teachers gained support from instructional supervisors in order to improve their instructional skills.**

No	Items	Response	Respondents			Total mean	Computed F value
			Teachers (n=152)	Principals (n=24)	supervisors (n=13)		
1	Supervisors support teachers to prepare different instructional materials to teaching-learning	$\Sigma$	455	69	25	2.85	3.01
		$\bar{x}$	2.75	3.46	2.92		
		S.D	1.28	1.38	1.60		
2	Instructional supervisors advice teachers to conduct action research	$\Sigma$	426	52	19	2.52	4.99 *
		$\bar{x}$	2.39	3.08	3.00		
		S.D	1.09	1.28	1.41		
3	Instructional supervisors facilitate short term training about different new teaching methodologies	$\Sigma$	473	63	29	2.80	5.31 *
		$\bar{x}$	2.70	3.53	2.54		
		Sd	1.19	1.25	1.33		
4	Instructional supervisor advice teachers to use model effective teaching methods	$\Sigma$	418	75	29	3.02	2.55
		$\bar{x}$	2.97	3.54	2.69		
		S.D	1.29	1.25	1.10		
5	Instructional supervisors create competition among teachers on pedagogical skills	$\Sigma$	447	63	23	2.68	2.03
		$\bar{x}$	2.62	3.17	2.54		
		S.D	1.25	1.20	1.50		
6	Instructional supervisors facilitate experience sharing programs between teachers	$\Sigma$	442	69	24	2.87	2.141
		$\bar{x}$	2.82	3.33	2.54		
		S.D	1.27	1.20	1.33		

NB: \* indicates that there is a significance difference at  $\alpha=0.05$  level with degree of freedom (2, 186) and table value,  $F_{\text{Critical}}=2.99$ ,  $\Sigma$ =Sum,  $\bar{x}$  =Mean score, S.D=Standard Deviation



As shown in table 10 items 1, teachers, principals and instructional supervisors with ( $\bar{x}=2.75$ ,  $SD=1.28$ ), ( $\bar{x}=3.46$ ,  $SD=1.38$ ), and ( $\bar{x}=2.92$ ,  $SD=1.60$ ) mean scores and standard deviations respectively indicated that, instructional supervisors do not support teachers to prepare different instructional materials for teaching learning effectiveness as expected. However, the computed 'F' value (3.01) is greater than the table value (2.99). This shows that there is significance difference among respondents. The significance differences between and within a group is .052. Similarly, during interview the participants informed that instructional supervisors do not support teachers to prepare different instructional materials as expected. However, instructional supervisors indicated practical problems like lack of instructional materials for the preparation of different teaching aids and other supporting materials and lack of teachers' commitment to prepare different instructional materials that can support teaching-learning effectiveness.

In the same table item 2, respondents needed to show the level of response of the main problems that instructional supervisor's support teacher's to conduct action research. The teachers, principals and instructional supervisors with ( $\bar{x}=2.39$ ,  $SD=1.09$ ), ( $\bar{x}= 3.08$ ,  $SD= 1.28$ ) and ( $\bar{x}=3.00$ ,  $SD= 1.41$ ) mean scores and standard deviation respectively indicated that, instructional supervisors do not effectively support teachers to conduct action research on pedagogical skill improvement as expected. As different literatures shows that the teachers' pedagogical skill improved can lead the achievement of quality education. However, the computed 'F' value (4.99) is greater than the table value (2.99). This shows there is significance difference among respondents. This was cross-checked by the data gathered through interview. As the participants of the interview indicated, instructional supervisors do not inform teachers to conduct action researches, but they inform to identify the pedagogical skill gaps of teachers to conduct training. However, they did not show how to do it. As one of the WEO experts indicated, supervisors:

*“just counting the performed and not performed activities in the school, but not give professional support to each and every teacher, how action research conducted in the school, how teachers learn from their limitations and the like”.*

As the (BGREB, 1997 E.C), indicated that, action research help to adopt the curriculum to fit the local needs on teacher's skill gaps. Teachers are an important medium to achieve the teaching

and learning. They are also the heart of the quality of education (UNESCO, 2007: 22). However, all teachers are not qualified enough and as a result they need support from instructional supervisors how to conduct action research, (Giordane, 2008).

As the same table item 3, the respondents requested whether the instructional supervisors facilitate short term training about different new teaching methodologies or not. On this issue, teachers, principals and instructional supervisors with ( $\bar{x}=2.70$ ,  $SD= 1.19$ ), ( $\bar{x}=3.54$ ,  $SD=1.25$ ) and ( $\bar{x}= 2.54$ ,  $Sd= 1.33$ ) mean scores and standard deviation respectively depicted that, instructional supervisors do not facilitate and coordinating short term training to teachers continuously while the mean scores indicated, they facilitate and coordinate short term training sometimes.

The qualitative data obtained from the WEO expertise indicated that, because of the lack of budget instructional supervisors do not facilitating and coordinating short term training for teachers but different kinds of continuous professional development programs were conducted by teachers to develop their own methodological skills by the CPD focal persons in the schools. Therefore, (MOE, 1987 E.C) indicated that, instructional supervisors are responsible to provide training to solve various instructional problems that teachers face. However, the computed 'F' value (5.31) is greater than the table value (2.99). This shows there is significance difference among respondents indicated on the appendix attached.

As the same table of item 4, indicates, teachers and instructional supervisors with ( $\bar{x}=2.97$ ,  $SD=1.29$ ) and ( $\bar{x}= 2.69$ ,  $SD= 1.10$ ) mean scores and standard deviation respectively confirmed that, instructional supervisors do not advice teachers to use model effective teaching methods and do not encourage them to motivate students in the classroom while as principals with ( $\bar{x}=3.54$ ,  $SD= 1.25$ ) mean scores and standard deviation indicated that, instructional supervisors highly advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms. However, the computed "F" value (2.559) is less than the table value (2.99). This shows there is no significance difference among the respondents. This was cross checked by the data gathered through interview. As the participants of the interview (WEO

expertise) indicated that, instructional supervisors do not advice teachers to use model effective teaching methods and did not encourage them to motivate students in the classroom.

On the same table item 5, indicated that, teachers, principals and instructional supervisors with ( $\bar{x}$ = 2.62, SD= 1.25), ( $\bar{x}$ = 3.17, SD= 1.20) and ( $\bar{x}$ = 2.54, SD= 1.50) mean scores and standard deviation respectively indicated that instructional supervisors do not effectively trying to create competition among teachers on pedagogical skill improvement. Instructional supervisors should have skills of evaluation on pedagogical aspects of teachers and this can create positive competition among teachers (MOE, 2000). As the qualitative data obtained from interview indicate that, the evaluation of teacher's to create competition do not prepared by instructional supervisors but the efficiency of teachers filled per semester symbolically.

On the same table item 6, the respondents requested whether the instructional supervisors facilitate the experience sharing programs between teachers or not. The teachers, principals and instructional supervisors with ( $\bar{x}$ =2.82, SD= 1.27) ( $\bar{x}$  = 3.33,  $Sd$  = 1.20) and ( $\bar{x}$ = 2.54, SD= 1.33) mean scores and standard deviation respectively indicated that, instructional supervisors do not effectively but moderately facilitate experience sharing programs between teachers to their pedagogical skill improvement. The computed 'F' value 2.14 is less than the table value (2.99). This shows that, there is no significant difference among the responses. However, during the interview, the WEO expertise informed that, even though they repeatedly asked them to arrange experience sharing programs, there was no any experience sharing successfully facilitated. One of the WEO experts answered that:

*“The experience sharing programs do not facilitated by instructional supervisors but they simply asked the woreda education offices about their salary improvement and other allowances and benefits that they obtain. Teachers in primary schools are not interested to share their experiences even those high service holders but the school principals and vice principals always visit us in the classroom and sometimes request feedback while as others do not like to give and receive their experiences ”.*

The other basic function of instructional supervision is promoting teachers' professional development in schools. Therefore, since the competent and skillful teachers are a key component of successful school, staff development is a major function of instructional supervision. In this the role of instructional supervisors are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002). As the researcher conclude that, instructional supervisors were not facilitating experience sharing programs between teachers to their pedagogical skill improvement. The researcher conclude that, facilitating experience sharing between teachers is the main duties of instructional supervisors because they might have more experience and they develop different instructional skills through experience and then they should facilitate experience sharing but still the study indicated that there were not done as expected.

