



**INSTITUTE OF PEDAGOGICAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**PRACTICE AND CHALLENGES OF INSTRUCTIONAL SUPERVISION  
IN GOVERNMENT SECONDARY SCHOOLS IN ENDERTA WEREDA  
OF TIGRAY REGIONAL STATE**

**BY: ALEMSEGED TENAW**

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**TIGRAI-ETHIOPIA**

**MEKELLE UNIVERSITY**  
**INSTITUTE OF PEDAGOGICAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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**BY: ALEMSEGED TENAW**

**ADVISOR: GETACHEW TEFERI (Ph.D)**

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**MEKELLE-TIGRAI**

**MEKELLE UNIVERSITY**  
**INSTITUTE OF PEDAGOGICAL SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PLANNING AND**  
**MANAGEMENT**

**DECLARATION**

I declare that “**Practice and challenges of instructional supervision in government secondary schools in Enderta Woreda of Tigray regional state**” is my original work and has not been presented for a degree in any other university, and that all the sources that I have used or quoted have been indicated and duly acknowledged using complete references.

\_\_\_\_\_

SIGNATURE (ALEMSEGED TENAW)

\_\_\_\_\_

DATE

**The following statement by the principal/major advisor:**

This dissertation has been submitted for examination with my approval as university advisor.

Name: Dr. Getachew Teferi (Ph.D) Signature: \_\_\_\_\_

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The thesis entitled “**Practice and challenges of instructional supervision in government secondary schools in Enderta Woreda of Tigray regional state**” by Alemseged Tenaw is approved for Master of Arts (MA) in School Leadership.

**Approved by the examining Committee**

Name	Signature	Date
Chairperson of Department	_____	_____
Major, Advisor	_____	_____
External examiner	_____	_____
Internal examiner	_____	_____

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## ACRONYMS

- ADEA:** Association for the Development of Education in Africa
- ESDP:** Education Sector Development program
- GEQIP:** General Education Quality Improvement Program
- MoE:** Ministry of Education
- REB:** Regional Education Bureau
- SPSS:** Statistical Package for Social Science
- UNESCO:** United Nations Educational, Scientific, and Cultural Organization
- UNICEF:** United Nations International Children's Education Fund.
- WEO:** Woreda Education Office
- ZED:** Zonal Education Department

## **Abstract**

*This study aimed to evaluate the current practices of instructional supervision to identify ways to enhance instructional activities in government secondary schools within the Enderta Werda of the Tigray regional State. To achieve this objective, a descriptive survey method was employed. This approach was chosen because it facilitated the researcher in gathering information on the utilization of fundamental supervisory skills—namely, conceptual, human relations, and technical—and the execution of supervisory tasks in instructional supervision practices. Data were collected through questionnaires, interviews, and document analysis. A sample of 150 individuals (85 male and 20 female), including teachers, principals, vice principals, Department heads and supervisors, was selected from a total population of 180 (160 male and 20 female) in the sample areas using simple random and available sampling techniques. The data were then tabulated and analyzed using frequency and percentage. The study's findings indicated that the implementation of instructional supervisory practices was inadequate, primarily due to a lack of essential knowledge regarding basic supervisory leadership skills. As a result, teachers felt uncomfortable with the current instructional supervision methods. The research highlighted several factors that hindered effective implementation in the target secondary schools, including insufficient ongoing training systems, a lack of commitment from supervisors, poor coordination, and the excessive workload of supervisors. Based on these findings, several recommendations were made. These include organizing in-service education programs for supervisors that focus on essential supervisory skills, as well as conducting awareness seminars for teachers and principals on the significance of educational supervision in overall school improvement, instructional enhancement, and professional development.*

## **CHAPTER ONE: PROBLEM AND ITS APPROACH**

### **1.1 INTRODUCTION**

Education is a means to respond to the skilled manpower ends of the country and thereby to bring all rounded development. As to UNESCO (2007) increased access and quality of education can contribute to increased political participation and equitable sharing of economic and political power. Considering the case in point, education in Ethiopia has been given greater attention or it is the basic means of economic growth and the development of the society. For this purpose, different educational reforms have been taking place that can lead towards increasing the quality of education. In fact, to bring the quality of education, the performance and commitment from all stakeholders who are involved in the administration, instruction and supervision are responsible for the highest performance of students in schools.

Instructional supervision is therefore designed to respond to the desire of professionally developed teachers and improvement of student learning. To this end, ministry of education (MOE,2010) in its education sector development program (ESDP) has stressed the necessity of teacher supervision and support as a strategy to ensure quality teaching and learning.

### **1.2 Background of the Study**

Instructional Supervision helps to ensure that curriculum standards and teaching practices are consistently applied across classrooms. By providing regular oversight, supervisors ensure that the educational content is delivered uniformly and that all students have equal learning opportunities.

It is built for the most part on interrelationships among people. Though the end sought is the growth and development of learners, it is accomplished by persons with supervisory responsibility through their work with teachers, other than the learners themselves. Because the promotion of teacher growth will result in desired growth on the part of learners, the entire focus of supervision must be on the teaching-learning situation

Educational supervisor, therefore, must be a leader in developing and improving the school program, providing a stimulating environment and pleasant surroundings, and creating a working atmosphere of security and well-being for the teacher and the students.

In the educational process the role of the teachers can not be under estimated (Glatthorn cited in Kutsy uruba 2003).

The fundamental tasks of school are to render a well-organized educational service to all citizens. To put this long-lasting mission into practice effectively, schools need to have the assistance and guidance of skillful supervisors. This, in turn, would mostly be operational when schools are in a position to organize their supervisory services. As it was rightly evidenced by supervision would hopefully facilitate the effectiveness of instructional provision only when it is functionally organized and provided at the grassroots level.

Similarly, Hughes and remarked that the role of the supervisor of instruction is very demanding. The implementers of educational change are the classroom teachers; the facilitator of the change is the supervisor of the instruction. The supervisor acts as a coordinator, curriculum director, and instructional leader, creating a conducive climate for the teaching process. Supervisors have always been expected to encourage, improve instruction through new and well-refined methodology and techniques.

The main objectives of supervision should be: to help and assist teachers, to create a conducive condition for the development of the profession of teachers, and to bring about a qualitative change in the educational system. Today, the roles of supervision are manifold. It tries to help the learners, the teachers, the community, and as a whole, the total teaching and learning situation.

The demand for educational supervision is to solve problems involving attitude, motivation, administration, the evaluation of students, the curriculum, the methods of the teaching-learning process, and the professional development of teachers. The purpose of maintaining the operation of the school is to fulfill the role of educational supervision. The end result of educational supervision should be to provide students at all levels with better educational services.

In other words, instruction is a fully shaped process directed to the development of knowledge, attitude, and skills in students. The question of instructional improvement is the question of improving methods of teaching, teachers' professional qualifications, and other conditions. Chanyalew (2005) illustrated that, instructional supervision is designed to promote teachers' professional development as they are frequently designed and

exemplify various effective class room techniques and teacher skill to promote better teaching and learning.

