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**Contribution of Instructional Supervision Practices towards Teachers’
Effectiveness in Secondary Schools of Mekelle City Administration**

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Contribution of Instructional Supervision Practices towards Teachers' Effectiveness in Secondary Schools of Mekelle City Administration

Postgraduate Programme

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A thesis submitted department of educational planning and management, institute of pedagogical sciences of Mekelle university for partial fulfilment of the requirements for master of Arts degree in school leadership.

**February: 2025
Mekelle Ethiopia**

Declaration

I declare that the thesis entitled “Contribution of Instructional Supervision Practices towards Teachers’ Effectiveness in Secondary Schools of Mekelle City Administration 2023” is my original work and that all sources of relevant materials taken from books and articles have been duly acknowledged. I also affirm that I have not previously submitted this work for examination at any university.

Senait Hailu Bshieu

Signature _____

Date _____

Abbreviations and Acronyms

EFA - Education For All

ESDP - Education Sector Development Program

MoE - Ministry of Education

UNESCO - United Nations Educational Scientific and Cultural Organization

UPE - Universal Primary Education

Table of Contents

Contents

Declaration.....	I
Approval form.....	II
Abbreviations and Acronyms	III
Table of Contents.....	IV
List of tables.....	VII
Acknowledgements.....	VIII
Abstract.....	IX
CHAPTER ONE.....	1
INTRODUCTION	1
1.1: Background to the Study.....	1
1.2: Statement of the Problem.....	4
1.3: Research Questions.....	6
1.4: Objective of the Study	6
1.4.1: General Objective	6
1.4.2: Specific Objectives	6
1.5: Significance of the Study	7
1.6: Operational Definition	8
1.8: Limitation of the Study	8
1.9: Scope of the study.....	9
1.10: Organization of the study.....	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.1: The History of Supervision.....	10
2.2: The Concept of supervision	12
2.3: Approaches to Supervision	14
2.4: Principles of Effective Supervision	16
2.5: Instructional Supervision	16
2.6: Techniques of Instructional Supervision	20
2.7: Rationale for Instructional Supervision	22
2.8: Domains of Instructional Supervision	22
2.9: Principals' role in instructional supervision	26
2.10: Classroom observation and teachers' effectiveness.....	26

2.11: Lesson Demonstration and teachers ‘effectiveness	29
2.12: Teachers capacity development and teacher’s effectiveness	30
2.13: Action Research and Teachers’ effectiveness.....	31
2.14: Conceptual framework.....	33
2.14: Gaps identified.....	33
CHAPTER THREE	35
THE RESEARCH DESIGN AND METHODOLOGY	35
3.1: Research Design	35
3.2: Research Method	35
3.3: Study area	36
3.4: Sources of Data.....	36
3.5: The Study Population.....	36
3.6: Sample Size determination	36
3.7: Sampling Techniques.....	37
3.8: Instruments of Data Collection	38
3.8.1: Questionnaires	38
3.9: Validity of instrument.....	39
3.9: Procedures of Data Collection	39
3.10: Methods of Data Analysis.....	40
3.12: Ethical Consideration.....	40
CHAPTER FOUR.....	41
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	41
4.1: Response rate	41
4.2: Demographic information.....	41
4.2.1: Participant’s position	41
4.2.2: Distribution of respondents by gender.....	42
4.2.3: Distribution of respondents by age	42
4.2.4: Level of education.....	43
4.2.5: Work experience	43
4.3: Extent of instructional supervision	44
4.4: Extent of teachers’ effectiveness	47
4.5: Relationship between independent and dependent variables.....	49
4.5.1: Contribution of classroom observations towards Teachers’ effectiveness	50
4.5.2: Contribution of demonstration of good teaching towards Teachers’ effectiveness	51
4.5.3: Contribution of teachers’ capacity development through training toward teachers’ effectiveness.....	52

4.5.4: Role of action research and teachers' effectiveness.....	53
4.5.5: Result of one-way ANOVA.....	53
4.6: Findings from the qualitative data	54
CHAPTER FIVE	56
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	56
5.1: Summary	56
5.2: Conclusion	60
5.2: Recommendations.....	61
References.....	62
Annex 1: Principals' instructional supervision questionnaires	66
Annex 2.....	69
Extent of teachers' effectiveness questionnaires.....	69
Annex 3 Qualitative questions	71

List of tables

Table 1: Conceptual Frame Work.....	34
Table 2: Proportional Allocation of Study Participants.....	37
Table 3: Proportional Allocation for Government Secondary Schools	37
Table 4: Determination of Validity of Instrument	39
Table 5: Participants Distribution by Position, n=271	41
Table 6: Participants Distribution by Gender n=271	42
Table 7: Participants Distribution ay Age n=271	42
Table 8: Educational Background of Participants n=271	43
Table 9: Work Experience of Participants n=271	43
Table 10: Key to Interpretation of Means on Five-Point Likert Scale	44
Table 11: Extent of Instructional Supervision	45
Table 12: Extent of Teachers' Effectiveness	47
Table 13: Regression Analysis Between Instructional Supervision and Teachers' Effectiveness	50
Table 14: Regression Analysis Between Classroom Observations and Teachers' Effectiveness	50
Table 15: Regression Analysis Between Demonstration of Good Teaching and Teachers' Effectiveness	51
Table 16: Regression Analysis Between Capacity Development Through Training and Teachers' Effectiveness	52
Table 17: Regression Analysis Between Action Research Training and Teachers' Effectiveness	53
Table 18: Analysis of one-way ANOVA.....	53

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Abstract

Instructional supervision is a behaviour system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behaviour in such a way as to facilitate student learning. Teachers' effectiveness is defined as, the ability of teachers to; plan lessons effectively, manage time, use flexible teaching methods, have appropriate content coverage, assess pupils understanding, have high expectations of learners, and have positive attitude towards school programs. The purpose of this study was to assess contribution of principals' instructional supervision practice on teachers' effectiveness in government secondary schools of Mekelle city administration. To conduct the study, mixed research method was employed. The sample size was 271 and different sampling techniques were used to select the sample schools and participants. Questionnaire was used to collect the data from the study participants depending on the nature of the collected data through questionnaire, descriptive statistics was employed in the study for data analysis and interpretation. Relationship between dependent and independent variables was done using regression analysis. In this study regarding to practice of principal's instructional supervision overall mean of Likert scale was 3.851. This study concluded that classroom observation, demonstration of good teaching, teachers' capacity development and action research positively and significantly influence teachers' effectiveness.

KEYWORDS: Effectiveness, Instruction, Principals, Supervision, Teachers,

CHAPTER ONE

INTRODUCTION

1.1: Background to the Study

Historical perspective

Global educational policies and programs alike have brought forth significant challenges to many education systems around the globe though educational policy in the twenty-first century is the key to global security, sustainability and survival (Olssen et al. 2006). Education for All (EFA), Universal Primary Education (UPE), and Secondary Education are some of the notable global educational policies implemented ages ago.

Nakpodia (2006), claims that, newly qualified teachers may not have developed sufficient skills for effective teaching therefore there is need for Classroom supervision. More so, Recent researchers in education, have confirmed that indeed lack of instructional supervision has been responsible for the decline in teachers' effectiveness in schools.

As in many other developing countries, in our country- Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwl, 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, administration, instruction and supervision are responsible for the highest performance of students in schools. Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program, has stressed the necessity of teacher supervision and support as a strategy to ensure quality of teaching and learning.

Theoretical perspective

This study adopted the psychological theory of supervision which was explored in education by planturroot (2006), according to this theory ,organization stands as a body where it has other

parts of the body that work together and it has a head that delegate duties to other parts of the organization, this head serve as an overseer who supervises the function of each part of the organization, This theory is in line with my study in which the principal stands as the

instructional supervisor who delegate and supervises the performance of teachers in the organization.

Conceptual perspective

Garston (1994), define instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning processes. In a similar understanding, Peretomade (2004) defined instructional supervision as, a set of activities which are carried out with the purpose of making teaching and learning better for the learners. These activities include classroom observation, lesson demonstration, coaching and mentoring, training teachers, action research, teachers' evaluation and assessment of learners. Operationally, instructional supervision is that phase of school administration which focuses primarily upon the achievements of the appropriate expectations of educational system. It's those activities which are design to improve instructions at all levels of the school, by directly affecting teacher's behaviour's in such a way that facilitates pupils learning and achieving the goals of the school. Therefore, for the case of this study, instructional supervision will mean: Organizing of Classroom observation, Lesson demonstration, teachers' training for capacity development and action Research with the aim of improving classroom instructional practices.

Classroom observation; according to, (Sullivan &Glanz, 2002), classroom observation refers to live observation of teachers' presentation of lessons in class, analysing his or her classroom practices, teaching, learning process, teachers' personality, student teacher interactions, lesson notes and pupils' behaviour's that these activities are observed in class by a supervisor who is present as a witness during the lesson presentation.

Lesson demonstration; Danielson, (2002 et.al), lesson demonstration involves the presentation of a pre-arranged series of events to a group of teachers for their view. The head teacher stage the lesson sequentially, showing the necessary stages in lesson development, display of teaching and learning aids, applying particular teaching method, managing time appropriately and how to control and manage classroom situation.

Teachers' capacity development; Ndebele, (2006), defined teachers' capacity development to involved mentoring, coaching, training in seminars, workshops and engaging in teachers visitations especially with newly recruited teachers or license teachers so that they gain

confidence in teaching and develop professional skills, attitude and knowledge in managing school affairs.

Action Research; Danielson, (2002) and Robert, (2010), defined action research as the systematic and objective collection and analysis of data in order to find solution to identified problem, it involves guided practice where; the supervisor uses documentary approach, he or she observe pupils' work such as class work, test and examination results to compare and contrast with teachers' record of work with the aim of guiding, advising and helping the teacher improve his/her work in class.

Charlotte (1996), as cited by Robert (2010), defines teacher's effectiveness as a set of behaviour's that teachers incorporate into their daily professional practices in the school system. This set of activities include, deeper understanding of subject matter, planning of classroom instructions, knowing individual students, assessing of pupils understanding in class, and use of incentives and rewards to promote pupils learning. In its operational sense, Teachers' effectiveness is defined as, the ability of teachers to; plan lessons effectively, manage time, have regular attendance in school, use flexible teaching methods, have appropriate content coverage, assess pupils understanding, have high expectations of learners, and have positive attitude towards school programs.

Neter and Krey (1971) in Egwunyenga (2005) defined supervision as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system. Supervision is a critical examination and evaluation of a school as a designated place of learning so as to make it possible for necessary advice to be given for the purpose of school improvement. Supervision of instruction is that process which utilizes a wide array of strategies, methodologies and approaches aimed at improving instruction and promoting education and leadership as well as change (Glanz and Behar-Horenstein, 2000). What is more, "Instructional supervision is a behaviour system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behaviour in such a way as to facilitate student learning" (Lovell and Wiles, 1983).

According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional and Central supervisory educators are structured under external supervisors. Furthermore, the supervisors

and education experts of the above-mentioned external organizational bodies have been given responsibility to assist teachers in school.

On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision (MoE, 1994). Since these school-based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because, teaching learning process is a day- to-day activity, which is carried out by teachers in schools. The problems that teachers encountered while they are teaching can also be solved through school-based supervisors.