## 4.5 To What Extent do Instructional Supervisors Liaise Schools with Various Organizations and Community Groups?

Table 8: Respondents View on the extent to which instructional supervisors liaising schools with various organizations, community groups and others on matters affecting quality education.

No	Items	Response	Respondents			Total mean scores	Computed F value
			Teachers (n=152)	Principals (n=24)	Supervisors (n=13)		
1	Instructional supervisors link the schools/clusters with the community to discuss on the problems that face on teaching-learning process	$\Sigma$	395	59	22	2.85	1.87
		$\bar{x}$	2.77	3.12	3.31		
		S.D	1.76	1.36	1.37		
2	Instructional supervisors link the schools with local NGOs to solve material and financial problems.	$\Sigma$	469	63	21	2.51	.85
		$\bar{x}$	2.45	2.67	2.85		
		S.D	1.20	1.27	1.34		
3	Instructional supervisors regularly report school problems to all stakeholders	$\Sigma$	471	75	26	3.06	.50
		$\bar{x}$	3.09	3.12	2.69		
		S.D	1.40	1.29	1.43		
4	Instructional supervisors organize different commits from different stakeholders	$\Sigma$	379	76	30	3.10	1.24
		$\bar{x}$	3.09	3.33	2.69		
		S.D	1.14	1.27	1.37		
5	Instructional supervisors encourage model parent and NGOs for their active participations in the school	$\Sigma$	369	56	19	2.45	1.22
		$\bar{x}$	2.39	2.79	2.46		
		S.D	1.10	1.17	1.61		
6	Instructional Supervisors play roles in community mobilization	$\Sigma$	408	56	18	2.39	.01
		$\bar{x}$	2.39	2.38	2.38		
		S.D	1.20	.97	1.38		

NB: \* indicates that there is a significance difference at  $\alpha=0.05$  level with degree of freedom (2, 186) and table value,  $F_{\text{critical}}=2.99$ ,  $\Sigma$ =Sum,  $\bar{x}$  =Mean score, S.D=Standard Deviation

As depicted in item 1 of table 11 states about whether instructional supervisors link the schools with the community to solve problems on the ways of teaching methods of teachers with students' achievement to achieve education quality or not. With this regards, teachers, principals

and instructional supervisors with ( $\bar{x}=2.77$ ,  $SD=1.17$ ), ( $\bar{x}=3.12$ ,  $SD=1.36$ ) and ( $\bar{x}=3.31$ ,  $SD=1.37$ ) mean scores and Standard deviation respectively indicated that, instructional supervisors do not try to link the schools with the community to solve different academic problems observed from the ongoing teaching learning processes. The computed “F” value (1.87) is less than the table value (2.99). This shows that there is not statistically significant difference among the respondents. This was cross checked by the data gathered through interview. During the interview the respondents indicated that there was not sufficient linking of schools with the community stakeholders except the school principals trying to address some issues to the community. This indicated that the community stakeholders were not actively participated in the school while sending their children to school.

Item 2 of the same table states about whether instructional supervisors link the schools with the local NGOs to solve material and financial problems. On this regard, teachers, principals and instructional supervisors with ( $\bar{x}= 2.45$ ,  $SD= 1.20$ ), ( $\bar{x}= 2.67$ ,  $SD= 1.27$ ) and ( $\bar{x}=2.85$ ,  $SD= 1.34$ ) mean scores and standard deviation respectively indicated that, instructional supervisors do not link the schools with the local NGOs to solve schools material and financial problems as expected. The computed “F” value (.85) with 2 and 186 areas of freedom and (0.05) significance level is less than the table value 2.99. This shows that there is no significant difference among the responses. This can be cross checked by the data obtained from interview that indicated, instructional supervisors were not link their schools with the local NGOs as expected. As two woreda education officers replay that:

*“Some of the instructional supervisors trying to link their schools with the local NGOs that are located on advanced areas with woreda towns. On this place there is World Vision Ethiopia that supports schools in different ways. This is simply the aim of the organization but not the input of the instructional supervisors”.*

The researcher conclude that, the principals and instructional supervisors were not linking the schools with the local NGOs as expected while as the teachers as observed in the woreda town world vision Ethiopia that done on specific areas on primary schools to achieve their organizational goals they respond as instructional supervisors link their schools rarely as

expected. This is not the reality the organization always asks the school leaders and introduces the organizational mission to achieve their goals. So, instructional supervisors were not linking the schools with the local NGOs as expected.

Item 3 of the same table, respondents asked whether instructional supervisors regularly report school problems to all stakeholders or not. Here teachers and principals with ( $\bar{x}$  = 3.09, SD= 1.40) and ( $\bar{x}$  = 3.12, SD=1.2) mean scores and SD respectively indicated that, instructional supervisors regularly report school problems to all stakeholders while as instructional supervisors with ( $\bar{x}$ = 2.69, SD= 1.43) mean score and standard deviation claimed differently from the teachers and principals response that instructional supervisors do not regularly but sometimes report school problems to all stakeholders. Most of the time instructional supervisors report to woreda education office simply the command posts and the statistical data.

The qualitative data obtained from the woreda education officers support the ideas of teachers and principals that instructional supervisors irregularly report school problems to all stakeholders but they regularly contact with the woreda education officers with the main school problems like the teachers' and students' disciplinary problems and the issues related on teaching-learning problems.

As the same table item 4, the respondents asked whether instructional supervisors organize different commits from different stakeholders or not. Teachers, principals and instructional supervisors with ( $\bar{x}$  = 2.39, SD= 1.10), ( $\bar{x}$  = 2.79, SD= 1.17) and ( $\bar{x}$  =2.46, SD= 1.61) mean scores respectively indicated that, instructional supervisors do not successfully organize different commits from different stakeholders. This indicated that instructional supervisors insufficiently create awareness about the importance of different commits organized in the school.

The data obtained from interview and focus group discussion support this idea that instructional supervisors formally on the paper organize different school commits but each and every commits are not functional. Like that document analysis indicates, Technique commit, PTA, KETB and String Commit are documented in each school but it is not functional. This is because of the

instructional supervisors does not create awareness about the new educational policy of the country.

Item 5 of the same table states that, instructional supervisors encourage model parents, NGOs and others to improve their participations on the teaching- learning effectiveness or not. On this regard teachers, principals and instructional supervisors with ( $\bar{x}$ = 3.09, SD= 1.14), ( $\bar{x}$ = 3.33, SD= 1.27) and ( $\bar{x}$ =2.69, SD= 1.37) mean scores and SD respectively indicated that, instructional supervisors do not encouraged and recognized model parents, NGOs and others to improve their participations. This indicated that, those instructional supervisors in the zone simply biased by other works like reporting and planning while as they were not encourage model parents and NGOs to solve different school problems. As the researcher obtained from the focus group discussions the parents are not interested to participate in different meetings conference and they also not interested to pay something to improve the school but they simply send their children to school. The responses of interview from the woreda education office experts, also support this idea that the participation of parents and other stakeholders were very low and so how can encourage and recognize the model parents and NGOs that participate in the school.

At the same table of item 6, teachers, principals and instructional supervisors with ( $\bar{x}$ = 2.39, SD= 1.20), ( $\bar{x}$ =2.38, SD=.97) and ( $\bar{x}$ =2.38, SD=1.38) mean scores respectively indicated that, instructional supervisors do not play a roles in community mobilization to solve financial problems of the schools. The items 1,2,3, and 4 respectively shows their computed “F” value (1.87, .85, .50 and .01) with 2 and 186 areas of freedom at (0.05) significance level is less than the table value 2.99. These indicated that there was no significance differenced among the responses of the respondents.