Depending on areas of instructional supervision, the roles and responsibilities of a supervisor are varied and multifaceted. The supervisor can act as a coordinator, consultant, group leader, and evaluator to assist teachers within three large domains that are instructional development, curriculum development, and staff development. For instance, the supervisor can serve in a consulting capacity as a specialist in furnishing necessary information and suggestions during instructional development (planning resources, presenting, and evaluating instruction).

The improvement of educational services for students at all levels means not the improvement of teachers alone, but the improvement of teachers and all those factors that influence the educational process. The function of supervision is to help teachers solve problems that hinder the promotion of instructional goals.

Considering the above general theories of instructional activities, student researcher selects internal supervision and the improvement of instructional processes and educational services for students, one of the most important challenging professional responsibilities which any instructional supervisor, encounters is the task of facilitating appropriate, relevant trainings for teachers: In service as well as for those who are coming in. As to the practical observation of the student researcher, the consideration given to such a crucial branch of educational leadership was greatly disappointing in the secondary schools of the Regional state.

The theoretical background of this study, therefore, presumes that instructional supervision can make a difference to teachers and students by providing assistance to teachers in areas of instructional goals. Hence, this study intends to look into the current practice of instructional supervision in enhancing instructional activities in governmental secondary schools of Enderta Wereda of Tigray National Regional State.

### **1.3 Statement of the Problem**

In order to improve the teaching and learning process, the overall education system should be supported by educational supervision (UNESCO 2007) It is from this point of view that supervision services have existed in all countries for many years, occupying a pivotal

position in the management of education. Hence, instructional supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In line with this, Gorgia (2000) stresses that instructional supervision is a leadership process whose ultimate purpose is to improve teaching and learning quality the selected areas and facilitate to promote successful students' learning. Moreover, instructional supervision practice is significant for individual teachers' professional development, school improvement, and satisfaction of public demand. Similarly, Glickman et al. (2001) illustrate that the primary objectives of the instructional supervision process in school are to offer teachers direct assistance to improve their performance towards the goals of increasing student learning. This shows that the overall aim of instructional supervision is to enhance the continuous professional development of teachers through the provision of immediate feedback on the basis of effective classroom practice.

In order to materialize all this, instructional supervision should be well-planned, organized, and based on the interests and needs of teachers, students, and parents. The effort made in improving the quality of education should focus on teachers and the organizational aspects that affect their work, like capacity building in the school. About this, (Certo 2006) stated that towards the established standards and facilitate the planning of various types of instructions are the main tasks of instructional supervision .working for students progress the teachers on the job need in-service training and support either to remedy deficiencies that they have discovered in their professional skill or to develop their potential competence in some specialized field. Furthermore, to make instructional supervision more effective, collaboration should be made with various groups. Hence, as indicated by (Haile Selase 2007) Ethiopian inspection was introduced in to the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education in to the country. In addition to this, the school principals, vice principals, department heads, and senior teachers should take major responsibility in supervisory practice within the school in general and classroom activities in particular.

the pedagogical support and advice that form the core part of instructional supervisors' mandate are overshadowed by routine administrative tasks, some of which have little or nothing to do with their official description. Similarly, in the previous years, the Woreda education experts who were assigned to supervision at the school level were not able to

solve problems. Sometimes they went to school, but they did nothing except collect information from the principals). Moreover, many teachers are not properly supported by instructional supervisors in tackling instructional problems as well as in the implementation of new curriculum and new instructional approaches (Paulos, 2001). Referring to the same view, Wanzare (2001) pointed out that teachers' lack of feedback and follow-up on matters regarding supervision of instruction and supervisors' not taking much time when they visit the classroom are other challenges.

Moreover, research finding related to the past instructional supervisory practices in both primary and secondary schools of different regions and zones of our country have shown that, there was lack of awareness on conducting classroom observation practice and employing instructional supervisory options, 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 was inadequate classroom observation to help teachers' instruction improvement (Million, 2010 Chanyalew, 2005 Getachew, 2001 and Paulo's 2001). Similarly, the researcher has been teaching for more than five years in the study area. Thus, the researcher informally heard rumors among primary school teachers that they do not receive what they expect from instructional supervisory practice. In addition to this, to the knowledge of the researcher, there was no research conducted on the practice of instructional supervision in secondary schools of Endertawereda. Due to this reason, the researcher felt that there is a gap that needs an in-depth investigation about the status of the current practice of instructional supervision in secondary schools of Endertawereda. As well, the researcher has an opportunity to get acquainted with the educational system, knowledge of which proved to be very significant for the given research. Therefore, the purpose of the study is to assess the practice of instructional supervision in secondary schools of EndertaWereda and identify the challenges that might have been encountered in promoting instructional supervision practice in line with the issues mentioned in the supervision manual of the Ministry of Education.

To address this, the study seeks to answer the following basic questions:

1. To what extent is the instructional supervision effectively implemented in secondary school classroom observation?
2. To what extent do supervisors implement the various options of instructional supervision in secondary schools of Enderta wereda?
3. What benefits do teachers gain from instructional supervision?
4. To what degree do instructional supervisors practice their responsibility?
5. What are the challenges encountered in the implementation of instructional supervision?

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

To examine the practice and challenges of instructional supervision in governmental secondary schools in the Tigray region, specifically in Enderta wereda, to understand its role in enhancing educational quality and identifying areas for improvement.

## **1.5 Significance of the Study**

The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance (Glickman et al 2001). Therefore, the practice of instructional supervision should be properly executed, and the existing challenges should be investigated through continuous research endeavors. Given this, the finding of the study is believed to have the following significance:

1. The result of the study may help Woreda Education supervision coordinators and secondary school principals, and teachers to have a better understanding of instructional supervision, the challenges that affect the implementation of instructional supervision.
2. It may also provide awareness and understanding of teachers' views of what was being done for them, and their reactions to it are very important in planning and implementing successful instructional supervision.

3. It may also provide information for the school supervision planners, which may help them to predict the areas that need careful and further consideration in the supervision future plan.
4. The study may serve as a starting point for other researchers who are interested in conducting research in the area of instructional supervision.

### **1.6. Delimitation of the Study**

As it is illustrated by (Glickman et al 2001) to carry out any research work, it is important to delimit the study both conceptually and geographically to a manageable size. Given this, to make the study manageable and to complete within the time frame, the study was delimited to 7(Seven) government secondary schools in Enderta Wereda. These are Mere meiti, Togoga, Aragure, Romanat, May mekden, Adekiagera, Tikul, secondary schools. Similarly, Woreda education supervision coordinators who are directly responsible to supervise and provide support to the primary schools were included. This was done due to the researchers' belief that these bodies are responsible for the professional development of teachers. Therefore, the finding of this research was generalized for secondary schools of Endertawereda without considering primary one or secondary schools of nearby regions. Conceptually, the study was delimited to classroom observation, the options of supervision, the contributions of instructional supervision, and the challenges of instructional supervision.