In order to bring effective education through the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school. In light of this, it is quite useful to assess the current practices of school-based supervision in government secondary Mekelle city administration.

1.2: Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In this way, school-based supervisors, Woreda, Zonal and Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2009).

To make School based supervision more effective, collaboration should be made among various groups. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000).

The role of school principal has become more complex, overloaded and unclear in the past decade. School principal as instructional leader expected to play many roles. However, many writers argued that the role of school principal is multi-dimensional and complex. For instance, Phillips (2001) in his study noted that school principal wears many hats being a manager, administrator, instructional leader and curriculum leader at different points in a day. While most would agree that instructional leadership is critical in the realization of effective schools, it is seldom prioritized. Among the many tasks performed by principals, only one-

tenth of their time is devoted to instructional leadership (Stronge, 1988). Similarly, Stronge as cited in Poirier (2009) also found that typical principals spend 62% of their time performing managerial activities, and spend only 11% of their time to work related to instructional activities. This result may differ from country to country. Supporting to this, George (2001) noted that, due to lack of time and paper work, principals devoted very little of their time to instructional leadership.

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

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).

Many factors affect academic performance in our schools. Some are generated from home background like home stability, parental education, family size, parental occupation, socio-economic factors etc. others emanate from school such as teaching-learning situation, teachers' knowledge of subject matter, availability and utilization of instructional materials, teachers relationship with students, among others. For teachers to properly understand these factors, they need to be supervised so as to be enable them effectively impart the necessary

knowledge and assist students learn maximally to justify government huge investment on education. There are no similar studies conducted in Mekelle secondary schools so this study therefore seeks to find the influence of the model of instructional supervision on teacher's instructional performance. This study is set to investigate the contribution of instructional supervision practices towards teachers' effectiveness, with assumption that, lack of instructional supervision might have contributed to a greater extent to the ineffectiveness of teachers.

1.3: Research Questions

The following research questions will be raised to direct this study.

1. What is the contribution of instructional supervision practice in enhancing teacher's quality in government secondary schools of Mekelle city administration?
2. How do instructional supervision practice influence students learning outcome in government secondary schools of Mekelle city administration?
3. What is the perception of teachers and principals regarding the effect of having supervision on their schools?
4. What challenges do supervisors face in implementing supervision practice?
5. What is the relationship between supervision practice (in-terms of classroom observation, demonstration of good teaching-learning, capacity development and action research) and teachers' effectiveness?

1.4: Objective of the Study

1.4.1: General Objective

- The main objective of this study is to assess contribution of instructional supervision practices towards teachers' effectiveness in government secondary schools of Mekelle city administration 2025.

1.4.2: Specific Objectives

- To determine the contribution of instructional supervision practice in enhancing teacher's quality in government secondary schools of Mekelle city administration.
- To assess the effect of supervision practice on students learning outcome in government secondary schools of Mekelle city administration.

- To assess the perception of teachers and principals regarding the effect of having supervision on their schools in government secondary schools of Mekelle city administration.
- To identify challenges in implementing supervision practice in secondary schools of Mekelle city administration.
- To determine the contribution the relationship between supervision practice and teachers' effectiveness in secondary schools of Mekelle city administration.

1.5: Significance of the Study

The study is believed to have the following contributions:

It is hoped that the study would contribute towards a better understanding of the complex process of instructional support supervision and would assist supervisors in making the supervisory process more effective.

It also seeks to help head teachers and other supervisors to identify the best practices that they can apply to promote efficiency and effectiveness in secondary schools.

The study is believed to add a leaf to the existing knowledge on Instructional support supervision which Stakeholders such as; Education managers, the Education policy makers and Teachers, Head teachers, parents, community leaders, partners and donors in decision making.

- It will provide information for educational officials and stakeholders on the current status of school based instructional supervision and help them to do their share to improve supervisory practice in secondary schools.
- It may assist for school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools.
- It will identify some of the problems hindering effectiveness of instructional supervision.
- It may also come out with some relevant suggestions and recommendations that may help instructional supervisors in schools
- It will serve as a starting point for other researchers who are interested to do their research in this area.

1.6: Operational Definition

Challenges: Problems that affect the secondary school instructional supervisors.

Effectiveness: the ability of teachers to; plan lessons effectively, manage time, have regular attendance in school, use flexible teaching methods, have appropriate content coverage, assess pupils understanding.

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

Instructional supervision supervisory activities and practices aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.

School-based supervision: the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers.

Practice: -An action rather than ideas the actual framework of supervisors' task.

Secondary school: -refers to the school system established to offer two years of general education (grade 9 -10) and extra two years of pre-college preparation (preparatory).

1.8: Limitation of the Study

Initially it might be difficult to collect all the questionnaires as planned. Furthermore, Principals were always too busy. I was however able to minimize some these problems by discussing with them to the interviews and document oversee. The return rate of the questionnaires also maximized because some of colleagues helped me by encouraging respondents to fill in the questionnaires and return them. The comprehensiveness of this study has been limited by different challenges. For instance, the attempts made to collect data from some teachers by questionnaire tools and by interview from lacks to give the necessary data on time.

The study was conducted in government secondary schools of Mekelle city administration. In this study descriptive survey research design was employed. In addition, **Regression Analysis** was used to determine the contribution of instructional supervision towards teachers' Effectiveness at (0.05) level of significance.

1.9: Scope of the study

To make the study more manageable and feasible, the study was delimited only to government secondary schools (9 – 10 and 9 -12) in Mekelle city administration. This help the researcher to easily obtain relevant information on the status of school based instructional supervision in the sub city that enriches the study.

Among several activities which are being implemented for the overall school improvement, this study was delimited to assess the practices of school-based supervision and its role in teacher's effectiveness in government secondary schools of Mekelle city.

1.10: Organization of the study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The study mainly aimed is to assess practice of School based instructional supervision and teachers' effectiveness in government secondary schools of Mekelle city administration. In order to study an attempt was made to review related literature and summarizes studies of pervious researchers which are related to School based instructional supervision. The literature organized by referring previously done essays papers, books and internet sources.

2.1: The History of Supervision

The world perspective; supervision is „an intervention that is provided by a senior member of a profession to a junior member or members of that same profession“. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the

professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998).

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

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

2.2: The Concept of supervision

Researchers have assigned several definitions and interpretations to supervision, but almost all of them centre on a common aim or objective (Bays, 2001; Beach and Reinhartz, 1989; McQuarrie and Wood, 1991). The main objective of supervision is to improve teachers' instructional practices, which may in turn improve student learning. Researchers have offered several purposes of supervision of instruction, but the ultimate goal is to improve instruction and student learning.

Beach and Reinhartz (1989) think the focus on instructional supervision is to provide teachers with information about their teaching so as to develop instructional skills to improve performance. Also, in Bays, 2001, supervision is primarily concerned with improving classroom practices for the benefit of students regardless of what may be entailed (e.g., curriculum development or staff development) (Bays, 2001). Further, McQuarrie and Wood (1991) also state that the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms.

Others believe the purpose of supervision is helping teachers to be aware of their teaching and its consequences for their learners (Glickman & Gordon, 1997; Nolan, 1997). Some researchers have also theorised that supervision is an act of encouraging human relations (Wiles & Bondi, 1996) and teacher motivation (Glickman & Gordon, 1998) and enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997). Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992). The purposes of supervision provided by these researchers can be grouped under the following themes: improving instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration.

Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors. The term supervision has gradually taken over inspection, but both terms are sometimes used together. But Musaazi (1982) posits that school supervision which began as inspection has been replaced by that of supervision. The concept and practice of supervision of instruction has evolved over the years (Glickman, Gordon &

Ross-Gordon, 2004). Early supervisors in the 19th century set strict requirements for their teachers and visited classrooms to observe how closely the teachers complied with stipulated instructions; departure from these instructions was cause for dismissal (Oliva & Pawlas, 1997). Oliva and Pawlas bemoan that some school supervisors or inspectors, as they are called in other countries, continue to fulfil their tasks with an authoritarian approach. They note, however, that superintendents (supervisors) have changed their focus from looking for deficiencies that would merit dismissal of teachers to helping teachers overcome their difficulties.

Bays, 2001, argue that defining supervision has been a recurrent and controversial issue in the field of education. Harris for instance observes that current thoughts in the definition of supervision of instruction do not represent full consensus, but has listed some common themes across different definitions. These include supporting teaching and learning; responding to changing external realities; providing assistance and feedback to teachers; recognising teaching as the primary vehicle for facilitating school learning; and promoting new, improved and innovative practices. Harris, however, noted that questions of roles, relationships, positions, and even skills and functions remain without full consensus.

Supervision is a service provided to teachers, both individually and in groups, for the purpose of improving instruction, with the student as the ultimate beneficiary (Oliva & Pawlas (1997). Oliva and Pawlas note that it is a means of offering to teachers specialized help in improving instruction. They argue that supervisors should remember that teachers want specific help and suggestions, and they want supervisors to address specific points that can help them to improve.

Although the methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained the same to help teachers improve instructional performance, as reflected in Okumbe (2007) work on instructional supervision. The broad goals of supervision were:

- To provide teachers with objective feedback on the current state of their instruction.
- To diagnose and solve instructional problems.
- To help teachers develop skill in using instructional strategies.
- To evaluate teachers for promotion, tenure, or other decisions.

- To help teachers develop a positive attitude about continuous professional development.

2.3: Approaches to Supervision

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

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

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

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

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

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

- Use of information from their reflective journals and completed inventories by teachers to analyse their effectiveness.
- Feedback from other sources e.g. students, peers and supervisors.
- Analysing data from the other sources.
- Developing possible strategies for initiating improvement.
- Implementation by teachers of agreed upon changes in their instructional behaviour.
- Teachers reassess the effectiveness of change.

This approach can be effective if teachers are aware of their need to develop Administrative mentoring-This is the process by which the supervisor monitors the staff through brief unannounced visits to ensure that teachers responsibilities are carried out properly. This approach to supervision is widely used by school administrators in teacher evaluation and is considered necessary for beginning teachers to measure their success and growth.

Administrative monitoring gives the principal information about what is happening in the school, and enables him/her to be aware of any problem. This approach is successful when there exists a mutual trust between the teachers and administrator, and when performed by a sensitive and trusted leader. Administrative mentoring appears to be the most commonly used in the Kenyan context by school principals and officers from the Directorate of Quality Assurance and Standards.

2.4: Principles of Effective Supervision

Imants, Puffen and Leijh (1994) identified several principles to guide the process of supervision, Staff orientation- the expected quality and quantity of work must be specified for staff to know what is expected. New staff must be orientated. Healthy atmosphere- supervision environment should be made free of tension and emotional stress. Staff must be guided on how to carry out assignments in particular tasks. The school therefore must arrange and participate in staff training. Recognition good work must be immediately acknowledged to serve as an incentive in motivating staff. Those monitoring for example, Principals, Heads of Department, Quality assurance and standard officers must understand the total curriculum process. A firm cooperation network must be established between all the staff involved with the curriculum. Criticisms must be constructive and free of bias. Staff should be given opportunity to prove their worth and use their initiatives in performing their jobs and in making decisions. The curriculum should be assessed regularly at all levels. Supervision should ensure that students have the opportunity to learn. There should be an established communication network to allow for a quick detection of program deficiencies and rapid relay of such information to the relevant people. For effective supervision, different core tasks were done throughout the academic year. Because of that within the school's teachers are differ according to their experience. For this case based on the free of tension orienting new staff, motivating them and cooperating them at any networks of works.