#### 4.6 What are the Major Challenges of Primary School Supervisors?

**Table 9: Respondents View on the challenges of instructional supervisors**

No	Items	Respon	Respondents			Total Mean scores	Computed F value
			Teachers (n=152)	Principals (n=24)	supervisors (n=13)		
1	Instructional supervisors are overburdened with many tasks	Σ	408	66	30	2.71	.91
		$\bar{x}$	2.68	3.05	2.54		
		S.D	1.31	1.30	1.39		
2	Instructional Supervisors are responsible to support beginner teachers instructionally	Σ	421	61	25	2.79	.75
		$\bar{x}$	2.74	3.12	2.77		
		S.D	1.42	1.29	1.53		
3	Instructional supervisors teaches the same credit like ordinary teachers	Σ	332	39	20	2.09	6.69 *
		$\bar{x}$	1.94	2.88	2.38		
		S.D	1.16	1.15	1.60		
4	Teachers have readiness to accept their instructional limitations	Σ	416	64	29	2.66	.02
		$\bar{x}$	2.66	2.71	2.62		
		S.D	1.31	1.16	1.19		
5	Instructional supervisors have financial incentives than teachers	Σ	433	67	30	2.91	.34
		$\bar{x}$	2.93	2.71	3.00		
		S.D	1.28	1.23	1.63		
6	Instructional supervisors are authorized to take remedial actions	Σ	405	57	28	2.70	.34
		$\bar{x}$	2.74	2.62	2.46		
		S.D	1.28	.97	1.39		
7	Instructional supervisors are getting support from Woreda Education Office	Σ	459	70	26	3.01	2.31
		$\bar{x}$	2.99	3.42	2.46		
		S.D	1.34	1.06	1.26		
8.	Instructional supervisors have their own offices, furniture with stationary materials	Σ	406	56	27	2.67	.83
		$\bar{x}$	2.62	3.00	2.62		
		S.D	1.36	1.21	1.12		
9	Instructional supervisors have enough time to support all teachers instructionally	Σ	422	64	28	2.76	1.17
		$\bar{x}$	2.76	3.04	2.31		
		S.D	1.44	1.16	1.18		
10	Instructional supervisors have enough instructional guidelines	Σ	370	54	26	2.49	1.97
		$\bar{x}$	2.46	2.92	2.08		
		S.D	1.31	1.21	1.32		

## The Practices and Challenges of Instructional Supervision

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NB: \* indicates that there is a significance difference at  $\alpha=0.05$  level with degree of freedom (2, 186) and table value,  $F_{\text{Critical}}=2.99$ ,  $\Sigma$ =Sum,  $\bar{x}$  =Mean score, S.D=Standard Deviation

In table 12 of item 1, teachers, principals and instructional supervisors with 2.68, 3.04 and 2.54 mean scores respectively indicated that, instructional supervisors were overburdened with many tasks. The computed of analysis of variance ( $F(2,186) = .91 < 2.99$  at  $\alpha = .05$  level) implies that there is no significant difference among the three groups of respondents regarding the issue. Similarly during interview and focus group discussion the participants indicated that, instructional supervisors were currently overburdened with many tasks. Therefore, almost all of the informants who participated in the interview express that having big work load is the major problem of school based supervision. One of the interviewee said that:

*“Since most of our school based supervisors were having a teaching load more than 25 periods a week, it is impossible to provide school based instructional supervision service to teachers. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers”.*

Therefore, based on the response of majority, it is possible to conclude that having big workload and lack of budget diminishes the school based supervisors capacity of supervision.

As the same table item 2, teachers, principals and instructional supervisors with 2.74, 3.12 and 2.77 mean scores respectively indicated that, instructional supervisors are highly responsible than teachers on supporting beginner teachers but they are not doing as expected. The computed of analysis of variance ( $F(2,186) = .75 < 2.99$  at  $\alpha = .05$  level) implies that there is no significant difference among the three groups of respondents regarding the issue. The qualitative data obtained from interview that, instructional supervisors had higher responsibility than ordinary teachers on supporting beginner teachers, school management and counseling students but they were not doing so. Thus, based on the response of majority, it is safe to conclude that they have high responsibility on supporting beginner teachers than the others.

As it can be described in item 3 of table 12, respondents asked to indicate their level of agreement regarding on supervisors teaches the same credit with other teachers, teachers, principals and instructional supervisors with 1.94, 2.88 and 2.38 mean scores respectively

indicated that, instructional supervisors teaches the same credit like other teachers. The computed of analysis of variance ( $F(2,186) = 6.69 > 2.99$  at  $\alpha = .05$  level) implies that there is significant difference among the three groups of respondents regarding the issue. Therefore, from result obtained it is possible to suggest that, instructional supervisor teaches the same credit like other teachers. So, they were not support teachers as possibly by using their maximum efforts.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional limitations or not. Teachers, principals and supervisors with 2.66, 2.71 and 2.62 mean scores respectively indicates that teachers do not accept their limitation in case of Asossa Zone primary schools. Consequently, the one way ANOVA result ( $F(2,186) = .02 < 2.99$  at  $\alpha = .05$  level) reveals that there is no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals that, teachers in primary schools do not so much challenges to accept their limitation but they are so unsatisfied by their work and always recommend the government on their small salary.

In item 5 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors have financial incentives than teachers or not. Teachers, principals and supervisors with 2.93, 2.71 and 3.00 mean scores respectively indicates that instructional supervisors do not have financial allowances than teachers but those external supervisors have. Consequently, the one way ANOVA result ( $F(2,186) = .34 < 2.99$  at  $\alpha = .05$  level) reveals that there was no significant different among the three groups of respondents. The data obtained from open ended question and interview conducted reveals and supports that, instructional supervisors were not have any financial allowances than teachers.

In item 6 of the same table respondents asked to indicate their level of agreement regarding that, whether instructional supervisors are authorized to take actions on recommendations or not. Teachers, principals and supervisors with 2.74, 2.62 and 2.46 mean scores respectively indicates that supervisors are not highly authorized like those external supervisors have. Consequently, the one way ANOVA result ( $F(2,186) = .34 < 2.99$  at  $\alpha = .05$  level) reveals that there was no significant different among the three groups of respondents.

In item number 7 and 8 of table 12, respondents asked to indicate their level of agreement regarding the support from Woreda Education Office and the availability of their own offices with furniture for instructional supervisors. Accordingly, the mean score of each groups of respondent for items 7 and 8 fall between 2.46 and 3.42 mean scores. This indicated that instructional supervisors did not supported by the woreda education officers and do not have suitable offices with furniture. Consequently, the computed value of analysis of variance ( $F(2,186) = 2.31 < 3.07$  and  $.83 < 2.99$  at  $\alpha = .05$  level) for items 7 and 8 respectively reveals that there is no significant difference among the three groups of respondents.

As it can be described in item 9 and 10 of table 12, respondents asked to indicate their level of agreement regarding the time of supervisors to support all teachers instructionally and the availability of enough instructional guidelines. Accordingly, the mean score of each groups fall between 2.08 and 3.04 mean scores respectively. Consequently, the computed value of analysis of variance ( $F(2,186) = 1.17 < 3.07$  and  $1.97 < 2.99$  at  $\alpha = .05$  level) reveals that, there is no significant difference among the three groups of respondents. This indicated that there were not sufficient time to support and there were not enough instructional guidelines.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to assess the practices and challenges of instructional supervision in Asossa zone Primary Schools. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

#### 5.1. Summary

The findings reported in chapter four summarized along the following themes that reflect the research questions. The Practices of instructional supervision was important to provide pedagogical and professional support to teachers by bringing in-school supervision. Thus, instructional supervisors are responsible to provide support, control, and link the schools with other schools both horizontally and vertically. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was assessing the practices and challenges of instructional supervision in Asossa Zone Primary Schools and recommending possible solutions. The study also tried to answer the following basic research questions;

1. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
2. To what extent do instructional supervisors design various interventions so as to assist teachers to improve their limitations?
3. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?
4. To what extent instructional supervisors liaising schools/clusters with various organizations, community groups and other interests in matters that affect quality education?
5. What are the major challenges that primary school instructional supervisors come across while implementing instructional supervision?