### **1.7. Limitation of the Study**

The study would be more comprehensive if it included all primary schools of Tigray Regional State. However, due to time constraints and scarcity of resources as well as severity of the issue, the study might lack to generate sound findings that could address all secondary schools found in the wereda; it only focused on EndertaWereda. In addition, the limitation of the study could be the fact that most of the school principals, vice principals, teachers, Woreda Education, and Zonal Education Office were not willing and reluctant to fill in and return the questionnaire within the required time. Furthermore, a scarcity of recent and relevant literature to the study was also encountered during the process of the study

However, the researcher exhaustively searched certain local documents, Journals, and manuals from different institutions and used modern electronic (internet) to bring the study to its final stage.

### **1.8. Operational Definitions of Terms**

**Instructional Supervision:** supervisory activities and practice aimed at the improvement of instruction, tackling instructional problems, and for the professional growth of teachers.

**Instructional Supervisors:** refers to department heads, principals, vice- vice-principals who are responsible for conducting classroom observation.

**Options:** refers to the various forms of instructional supervision important for teachers' professional development.

**Secondary school:** schools that provide secondary education for 9-12

**Supervisory practices:** refers to the use of different strategies of supervision and procedures of classroom observation

**Teachers:** Secondary school teachers are those who receive instructional supervision and can provide valuable perspectives on the effectiveness of supervision practice.

### **1.9. Organization of the Study**

The study has five chapters. The first chapter consists of the introduction part of the study, which contains the background of the study, statement of the problem, objectives of the study, significance, scope and limitations of the study. The second chapters present a review of literature relevant to the study. The third chapter discusses research methodology which consists of the research design, data sources, sample size, sampling techniques, data gathering tools and methods of data analysis. The collected data from the subject respondents were analyzed and interpreted as presented under the fourth chapter. The fifth chapter summarizes the study and forward conclusion and recommendation based on the finding of the study. References and appendices, which include questionnaire, was also part of the document

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **INTRODACTION**

The main theme of any educational system is supervision, teaching and learning (Montgomery1999). This indicates that effective instructional supervisors can reinforce and promote the practice of teaching that will contribute to improve student learning. In addition to this, by analyzing performance and relevant data instructional supervisors can also provide feedback and ways to the teachers that can have an effect on the learning which occurs in the classroom. Since student learning is the primary functions of the school effective instruction is one of the most important functions of the supervision. according to Akinwumiju and Agabi,(2000:69-70)instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process. This implies that supervision can be seen as a part of the educational system. It can also be viewed as one part of a total operation of school designed to bring about instructional improvement in the teaching learning process.

#### **2.1 The Concept of Supervision**

Supervision has long been identified as an essential process executed by the educational leaders, school administrator or supervisors for the smooth functioning of teaching and learning process. Thus, in an attempt to improve the skills of supervision teachers educational specialist have defined the term supervision in the context of their time setting, philosophy and research findings. Due to this, many definitions of instructional of supervision have given by various scholars in the field. Thus, there is no single unifying definition of supervision in the literature. Supervision can be defined according to different aspects of the notion, but from an educational administration perspective, of a great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction. About this, Glickman et al (2004) said supervision denotes common vision of what teaching and learning can should be, developed collaboratively by formally designated supervisors, teachers and other members of the school community. Similarly, the supervision manual defined supervision as the set of activities designed to attain educational objectives, to render the teaching- learning effective to enrich and develop the curriculum, to help

teachers find out their teaching problems and come up with the solutions by themselves and develop professional growth. This shows that, supervision is concerned with making adequate provision of all of the conditions which are essential to effective learning through effective teaching.

According to Akinwumiju and Agabi, (2000) instructional supervision is also a collaborative effort involving a set of activities designed to improve the teaching and learning process. Accordingly, supervision is a service activity that exists primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers. As to Sergiovanni and Starratt (2002:) instructional supervision is an opportunity provided to the teachers in developing their capacity towards contributing for students' academic success. It is therefore, instructional supervision primarily aimed at improvement of teacher's professional development.

On the other hand, as for, Association for the Development of Education in Africa (ADEA 1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively to achieve improved results. instructional supervision as: a supervision of instruction is what the school personnel do with adults and things to maintain the school operation in ways that directly influence the teaching processes employed to promote pupil learning supervision is a major function of the school operation, not a task for a specific job on a set of techniques. Supervision of instruction is directed towards both maintaining and improving the teaching and learning process of the school.

Generally, the overall aim of the above definitions highlighted the role and function of supervision as one of the essential functions for the operations of good schooling. Thus, as to the above literatures the focus of instructional supervision is improvement of instruction and the subsequent maximization of students' academic performance. Therefore, all the combined implication of the concept of supervision forwarded by scholars can be taking as all over function supervision as an act of instructional leadership which is primarily concerned with the development of curriculum, in-service education of teachers, and improvement of teaching learning process.

## **2.2 Historical Development of Supervision**

### **2.2.1 World Perspective**

Supervision, as a pivotal position in the area of management of education, has existed in most countries for many decades. Thus, it has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious and, industrial forces exist at different periods (Olive, 2001). Similarly, Carron DeGrauwe and Govinda (1998) stated that, the history of supervision varies from country to country and each case is characterized by a number of changes, some purely cosmetic, others mainly attitudinal and others more profoundly structural. In fact, in analyzing the development of most aspects of education, we should keep in mind what we might call axioms. Applied to curriculum development, these could include school curriculum not only reflects but is a product of its time and curriculum changes made at earlier period of time can exist concurrently with curriculum changes at a later period of time” (Olana, 2013). Thus, supervision has come a long way since colonial period and passes through a number of periods. In its historical development of supervision, several writers in the field have identified distinct periods and stages. As to Oliva (2005) the major worldwide periods of supervision are presented in the table below.

### **2.2.2 Major periods in the historical development of supervision**

The concept of supervision in American education during the first period was inspection of schools and classrooms. This period was influential from the colonial time in America until the Civil War. The parties involved in the supervision were laymen clergy, school wardens, select man, citizens and committees. Inspection for the sake of control was the nature of supervisory program, maintaining the existing standards of the second period. Like the first period, this period was marked by inspection of schools and classrooms in the nineteenth century. Supervision was practiced by professional officials: state, county, local superintendents and principals. Emphasis was placed up on regulations, with some leadership for improvement.

The third period, 1910-1935 was marked by supervision of classroom instruction. Supervision was made by principals and special supervisors or helping teachers. Supervising through direct classroom observation and demonstration, with attention focused up the teacher's weakness.

The fourth period (1935 to present) of supervision in American education was marked by cooperative educational leadership. Supervision was made by principals and special supervisors shared with coordinators, curriculum directors, consultants, etc. The program was centered in cooperative study enterprises such base curriculum development, in – service training courses and the like, aiming toward improvement of instruction.