2.5: Instructional Supervision

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

supporting and assisting teachers to improve instruction through changing their behavior (Peretomode, 1995).

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

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

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

- Help to Develop and Utilize Methods and Materials
- Staff Development
- Professional Guidance
- Provide Instructional Leadership
- Attainment of Educational Objectives

Help to Develop and Utilize Methods and Materials: In order to effectively and efficiently carry out the teaching and learning process, we need to develop teaching aids and adopt appropriate methods to impart knowledge to ensure improvement in the pupils. This the instructional supervisor does by assisting the teacher to develop and direct how to utilize such methods and materials to ensure continuous progress in the pupil, as well as, help the teacher to do his work better.

Staff Development: It is an obvious fact that teachers need to be retrained to be able to meet and mediate the constant changing society. We need to learn new trends in details. Thus, the instructional supervisor supplies the teachers with specific information they need in order to improve the professional effectiveness of the teachers and the growth of students.

Professional Guidance: This helps to improve the conditions which affect the teaching and learning, as well as, the development and growth of students and teachers.

Provide Instructional Leadership: Odor (1995) added that instructional supervision helps solve problems of improving instructions, improving quality of education in schools, achieving educational goals, ensuring curriculum development, development of staff and evaluation of staff. Supervisor provides instructional leadership to teachers by assisting, guiding and stimulating them to be able to do their work better, improve their instructional skills, experiences and growth professionally.

Attainment of Educational Objectives: Nwosu (1997) also added that supervision is geared towards galvanizing and sensitizing of teachers for the improvement of materials, techniques and methods of instruction. This amplifies the rationale for supervision of instruction, the enforcement of which has not only become absolutely necessary but also imperative for the attainment of educational objectives.

Previously different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance. Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt, (1998) define instructional supervision as a: "... set of activities and role

specifications designed to influence instruction”. Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that “... supervision of instruction is directed towards both maintaining and improving the teaching learning processes of the school”. Supervision is defined as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system.

Thus, instructional supervision has become a key element in improving the quality of instruction at school. It involves ongoing academic support to teachers along with appraisals of the 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 students’ academic success. In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them.

This increases the options teachers have as they work with students. If the partnership between supervisors and teachers works, teachers learn to identify and resolve their problems, and supervisors get a better idea about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MOE, 2005) defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn is critically interdependent of quality supervision.

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

wide array of strategies, methodologies and approaches aimed at improving instruction and promoting educational leadership as well as change.

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

What is more, "Instructional supervision is a behaviour system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behaviour in such a way 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 behaviour, 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.

2.6: Techniques of Instructional Supervision

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

They include:

Classroom observation which involves live observing of a teacher and analysing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher

interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

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

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

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

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

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

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

Research: Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with and through teachers to

finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

2.7: Rationale for Instructional Supervision

Instructional leadership refers to the specific branch or educational leadership that addresses curriculum and instruction. To realize that the management of curriculum and instruction by a school principals, a series of behaviour's designed to affect classroom instruction and actions that a principal takes, or delegates to others, to promote growth in student learning (Flath, 1989) Instructional leadership is leadership of teaching and learning in the classroom that influences teachers' classroom instruction focus on the behaviours of teachers as they engage in activities directly affecting the growth of students (Duke,1998).

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

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

2.8: Domains of Instructional Supervision

according to Glikman et.la. (2004) there are three large domains with in which supervisors can work: instructional development, curriculum development and staff development. In any

one or all of these areas the instructional supervisor can provide variety of assistance service to teacher. For example, a supervisor who works as a group leader in curriculum development may at the same timework in the domain of instructional development and/or the domain of staff development.

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

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

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

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

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

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

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

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

As Harris, (1975) in-service education defined as a task of supervision, directing activities towards the promotion of growth of instructional staff members to make them more efficient and more effective. It specifically seeks to improve education by changing people. The role of instructional supervisor here, therefore, is much more to initiate staff members, plan, and facilitate conditions making appropriate decisions and deliver effective staff in service programs.

2.9: Principals' role in instructional supervision

The role of the principal has changed considerably since its formal inception in the early 1900s, shifting according to political eras and societal changes (Goodwin, 2003). The principal's role did not exist in the one-room schoolhouse, as teachers performed all functions. As schools grew in size and bureaucracy increased, the role was officially recognized in the early 1900s as one of manager and coordinator of activities. The nature of the role varied over time depending on social paradigm, politics, and the economy, but it was with the development of stronger, more vocal and active unions in the 1970s that the role of the principal shifted from that of a colleague of teachers to a representative of the school board, and the years followed with increased centralization and increased bureaucracy (Blasé, 2000).

Instructional leadership in schools continues to be a challenge today firstly due to its narrow definition cast against the large number of roles of the principalship. Stronge (1993) stated that because the job entails a large component of managerial duties and demands, instructional leadership is difficult to achieve. Some of these demands of the principalship have been created by social forces and others by policy issues (Goodwin Cunningham & Childress, 2003), but they have all resulted in "leadership issues including the layering of additional responsibility without corresponding authority, an imbalance between management and leadership despite the expansion of the work week, an increase in ambiguity and complexity, and declining morale and enthusiasm. In addition, the role of the principal is further extended because different factions of society expect different outcomes from schools, calling principals to be responsive to multiple demands (Stronge, 2007).

2.10: Classroom observation and teachers' effectiveness

Acheson (1997) argue that, the selection of observation instruments for classroom observation will help sharpen the teachers thinking about instruction. This was in line with Gold hammer (1980) proposal that, 'if supervisors were to spend more energy in classroom observation, followed by helpful conference, we believed that teachers would probably have more friendly attitude towards supervision of instructions. Classroom observation is a valuable means to obtain first-hand information and experiences of the classroom atmosphere in the school.

Anyama (2003) observed that, classroom observation helps teachers in identifying their areas of strength and weakness that will require improvements. While Jones (1993) similarly cited that, 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 together hand in hand before and after the observation process.

Duke (1993) says without growth and learning, there is no benefit to being supervised: Supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom observation improves the quality of children education by improving teacher's effectiveness.

Laura (2008), comment, the effective teacher knows and does a set of behaviours that they incorporate into the daily professional practices such as; understanding learning theories, planning classroom instructions, knowing individual students, assessing of students understanding and proficiency with learning outcomes.

Fanselow (1990) observed that, classroom observation helps teachers to explore more methods of teaching that benefits the teachers and the pupil's in class. Robert and Marzano, (2011) recommended using instructional rounds', or learning walks, in which, group of teachers observe other teacher's classroom teaching. The goal he said is for teachers to compare and contrast what they see to what they do in their classroom with their own pupils.

Fullan (2006) underscored the critical importance of classroom observation as head teacher's supervisory roles in ensuring higher quality instructions and its systematic delivery for continuous improvement and ongoing academic success of the learners.

Marks (2008 et al) confirm that many teachers fear visit by the supervisors often for good reasons, that some head teachers tend to criticize teachers for social-economic or political reasons.

Nakpodia, (2006) observed that, supervisors are expected to give priority to collecting and sharing classroom observation data that facilitates learning-focused conversation about the teaching and learning process and teachers are expected to use this feedback to improve their instructional effectiveness. The post conference meeting in classroom observation should be completed by the supervisor and teachers within three days of a classroom observation and

preferable within twenty-four hours of observation. This is to dialogue about the teaching and learning observed with the intended outcome to enhance performance and instructional effectiveness that improve pupils learning.

Olembo, (1992) assessment results such as pupils written class work, homework, test and examination results can be an effective way of evaluating teacher's effectiveness in teaching and learning processes. Direct supervision of teaching refers to the process of assessing Lessons in classroom through observation by head teachers or supervisor in the school. A head teacher should always make an effort to observe teachers teaching; concentrate on specific areas of interest while observing the entire lesson. Danielson (1996) pointed out that, the process of lesson observation should always involve three stages of; preparatory stage, observation and evaluation stage and post Teaching meetings stage.

Reman (1998), stated in his study that, lesson observation during supervision of teaching, should be followed by a meeting between the head Teacher/ supervisor and the teacher as a follow-up for the lesson observed by head teacher so as to give a feedback of the lesson to the supervisee (Poacher), this is known as post teaching meeting. The success of post teaching meeting in instructional practices will largely depend on how the supervisor handles the meeting.

Sagor (2000), said classroom observation provide the foundation for teacher's growth and development and it's the basis for formative supervision. That, the purpose for classroom observation includes; coaching to refine a specific strategy, or practice; responding to teachers request for assistant; intervening to rectify a problem when expectations are not meet affirming and reaffirming success, growth or effectiveness in improving a strategy or practice.

Sullivan and Glanz (2002) confirm that, teachers are likely to change their instructional behaviours on their own, after their classroom teaching has been described to them by the supervisors in a conference meeting, depending on the outcome of the feedback provided.

Zepeda (2009) asserted that, inspectors tend to force teachers to use methods of teaching that encourage rote learning and teachers were viewed as implement or machines that had to work as directed by the supervisors. Many teachers especially students' teachers and newly qualified teachers may not have mastered or developed sufficient skills for effective teaching,

hence there is need for supervisions in classroom to be conducted so that the teachers gain confidence while teaching in class.

2.11: Lesson Demonstration and teachers 'effectiveness

Danielson, (1996) comment, there are four distinct, yet overlapping aspects of teaching responsibilities, this include; instructional planning, classroom environment, instructional responsibility. Any effective teaching behaviours can be judge through any one of the teaching responsibilities mention.

Elye (2004), pointed out that, demonstration model in classroom requires the teacher to perform step by step presentation so that, the learners will eventually be able to complete the same task independently. The eventual goal is for the learners to not only duplicate the task but to recognize how to solve a problem when unexpected obstacles or problems arise. While,

Marimba (1999), argues that, with the post independent democratization of education system and the popularization of discovery learning, demonstration of lessons become popular as supervisors sought to encourage the development of talents of each individual teacher in the school. Ekatan (1995) similarly observed that, a head teacher should take a leading role in trying to improve teaching and learning in a school: he/she clarify school mission, monitoring pupils progress, participate in teaching, demonstrating good teaching methods to teachers, helping teachers in supportive manners and evaluating teachers regularly to promote pupils 'learning.

Ponticell (1998) pointed out that, teachers' perceptions of supervision were positive when supervision was viewed as coaching that is, when the supervisor work alongside the teacher providing assistance while the teacher addresses his/her classroom concerns.

Ranjan (2012) cited Hawes (1985), who observed that head teachers are central in matters related to the quality of education in the school. They can greatly affect the method of teaching used by teachers in the school. One way of doing this is to demonstrate to their teacher's good teaching and learning processes. Teaching is the processes that help learning to take place and good teaching result in good learning.