To this effect, the study was conducted in Asossa Zone Selected Primary Schools. Accordingly, three Woredas, 13 cluster supervisors, 24 school principals and 152 teachers were included using census and proportionate sampling techniques. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviation. The homogeneity of the response was checked by comparing the mean scores of the three groups of the respondents. For this, "F" value was computed by using one-way ANOVA. Percentage was also used during the analysis of the background information of the respondents. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

1. Based on the findings of the study, the majority of teachers, principals and supervisors responded that, instructional supervisors do not regularly identify any instructional limitations of teachers in the classrooms with ( $\bar{x}=3.09$ ), ( $\bar{x}= 3.29$ ) and ( $\bar{x}=2.62$ ) mean scores respectively indicated that instructional supervisors do not regularly identify any instructional limitations of teachers in the classroom. On the abilities of teachers to manage students in the classroom, the mean scores of teachers, principals and instructional supervisors failed ( $\bar{x}=2.72$ ,  $\bar{x}=2.92$  and  $\bar{x}=2.77$ ) respectively. This indicated that, instructional supervisors do not; identify the lack of teachers' skill to manage students in the classroom during teaching learning process and the classroom management during teaching learning was very low. On the extent which instructional supervisors identify the student evaluation skill gaps of teachers; teachers, principals and supervisors with ( $\bar{x}=2.91$ ), ( $\bar{x}= 3.17$ ) and ( $\bar{x}=2.69$ ) mean scores respectively indicated that instructional supervisors insufficiently identify the student evaluation skill gaps of teachers in the ongoing classroom teaching learning process. Instructional supervisors do not encourage and facilitate school self-evaluation with total mean (2.96), moderately facilitate the availability of instructional materials and sometimes encourage teachers to use it appropriately with total mean of (2.94); satisfactorily encourage teachers in

developing instructional goals and objectives with total mean of (2.61) and satisfactorily design appropriate intervention to minimize the identified limitations of teachers in the classrooms as the total mean scores failed between (3.08).

In general, the compiled result indicated that instructional supervisors did not identify teachers' instructional limitations regularly. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

2. The findings of the study confirmed that, intervention of instructional supervisors to assist teachers to reduce their limitations were insufficient that the total mean scores failed with (2.61-3.32) mean scores. Teachers, principals and supervisors with the total mean scores (2.76) indicated that, instructional supervisors do not arrange induction training for beginner teachers. On the other hand, instructional supervisors satisfactorily facilitate experience sharing programs between teachers as the total mean scores failed on ( $\bar{x}$ = 3.32); sometimes assist teachers to develop/select instructional materials with total mean scores failed on ( $\bar{x}$  =2.84) but it is not enough; they do not expectedly spread new teaching methodologies among teachers with the total mean scores failed on ( $\bar{x}$ = 2.80); they do not facilitate professional growth of teachers through short term training, workshops and seminars as the total mean scores failed on ( $\bar{x}$ = 2.84) and instructional supervisors do not support teachers to do action research and supportive materials as the total mean scores indicated ( $\bar{x}$ = 2.61).
3. The findings of this study demonstrated that; teachers gained professional support from instructional supervisors in order to improve their instructional skills are insufficient and the total mean score failed ( $\bar{x}$ = 2.39-3.54). They do not support teachers to prepare different instructional materials for teaching learning effectiveness ( $\bar{x}$ = 2.85); do not support teachers to conduct action research on pedagogical skill improvement of teachers ( $\bar{x}$ =2.52); do not facilitate short term training to teachers continuously ( $\bar{x}$ =2.80); satisfactorily advice teachers to use effective teaching methods and do not encourage them to motivate students ( $\bar{x}$ =3.02) and do not create competition among teachers by designing different evaluation programs on pedagogical skill improvement ( $\bar{x}$ =2.68).

4. The findings underscored that; instructional supervisors do not liaise schools with the community to solve different financial and material problems observed from ongoing teaching learning process and the total mean scores failed ( $\bar{x}=2.39-3.10$ ); this indicated that, they do not link schools with the local NGOs to solve financial /material problems ( $\bar{x}=2.51$ ); regularly report school problems to one side /WEO/ but do not inform and report for all stakeholders ( $\bar{x}=3.06$ ); do not successfully organize different committees from different groups of stakeholders while the formed committees do not function properly rather formed symbolically ( $\bar{x}=3.10$ ); do not recognize model parents and NGOs on their participation and do not play roles in community mobilization ( $\bar{x}=2.45$  and  $\bar{x}=2.39$ ) total mean scores respectively indicated.
5. The findings of the study revealed that; instructional supervisors were over burdened with many tasks. As the total mean scores failed on ( $\bar{x}=2.09-3.01$ ). Instructional supervisors were overburdened with many tasks ( $\bar{x}=2.71$ ); they were highly responsible than teachers on supporting beginner teachers but they do not overcome their responsibilities ( $\bar{x}=2.79$ ); instructional supervisors teaches the same credit with other teachers ( $\bar{x}=2.09$ ); teachers are challenged to accept their instructional limitations ( $\bar{x}=2.66$ ); instructional supervisors do not have financial incentives than teachers ( $\bar{x}=2.91$ ); instructional supervisors do not authorized to take actions on recommendation ( $\bar{x} =2.70$ ); supervisors satisfactorily getting enough support from woreda education officers ( $\bar{x}=3.01$ ); they do not have their own offices and enough time to support all teachers instructionally and do not have enough instructional guidelines ( $\bar{x}=2.67, 2.76$  and  $2.49$ ) respectively.

The interview held with WEO experts confirmed that instructional supervisors had higher responsibilities than ordinary teachers on supporting beginner teachers, school management and counseling students but they were not doing so. Thus it is possible to say that they have high responsibility on supporting beginner teachers than the others.



## 5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

1. The evidences allow the researcher to conclude that; instructional supervisor's do not identify any instructional limitations of teachers in the classroom and do not indicate solution. As a result the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Therefore, from the above results one may conclude that teachers' instructional skills in the classroom were limited. Thus, instructional supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and continuously follow up teachers by helping them to reduce their instructional limitation in the classroom. This may reduce the effectiveness of students' achievement, teachers' initiation as well as the schools goal achievement.
2. Based on the findings, intervention of instructional supervisors to assist teachers to reduce their limitations were insufficient and do not arrange induction training for beginner teachers. Accordingly, from the above findings, one may conclude that, teachers were not properly assisted and supported by instructional supervisors. So, instructional supervisors did not arrange induction training for beginner teachers and did not properly design various interventions to assist teachers to reduce their instructional limitations.
3. Based on the findings of the study, teachers gained professional support from instructional supervisors in order to improve their instructional skills are insufficient. They do not; support teachers to prepare different instructional materials for teaching learning effectiveness; do not support teachers to conduct action research on pedagogical skill improvement of teachers; do not facilitate short term training to teachers continuously; do not advice teachers to use model effective teaching methods and do not encourage them to motivate students and do not create competition among teachers by designing different evaluation programs on pedagogical skill improvement. From the above findings, one may conclude that, teachers did not gain proper professional support from supervisors in order to improve their instructional skills and so teachers' instructional skills remain unchanged.

4. As the findings of the study indicated, instructional supervisors do not link the school with the local NGOs to solve financial and material problems of the school; on the other hand, instructional supervisors regularly report school problems to WEO but not to other stakeholders; on the other hand, they do not successfully organize different school committees; do not also recognize model parents and NGOs for their active participation and finally, do not play legitimate roles in community mobilization. It is safe to conclude that, instructional supervisors did not link schools with various organizations, community groups and others to solve different financial and material problems observed from the ongoing teaching learning processes. Thus, instructional supervisors in Asossa Zone primary schools did not link schools with communities and NGOS well. Therefore, low level of community participation in most areas of the management functions of the school was clearly seen.
5. The findings of the study revealed that; instructional supervisors were overburdened with multiple tasks; they are highly responsible to support beginner teachers than other ordinary teachers. Taking this reality in mind, one may conclude that, instructional supervisors were overburdened with other tasks in the school; they teaches the same credits like other teachers; teachers do not accept their limitations positively; instructional supervisors do not have financial allowances and not authorized to take remedial actions; do not supported by WEO experts; do not have available resources and do not have enough instructional guidelines to support teachers efficiently. One may conclude that, teachers expect a lot of support from instructional supervisors, as they had great experience and better skill, so, they should be committed to help and support teachers rather reasoning out many challenges as they mentioned. Therefore, the WEO take account the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment, instructional supervisors have many challenges to properly practice instructional supervision in the school.

Therefore, it can be conclude that the respondents were still lacking clarity on the goals, objectives and advantages of instructional supervision at school level. This leads to additional

efforts to exert on communicating the rationales and benefits of instructional supervision to the people who are likely to affect.

### **5.3 Recommendation**

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of instructional supervision in Asossa Zone Primary Schools:

1. The findings of the study revealed that, instructional supervisors do not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention. To this end, the Woreda education office, Asossa Zone education department and the region in collaboration with schools and other voluntary organizations must provide training for instructional supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention like on the abilities to manage students in the classroom; student evaluation skills; school self evaluation techniques; developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement curriculum.
2. As the finding of the study revealed that the instructional supervisory practice on assisting teachers to reduce their limitations in primary schools of Asossa Zone were impeded with many problems. Therefore, it is recommended that instructional supervisors in Asossa zone must; arrange induction training for beginner teachers; assist teachers in lesson planning; facilitate experience sharing between teachers; assist teachers in developing/selecting instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research on the specified pedagogical/instructional limitations of teachers. The Benishangul Gumuz Region Education Bureau supervision and MOE supervision manuals pointed out that school based instructional supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.