The above stated views of various authorities indicate that instructional supervision, which was started by involving non-professionals as parties of inspection for the sake of control, has undergone different developmental change. It is still practiced in the form of inspection in some countries. As teaching learning process is a day-to-day and continuous process the function of supervision at the school level, should also be continuous responsibility (MOE, 2002).

According to (Million, 2010:23) there are two approaches of organization of supervision in Ethiopia that helps efficient achievements of the intended objectives. These are, out of schoolsupervisionandschoolbasedsupervision

Generally, the review of historical development of supervision during the 1900s that scholars in the area have agreed as to the developing stage. Moreover, as various authorities indicating that instructional supervision which was started by involving non-professionals as parties of inspection for the sake of control has undergone different developmental changes. In fact, it is still practiced in the form of inspection in some countries of the world. However, supervision today holds a wide variety of activities and personnel directed toward major goal; the improvement of instruction. Thus, the current concept of supervision has its natural roots in the emphasis on cooperative group work, democratic human relations, and research orientation.

### **2.2.3 Historical Development of Supervision in Ethiopia**

In Ethiopia, educational supervision was introduced into the educational system after the introduction of modern types of education. For the first time, inspection was begun in the year 1934. The rationale for the introduction of educational supervision into the Ethiopian education system was the fast growth of schools. The major role of inspection during the time was to realize whether or not the policies, guidelines, directives, plans and programs of the ministry were applied as intended to all levels

the training program was discontinued. However, because of the increasing number of schools and decreasing of the already trained inspectors the training program was reopened in 1948 and continued up to. The department of inspection was replaced by supervision. As (Philipos 2000:43) indicated that the main goal and activities of the inspection program were monitoring and evaluation of the policy inspection by supervision was found to be necessary to improve the teaching and learning program more efficient and effective by strengthening of supervision. In addition to this, unlike inspection, the main purpose of supervision was to give guidance or assistance to the educational personnel and teachers.

Furthermore, following the changes of political system in the country a shift from inspection to supervision was again made in 1994. The education and training policy has made the education administration and management more decentralized. In fact, the establishment of supervision in the Ethiopian education system in the preceding political system was generally limited to the national, regional and zones level. To this end, supervisory activities could not be able to provide close and sustainable

support for school principals and teachers. Supervisors were not effective in implementing activities (MOE, 2002).

## **2.3. Instructional Supervisory Stages**

### **2.3.1. Pre-observation Conference**

This is the stage where supervisors and teachers get to know each other as fellow professionals. Pre-observation conference is held before the observation takes place at a time and place mutually agreed upon by teachers and supervisors.

The pre-observation conference begins with the supervisor helping the teachers express the ideal image that he or she wishes to project in the classroom lesson to be observed. The classroom Image is presumably based on the teacher's prior experience, training, values, and attitudes, and is likely to vary from person to person and over a period of time.(Million,2010)

The role of the supervisor here is to help the teacher state as specifically as possible the behaviors that he intends to enact while attempting to achieve the image desired, along with the behaviors that students are expected to enact.

Holding the same view, Sergovanni and starrat (2002) indicated that the process of pre-class room observation conferences are contract accomplishments between a supervisor and a teacher regarding the purpose of the specific task to be carried out at that stage of the conference. This implies that the role of supervision is helping teachers to state as specifically as possible the behaviors that he/she intends to enact while attempting to achieve results.

the pre-observation conference is the improvement cycle where the instructor presents to the supervisor the instructional objectives and techniques of evaluation he/she intends to use in the lesson to be observed. According to the authorities cited before, pre-observation conference allows the teacher to justify his or her selection of instruction objectives that might be more appropriate. In addition, the pre-observation conference affords the teacher the opportunity to consider alternation of instructional objectives that might be more appropriate. In addition, the pre-observation conference permits the supervisor to define their role during the observation.

### **2.3.2. Observation Process**

Observation of a particular teaching-learning situation is the process through which a supervisor looks into the climate of the pedagogical process, on a classroom level, observes the actual classroom conditions, and further explores the personal as well as professional needs of pupils. In other words, the observation process is the stage in which the supervisor attempts to develop an objective interaction with the context of the physical and social environment.

Principal purpose of observation is to capture realities of the lesson objectively enough and comprehensively enough to enable supervisor and teacher to reconstruct the lesson as validly as possible afterwards. Classroom observation has two concerns: the teacher's task, to teach the lesson so well, or as well as possible, and the supervisor's task, to invent or document what occurs during the lesson as accurately as possible.

Classroom observation described as: classroom observation is viewed by teachers as useful, provided that observations are pre-planned on purpose and scheduled with teachers. In addition to this observation techniques and procedures tend to vary with the specific purposes to be accomplished. The most common use of the observation technique is to help teachers improve by identifying specific needs to satisfy their personal and professional careers. Observation guides should describe classroom events accurately and should focus on specific behaviors that need due attention for further improvement. On the other hand, preliminary arrangements are usually made with the persons to be observed, and the purpose to be served is made clear. In the meantime, the supervisor resorts to various supervisory devices and techniques of priority importance which may include the old, the new, and those of a group, and of an individual nature.

The most common use of classroom observation, a technique helps teachers improve by identifying specific needs to satisfy their personal and professional careers. Complementing this idea, supervisors who are entrusted with the responsibility of supervisory service should be better able to motivate teachers in their activities to cause instructional improvement.

### **2.3.3. Post-Observation Conference**

The post-observation conference is a conference session that focuses on consistencies and discrepancies between the ideal image and the actual enactment of the session (Peak 1989) the conference includes the analysis of the data collected during the observation of the instructional process, the evaluation of the teaching and learning situation, and the process of providing feedback for teachers.

This phase deals with planning with concerned teachers for a future lesson that incorporates mutually agreed-upon changes. Similarly, as Montgomery and Hadfield cited in Million (2010:19) pointed out on the basis of the result found, the supervisor together with the teacher can identify any training need of the teachers and they can determine and agree on largest for the teachers to perform in this future understanding. The post-observation conference is the phase at which the teacher who taught the lesson and the supervisor look at the results obtained by the pupil in the light of the intended instructional objectives. When results are unsatisfactory, the teachers are encouraged to try alternative instructional procedures based on the findings derived from the analysis. Sometimes, an analysis will indicate the need for changes in instructional objectives rather than in teaching procedures. In writing the original instructional objective, the teacher may have presumed that the learners had mastered a prerequisite task when indeed they had not, or something may have been seen during the lesson which indicated a need for an additional objective. Hence, the supervisor must see his role as trying to help the classroom teacher achieve purposes in a more effective and efficient way.

The post-observation conference is a positive approach to the improvement of instruction, and should always be used if possible the most effective way of improving performance is to inform teachers of their strengths and weaknesses during a post-observation conference. The aforementioned authorities further remarked that the teacher must welcome and be able to profit from suggestions and criticisms that inevitably arise out of supervision.