Starrat and Sergiovanni (1998) comments that, ‘since teachers often will not know how to do what needs to be done, it’s important for a supervisor to identify their needs and then demonstrate to them, in some ways”, this is to realize effective staff professional development. Danielson and McGreal (2000) cited limited lesson demonstrative skills and experience among the supervisors, this leads to problem in teacher supervision. Supervisors did not have enough training in providing constructive feedback while maintaining relationships with teachers.

2.12: Teachers capacity development and teacher’s effectiveness

Beach (2002), the purpose of professional development is to enhance ongoing professional growth to promote learning focused dialogue, feedback and reflection.

Beach and Reinhartz (2000), Sergiovanni and Starratt, 1998), observed that for instructional to be improved, staff development; self-evaluation and fostering curriculum development must be included in the supervisory processes. There are four key strategies for enhancing the professional growth of teachers, this includes; systematic guidance for an ongoing staff development programs, supported by modelling, coaching and collaborative problem solving.

Brian (2013:23), Teachers matter most to student achievement than any other aspect of schooling. Many factors contribute to students’ academic performance, including individual characteristics and family and neighbourhood experiences. But research suggests that, among school-related factors, teachers matter most.

Glickman (1997) in a similar view, says giving existing knowledge, experience values and time for teachers to undertake professional development as part of their normal teaching responsibilities is one way of developing teacher’s capacity.

Jennifer, (2013) comments effective teachers are best identified by their performance, not by their background or experience. Despite common perceptions, effective teachers cannot reliably be identified based on where they went to school, whether they are licensed, or how long they have taught. The best way to assess teachers’ effectiveness is to look at their on-the-job performance, including what they do in the classroom and how much progress their students make on achievement tests.

Mark (2008) lamented that, one way of improving the teacher's supervisor's relationship is through training that will improve the competence of the teachers in all aspects of instructional delivery in schools. Davies (1997), note that, in developing countries, heads of schools emerges from the teaching population and have had little or no training for the job. Therefore, because school heads are promoted as teachers straight from the classroom without prior training for taking leadership post, it's ideal to organize refresher courses for teachers.

Marzano (2011), said that, teachers need to create growth and development plans each year, based on the skills they want to work on, and that scoring must be coupled with a system for improvement in the quality of teaching and learning. Marzano (2011), pointed out that, 'effective Teachers are not born', and they are developed through coaching, peer observation and mentorship by supervisors. Teachers should be allowed to select specific strategies that they want to improve on through their development process.

Ndebele (2006) argues that it is perhaps in this context that, lack of head teachers supervisory skills appear to create dissatisfaction on the side of the teachers during classroom observation hence negative views towards Instructional supervision. In a similar observation most inspectors (heads) had inadequate formal training on techniques, concepts, and practices and worst of all; they had no background on educational management and administration.

Reman (1998), Staff development explains procedures involved for identifying staff training needs designing and implementing training activities to meet those needs and how such training can be evaluated and the results of evaluation be used to improve teacher's effectiveness that subsequently leads to pupil's academic achievement in primary schools.

2.13: Action Research and Teachers' effectiveness

American Education Research Association (1995), a study of fifty effective teachers conducted in New York, and the findings were found to be relevant to describe characteristics of an effective teacher in schools. The findings were that, effective teachers have; high expectations for pupils learning; they provide clear and focused instructions; they closely monitor pupils learning progress; they re-teach using alternative strategies when children don't learn; they use incentive & rewards to promote learning; they were highly efficient in their classroom routines. They set and enforced high standards for classroom behaviours and

the focus of this research was directed to the question of how schools can support effective teaching.

Danielson (2002), noted that, Action research engages teachers in a reflective practice regarding their teaching and help them examine factors that promote student's achievement and encourages teachers to examine practices in their classrooms that directly influences students' achievements. Teacher's effectiveness is observed in timely coverage of the syllabus, regular attendance in teaching, flexibility in the use of variety of methods, timely marking of examinations and class work, staying over time to complete task and ability to work under stress.

Glanz (2005) concluded that action research is used by principals and teachers to discover pedagogical processes which are most effective in raising achievement levels for learners in particular classes. Wong's (2009), observed that Teachers are the greatest assets in a school setting; they know the learners, have high expectations for students learning, make clear and focus instructions, monitor closely pupils learning progress, use incentive, and rewards to promote learning effectiveness in class.

Glatthorn, (1990) shared a similar idea that, teachers should use their classroom action research findings to make decision about their teaching strategies, sometimes they will find one strategy clearly more effective leading to an obvious choice. In such a situation, a teacher needs to choose the strategy that he/she prefer or that the learners prefer.

Stronge (2005) noted from the school models they reviewed that supervisors should consider the context of the following when evaluating teachers in the areas of instruction; Verbal ability, content of knowledge, pedagogical knowledge, meaningful instructions tied to objectives; monitoring student's progress via assessment and using student's achievement measurement via test.

Sagor (2000) pointed out that, comparing the pupils learning outcome of different teaching strategies help a teacher discover teaching techniques that works best in a particular situation. Because a teacher is researching about the impact of his own teaching, he automatically takes into account his teaching strengths and weaknesses.

Power, (1993) comments that, there is no point in conducting classroom action research project if the teacher has no intention of acting on his/her findings. Since the goal of classroom action research is to inform decision —making, the question or problem should look at something under teacher’s control such as teaching strategies, student’s assessments and classroom activities.

Weimer, (1996) observed that classroom action research is a method of finding out what worked best in classroom so that, a teacher can improve pupils learning. Every teaching situation is unique in terms of content, level, student’s skills, and learning styles, teacher’s skills and many other factors. Hole, (1999), comments with similar view that many teachers practice personal reflection on teaching that is, they look back to what has worked and has not worked in the classroom and think of how they can change their teaching strategies to enhance learning. Example: Does role play help pupils understanding of course concepts more completely than story telling or other methods?

2.14: Conceptual framework

Here we have instructional supervision on one side as the independent variables whereas on the other side we have the teacher’s effectiveness as dependant variables.

Independent variables: comprise such as classroom observation, demonstration of good teaching and learning, teachers ‘capacity development and action research which also form the research objectives and

Dependant variables: includes lesson planning, time management, flexibility in using teaching methods, and content coverage and assessing pupils’ understanding.

Both are in agreement of the following parameters like; age, gender, health status, working environment, resource availability, family responsibility etc

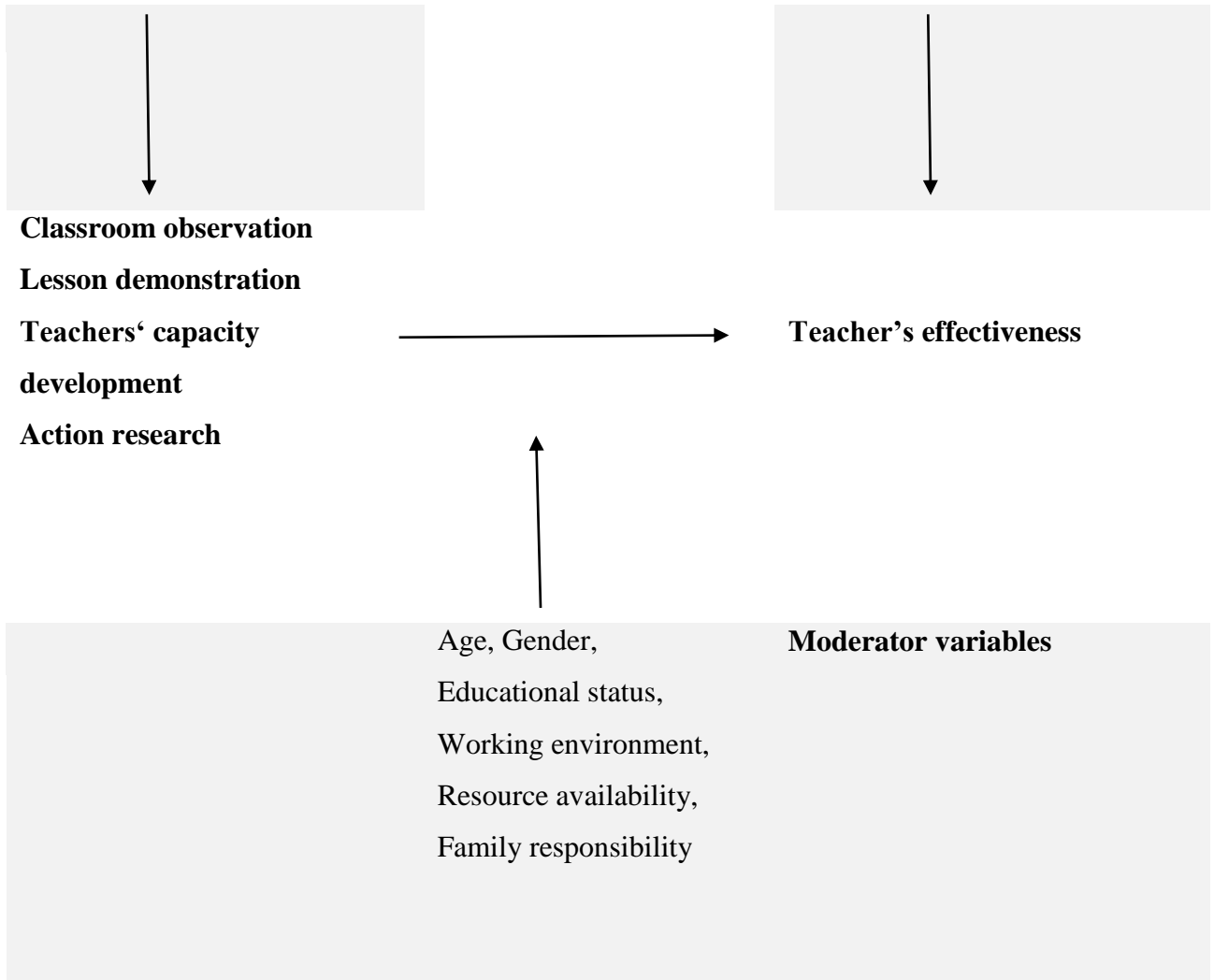
2.14: Gaps identified

Studies have shown that similar variables were used, but no one has directly attempted to relate principals’ instructional supervision practice and teachers’ effectiveness’. A contextual gap which this study attempted to bridge, because no study was conducted in government secondary schools of Mekelle city administration. This study used psychological theory of supervision explored in education by planturroot while other studies used other theories.

Table 1: Conceptual Frame Work

Independent variables

Dependant variables



The relationship between dependent and independent variable was analysed with keeping the moderator variables constant.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents the methodology that the study followed. It explains the design; study area; population; sample size, Sample techniques and procedure; data collection instruments; the research procedure that was followed; and the data management and analysis techniques that were used in conducting the study.

3.1: Research Design

In this study mixed (quantitative and qualitative) research design was employed. descriptive survey research design was employed. Quantitative approach emphasized because assessing the practice instructional supervision and relation to teacher's effectiveness can better understood by collecting large quantitative data from secondary schools. Quantitative data were included closed-ended questions for teachers and school principals. descriptive approach was used to describe the quantitative data, because the major goal of this study is to describe the contribution of instructional supervision practices, as it exists at present, it is also relevant to gather detailed information concerning current status of the practices of school-based supervision. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. It also helped to draw valid general conclusions.