3. The findings revealed that, teachers did not gain effective and constructive professional support to improve their instructional skills. Therefore, it can be suggested that, instructional supervisors must; 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.
4. In addition, the result of the study showed, instructional supervisors did not link schools with various organizations, community groups and others. It is suggested that, instructional supervisors must link their schools with the community to solve different problems observed from ongoing teaching-learning processes; must link schools with the local NGOs to solve financial and material problems; must aware the whole stakeholders about the failure and progress of the school; must successfully organize different committees and make them active; must recognize by using reward those model parents and NGOs and generally instructional supervisors must play roles to all the listed recommendations.
5. Finally, the findings indicated that, instructional supervisors are overburdened with many tasks. Therefore, school based supervision was not effectively well organized and implemented. They must effectively support teachers and had high responsibility than teachers to support instructionally. It is recommended that, teachers expect a lot of professional support from them; as they had great experience and better skill; they must be committed to help and support teachers rather reasoning out many challenges as they mentions. Of course, the WEO take parts the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment.

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; practices of instructional supervision on secondary schools; supervisors and teachers perception on the instructional supervisory practices and conduct a similar study on way females participate on supervisory position etc.

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## Appendix-A: Questionnaire

Jimma University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management (EdPM)



**This Questioner will be filled by the Supervisors, School Principals and Senior Teachers.**

**Dear respondents!**

The purpose of this questionnaire is to collect data for the study entitled “The Practices and challenges of Instructional Supervision in Asossa Zone Selected primary schools”. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

**Thank you in advance for your genuine cooperation!**

### **Part One: General information and personal data**

Indicate your response by using "√" or "X" in the box provided.

1. School \_\_\_\_\_
2. Sex: - Male  Female
3. Work experience: - 1-5 years  6-10 years  11-15 years  16-20 years   
21-25 years  26-30 years  31 and above years
4. Educational background: Certificate (TTI)  Diploma  First degree  MA degree
5. Current work position: Teacher  School principal  Cluster Supervisor

**Part Two: Indicate your responses for the following Likert scale items using "√" or "X" mark to write in the box corresponding to an action.**

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA)

**I. To what extent do instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?**

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1.	Instructional Supervisors regularly identify any instructional limitations of teachers in the classroom					
2.	Instructional Supervisors identify the lack of abilities to manage students in the classroom					
3.	Instructional supervisors identify the student evaluation skill gaps of teachers					
4.	Instructional Supervisors encourage and facilitate school self evaluation on instructional matters					
5.	Instructional supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately					
6.	Instructional supervisors encourage teachers in developing instructional goals and objectives					
7.	Instructional supervisors' advice teachers to use active learning in the classroom					
8.	Instructional supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms					

9. If there are any other means of identifying instructional strength and limitations of teachers, please write them briefly-----

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**II. To what extent do instructional supervisors design various interventions so as to assist teachers improve their limitations?**

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Instructional supervisors are arranging induction training for beginner teachers					
2	Instructional supervisors in the school assist teachers in lesson planning					
3	Instructional supervisors facilitate experience sharing programs					
4	Instructional supervisors assist teachers in developing/selecting instructional materials					
5	Instructional supervisors are spread new teaching methodologies among schools and teachers					
6	Instructional supervisors are facilitating professional growth of teachers through short term training, workshops and seminars					
7	Instructional supervisors support teachers to do action research					

8. If there are any other ways of intervention to assist teachers to improve their instructional limitations in the classroom, please write down briefly-----  
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**III. To what extent do teachers gained professional support from supervisors in order to improve their instructional skills?**

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Supervisors support teachers to prepare different instructional materials on teaching-learning process					
2	Instructional supervisors advice teachers to conduct action research					
3	Instructional supervisors facilitate short term training to teachers on new teaching methodologies					
4	Instructional supervisor advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom.					
5	Instructional supervisors create competition among teachers on pedagogical skills					
6.	Instructional supervisors facilitate experience sharing programs between teachers					

7.If there are any other professional support that teachers gained from instructional supervisors, please write some of them briefly -----

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**IV. The extent to which instructional supervisors Liaise schools/clusters with various organizations, community groups and others on matters affecting quality education.**

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Instructional supervisors link the schools/clusters with the community to discuss on the problems that face on teaching-learning process					
2	Instructional supervisors link the schools with local NGOs to solve material and financial problems					
3	Instructional supervisors regularly report school problems to all stakeholders					
4	Instructional supervisors organize different commits from different stakeholders					
5	Instructional supervisors encourage model parents and NGOs for their active participation in the school					
6	Instructional Supervisors play roles in community mobilization					

V. **The Major Challenges of Primary School supervisors**

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Instructional supervisors are overburdened with many tasks					
2	Instructional Supervisors are responsible than to support beginner teachers instructionally					
3	Instructional supervisors teaches the same credit like ordinary teachers					
4	Teachers have readiness to accept their instructional limitations					
5	Instructional supervisors have financial incentives than teachers					
6	Instructional supervisors are authorized to take remedial actions					
7	Instructional supervisors are getting support from Woreda Education Office					
8	Instructional supervisors have their own offices, furniture with stationary materials					
9	Instructional supervisors have enough time to support all teachers instructionally					
10	Instructional supervisors have enough instructional guidelines					

11.If there are any other challenges faced on primary school instructional supervisors, please write them briefly -----

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***Thank You for your cooperation!***

***Sincerely,***

***Berhane Assefa Ekyaw, March, 2014.***

***Mobile No-0913167993***

***berhaneassefa601@yahoo.co***



## Appendix-B: Interview Guides

### Jimma University

#### Institute Of Education and Professional Development Studies

#### Department of Educational Planning and Management (EdPM)



#### Guides to interview conducted on Woreda Education Officers.

The purpose of this interview is to investigate issues related to the Practices and challenges of instructional supervision in Asossa Zone Selected primary schools. The information obtained from the respondents will help to improve the primary school instructional supervisory practice. I would like you assure that data obtained will be used for research purpose only.

**Thank you in advance for your cooperation!**

#### Part I: General information

1. Woreda \_\_\_\_\_
2. Sex \_\_\_\_\_ 3. Qualification \_\_\_\_\_ 4. Current position \_\_\_\_\_
5. Experiences as: Teacher \_\_\_\_\_ School principal \_\_\_\_\_  
Cluster supervisor \_\_\_\_\_ Woreda education officer \_\_\_\_\_

#### Part II: Give your responses for the following questions.

1. How can instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience?
2. How can those instructional supervisors design various interventions so as to assist teachers improve their limitations? If so on what major areas?
3. What is your expectation about instructional support gained from supervisors in order to improve teachers' instructional skills in the school?

4. What do you think about the current ability of primary school instructional supervisors to link schools with their woreda education office, local community, NGOs? What evidence can you mention?
5. What practical problems are affecting the instructional supervisory practice?
6. What do you suggest to overcome the problems?