Referring to the same opinion, Ubben and Hushes (1997) noted that during a post-observation conference, the teacher should be asked to clarify the objective of the lesson, review what happened, and assess whether the objectives were attained and to what degree. Together, the teacher and the observer should decide on strategies that might be

worth trying. Therefore discussion about the post-observation conference clarifies that teachers and supervisors get together at this phase to:

Compare the intended and actual teacher as well as students' behaviors and thereby identify the discrepancies between them;

Make decisions about what should be done about discrepancies between intended and actual teacher and pupil behaviors.

Compare the hoped-for learning outcomes with actual learning outcomes within the context of other appropriate factors in the situation as described by the observation.

## **2.4 The Practice of Instructional Supervision in Promoting Teachers' Professional Development**

### **2.4.1 The Role of Instructional Supervisors**

Teachers working in the same school environment have the opportunity to discuss educational issues, to work together, and make classroom observations to improve the quality of instruction. This implies that the provision of quality instruction at any level can be productive when people who have direct involvement in the instructional process are found to be competent and perform their duties effectively. This is not only a matter of fact in education, but also in any kind of organization. In line with this, Monyatsi, cited in Getachew (2013), expressed that the development of human potential is so valuable to the success of any modern organization that investment towards those goals needs to be directed at identified and proven competences that lead to superior performance. He also further stated that competence refers to the skills, knowledge, attitudes, traits, or any individual characteristics that are critical to the effective performance of the job. Therefore, since competent and skillful teachers are a key component of a successful school, staff development is a major function of instructional supervision.

Nowadays, various researchers and educators in the area of supervision have been trying their best and giving greater attention to the importance of developing the school's staff as a means for improving instruction. Referring to a similar view, Blase and Blase (2004) noted that there is a paucity of research that describes how instructional supervision is practiced in school, as well as how teachers are affected by such instructional supervision. On the whole, there is an agreement among these researchers and educators that staff

development is a main component of the supervisory practice. It is from this point of view that MOE (1994) expressed the school principals, deputy principals, department heads, and senior teachers as the actors of instructional supervisors responsible for assisting the teachers closely and continuously for the improvement of instruction. To this effect, these instructional supervisors have to work effectively for the smooth functioning of instruction. They also need to know how instructional supervision at the classroom level can best be implemented, what its purpose is, and its impact on the teaching and learning process. Similarly, they are also expected to provide different supervisory approaches for the teachers to enhance their professional growth and improvement of student results. In fact, as to AREB (2007) the major target of instructional supervisors are to improve the teaching learning process in the classroom and to enable teachers: to identify their weakness and find solution to improve student result, Share their experience among themselves, Utilize new methods of teaching, Conduct continuous assessment properly Increase student participation rate, develop their profession.

Furthermore, to contribute to the quality of instruction, instructional supervisors, according to the training manual of MOE (2004), need to provide:

### **A Structure of a Supervision System**

This system is designed to effectively provide the necessary assistance for the professional growth of teachers. The system acknowledges the fact that the instructional supervisors cannot function in isolation, to maintain high quality in the school, which invariably functions in a difficult location. In this case, the supervisory and support services function with close links from the grass-roots level (the teachers) to the top level.

### **B. Teacher Support Mechanisms**

The importance of providing continuous professional support to the teacher for quality performance in education is well-recognized at the instructional supervision level. For this purpose, a strategy that reaches out to all teachers regularly and provides help to them in a need-based manner is significant. Thus, teachers in their schools are provided professional inputs through constant supervision and guidance. Therefore, to meet the requirement, the instructional supervisors need to observe teaching as well as other aspects of classroom functioning. They also need to sit with the teacher and discuss the problems that they face in carrying out classroom activities very systematically (MoE, 2004).

Accordingly, instructional supervisors can contribute and provide support to the teachers to develop their professional competence through

### **Individualized Training of Teachers:**

Instructional supervisors are responsible for the development of teachers' profession in the school they supervise. To this end, to be successful in their task, supervisors need to prepare a plan initially and organize classes individually necessary, to help them teach and manage their class effectively. In supporting the idea, Moon et al (2006) expressed that staff development as a planned process enhances the quality of pupil learning by identifying and meeting the individual needs of teachers within a context of the institution as a whole. Therefore, through training, individual teachers can share useful ideas and experiences; become acquainted with new teaching methodologies and curriculum innovation. The process of training should be continued until the teacher acquires self-confidence and is capable of conducting classes independently. Thus, instructional supervisors are expected to develop an effective training program by assessing the training needs and designing training programs to meet those needs.

#### **I. Follow-up- Training:**

Based on the strategy, follow-up training sessions need to be organized at the cluster centers. In this training session, problem faced concerning teaching of different subject and topics, demonstration lesson are presented by the instructional supervisors to obtain a wider scope of teaching methods and techniques (MoE,2004). Therefore, designing and implementing training at cluster level should be given greater attention by the instructional supervisors to promote experience sharing and problem solving skills.

#### **II. Mentoring**

Mentoring is part of collegial supervision aimed at providing support to the newly employed teachers by the experienced teachers working in the school. According to Sullivan and Glanz (2000), mentoring is the process that facilitates instructional improvement where an experienced educator 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. In this case, those being mentored are therefore dependent on their mentor to help them, to protect them, show them the way, and develop

more fully their skills. In line with this, Beach and Reinhartz (2000) stated that the main roles of mentors are to support, assist, and guide, but not to evaluate them. They further noted that mentors should be respected teachers and administrators highly skilled in communicating, listening, analyzing, providing feedback, and negotiating.

Moreover, as Smith (2002) states, supportive and trusted relationships are “paramount to successfully assessed novice teachers in adjusting to teaching requirements.” Understand the context of the work presented and the outcomes that the person or group is working toward, and be an advocate for the success of that work. In fact, as Moonetal(2006), mentoring is a multi-faced concept, that is, mentoring gives at one level a positive support by skilled and experienced practitioners who need to acquire completely new skills. Another view of mentoring recognizes that growth in teaching is a process over time, and the mentor stresses learning rather than teaching and engages in co-inquiry to encourage reflection on teaching as a process. To conclude, mentors can model a culture of collaboration and collegiality in which the best thinking occurs through collective judgment.

### **III. Peer Coaching:**

Peer Coaching is “ a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine and build new skills, share ideas, conduct action research, and teach one another (Robbins, 1995). On the other hand, Bowman and McCormick (2000) pointed out that peer coaching provides opportunities to refine teaching skills through immediate feedback and through experimentation with alternate strategies as a result of informal evaluation. Thus, a coach emphasizes professional action by peers and is usually used along with clinical supervision. Therefore, teachers have the opportunity to participate in small group sessions, where they ask questions to clarify their perception of teaching and supervision.

Generally, Glickman et al (2002) revealed that, to accomplish the objectives of peer coaching, it is important to provide training for the teachers on the following issues before its implementation: Understanding the purpose and the procedures of peer coaching., Conducting a pre-conference to determine the focus of observation., Conducting and analyzing observations to distinguish between observing and interpreting classroom event, and conducting post-conference with different approaches for developing action plans.