Regression Analysis was used to determine the contribution of instructional supervision towards teachers' Effectiveness at ($p \leq 0.05$) level of significance.

3.2: Research Method

In this study survey method was used to collect quantitative data. A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in-depth data on the principals' supervision practices. In-addition to this qualitative research method was used to address effect of supervision on student's outcome and challenges to perform supervision.

3.3: Study area

This study was conducted in secondary schools of Mekelle city administration. Mekelle is located in northern Ethiopia which is a capital of Tigray regional state at a distance of around 780 kilometres north of the Ethiopian capital Addis Ababa, with an elevation of 2,254 metres above sea level. The main sub-locations are Ayder, Hawelti, Adi Haqi, Hadnet, Kedamay Weyane, Quiha and Semien. Mekelle is one of northern Ethiopia's primary economic and educational centers, housing Mekelle University, a leading higher education institution in Ethiopia. There are 33 primary schools, 13 secondary schools and 2 schools for special needs students. To make the study more manageable and feasible, the study was delimited only to government secondary schools (9 – 10 and 9 -12) in Mekelle city administration.

3.4: Sources of Data

For the purpose of this study, primary data was used. The major sources of primary data were all teachers' and School based supervisors (principals, unit leaders and heads of department) of government secondary schools.

3.5: The Study Population

The study population of this study were selected teachers and principals of government secondary schools. This group of participants would be appropriate for this study, because, they are among front line for School based supervision and help the researcher to get reliable and first-hand information about the issue in focus. In these administration area's there were 12 government secondary schools and total of 845 teachers. Among 845 population 605 of them are male and the remaining 240 are female and proportional allocation for sex category was done.

3.6: Sample Size determination

The sample for the study was selected from principals (directors, deputy directors and head teachers), and academic staff (teachers) in secondary schools of Mekelle city administration. The sample size was selected using the Slovenes' formula

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

where, n =required sample size

N = population size

α =level of significance

$$n = 845/1 + 845 (0.05)^2$$

n= 271 was the total sample size for this study and proportional allocation was done for each category.

Table 2: Proportional Allocation of Study Participants

Category	Population (N)	Sample (n%)
Principals	108	35(12.9%)
Teachers	737	236(87.1%)
Total	845	271(100%)
Proportional allocation by sex		
Male	605	194(71.6%)
Female	240	77(28.4%)
Total	845	271(100%)

3.7: Sampling Techniques

In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools, the principal supervisors, were selected by purposive sampling technique. For each school proportional allocation were conducted. Then from each governmental secondary school teachers were selected by availability sampling technique.

Table 3: Proportional Allocation for Government Secondary Schools

No	Name of secondary school	Number of principals (N)	Number of principals selected (n%)	Number of teachers(N)	Number of teachers selected (n%)
1	Yekatit 23	10	3(8.5%)	61	20(8.5%)
2	Momona	8	3(8.5%)	57	18(7.6%)
3	Alene	8	3(8.5%)	60	19(8%)
4	May weyni	8	2(5.5%)	59	19(8%)
5	Adi haki	8	3(8.5%)	62	20(8.5%)
6	Welde ngus	8	3(8.5%)	59	19(8%)
7	Hatsey yohhanes preparatory	12	4(12.5%)	82	26(11%)
8	Ayder preparatory	10	3(8.5%)	55	18(7.6%)

9	Adi ha	10	3(8.5%)	57	18(7.6%)
10	Enkodo	10	3(8.5%)	60	19(8%)
11	Lachi	8	2(5.5%)	59	19(8%)
12	Hawelti	8	3(8.5%)	66	21(8.9%)
Total		108	35(100%)	737	236(100%)

3.8: Instruments of Data Collection

The instrument used for data collection for this research was a self-constructed closed and open-ended questionnaire for principals' instructional supervision and teachers' effectiveness questionnaire which consisted of forty-six questions.

The researcher used five-point liker scales, which required an individual participant to respond to a series of statements in questionnaire by indicating whether he/she strongly agree (SA, or Agree (A), undecided (U) or Disagree (D) or strongly Disagree (SD).

3.8.1: Questionnaires

Data were collected using questionnaires. Questionnaires were designed with questions and statements related to the objectives of the study. The study was employed two questionnaires; principals' questionnaire and teachers' questionnaire.

In this study, self-administered questionnaire was used to collect information regarding the practices of school-based supervision in secondary schools which contains four items. The first item was demographic characteristics of respondents that contains four questions. The second item was extent of instructional supervision that contains twenty questions which divided into four categories of independent variables. The first category was classroom observation which contains five questions, the second category was demonstration of good teaching and learning which contains five questions, the third category was teacher's capacity development which contains five questions and the fourth category was action research which contains five questions. The third item was extent of teacher's effectiveness that contains twenty questions which divided into four categories of dependent variables. The four categories were lesson planning, time management, flexible teaching methods and content coverage and each of them contains five questions. The fourth item was containing two open-ended questions related with effect of supervision on student's outcome and challenges to perform supervision practice.

Similarly, the qualitative data that includes interview on open- ended questions was used for qualitative research in order to verify and explain the quantitative data. For quantitative approach questionnaire supplied for principals. For qualitative approach interview implemented for School principals.

3.9: Validity of instrument

In order to test the validity of the instrument, the researcher availed the questionnaire to experts

in the field to check each item for relevance with regards to the content matter. Manga (2012).

The questionnaire was rated under two level of relevance that is relevant and in-relevant, the questionnaire that were rated relevant and in-relevant were calculated as ratio of the total number of questions in the questionnaire. A common rating scale 1-4 were used with 1 is not relevant, 2 is somewhat relevant, 3 is quite relevant and 4 is highly relevant. The researcher Calculated the content Validity index (CVI) using the formula below:

$$\text{CVI} = \frac{\text{Item rated as quiet and highly relevant (3 and 4)}}{\text{Total number of items}}$$

Table 4: Determination of Validity of Instrument

Expert	Relevant item	Non-relevant item	Total
Expert -1	35	5	40
Expert -2	34	6	40
Expert -3	34	6	40
Total	103	17	120

$$\text{CV} = 103/120 = 85.3\%$$

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

3.9: Procedures of Data Collection

To answer the basic research questions through a series of data gathering procedures, the expected relevant data were gathered by using questionnaire. This procedure was help the researcher to get accurate and relevant data from the sample units.

Thus, after having letters of authorization from Mekelle University and Zone Education office for ethical clearance, the researcher was conducted pre-test out of the study area. At the end of all aspects related to pilot test, the researcher was contacted Woreda education offices and the principals of respective schools for consent. After making agreement with the concerned participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the selected schools.

3.10: Methods of Data Analysis

The data were analyzed by SPSS version 22. Depending on the nature of the collected data through questionnaire, different statistical techniques were employed in the study for data analysis and interpretation. The interpretation of personal characteristics was done with the help of frequency and percentage. The collected data was tallied and tabulated. Frequency and percentage were used to analyse demographic characteristics of respondents. Among the various types of descriptive statistics percentage and mean is preferred for the analysis because of the fact that they are very important in identifying the difference and similarity of respondents' judgments on various variables. In addition to this, percentage and mean are easily understood by different stakeholders of education within different educational levels.

In addition to this frequency mean and standard deviations was applied to determine the demographic chances of the respondents. The analysis showed the level of strength and weakness of the variables which enabled the researcher to draw his conclusion and recommendations. **Regression Analysis** was used to determine the contribution of instructional supervision towards teachers' Effectiveness at 0.05 level of significance.

3.12: Ethical Consideration

To make the research process professional, ethical consideration was obtained from Mekelle University. Then the researcher informs the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study is based on their consent. The research was not personalized any of the respondent's response during data presentations analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter presents the profile of respondents, the extent of instructional supervision, level of teachers' effectiveness, contribution of classroom observations towards teachers' effectiveness, contribution of demonstration of good teaching towards Teachers' effectiveness, contribution of teachers' capacity development through training towards teachers' effectiveness, and the role of action research towards teachers' effectiveness in the selected secondary schools in government secondary schools of Mekelle city administration.

4.1: Response rate

Response rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda & Mugenda, 2003). In this study out of 271 participants, all of the participants returned the questionnaires. So, the overall response rate is 100%. These percentage return rates fell within the recommended return rate of at least 50 percent advocated by Mugenda and Mugenda (2003).

4.2: Demographic information

This section presents the demographic information of the respondents in the study. The demographic information for all the categories of the respondents focused on gender, age, education and experience in teaching. The findings of the study are presented in the subsequent sections.

4.2.1: Participant's position

The respondents were asked to state their position to identify whether he/she is a principal or teacher and the findings are presented in table 5 below:

Table 5: Participants Distribution by Position, n=271

Position	Frequency	%
Principal	35	12.9

Teacher	236	87.1
Total	271	100

In this study the above table shows that among the 271 study participants 87.1% of them were teachers and the remaining 12.9% were principals.

4.2.2: Distribution of respondents by gender

The respondents were asked to state their gender with the objective of determining whether gender had an influence on the principals' instructional supervision. The findings are presented in table 6 below:

Table 6: Participants Distribution by Gender n=271

Gender	Principals		Teachers		Total	
	Frequency	%	Frequency	%	Frequency	%
Male	28	80	166	70.4	194	71.6
Female	7	20	70	29.6	77	28.4
Total	35	100	236	100	271	100

Majority of the respondents in this study were male, out of 271 participants (principals and teachers) 71.6% as compared to 28.4% who were female, hence observing that majority of teachers in government secondary schools of Mekelle city administration are mainly men.

4.2.3: Distribution of respondents by age

The study sought to determine the ages of the teachers and principals to show the distribution of teachers in Mekelle district by age and whether age was linked to the principal's instructional supervision. The findings are presented in table 7 below:

Table 7: Participants Distribution by Age n=271

Age	Principals (n=35)		Teachers (n=236)		Total	
	Frequency	%	Frequency	%	Frequency	%
21-25	0	0	7	2.9	7	2.5
26-30	2	5.7	25	10.6	27	9.9
31-35	6	17.1	80	33.9	86	31.7
>35	27	77.2	124	52.6	151	55.9
Total	35	100	236	100	271	100

In this study most of the participants (55.9%) were aged above 35. The findings also show among the principals around three fourth of them were aged above 35 and most of the teachers (52.6%) were aged above 35, while 33.9% were aged between 31 and 35 years.

The none existence of principals in category between 21 to 25 years may be attributed to the fact that to become a principal one needed to have an experience of some years in teaching. The low representation of teachers in the category of 21 to 25 years may be attributed the fact that a few years ago the government decreases recruitment of teachers.

4.2.4: Level of education

The study sought to find out the participants highest level of education to show the distribution of the participants in Mekelle city administration by the levels of education and whether the level of education influenced supervision. The findings are presented in table 8 below:

Table 8: Educational Background of Participants n=271

Educational background	Principals		Teachers		Total	
	No	%	No	%	No	%
First degree	28	80	197	83.5	225	83.1
Second degree	7	20	39	16.5	46	16.9
Total	35	100	236	100	271	100

Regarding to the educational level of the respondents 83.1% of them were first degree holders and the remaining 16.9% of them were second degree.