*Sincerely,*

*Berhane Assefa Ekyaw, March, 2014.*

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## The Practices and Challenges of Instructional Supervision

### Appendix – C

#### ANOVA Summary for the data presented on identification of teachers limitation regularly

Item	Dependent Variable	Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig.
1.	Instructional Supervisors regularly identify instructional limitations of teachers	Between Groups	3.886	2	1.943	1.412	.246
		Within Groups	255.923	186	1.376		
		Total	259.810	188			
2.	IS identify the lack of skills to manage students in the classroom during teaching learning	Between Groups	.776	2	.388	.243	.784
		Within Groups	296.536	186	1.594		
		Total	297.312	188			
3.	IS identify the student evaluation skill gaps of teachers	Between Groups	2.115	2	1.058	.781	.460
		Within Groups	251.991	186	1.355		
		Total	254.106	188			
4.	IS encourage and facilitate school self evaluation on instructional matters	Between Groups	4.238	2	2.119	1.338	.265
		Within Groups	294.502	186	1.583		
		Total	298.741	188			
5.	IS facilitate the availability of instructional materials and encourage teachers to use it	Between Groups	11.502	2	5.751	3.966	.021
		Within Groups	269.736	186	1.450		
		Total	281.238	188			
6.	IS encourage teachers in developing instructional goals and objectives	Between Groups	18.261	2	9.130	6.420	.002
		Within Groups	264.543	186	1.422		
		Total	282.804	188			
7.	IS advice teachers to use active learning in the classrooms and indicate the mechanisms how can motivate the students	Between Groups	3.054	2	1.527	.921	.400
		Within Groups	306.750	185	1.658		
		Total	309.803	187			
8.	IS design the appropriate intervention to minimize the identified limitations of teachers in the classrooms	Between Groups	4.214	2	2.107	1.545	.216
		Within Groups	253.596	186	1.363		
		Total	257.810	188			

## The Practices and Challenges of Instructional Supervision

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### ANOVA Summary for the data presented on Instructional Supervisors Assist Teachers

1.	Instructional supervisors arrange induction training for beginner Teachers	Between Groups	4.081	2	2.040	1.245	.290
		Within Groups	304.724	186	1.638		
		Total	308.804	188			
2.	Instructional supervisors assist teachers in lesson planning	Between Groups	1.745	2	.873	.672	.512
		Within Groups	241.493	186	1.298		
		Total	243.238	188			
3.	Instructional supervisors facilitate experience sharing programs with between teachers	Between Groups	3.229	2	1.614	.970	.381
		Within Groups	309.724	186	1.665		
		Total	312.952	188			
4.	Instructional supervisors assist teachers in developing/selecting instructional materials	Between Groups	6.178	2	3.089	2.002	.138
		Within Groups	287.060	186	1.543		
		Total	293.238	188			
5.	Instructional supervisors spread new teaching methodologies among schools and teachers	Between Groups	4.632	2	2.316	1.543	.216
		Within Groups	279.124	186	1.501		
		Total	283.757	188			
6.	Instructional Supervisors facilitate professional growth of teachers through short term training and seminars	Between Groups	4.874	2	2.437	1.372	.256
		Within Groups	330.364	186	1.776		
		Total	335.238	188			
7.	Instructional Supervisors support teachers in doing action research and supportive materials	Between Groups	20.463	2	10.232	6.089	.003
		Within Groups	312.563	186	1.680		
		Total	333.026	188			

## The Practices and Challenges of Instructional Supervision

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### ANOVA Summary for the data presented on Teachers gained Support from Instructional Supervisors

1.	Instructional Supervisors support teachers to prepare different instructional materials on teaching learning process	Between Groups	10.470	2	5.235	3.011	.052
		Within Groups	323.381	186	1.739		
		Total	333.852	188			
2.	Instructional Supervisors support teachers to conduct action research on pedagogical skills improvement	Between Groups	12.994	2	6.497	4.990	.008
		Within Groups	242.149	186	1.302		
		Total	255.143	188			
3.	Instructional supervisors facilitate and coordinate short term training about different new teaching methodologies	Between Groups	15.493	2	7.747	5.319	.006
		Within Groups	270.867	186	1.456		
		Total	286.360	188			
4.	Instructional supervisors advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom	Between Groups	8.352	2	4.176	2.559	.080
		Within Groups	303.563	186	1.632		
		Total	311.915	188			
5.	Instructional supervisors create competition among teachers on pedagogical skill improvement	Between Groups	6.520	2	3.260	2.032	.134
		Within Groups	298.433	186	1.604		
		Total	304.952	188			
6.	Instructional supervisors facilitate experience sharing programs between teachers	Between Groups	6.925	2	3.463	2.141	.120
		Within Groups	300.768	186	1.617		
		Total	307.693	188			

## The Practices and Challenges of Instructional Supervision

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### ANOVA Summary for the data presented on Instructional Supervisors Liaison schools with Others

1.	Instructional supervisors link the schools with the community to solve academic problems	Between Groups	5.517	2	2.758	1.870	.157
		Within Groups	274.335	186	1.475		
		Total	279.852	188			
2.	Instructional Supervisors link the schools with local NGOs to solve material and financial problems	Between Groups	2.535	2	1.267	.852	.428
		Within Groups	276.703	186	1.488		
		Total	279.238	188			
3.	Instructional Supervisors communicate school problems with woreda education office	Between Groups	1.956	2	.978	.501	.607
		Within Groups	363.282	186	1.953		
		Total	365.238	188			
4.	Instructional supervisors organize different school committees	Between Groups	3.473	2	1.736	1.248	.290
		Within Groups	258.813	186	1.391		
		Total	262.286	188			
5.	Instructional Supervisors recognize model parents and NGOs to encourage their participation	Between Groups	3.268	2	1.634	1.228	.295
		Within Groups	247.505	186	1.331		
		Total	250.772	188			
6.	Instructional Supervisors play roles in solving financial problems of schools with community mobilization	Between Groups	.004	2	.002	.001	.999
		Within Groups	262.801	186	1.413		
		Total	262.804	188			

## The Practices and Challenges of Instructional Supervision

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### ANOVA Summary for the data Presented on Challenges of Instructional Supervision

1.	Instructional Supervisors are overburdened with many tasks	Between Groups	3.178	2	1.589	.914	.403
		Within Groups	323.393	186	1.739		
		Total	326.571	188			
2.	Instructional Supervisors are highly responsible to support beginner teachers	Between Groups	3.026	2	1.513	.757	.471
		Within Groups	371.926	186	2.000		
		Total	374.952	188			
3.	Instructional Supervisors teaches the same credit with other teachers	Between Groups	19.302	2	9.651	6.694	.002
		Within Groups	268.169	186	1.442		
		Total	287.471	188			
4.	Teachers are challenged to accept their instructional limitations	Between Groups	.082	2	.041	.025	.976
		Within Groups	310.246	186	1.668		
		Total	310.328	188			
5.	Instructional Supervisors have financial incentives than teachers	Between Groups	1.170	2	.585	.344	.709
		Within Groups	316.300	186	1.701		
		Total	317.471	188			
6.	Instructional Supervisors are Authorized to take remedial actions	Between Groups	1.078	2	.539	.341	.712
		Within Groups	294.329	186	1.582		
		Total	295.407	188			
7.	Instructional Supervisors are Supported by woreda education office	Between Groups	7.921	2	3.961	2.316	.101
		Within Groups	318.058	186	1.710		
		Total	325.979	188			
8.	Instructional Supervisors have available resources, furniture and stationeries	Between Groups	2.959	2	1.480	.832	.437
		Within Groups	330.702	186	1.778		
		Total	333.661	188			
	Instructional Supervisors have	Between Groups	4.565	2	2.282	1.174	.312

## The Practices and Challenges of Instructional Supervision

9.	enough time to support all teachers instructionally	Within Groups	361.721	186	1.945		
		Total	366.286	188			
10.	Instructional Supervisors have enough instructional guideline	Between Groups	6.719	2	3.359	1.974	.142
		Within Groups	316.520	186	1.702		
		Total	323.238	188			

### Appendix -D

#### Post Hoc Tests

##### Multiple Comparisons

Bonferroni

Dependent Variable	(I) The three groups of Respondents	(J) The three groups of Respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Instructional Supervisors regularly identify instructional limitations of teachers	Teachers	Principals	-.206	.258	1.000	-.83	.42
		Supervisors	.470	.339	.501	-.35	1.29
	Principals	Teachers	.206	.258	1.000	-.42	.83
		Supervisors	.676	.404	.287	-.30	1.65
cluster supervisors	Teachers	Principals	-.470	.339	.501	-1.29	.35
		Supervisors	-.676	.404	.287	-1.65	.30
	Principals	Teachers	.193	.277	1.000	-.48	.86
		Supervisors	.147	.435	1.000	-.90	1.20
IS identify the lack of abilities to manage students in the classroom during teaching learning	Teachers	Principals	-.193	.277	1.000	-.86	.48
		Supervisors	-.046	.365	1.000	-.93	.84
	Principals	Teachers	.193	.277	1.000	-.48	.86
		Supervisors	.147	.435	1.000	-.90	1.20
cluster supervisors	Teachers	Principals	.046	.365	1.000	-.84	.93
		Supervisors	-.147	.435	1.000	-1.20	.90
	Principals	Teachers	.252	.256	.976	-.37	.87
		Supervisors	.474	.401	.714	-.49	1.44
IS identify the student evaluation skill gaps of teachers	Teachers	Principals	-.252	.256	.976	-.87	.37
		Supervisors	.222	.336	1.000	-.59	1.03
	Principals	Teachers	.252	.256	.976	-.37	.87
		Supervisors	.474	.401	.714	-.49	1.44