To sum up, peer coaching features collaborative development and practice of new teaching methods and skills in both “workshop” settings and under actual teaching conditions. Therefore, instructional supervisors are expected to take the leading role in facilitating a peer coaching program for the improvement of instruction.

## **2.5. The Functions of Instructional Supervision**

### **1 Instructional Improvement**

An important activity of the instructional supervision process is improving the performance of teachers, which involves simplifying work methods, developing and developing cost reduction program and a host of technical and managerial activities that the manager takes to improve the overall performance of the department in general and each teacher in particular (Morgan,1992). Mbamba (1992) on his part asserted that, the purpose of instructional supervision is to offer personal leadership advice to classroom teachers in the area related to the improvement of educational expertise for pupils, at the same time emphasizing the development or improvement of professional techniques and procedures. This shows that instructional supervision mainly focuses on maintaining different elements to produce a better learning environment and to provide the leadership necessary for effective instructional improvement.

Furthermore, Chanyalew (2005) noted that the aim of instructional supervision is the improvement of the teacher, the growth of the pupil, and the improvement of the teaching and learning process as a whole. Thus, to effectively enhance instructional improvement in the school, providing the necessary support for the teacher should be a primary agenda of the school. In line with this, Glick et al (1998) noted that instructional improvement takes place when teachers improve their decision making about students, learning content, and teaching, which is largely a process of adult learning through supervision. Similarly, Sargiovanni (2000) stated that if teacher development is to move to center stage in the school improvement process, then schools need to create the kind of supervisory system and growth strategies that encourage reflection, acknowledge teacher individuality, and emphasize collaborative relationships. Good school principals, according to Glanz (2005), engage teachers in instructional dialogue and reflective practices so they are equipped to improve the academic performance of their students.

Teachers need supervisors who listen and respond to their needs and concerns. When teachers were made more aware of their own teaching practice, teachers could determine a need for change (Zepeda, 1998). In this case, as per Roberts (2003), the role of the supervisor is to serve as a facilitator rather than to act as the expert of instruction. He further stated that the supervisor should be a guide, facilitator, or collaborator engaging a teacher in reflective practice.

## **II. Professional Development**

The professional development of staff is important to keep up with the changing needs of the job. In the school environment, instructional supervision has the major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. In line with, Look et al (1994) pointed out that supervisory advice motivates teachers to become more professional in examining their own knowledge and pedagogical practice and strengthen their weaknesses, resulting in the betterment of students' performance.

Instructional supervision is an indispensable aspect of human resource management, which is applied to teachers to give more emphasis to their professional development and enrichment of the teaching-learning process (Leap and Crino, 1993). This indicates that teachers need to be provided with training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006:), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development. Relevant activities in continuing professional development of teachers can include: improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects.

Moreover, continuous professional development is also concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationship between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards (Million, 2010). Thus, as Sergiovanni (1995) revealed teachers development and supervision go hand in hand. There should be various

opportunities for the teachers' professional development. At the school level, professional development should meet the need of both individual teacher and the educational system.

Thus, as Glickman et al (2004) pointed out, for the sake of teachers' professional development, the school should have schedules for workshops, staff meetings, and visits to other schools.

### **III. Curriculum Development**

One of the major functions of the instructional supervisor is curriculum development. Improving every phases of educational program like curriculum revision is the major functions of supervisor (Spears, 1995). Similarly, Glickman, (1985) said that, curriculum is the core of a school's existence what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher. The need for curriculum development is for the improvement of instruction. As Glickman et al (2004) stated, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is, therefore, necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Furthermore, concerning curriculum development, the instructional supervisors provide support and service directly to teachers to help them improve their performance. Such a support enables teachers and supervisors to examine plan for instruction and analyze instruction concerning what was planned, what happened and what results were achieved (Million, 2010). Instructional supervisors seek to provide information about; the relevance of the new curriculum to the need of the society and the learner, the significance and validity of the new study material, the ability of the program to elicit certain teacher and student behavior and the actual outcomes of using a given set of instructional material (Mbamba, 1992). To conclude, by understanding how teachers grow most advantageously in a supportive and challenging environment, the supervisor can plan the task of supervision to bring together organizational goals and teachers' needs into a single fluid entity. The unification of individual teachers' needs with organizational goals helps to promote powerful instruction and improved student learning.

## **2.6 The Various Options of Instructional Supervision**

In every school a plan for supervision there could be a variety of instructional options. These days, the trend of supervision also indicates that principals and supervisors are no longer the primary people who can fulfill supervisory duties and responsibilities in the school in general and the classroom in particular. Instead, teachers themselves can also play roles in deciding which of the options most sense to them, given their needs at the time. To this end, for many years, scholars have been looking for new methods and options for effective supervision of teachers. The method and options identified vary according to the different views of teaching, teachers, and the process of supervision. However, having all these views, there is a need to consider and not only depend on a single instructional approach/ option/, but should combine their best characteristics as each process has different qualities that can contribute to the teacher's professional growth and development as they want to improve instruction. About this, Sergiovanni and Starratt (2002) noted that the problems and issues of teaching and learning that teachers find in their practice differ; also, teachers' needs and interests differ. In a similar way, in implementing the various options, supervision should also be viewed as a process that is equally accessible to all teachers and administrators. Referring to the same idea, Benjamin (2003) pointed out that, instructional supervision process must meet the unique needs of all teachers being supervised. Because matching supervisory approaches to individual needs has a great potential for increasing the motivation and commitment of teachers. Therefore, as MoE (2010) indicates, basically there are various supervisory approaches that would help in serving individual differences among teachers and educational officials and promote supervision in leading through these differences in seeking different approaches to teachers' inclination and needs. Hence, according to Sergiovanni and Starratt (2002), there are at least five supervisory options to instructional supervision that help the administrative, curriculum, and instruction in the educational system; these options are clinical supervision, collegial, self-directed, informal, and inquiry-based supervision.

### **2.6.1 Clinical Supervision**

Clinical supervision is an approach that takes place in the classroom setting. It was developed to suggest the concept of face-to-face interaction between the teacher and supervisor. As Sergiovanni and Starratt (2002) state, clinical supervision is a face-to-face

contact with teachers with the intent of improving instruction and increasing professional growth. Similarly, Cogan (1973) considered clinical supervision as the rational practice designed to improve the teacher's classroom performance. Accordingly, clinical supervision gives specific emphasis on supervision related to classroom observation, analysis of events taking place within the classroom, and the in-class behavior of teachers and students. Thus, it takes its principal data from the events of the classroom situation.