4.2.5: Work experience

The study participants were asked to indicate how long they have been teaching with the aim of determining whether it influences the attitude of teachers to the instructional supervision practice. The findings are presented in table 9 below:

Table 9: Work Experience of Participants n=271

Experience in years	Principals		Teachers		Total	
	No	%	No	%	No	%
1-5	0	0	18	7.6	18	6.6

6-10	9	25.7	74	31.4	83	30.6
11-15	12	34.3	92	40	104	38.4
Over 15	14	40	52	22	66	24.4
Total	35	100	236	100	271	100

The findings of the study show that most of respondents have been teaching for more than 10 years. These findings mean that most of the teachers have been in the teaching profession for a period long enough.

4.3: Extent of instructional supervision

The independent variable in this study was instructional supervision which was broken into four constructs and these were; classroom observation (measured with five questions), demonstration of good teaching (with five questions), teachers' capacity development through training (with five questions) and action research (with five questions). These questions were based on a five-point Likert scale, in which respondents were asked to rate the extent of instructional supervision by indicating the extent to which they agree or disagree with each question in the questionnaire. The SPSS software was used to analyse their responses using means, standard deviations and ranks as indicated in table 10. To interpret the means in table 10, the following mean ranges and their descriptions were used;

Table 10: Key to Interpretation of Means on Five-Point Likert Scale

Mean range	Response
1.00- 1.80	Strongly disagree
1.81- 2.60	Disagree
2.61- 3.40	Undecided
3.41- 4.20	Agree
4.21- 5.00	Strongly agree

Table 11: Extent of Instructional Supervision

Items on instructional supervision	Mean	Standard deviation	Response
Classroom observation			
You always give professional support advice to teachers after lesson observation	3.97	.857	Agree
You always arrange for conference meeting before and after observing lesson in class	3.80	.868	Agree
You give comment to teachers after observing their lesson	3.97	.785	Agree
You always warn teachers after observing them teaching in class	3.89	.963	Agree
You always inform the teacher when you need to observe him/her lesson in class	4.09	.919	Agree
Average mean	3.942	.446	Agree
Demonstration of good teaching			
You always show teachers various ways of scheming their lessons	3.77	.547	Agree
You arrange for practical lessons to demonstrate how lessons are presented well in class	3.71	.667	Agree
You always show teachers how to plan their lessons well	3.66	.639	Agree
You always show teachers how to pose question to the learners and how to help individual learners with special learning problem.	3.46	.701	Agree
You always show teachers how to display teaching and learning resources when teaching and manage their class well	3.94	.725	Agree
Average mean	3.708	.360	Agree
Teachers' capacity development thorough training			
You always support teachers who aspire for upgrading in your school	3.83	.618	Agree
You always organize mentoring/coaching for newly recruited teaches in your school	3.69	.932	Agree
You arrange enough time for training	3.80	.584	Agree
You sometime organize skills training workshop for teachers in the school	4.23	.770	Agree
You always arrange for teacher visitation schedule with nearby schools	4.00	.804	Agree
Average mean	3.908	.364	Agree
Action research			
You always encourage teachers to use child cantered methods of teaching	3.80	.797	Agree
You do encourage teachers to use new approaches in teaching	3.74	.886	Agree
You always engage teachers in join research to solve a particular problem in the school	3.89	.676	Agree
You always encourage teachers to read information in search	3.97	.822	Agree

for new teaching and learning methods			
You always keep most of the reference materials in the stores	3.83	.857	Agree
Average mean	3.845	.439	Agree
Overall mean	3.851	.300	Agree

The above table indicated that the result of overall mean of instructional supervision was 3.851. This value indicates that instructional supervision is highly carried out in terms of classroom observation, demonstration of good teaching, teachers' capacity development thorough training and action research in government secondary schools of Mekelle city administration.

Regarding to classroom observation as the first construct of the independent variable was measured using five items in the questionnaire and this was indicated by average mean of 3.942. This implies that the principals in government secondary schools of Mekelle city administration give professional support advice to teachers after lesson observation, arrange for conference meeting before and after observing lesson in class, provide comment to teachers after observing their lesson and inform the teacher when they need to observe lesson in class.

With respect to demonstration of good teaching which is second part of the independent variable was indicated by the average mean of 3.708. This indicates that the principals in government secondary schools of Mekelle city administration are always shown various ways of scheming their lessons, arrange practical lessons to demonstrate how lessons are presented well in class, show teachers how to plan their lessons and help individual learners with special learning problem.

Regarding to teachers' capacity development through training; which is third part of the independent variable was indicated by the average mean of 3.908. This implies that the principals in government secondary schools of Mekelle city administration give support to teachers to upgrade their profession, organize mentoring/coaching programs for newly recruited teaches, organize skills training workshop and arrange for teacher visitation schedule with nearby schools.

Concerning to action research; which is fourth part of the independent variable was indicated by the average mean of 3.845. This indicates that the principals in government secondary schools of Mekelle city administration encourage teachers to use student cantered methods of teaching, help teachers to use new approaches in teaching, support teachers in join research to

solve a particular problem and encourage teachers to read information in search for new teaching and learning methods.

4.4: Extent of teachers' effectiveness

In this study the dependent variable was teachers' effectiveness, this variable was broken into four parts and these are; lesson planning, time management, flexible teaching methods and content coverage. These questions were also based on a five-point Likert scale and respondents were asked to rate the extent to which the level of teachers' effectiveness by indicating the extent to which they strongly agree, agree, undecided, disagree, and strongly disagree with each question or item. Responses were analysed using SPSS and summarized using means and standard deviation as indicated in table 12 below;

Table 12: Extent of Teachers' Effectiveness

Items on teachers' effectiveness	Mean	Standard deviation	Response
Lesson planning			
Most teachers now find it easy to plan their lessons because head teachers do support them when planning their lessons	3.70	.1.042	Agree
Teachers can display teaching and learning aids correctly after demonstration lesson	3.77	.977	Agree
Teachers are able to present, lessons without difficulties after they have attended demonstration lessons	3.77	1.003	Agree
After attending training sessions, teachers are able to use the syllabuses correctly in planning their lessons	3.78	.982	Agree
Teachers are able to plan lessons well as a result of classroom observation conducted by supervisors	3.73	1.021	Agree
Average mean	3.750	.935	Agree
Time management			
Teachers take time seriously; they concentrate on covering enough content	3.79	1.023	Agree
Teachers give feedback to the learners on time as a result of guidance by their supervisors	3.73	1.045	Agree
Teachers are able to manage time well in the school as a result of demonstration of good teaching by supervisor (Head Teachers)	3.80	1.012	Agree
Teachers stick to the school time table what so ever the case may be	3.80	1.036	Agree
Teachers start and end their lessons on time as a result of	3.52	1.074	Agree

guidance by the supervisor			
Average mean	3.730	.929	Agree
Flexible teaching methods			
Teachers use traditional teacher centered methods of teaching because of lack of refresher courses for teachers	2.99	1.089	Undecided
After attending skills training, teachers can improve their performance	3.76	1.047	Agree
Teachers are engaged in research to find better approaches in teaching after getting introduced to action research by supervisor	2.98	1.073	Undecided
Newly recruited teachers are able to use student centered methods of teaching after mentoring by the supervisor.	3.80	1.024	Agree
Teachers are able to use flexible teaching methods in class as a result demonstration of good teaching by supervisors	3.77	1.042	Agree
Average mean	3.459	.821	Agree
Content coverage			
After attending mentoring coaching sessions, teachers are able to monitor pupils progress in class	3.76	1.057	Agree
Teachers are able to organize and manage their classroom well after engaging in joint search on new class management techniques	3.79	1.019	Agree
Teachers adopt professional behaviours, after attending teachers training workshop organize by supervisor.	3.79	1.035	Agree
After attending teachers training seminars, teachers are able to select appropriate content for their lesson	3.78	1.016	Agree
Your teachers are able to select content appropriate to the age of learner	3.72	1.091	Agree
Average mean	3.767	.978	Agree
Overall mean	3.671	.851	Agree

Table 12 shows that, level of teachers' effectiveness was indicated by the overall mean of 3.671. This implies that the teachers in government secondary schools of Mekelle city administration they agree that principal's instructional supervision had an effect on teacher's effectiveness.

Regarding to lesson planning which is first part of the dependent variable was indicated by the average mean of 3.750. This implying that the majority of teachers in government secondary schools of Mekelle city administration plan their lessons easily, display teaching and learning aids correctly after demonstration lesson, able to present lessons without difficulties and are able to use the syllabuses correctly in planning their lessons and because principal's instructional supervision.

Concerning time management, which is second construct of the dependent variable was indicated by the average mean of 3.730. This implying that teachers in government secondary schools of Mekelle city administration were able to manage time effectively as a result of principals' instructional supervision.

Flexible teaching methods; which is third construct of the dependent variable was indicated by the average mean of 3.459. This implying that teachers in government secondary schools of Mekelle city administration was able to use various teaching methods because of principals provide support and supervision for teachers.

The final part of the dependent variable is content coverage; was indicated by the average mean of 3.767, implying that teachers in government secondary schools of Mekelle city administration are able to focus on to cover enough content because of principals provide support and supervision for teachers.

4.5: Relationship between independent and dependent variables

One objective of this study is to assess the relationship between independent and dependent variables. To determine relationship between dependent and independent variables regression analysis was employed.

This includes the relationship between classroom observation and teachers' effectiveness, the relationship between demonstration of good teaching and learning and teacher's effectiveness, the relationship between teachers' capacity development and teachers' and the relationship between action research and teachers' effectiveness in secondary schools of Mekelle city administration.

In the context of regression r (correlation coefficient) measures the strength and direction of linear relationship between two variables. It ranges from -1 to +1:

- A value close to +1 indicates a strong positive linear relationship (as one variable increases the other tend to increase).
- A value close to -1 indicates a strong negative linear relationship (as one variable increases the other tend to decrease).
- A value close to 0 suggest a weak or linear relationship.

In linear regression r^2 (**r squared**) also called **coefficient of determination** is the squared of correlation coefficient. It represents proportion of the variance in the dependent variable that predictable from the independent variable. It helps to determine how well the regression model explains the variability in the data. R^2 ranges from 0 to 1(from 0% to 100%):

- A higher r^2 value indicates that larger proportion of the variance is explained by the model, suggesting a better fit to the data.

Table 13: Regression Analysis Between Instructional Supervision and Teachers’ Effectiveness

Variables regressed	r -value	r^2	Adjusted r^2	P-value
Instructional supervision vs Teachers’ effectiveness	.760	.577	.564	.000

Regression analysis results in table 13 above noted that the r^2 -value is .577. This result implies that instructional supervision accounted for 57.7% of teachers’ effectiveness in the selected secondary schools of Mekelle city administration. This indicates that an increasing in instructional supervision increases teachers’ effectiveness and low classroom observation decreases in teachers’ effectiveness.

In addition to this the **p-value** (significance) is 0.000 was less than 0.05 and which is the maximum level of significance required to declare a relationship so there is significant relationship between instructional supervision and teachers’ effectiveness in secondary schools of Mekelle city administration. This implies that high classroom observation highly contributes to teachers’ effectiveness, and low classroom observations reduce it.