## The Practices and Challenges of Instructional Supervision

	cluster	Teachers	-.222	.336	1.000	-1.03	.59
	supervisors	Principals	-.474	.401	.714	-1.44	.49
IS encourage and facilitate school self evaluation on instructional matters	Teachers	Principals	-.351	.276	.618	-1.02	.32
		Supervisors	.325	.364	1.000	-.55	1.20
	Principals	Teachers	.351	.276	.618	-.32	1.02
		Supervisors	.676	.433	.361	-.37	1.72
	cluster	Teachers	-.325	.364	1.000	-1.20	.55
	supervisors	Principals	-.676	.433	.361	-1.72	.37
IS facilitate the availability of instructional materials and encourage teachers to use it	Teachers	Principals	-.741*	.265	.017	-1.38	-.10
		Supervisors	-.004	.348	1.000	-.84	.84
	Principals	Teachers	.741*	.265	.017	.10	1.38
		Supervisors	.737	.415	.231	-.26	1.74
	cluster	Teachers	.004	.348	1.000	-.84	.84
	supervisors	Principals	-.737	.415	.231	-1.74	.26
IS encourage teachers to conduct action research on the pedagogical limitations of teachers	Teachers	Principals	-.936*	.262	.001	-1.57	-.30
		Supervisors	-.212	.345	1.000	-1.04	.62
	Principals	Teachers	.936*	.262	.001	.30	1.57
		Supervisors	.724	.411	.238	-.27	1.72
	cluster	Teachers	.212	.345	1.000	-.62	1.04
	supervisors	Principals	-.724	.411	.238	-1.72	.27
IS advice teachers to use active learning in the classrooms and indicate the mechanisms how can motivate the students	Teachers	Principals	-.339	.288	.724	-1.03	.36
		Supervisors	.206	.372	1.000	-.69	1.11
	Principals	Teachers	.339	.288	.724	-.36	1.03
		Supervisors	.545	.447	.672	-.53	1.62
	cluster	Teachers	-.206	.372	1.000	-1.11	.69
	supervisors	Principals	-.545	.447	.672	-1.62	.53
IS design the appropriate intervention to minimize the identified limitations of teachers in the classrooms	Teachers	Principals	-.410	.256	.335	-1.03	.21
		Supervisors	-.301	.337	1.000	-1.12	.51
	Principals	Teachers	.410	.256	.335	-.21	1.03
		r supervisors	.109	.402	1.000	-.86	1.08
	cluster	Teachers	.301	.337	1.000	-.51	1.12

## The Practices and Challenges of Instructional Supervision

	supervisors	Principals	-.109	.402	1.000	-1.08	.86
IS are arranging induction training for beginner teachers	Teachers	Principals	-.357	.281	.615	-1.04	.32
		Supervisors	-.393	.370	.869	-1.29	.50
	Principals	Teachers	.357	.281	.615	-.32	1.04
		Supervisors	-.035	.441	1.000	-1.10	1.03
	cluster supervisors	Teachers	.393	.370	.869	-.50	1.29
		Principals	.035	.441	1.000	-1.03	1.10
IS assist teachers in lesson planning	Teachers	Principals	-.274	.250	.824	-.88	.33
		Supervisors	-.162	.329	1.000	-.96	.63
	Principals	Teachers	.274	.250	.824	-.33	.88
		Supervisors	.112	.392	1.000	-.84	1.06
	cluster supervisors	Teachers	.162	.329	1.000	-.63	.96
		Principals	-.112	.392	1.000	-1.06	.84
IS facilitate experience sharing programs with different schools between teachers	Teachers	Principals	-.226	.283	1.000	-.91	.46
		Supervisors	.393	.373	.881	-.51	1.29
	Principals	Teachers	.226	.283	1.000	-.46	.91
		Supervisors	.619	.444	.497	-.45	1.69
	cluster supervisors	Teachers	-.393	.373	.881	-1.29	.51
		Principals	-.619	.444	.497	-1.69	.45
IS assist teachers in developing/selecting instructional materials	Teachers	Principals	-.197	.273	1.000	-.86	.46
		Supervisors	.639	.359	.230	-.23	1.51
	Principals	Teachers	.197	.273	1.000	-.46	.86
		Supervisors	.837	.428	.156	-.20	1.87
	cluster supervisors	Teachers	-.639	.359	.230	-1.51	.23
		Principals	-.837	.428	.156	-1.87	.20
IS are spreading new teaching methodologies among schools and teachers	Teachers	Principals	-.471	.269	.244	-1.12	.18
		Supervisors	-.109	.354	1.000	-.96	.75
	Principals	Teachers	.471	.269	.244	-.18	1.12
		Supervisors	.362	.422	1.000	-.66	1.38
	cluster supervisors	Teachers	.109	.354	1.000	-.75	.96

## The Practices and Challenges of Instructional Supervision

	supervisors	Principals	-.362	.422	1.000	-1.38	.66
Is are facilitating professional growth of teachers through short term training,, workshops and seminars	Teachers	Principals	-.480	.293	.308	-1.19	.23
		cluster supervisors	-.153	.385	1.000	-1.08	.78
	Principals	Teachers	.480	.293	.308	-.23	1.19
		Supervisors	.327	.459	1.000	-.78	1.44
	cluster	Teachers	.153	.385	1.000	-.78	1.08
	supervisors	Principals	-.327	.459	1.000	-1.44	.78
Instructional Supervisors are supporting teachers in doing action research, supportive materials and text book evaluation	Teachers	Principals	-.991*	.285	.002	-1.68	-.30
		Supervisors	-.225	.375	1.000	-1.13	.68
	Principals	Teachers	.991*	.285	.002	.30	1.68
		Supervisors	.766	.446	.264	-.31	1.84
	cluster	Teachers	.225	.375	1.000	-.68	1.13
	supervisors	Principals	-.766	.446	.264	-1.84	.31
Instructional Supervisors support teachers to prepare different instructional materials on teaching learning process	Teachers	Principals	-.708*	.290	.046	-1.41	.00
		Supervisors	-.173	.381	1.000	-1.09	.75
	Principals	Teachers	.708*	.290	.046	.01	1.41
		Supervisors	.535	.454	.720	-.56	1.63
	Supervisors	Teachers	.173	.381	1.000	-.75	1.09
		Principals	-.535	.454	.720	-1.63	.56
Instructional Supervisors support teachers to conduct action research on pedagogical skills improvement	Teachers	Principals	-.689*	.251	.020	-1.29	-.08
		Supervisors	-.605	.330	.204	-1.40	.19
	Principals	Teachers	.689*	.251	.020	.08	1.29
		Supervisors	.083	.393	1.000	-.87	1.03
	cluster	Teachers	.605	.330	.204	-.19	1.40
	supervisors	Principals	-.083	.393	1.000	-1.03	.87
Instructional supervisors facilitate and coordinate short term training about different new teaching methodologies	Teachers	Principals	-.838*	.265	.006	-1.48	-.20
		Supervisors	.165	.349	1.000	-.68	1.01
	Principals	Teachers	.838*	.265	.006	.20	1.48
		Supervisors	1.003	.416	.050	.00	2.01
	cluster	Teachers	-.165	.349	1.000	-1.01	.68