The primary aim of clinical supervision is therefore to provide support to the teachers through the identification of problems and the seeking of possible solutions. Supporting the idea, Sergivanni (1995) asserts that the central objective of clinical supervision is to help teachers modify the existing patterns of teaching in ways that make sense to them. Considering a similar view, Cogan (1973) also noted that the primary purpose of clinical supervision is the development of a professionally responsible teacher who can analyze his/her performance; open up for others to help him/her, and by self-directing. In this case, the role of supervisor is limited to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. In addition to this, as Cogan (1973) expressed that the purpose of supervisors is also working collaboratively with teachers to provide expert direct assistance to the teachers for the improvement of instruction.

Moreover, the advocates of clinical supervision also believe that the focus of clinical supervision is on a collection of descriptive data from detailed observation of the teaching process to guide practice. According to Glickman et al (2004), clinical supervision possesses the following unique characteristics such as: it is technology for improving instruction; it is a deliberate intervention in the instruction process, goal-oriented, and combines the school needs with the personal growth needs of teachers. Thus, clinical supervision assumes a professional working relationship between teachers and supervisors and requires a high degree of mutual trust as well as respect. Supervisors and teachers should also collaboratively use the information gathered in the classroom to further plan programs and strategies.

### **2.6.2 Collegial Supervision**

Collegial supervision is a moderately formalized process by which two or more teachers agree to work together for their professional growth, usually by observing each other's

classroom, giving each other feedback about the observations, and discussing shared professional concerns Allan in (Sergiovanni and Strarrat, 1993). Moreover, Sergiovanni and StarCraft (2002 :) pointed out that “in collegial or peer supervision, teachers agree to work together for their professional development”. It is therefore, teachers are expected to observe each other’s classroomsto give feedback to each other, share ideas on professional concerns. As Sergiovanni&Stratt, (2007) shown in collegial supervision teachers engaged in supervisory functions when they visit each other’s classes to learn and to provide help, to critique each other’s planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or Whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that the student receive.

Furthermore, as Sergiovanni&Starratt (2002 :) explained, collegial supervision extends beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons, and provide other support to one another. When teachers supervise themselves, principals stay involved by helping them find time to help each other, arranging schedules to allow them to work together, and participating in conversation about “what is going on, how effective it is, and what do we do now?” In supporting this, Sergiovanni (1991) stated that the principal should meet individually at least once a year with each team member to discuss his/her professional growth to provide any encouragement and assistance that may be required.

### **2.6.3 Self-Directed Supervision**

In self-directed supervision, teachers work alone by assuming responsibility for their professional development. They asses their teaching and identify need for improvement. Self-directed supervision is vital for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teacher. Sergiovanni and Starratt (2002) viewed self-directed super vision as it is efficient in the use of time, less costly, and less demanding in its reliance on others than in the case of other options. Moreover, self-directed supervision is particularly suited to competent, experienced teachers who are able to manage their time effectively (Sergiovanni and

Starratt, 1993). Furthermore, self-directed supervision is based up on assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and action his or their own (Glickman et al, 2004). It is therefore, in self-directed supervision, the role of the supervisor is little involvement and limited only to assisting the teacher in the process of thinking through his or her actions.

#### **2.6.4 Informal Supervision**

Informal supervision is characterized by unplanned, accessional supervisory act sees how teaching is going on. As Sergiovanni and Starratt (2002) revealed, informal supervision is comprised of the causal encounters and is characterized by frequent informal visits to teachers' classrooms, conversations with teachers about their work, and other informal activities. Unlike the other options of instructional supervisions, there is no any prior communication and announce the classroom visit in informal supervision. Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, sally & Penny, 1997).

#### **2.6.5 Inquiry-based Supervision**

Inquiry-based supervision is the other supervisory option that brings teacher's to work collaboratively to solve problems through conducting action research. According to Sergiovanni&Starratt, (2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships cause and effects, or of systematically gaining guidance about the nature of a particular problems. Thus, when action research is undertaken as an individual initiative, a teacher works closely with the supervisor in sorting out a problem and developing strategy for its resolution

Emphasizing this Sergiovanni&Starratt (1993) pointed out that basic to action research is the belief that individual teachers and groups of teacher's can undertake research to improve their own practice. Its prime purposes to alter the teaching practice of the researcher themselves. Hence, if supervision is to help to solve instructional problems, and improve the teachers' professional skill in dealing with these problems-inquiry-based supervision has a dominate role together with other approaches of instructional supervis

## **2.7 Current Practice of Instructional Supervision in Ethiopia**

### **2.7.1 Supervision at School Level**

In the current education system of Ethiopia, different stakeholders are assigned to facilitate the work of educational supervision in general and the task of instructional supervision at the classroom level in particular. For this purpose, (sergioanni and srarratt2002) has illustrated instructional supervision opportunities provided to teachers in developing the 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. The school principals, deputy principals, department heads, and senior teachers as the actors of instructional supervisors and has sufficiently listed the role of supervision at the school level as follows:

### **2.7.2 The Roles of School Principals in Supervision**

The school principal in his/ her/ capacity as instructional leader, his/her responsibilities would be: Creating conducive environment to facilitate supervisory activities in the school by organizing all the necessary resources, Giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes where and deemed necessary, Coordination of evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large, Coordinating of the staff members of the school and other professional educational educators to review and strengthen supervisory activities and; case the evaluation of the school community relations and the basis of evaluation results strive to improve and strengthen such relations.

### **2.7.3 The Role of Deputy Principals in Supervision**

In addition to providing support to the principal in caring out the above responsibilities, the school vice principal is expected to handle the following responsibilities, Giving overall instructional leadership to staff members, Evaluating lesson plan of teachers and conducting the classroom supervision to ensure the applications of lesson plan and, Ensuring that the curriculum of school addresses the needs of the local community.

#### **2.7.4 The Role of Department Heads in Supervision**

The selection of department heads in the school is commonly based on experience. Thus, department heads know; skill and potential to supervise educational activities that take place in their respective school.as (MOE,2002)illustrated, department heads have the following functions and responsibilities, Coordinating the supervisory activities in their respective department and evaluating teachers' performance, Arranging on the job orientation and socialization of program to newly assigned teachers in the department, Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional out comes; selecting and organizing teaching materials and making them available for use by teachers, Encouraging teachers to conduct action research so as to improve and develop subjects they teach and method of teaching, Organizing model teaching programs for experienced teachers staff members by imitating senior staff members from the department, Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc. to tackle identified problems of the curriculum ,Encouraging staff members to conduct meetings regularly to make periodic evaluation of their activities and to seek solutions to instructional problems.

#### **2.8 Challenges of Instructional Supervision**

Instructional supervision promotes the efforts towards the achievement of personal as well as organizational goals. Similarly, Galtthorn's (2003) supervision is also a service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. It is therefore, the main theme of instructional supervision is to work collaboratively with teachers and support them with all the necessary assistance and guidance for the improvement of instruction. However, there are various problems that could affect the support systems in instructional delivery, the characteristics, as well as the overall practice, and the conditions in which the supervisors work exert challenges to the smooth functioning of instructional supervision. Thus, this section specifically asses the challenges related to the attitude of teachers towards instructional supervision, lack of training and support, lack of teacher supervisory relationship and lack of educational materials.