4.5.1: Contribution of classroom observations towards Teachers’ effectiveness

The relationship between classroom observation and teachers’ effectiveness in secondary schools of Mekelle city administration was indicated in the table 13 below.

Table 14: Regression Analysis Between Classroom Observations and Teachers’ Effectiveness

Variables regressed	r	r^2	Adjusted r^2	P-value (significance)

Classroom observations Vs Teachers' effectiveness	.559	.313	.292	0.000
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Results in table 14 indicated that the r^2 -value is .313. This implies that classroom observations accounted for 31.3% of teachers' effectiveness in secondary schools of Mekelle city administration. This shows that an increasing in classroom observation increases teachers' effectiveness and low classroom observation decreases in teachers' effectiveness.

In addition to this the result in table 14 showed that the **p-value** (significance) is 0.000 was less than 0.05 and which is the maximum level of significance required to declare a relationship so there is significant relationship between classroom observation and teachers' effectiveness in secondary schools of Mekelle city administration. This implies that high classroom observation highly contributes to teachers' effectiveness, and low classroom observations reduce it.

4.5.2: Contribution of demonstration of good teaching towards Teachers' effectiveness

The second objective in this study was to investigate the contribution of demonstration of good teaching and learning on Teacher's effectiveness in secondary schools of Mekelle city administration. Results are indicated in the table 13 below;

Table 15: Regression Analysis Between Demonstration of Good Teaching and Teachers' Effectiveness

Variables regressed	r -value ()	r^2	Adjusted r^2	P-value (significance)
Demonstration of good teaching Vs Teachers' effectiveness	.558	.311	.290	0.000

Results in table 15 indicated that the r^2 -value is .311 this result indicates that demonstration of good teaching accounted for 31.1% for teachers' effectiveness in secondary schools of Mekelle city administration. This indicates that an increasing in demonstration of good

teaching increases teachers' effectiveness and a decreasing in demonstration of good teaching reduces teachers' effectiveness.

In addition to this the result in table showed that the **p-value** (significance) is 0.000 was less than 0.05 and which is the maximum level of significance required to declare a relationship so there is significant relationship between demonstration of good teaching and teachers' effectiveness in secondary schools of Mekelle city administration. This implies that high demonstration of good teaching highly contributes to teachers' effectiveness, and low demonstration of good teaching reduce it.

4.5.3: Contribution of teachers' capacity development through training toward teachers' effectiveness

The third objective in this study was to determine the contribution of teachers' Capacity development through training towards Teachers' effectiveness. Results are indicated in the table 15 below;

Table 16: Regression Analysis Between Capacity Development Through Training and Teachers' Effectiveness

Variables regressed	r -value	r²	Adjusted r²	P-value (significance)
Capacity development Vs Teachers' effectiveness	.567	.322	.301	0.000

Results in table 16 indicated that the **r² -value** is .322 this implies that teacher's capacity development through training accounted for 32.2% of teachers' effectiveness in secondary schools of Mekelle city administration. This indicates that an increasing in capacity development through training increases teachers' effectiveness.

In addition to this the result in table showed that the **p-value** (significance) is 0.000 was less than 0.05 and which is the maximum level of significance required to declare a relationship between dependent and independent variables, so there is significant relationship between capacity development through training and teachers' effectiveness in secondary schools of Mekelle city administration. This implies that high capacity development through training for

teachers highly contributes on teachers' effectiveness and low capacity development through training decreases teachers' effectiveness.

4.5.4: Role of action research and teachers' effectiveness

The fourth objective in this study was to determine the role of action research towards Teachers' effectiveness. Results are indicated in the table 16 below;

Table 17: Regression Analysis Between Action Research Training and Teachers' Effectiveness

Variables regressed	r -value ()	r²	Adjusted r²	P-value (significance)
Action research Vs Teachers' effectiveness	.585	.342	.322	0.000

Results in table 17 indicated that the **r² -value** is .342. This implies that action research accounted for 34.2% of teachers' effectiveness in secondary schools of Mekelle city administration. This indicates that a high implementation of action research increases teachers' effectiveness and a low implementation of action research reduces teachers' effectiveness.

In addition to this the result showed that the **p-value** (significance) is 0.000 was less than 0.05 and which is the maximum level of significance required to declare a relationship so there is significant relationship between action research and teachers' effectiveness in secondary schools of Mekelle city administration. This implies that implementation of action research highly contributes towards teachers' effectiveness.

4.5.5: Result of one-way ANOVA

To determine if there is a significant between the groups being studied by using variance, one-way ANOVA was used.

Table 18: Analysis of one-way ANOVA

Descriptive statistics			
Variable	Mean	Standard deviation	Variance
Classroom observation	3.86	.6309	.1923

Demonstration of good teaching	3.66	.7201	.2075		
Capacity development	3.74	.7309	.1346		
Action research	3.54	.6909	.2439		
ANOVA Result					
ANOVA	Sum of squares	Df	Mean square	F	Significance
Between groups	15.178	17	.893	5.83	.001
Within groups	2.986	17	.176		
Total	18.164	34			

The result in table 18 showed that the p-value was, .001. This indicates that there is statistically significant difference between at least some of the group means. So, the observed difference between the group means are unlikely to have occurred by chance alone. This implies there is a significant relationship between instructional supervision and teacher's effectiveness in secondary schools of Mekelle city administration.

4.6: Findings from the qualitative data

From the face to face interviews with the principals, when asked on whether they do conduct supervision in their schools, seventy seven percent of those principals interviewed confirmed that they do conduct supervision in their schools, guide teachers in making schemes of work, lesson preparations. However, sometimes because of too much office work, they resort to observing their preparation books, scheme of works, record of coverage of content.

While on the question of how supervision of instructions can be improved in the selected secondary schools, almost all of those principals interviewed revealed that, motivation of teachers, supply of teaching learning resources to schools and involvement of team of inspectors from the woreda to reinforce support supervision in the primary schools will help principals effort to improve teachers effectiveness and subsequently students' academic achievement.

Principals also asked about challenges faced to perform instructional supervision and the main challenges of instructional supervision revealed were: Lack of supervision manuals in schools to refer, lack of budget, facilities and materials. In addition to this, teachers' resistance to supervision was a challenge for supervision. This was due to lack of awareness of teachers in benefits and importance of supervision. Apart from this, principals' overload by routine administrative tasks and lack of right training for instructional supervisors also other challenges that made supervisory tasks ineffective.

Principals were also asked about the effect of instructional supervision on students learning outcome. All the study participant believed that instructional supervision by principals positively affected academic performance of students because teachers prepared well when they expected a supervisor in class. In addition to raising awareness about teachers' supervision helps to shape teachers' behaviour in the classroom and identify students' needs by stimulating dialogue between the supervisor and the teacher. When head teachers perform supervision, they can identify their instructional needs of teachers, ensuring that teachers are performing their duties as required. This study participants revealed that apart from supervision active involvement of students and family participation were more important factors on students' performance than instructional supervision, but nowadays there is no active students and family participation in schools.

From the interview held, teachers were asked to comment, on whether head teachers do observe their lesson in class, twenty five percent of the teachers interviewed revealed that, the head

teachers concentrate on observing their schemes of work and lesson preparation books, but rarely go to observe them when teaching in classroom. While seventy five percent responded that, head teachers do conduct classroom observation frequently in their schools.

While on the question of whether teachers do benefit from the instructional supervision practiced in the schools by principals, nearly sixty percent of those interviewed responded that,

teachers gain new knowledge, improve classroom management skills, increase time management skills, and grow professionally due to instructional supervision.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1: Summary

This study was mainly aimed to assess the relationship between instructional supervision and teachers' effectiveness in in secondary schools of Mekelle city administration. The main specific objectives guided this study and these were:

- To determine the contribution of instructional supervision practice in enhancing teacher's quality in government secondary schools of Mekelle city administration.
- To assess the effect of supervision practice on students learning outcome in government secondary schools of Mekelle city administration.
- To assess the perception of teachers and principals regarding the effect of having supervision on their schools in government secondary schools of Mekelle city administration.
- To identify challenges in implementing supervision practice in secondary schools of Mekelle city administration.
- To determine the contribution the relationship between supervision practice and teachers' effectiveness in secondary schools of Mekelle city administration.

The first objective of this study was to determine the contribution of instructional supervision practice in enhancing teacher's quality in government secondary schools of Mekelle city administration. The study finding indicated that level of teachers' effectiveness was indicated

by the overall mean of 3.671. This implies that the teachers in government secondary schools of Mekelle city administration agree that principal's instructional supervision had an effect on teacher's effectiveness. The finding of qualitative data also showed that, teachers gain new knowledge, classroom management skills, time management skills, and grow professionally. Comparatively, these findings were in line with, Summon, (2007) who said, support supervision in classroom help teachers gain skills of classroom management, control of unbecoming behaviours in class, organization of lessons, shared goals, create positive classroom climate, have collaborative learning, and personalized teaching and learning.

The second objective of this study to assess the effect of supervision practice on students learning outcome in government secondary schools of Mekelle city administration. Finding of qualitative data indicated that instructional supervision by principals positively affected academic performance of students because teachers prepared well when they expected a supervisor in class. This is in line with Sergiovanni and Starratt (2007), who said the main goal of instructional supervision are to enhance educator performance, foster professionalism development for teachers and eventually enhance student's outcome. This suggest that in order instructional supervisory technique carried out by head teachers to be significant, they must have an impact on student's outcome.

Other objective of this study was also to identify challenges in implementing supervision practice in secondary schools of Mekelle city administration. Lack of supervision manuals in schools to refer, lack of budget, teachers' resistance to supervision, principals' overload by routine administrative tasks and lack of right training for instructional supervisors were challenges that made supervisory tasks ineffective. Blatchold, (2005) study findings indicated that, there are a number of challenges faced by supervisors during their supervisory duties, and most of these challenges may hinder the success of supervision as well as affect the entire school and classroom instructional performance.

This study indicated that there is positive relationship between classroom observation ($r = .559$) and teacher's effectiveness. The finding of this study also indicated that classroom observation accounted for 31.3% of teachers' effectiveness ($r^2 = .313$ and $p = 0.000$) in secondary schools of Mekelle city administration. Teachers' who are adequately observed in the classroom, perform more effectively than their counterparts who are not adequately observed. This finding is not different from that of Peretomode (2001), who found in his investigation that classroom observation is a procedure by which the educational leader could

be of great assistance in aiding the teachers to improve both their instructional techniques and the learning processes of the student. These points to the fact that classroom observation is very important for teachers' effectiveness. The findings of this study are also in consonance with Farrell's (2011) assertion that classroom observation is one of the most common ways of reflecting on pedagogical practices which can help teachers evaluate their strengths and weaknesses. The study finding also in-line with Fanselow (1990) who observed that, classroom observation helps teachers to explore more methods of teaching that benefits the teachers and the pupil's in class. Sagor (2000), also find out that classroom observation provides the foundation for teacher's growth and development and it's the basis for formative supervision.