## The Practices and Challenges of Instructional Supervision

	supervisors	Principals	-1.003	.416	.050	-2.01	.00
Instructional supervisors advise teachers to use model effective teaching methods and encourage them to motivate students in the classroom	Teachers	Principals	-.575	.281	.126	-1.25	.10
		Supervisors	.275	.369	1.000	-.62	1.17
	Principals	Teachers	.575	.281	.126	-.10	1.25
		Supervisors	.849	.440	.165	-.21	1.91
cluster supervisors	Teachers	Principals	-.275	.369	1.000	-1.17	.62
	Principals	Supervisors	-.849	.440	.165	-1.91	.21
Instructional supervisors trying to create competition among teachers by coordinating evaluation programs on pedagogical skill improvement	Teachers	Principals	-.548	.278	.151	-1.22	.12
		Supervisors	.080	.366	1.000	-.80	.96
	Principals	Teachers	.548	.278	.151	-.12	1.22
		Supervisors	.628	.436	.455	-.43	1.68
cluster supervisors	Teachers	Principals	-.080	.366	1.000	-.96	.80
	Principals	Supervisors	-.628	.436	.455	-1.68	.43
Instructional supervisors facilitate experience sharing programs between teachers to improve instructional methods in the classrooms	Teachers	Principals	-.511	.279	.207	-1.19	.16
		Supervisors	.284	.367	1.000	-.60	1.17
	Principals	Teachers	.511	.279	.207	-.16	1.19
		Supervisors	.795	.438	.213	-.26	1.85
cluster supervisors	Teachers	Principals	-.284	.367	1.000	-1.17	.60
	Principals	Supervisors	-.795	.438	.213	-1.85	.26
Instructional supervisors link the schools with the community to solve problems on the ways of teaching methods of teachers achievement to achieve educational quality	Teachers	Principals	-.355	.267	.554	-1.00	.29
		Supervisors	-.538	.351	.381	-1.39	.31
	Principals	Teachers	.355	.267	.554	-.29	1.00
		Supervisors	-.183	.418	1.000	-1.19	.83
cluster supervisors	Teachers	Principals	.538	.351	.381	-.31	1.39
	Principals	Supervisors	.183	.418	1.000	-.83	1.19
Instructional Supervisors link the schools with local NGOs to solve material and financial problems	Teachers	Principals	-.213	.268	1.000	-.86	.43
		Supervisors	-.392	.352	.802	-1.24	.46
	Principals	Teachers	.213	.268	1.000	-.43	.86
		Supervisors	-.179	.420	1.000	-1.19	.84
cluster supervisors	Teachers	Principals	.392	.352	.802	-.46	1.24
	Principals	Supervisors	.179	.420	1.000	-.84	1.19

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Instructional Supervisors communicate school problems with woreda education office	Teachers	Principals	-.039	.307	1.000	-.78	.70
		Supervisors	.393	.404	.994	-.58	1.37
	Principals	Teachers	.039	.307	1.000	-.70	.78
		Supervisors	.433	.481	1.000	-.73	1.60
	cluster supervisors	Teachers	-.393	.404	.994	-1.37	.58
	Principals	-.433	.481	1.000	-1.60	.73	
Instructional supervisors organize different school committees	Teachers	Principals	-.241	.259	1.000	-.87	.38
		Supervisors	.400	.341	.727	-.42	1.22
	Principals	Teachers	.241	.259	1.000	-.38	.87
		Supervisors	.641	.406	.349	-.34	1.62
	cluster supervisors	Teachers	-.400	.341	.727	-1.22	.42
	Principals	-.641	.406	.349	-1.62	.34	
Instructional Supervisors Encourage model parents, NGOs and others to encourage their participation	Teachers	Principals	-.397	.253	.357	-1.01	.22
		Supervisors	-.067	.333	1.000	-.87	.74
	Principals	Teachers	.397	.253	.357	-.22	1.01
		Supervisors	.330	.397	1.000	-.63	1.29
	cluster supervisors	Teachers	.067	.333	1.000	-.74	.87
	Principals	-.330	.397	1.000	-1.29	.63	
Instructional Supervisors play roles in solving financial problems of schools by mobilizing the community, Local NGOs and individuals	Teachers	Principals	.013	.261	1.000	-.62	.64
		Supervisors	.004	.343	1.000	-.83	.83
	Principals	Teachers	-.013	.261	1.000	-.64	.62
		Supervisors	-.010	.409	1.000	-1.00	.98
	cluster supervisors	Teachers	-.004	.343	1.000	-.83	.83
	Principals	.010	.409	1.000	-.98	1.00	
Instructional Supervisors are overburdened with many tasks	Teachers	Principals	-.364	.290	.631	-1.06	.34
		Supervisors	.139	.381	1.000	-.78	1.06
	Principals	Teachers	.364	.290	.631	-.34	1.06
		Supervisors	.503	.454	.808	-.59	1.60
	cluster supervisors	Teachers	-.139	.381	1.000	-1.06	.78
	Principals	-.503	.454	.808	-1.60	.59	
Instructional Supervisors	Teachers	Principals	-.382	.311	.662	-1.13	.37

## The Practices and Challenges of Instructional Supervision

are highly responsible than teachers on supporting beginner teachers		Supervisors	-.026	.409	1.000	-1.01	.96
	Principals	Teachers	.382	.311	.662	-.37	1.13
		Supervisors	.356	.487	1.000	-.82	1.53
	cluster supervisors	Teachers	.026	.409	1.000	-.96	1.01
Principals		-.356	.487	1.000	-1.53	.82	
Instructional Supervisors teaches the same credit with other teachers	Teachers	Principals	-.934*	.264	.002	-1.57	-.30
		Supervisors	-.444	.347	.607	-1.28	.39
	Principals	Teachers	.934*	.264	.002	.30	1.57
		Supervisors	.490	.413	.711	-.51	1.49
	cluster supervisors	Teachers	.444	.347	.607	-.39	1.28
		Principals	-.490	.413	.711	-1.49	.51
Teachers are challenged to accept their instructional limitations	Teachers	Principals	-.050	.284	1.000	-.74	.63
		Supervisors	.043	.373	1.000	-.86	.94
	Principals	Teachers	.050	.284	1.000	-.63	.74
		Supervisors	.093	.445	1.000	-.98	1.17
	cluster supervisors	Teachers	-.043	.373	1.000	-.94	.86
		Principals	-.093	.445	1.000	-1.17	.98
Instructional Supervisors have financial incentives than teachers	Teachers	Principals	.226	.286	1.000	-.47	.92
		Supervisors	-.066	.377	1.000	-.98	.84
	principals	Teachers	-.226	.286	1.000	-.92	.47
		Supervisors	-.292	.449	1.000	-1.38	.79
	cluster supervisors	Teachers	.066	.377	1.000	-.84	.98
		Principals	.292	.449	1.000	-.79	1.38
Instructional Supervisors are Authorized to take actions on Recommendations	Teachers	Principals	.112	.276	1.000	-.56	.78
		Supervisors	.275	.364	1.000	-.60	1.15
	principals	Teachers	-.112	.276	1.000	-.78	.56
		Supervisors	.163	.433	1.000	-.88	1.21
	cluster supervisors	Teachers	-.275	.364	1.000	-1.15	.60
		Principals	-.163	.433	1.000	-1.21	.88
Instructional Supervisors are getting support from	Teachers	Principals	-.423	.287	.427	-1.12	.27
		Supervisors	.532	.378	.483	-.38	1.44

## The Practices and Challenges of Instructional Supervision

woreda education office	principals	Teachers	.423	.287	.427	-.27	1.12
		Supervisors	.955	.450	.106	-.13	2.04
cluster supervisors	principals	Teachers	-.532	.378	.483	-1.44	.38
		Supervisors	-.955	.450	.106	-2.04	.13
Instructional Supervisors have their own furniture and stationeries	principals	Teachers	-.375	.293	.606	-1.08	.33
		Supervisors	.010	.385	1.000	-.92	.94
	cluster supervisors	Teachers	.375	.293	.606	-.33	1.08
		Supervisors	.385	.459	1.000	-.72	1.49
	cluster supervisors	Teachers	-.010	.385	1.000	-.94	.92
		Principals	-.385	.459	1.000	-1.49	.72
Instructional Supervisors have enough time to support all teachers instructionally	principals	Teachers	-.285	.306	1.000	-1.03	.45
		Supervisors	.449	.403	.800	-.52	1.42
	cluster supervisors	Teachers	.285	.306	1.000	-.45	1.03
		Supervisors	.734	.480	.384	-.43	1.89
	cluster supervisors	teachers	-.449	.403	.800	-1.42	.52
		principals	-.734	.480	.384	-1.89	.43
Instructional Supervisors have enough instructional guideline	principals	principals	-.456	.287	.339	-1.15	.24
		supervisors	.384	.377	.931	-.53	1.29
	cluster supervisors	teachers	.456	.287	.339	-.24	1.15
		supervisors	.840	.449	.189	-.25	1.93
	cluster supervisors	teachers	-.384	.377	.931	-1.29	.53
		principals	-.840	.449	.189	-1.93	.25

\*. The mean difference is significant at the 0.05 level.