The result of this showed that, there is a positive relationship between demonstration of good teaching and learning ($r = .558$) and teachers' effectiveness. In addition to this the finding of this study indicated that demonstration of good teaching and learning accounted for 31.1% for teachers' effectiveness ($r^2 = .313$ and $p = 0.000$) in secondary schools of Mekelle city administration. However, this study revealed that there is a relationship between demonstration of good teaching and learning on teacher's effectiveness, this meaning that demonstration of good teaching and teacher's effectiveness are significantly correlated, this also leads to a confirmation that high demonstration of good teaching improves teacher's effectiveness and poor demonstration of good teaching reduces it. This is in line with Starrat and Sergiovanni (1998) comments that, 'since teachers often will not know how to do what needs to be done, it's important for a supervisor to identify their needs and then demonstrate to them, in some ways', this is to realize effective staff professional development.

Other objective in this study was to assess the contribution of teachers' capacity development on teachers' effectiveness, from which the findings of this study proved a positive linear relationship between teachers' capacity development ($r = .567$) and teachers' effectiveness. In addition, finding of this study indicated that improved teachers' capacity development increases the level of teachers' effectiveness by 32.2%. This finding is not different from that of Beach and Reinholtz (2000), who observed that for instructional to be improved, staff development; self-evaluation and fostering curriculum development must be included in the supervisory processes. The findings of this study are also in consonance Mark (2008) who lamented that, one way of improving the teacher's supervisor's relationship is through training that will improve the competence of the teachers in all aspects of instructional delivery in schools. Marzano (2011), also pointed out that, 'effective Teachers

are not born”, and they are developed through coaching, peer observation and mentorship by supervisors. The findings of this study were also inline Reman (1998), Staff development explains procedures involved for identifying staff training needs designing and implementing training activities to meet those needs and how such training can be evaluated and the results of evaluation be used to improve teacher’s effectiveness that subsequently leads to pupil’s academic achievement in primary schools.

This study was also examined the role of action research on teachers’ effectiveness in secondary schools of Mekelle city administration. the findings of this study proved a positive relationship between action research ($r = .585$, $r^2 = .342$), and teachers’ effectiveness in secondary schools of Mekelle city administration. This finding also indicated that implementation of action research among teachers, increases teachers’ effectiveness by 34.2%. This finding is similar with Danielson (2002), noted that, Action research engages teachers in a reflective practice regarding their teaching and help them examine factors that promote student’s achievement and encourages teachers to examine practices in their classrooms that directly influences students’ achievements. Glanz (2005) also concluded that, action research is used by principals and teachers to discover pedagogical processes which are most effective in raising achievement levels for learners in particular classes. This finding of this study also in-line with Sagor (2000) who pointed out that, comparing the pupils learning outcome of different teaching strategies help a teacher discover teaching techniques that works best in a particular situation. Because a teacher is researching about the impact of his own teaching, he automatically takes into account his teaching strengths and weaknesses.

In this study overall mean of instructional supervision was 3.851. This value indicates that instructional supervision is highly carried out in terms of classroom observation, demonstration of good teaching, teachers’ capacity development thorough training and action research in government secondary schools of Mekelle city administration.

This study also summarized that instructional supervision by principals positively affected academic performance of students. Apart from supervision active evolvment of students and family participation were more important factors on students’ performance than instructional supervision, but nowadays there is no active students and family participation in schools.

5.2: Conclusion

Based on major findings of the study the following conclusions were made:

The research finding indicated that there is positive and significant the relationship between practice of instructional supervision to teacher's effectiveness. Supervision help teachers gain new knowledge, classroom management skills, time management skills, and grow professionally. This implies, positive relationship between practice of instructional supervision relation to the school performance an interesting setting for the teacher's effectiveness and students' achievements.

This study also concluded that classroom observation, demonstration of good teaching, teachers' capacity development and action research positively and significantly influence teachers' effectiveness. Based on specific objectives the researcher concluded that:

- High levels of classroom observations contribute to teachers' effectiveness in the secondary schools of Mekelle city administration.
- High demonstration of good teaching improves the level of teacher's effectiveness in secondary schools of Mekelle city administration.
- Improved teachers' capacity development increases the teachers' effectiveness in the selected secondary schools in secondary schools of Mekelle city administration.
- Increase in action research among teachers increases the teachers' effectiveness in the selected secondary schools in secondary schools of Mekelle city administration.

In-addition the study also concluded that academic performance of student's was affected by instructional supervision, because teachers prepared well when they expected a supervisor in class. Apart from supervision active evolvment of students and family participation were more important factors on students' performance.

The findings revealed the challenges of instructional supervision which hinder effective implementation of supervisory tasks. These were: lack of supervision manuals, lack of budget, facilities and materials, resistance from teachers against supervision due to lack of awareness about it, excessive workloads of principals and lack of right training for supervisors.

5.2: Recommendations

Based on the objectives, findings and conclusions drawn, the following recommendations forwarded to improve supervision activities on secondary schools of Mekelle city administration.

- Government through the Ministry of Education should organize regular inspection of schools to monitor the attitude of principals to instructional supervision of teachers and the supervisory strategies used by the principals that could enhance better teaching effectiveness among teachers.
- The finding of this study indicated that the practice of instructional supervision highly carried out in-terms of classroom observation, demonstration of good teaching, capacity development and action research. Even this is good result but, I recommend Tigray regional education bureau and different stakeholders to conduct further assessments to investigate the current status of supervision practice since the Tigray war affected different sectors.
- Principals should be adequately trained and enlightened with more robust supervision strategies through seminars this will impact positively on the teachers' effectiveness.
- Hence lack of active participation of families and students has a negative impact on students' outcome so, I recommend families and students to participate actively on school activities.
- The study identified challenges of instructional supervision. It is better for regional education bureau, zone education department and woreda education office to fulfill supervision manuals in schools; and they are suggested to allocate adequate budget to train instructional supervisors and involve them in different professional seminars,

workshops and meetings. It is advisable for principals to reduce administrative workloads by delegating other personnel.

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Annex 1: Principals’ instructional supervision questionnaires

Mekelle University

Institute of Pedagogical Science

Department of Educational Planning And

Management

Dear respondent

This questionnaire is intended for collecting data on the principals’ instructional supervision and teachers’ effectiveness in secondary schools of Mekelle city administration 2019/20. The required data is of vital importance for the success of this study which is a partial fulfillment for a master’s degree. As such, the value of this questionnaire relies on your genuine responses. The information gathered through this questionnaire will only be used strictly for academic purposes and will be kept confidential.

Note:

- No need of writing your name.
- Make a tick mark on the space provided to show your responses.
- If you change your response, please cancel the former one.
- Thanks for your corporation

Principals’ instructional supervision questionnaires

The purpose of this interview guide is to obtain information from the principals on how they conduct instructional supervision practice in their respective school

1. Gender_____

2. Age _____
3. What is your highest level of education? -----
4. How many years of experience do you have as a principal?
 - a. 1- 5
 - b. 6 - 10
 - c. 11 – 15
 - d. > 15

Extent of instructional supervision

Following are a couple of statements describing general and instructional supervision. Please, read each statement and circle whether you strongly agree (SA), agree (A), uncertain (U), disagree (D), or strongly disagree (SD) with statements given below.

Items on instructional supervision	SA	A	U	D	SD
Classroom observation					
You always give professional support advice to teachers after lesson observation					
You always arrange for conference meeting before and after observing lesson in class					
You don't need to give comment to teachers after observing their lesson					
You always warn teachers after observing them teaching in class					
You always inform the teacher when you need to observe him/her lesson in class					
Demonstration of good teaching					
You always show teachers various ways of scheming their lessons					
You arrange for practical lessons to demonstrate how lessons are presented well in class					
You always show teachers how to plan their lessons well					

You always show teachers how to pose question to the learners and how to help individual learners with special learning problem.					
You always show teachers how to display teaching and learning resources when teaching and manage their class well					
Teachers' capacity development thorough training					
You always support teachers who aspire for upgrading in your school					
You always organize mentoring/coaching for newly recruited teaches in your school					
You always have little time for your teachers because of other administrative work in the office					
You sometime organize skills training workshop for teachers in the school					
You always arrange for teacher visitation schedule with nearby schools					
Action research					
You always encourage teachers to use child cantered methods of teaching					
You do encourage teachers to use new approaches in teaching					
You always engage teachers in join research to solve a particular problem in the school					
You always encourage teachers to read information in search for new teaching and learning methods					
You always keep most of the reference materials in the stores					

Annex 2

Extent of teachers' effectiveness questionnaires

Part A: Background Information

1. What is your Gender?
 - a. Male_____
 - b. Female_____
2. Age _____
3. For how long have you been teaching?
 - a. 1- 5
 - b. 6 - 10
 - c. 11 – 15
 - d. > 15
4. What is your highest level of education? -----

Following are a couple of statements describing teacher's effectiveness. Please, read each statement and circle whether you strongly agree (SA), agree (A), uncertain (U), disagree (D), or strongly disagree (SD) with statements given below.

Items on teachers' effectiveness	SA	A	U	D	SD
Lesson planning					
Most teachers now find it easy to plan their lessons because head teachers do support them when planning their lessons					
Teachers can display teaching and learning aids correctly after demonstration lesson					
Your teachers are able to present, your lessons without difficulties after they have attended demonstration lessons					
After attending training sessions, your teachers are able to use the syllabuses correctly in planning their lessons					

Your teachers are able to plan lessons well as a result of classroom observation conducted by supervisors					
Time management					
Teachers take time seriously; they concentrate on covering enough content					
Teachers give feedback to the learners on time as a result of guidance by their supervisors					
Teachers are able to manage time well in the school as a result of demonstration of good teaching by supervisor (Head Teachers)					
Teachers stick to the school time table what so ever the case may be					
Teachers start and end their lessons on time as a result of guidance by the supervisor					
Flexible teaching methods					
Teachers use traditional teacher centered methods of teaching because of lack of refresher courses for teachers					
After attending skills training, teachers can improve their performance					
Teachers are engaged in research to find better approaches in teaching after getting introduced to action research by supervisor					
Newly recruited teachers are able to use child centered methods of teaching after mentoring by the supervisor.					
Teachers are able to use flexible teaching methods in class as a result demonstration of good teaching by supervisors					
Content coverage					
After attending mentoring coaching sessions, your teachers are able to monitor pupils progress in class					
Your teachers are able to organize and manage their classroom well after engaging in joint search on new class management techniques					
Your teachers adopt professional behaviors, after attending teachers training workshop organize by supervisor.					
After attending teachers training seminars, your teachers are able to select appropriate content for their lesson					
After attending teachers training seminars, your teachers are able to					

select appropriate content for their lesson					
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Annex 3

Qualitative questions

The objective of this discussion is to collect information about the effect of instructional supervision on students learning outcome and challenges faced during practice of instructional supervision in secondary schools of Mekelle city administration. Therefore, I politely request you to give your response for the following questions.

Part I: Interview guide for principals

1. Do you conduct support supervision in your school?

2. How do you think principal's instructional supervision can be improved in your school?

3. What is your opinion about the effect of instructional supervision on students learning outcome?

4. What challenges are affecting the instructional supervisory practice?

Part II: Interview guide for teachers

1. Do principals in your school visit your class to observe your lesson?

2. What are the possible benefits (importance) resulting from supervision by supervisors?