### **2.8.1 Attitude of Teachers towards Instructional Supervision**

Instructional supervision aims at improving the quality of education through the improvement of teachers' effectiveness. Research studies on the field such as Pajak (1998) Ali (1998) and others also explained the role of instructional supervision to be professional growth and improvement of teaching- learning process in the classroom. Thus, teachers' satisfaction as well as their perception has been found to be dependent upon the extent to which they perceive that such supervisory roles meet their expectations. But, as suggested by Pajak (1989) problems associated with a lack of a satisfactory conceptual model of supervisory role seem to have affected teacher satisfaction in the supervisory service rendered. Similarly, Sergiovanni and Starratta (1998) in their part observed that teachers' encounters with their supervisors lead directly to evaluative judgments based on the skimpiest of evidence. However, teachers need supervisors to actively engage in the provision of their instructional improvement. But, as suggested by Carron and DeGrauwe as cited in Phlipos (2001) the supervisors in frequent visits create an image of a loss of credibility with teachers. Similarly, researchers by UNESCO (2007) pointed out that bitter complaints about supervisors' work further include irregular and bad planning of visits, not enough time spent in the classrooms, and irrelevant advice.

The other factor that impedes the perception of teachers towards instructional supervision is their feelings concerning the issue of trust between teachers and supervisors. In line with this, Johnson, as cited in Million (2010), indicated that, teachers and supervisors should have a trust between them to develop effective supervision; otherwise, when the trust level is low, group members will be dishonest and inconsiderate in their communication. This indicates that a close discussion concerning the overall tasks of instructional supervision could have a considerable impact on the perception of teachers. All this does not mean that teachers do not appreciate the benefit of supervisory work, but rather, that, in their opinion, the problem with supervisors is mainly an attitudinal one. Moreover, as many of the related sources show, there are considerable reflections of teachers' dissatisfaction with the practice of supervision given in the school. These sources also reveal that, teachers feel the importance of an effective system of supervision and assistant from their supervisor while they are teaching. In supporting the idea, Olana (2013) revealed that teachers seem to be in line with the supervisors when they feel that supervision work should be more

developmental and less control-oriented. It is not these teachers who refuse the idea of being controlled: what they dislike is rather the attitude of controllers.

### **2.8.2 Training of supervisors**

In the process of conducting Supervision, the supervisors are expected to be competent in providing both administrative as well as academic support. Thus, supervisors have to update themselves in a continuous and sufficient training to effectively discharge their responsibilities. As Pajak, (1989) revealed a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. To this effect, good training with effective planning and administration promote the potential of the supervisors. However, as Carron and Grauwe (1997) expressed little doubt that advisers, inspectors, and other such staff need regular training, but they seldom receive it. They also further stated that, whatever pattern of recruitment and promotion procedures, supervisors need regular training but they are seldom provided with pre- service or in- service training (Olana, 2013). Hence this insufficient training for supervisors has its own impact on the implementation of instructional supervision in the classroom setting. In supporting the idea, Merga (2007) revealed that, lack of continuous training system for supervisors to update their educational knowledge and skills is obstacle to the practice of instructional supervision. In general, supervisors want continuous training to carry out the task of supervision. In the absence of training, supervisors may be forced to depend only on their previous experience without putting additional effort for the improvement of the instruction.

### **2.8.3 Lack of Educational Materials**

The presence of instructional materials, supervision guidelines, as well as necessary and timely manuals has a significant impact on the practice of instructional supervision. Without knowing the rules, classroom observation procedures, and other duties of supervision, supervisory practice could not achieve its objectives. Referring to this, Engage (2009 :) said that there can be no effective supervision of instruction without adequate instructional materials. As it is also indicated in UNESCO (2007), instructional materials are undoubtedly helpful to the supervisors themselves and to the schools; they

can turn the inspection visit into a more objective exercise and also, by informing schools and teachers of the issues on which supervisors focus, lead to a more transparent process.

Moreover, lack of a specific budget for supervision and support can also be taken as a major problem that affects the smooth functions of instructional supervision. As research in UNISCO( 2007 ) indicates, absence of enough budget results the incapability to run supervisory activities effectively MOE (1994:) further stated that, the problems of supervision in relation to our context: the shortage of time, ineffective transport system insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one. Hence, provisions of all the necessary educational materials that have a direct impact on supervision should be given apriority to overcome and alleviate the problems associated with instructional materials.

#### **2.8.4. Relation between Supervisors and Teachers**

Supervision must develop and maintain a high level of personnel interaction. A good supervisor is one who is capable of communicating with his subordinates in order to provide necessary guidelines and assistance to them for professional improvement (Pajak, 1998). This indicates that supervisors without such knowledge will find it difficult to function effectively. Furthermore, the supervisors are concerned with communication within a group as a leader depends on better social relationships. Thus, as Million (2010:) indicated, there should be a good relationship between teachers and supervisors. He also further stated that supervisors have to in opposition to create smooth communication with teachers by organizing intensive staff training and in-service training to support and help teachers. Thus, creating a smooth relationship between teachers and supervisors imply belief in common man, recognition of the dignity and worth the individual.

#### **2.9. Factors that affect instructional supervision**

Several factors can hinder effective instructional supervision in secondary. Schools, including lack of trained supervisors, inadequate resources, limited time for supervision, negative perceptions of supervision by teachers, and insufficient communication and collaboration b/n supervisors and teachers.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research methodology, source of data, the study population, sample size and sampling techniques, procedures of data collection, data gathering tools, a method of data analysis, questionnaire, interview, document analysis, and procedures of data collection.

### **3.1 Research Design**

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In order to get relevant and sufficient information, particularly descriptive survey design was employed as an appropriate methodology. The design was selected because of its use to obtain sufficient information from a large number of respondents about the current practices and challenges of instructional supervision. Furthermore, this approach was helpful to collect information directly from the population to employ statistical techniques and to facilitate drawing generalizations about the large population on the basis of the study of a representative sample (Krishnaswami 2001).

Hence, this method was preferred in order to address more precisely and effectively the practice and challenges of instructional supervision in the school. For this research, quantitative research methods were adopted for principals and teachers, and a qualitative research method was used for supervision in order to get their opinions on the current situation of schools. Hence, to examine and analyze the practice and challenges of instructional supervision in promoting instruction, as stated by Koul (1996 :)

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### **3.2 The Research Method**

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The main purpose of this study was to assess the current practice of instructional supervision and to investigate the encountered challenges during the implementation of instructional supervision in Government secondary schools of Enderta Woreda. To this end, to collect extensive data and to substantiate the findings from different data instruments, both quantitative and qualitative, the reason for focusing on using a quantitative approach was that assessing the current practice of instructional supervision demands the collection of quantitative data. Besides, a quantitative approach also generates statistics through the use of large-scale survey research using methods like questionnaires (Dawson 2002). In addition, as Daniel (2004) illustrates quantitative method is vital to describe and explain features of reality by collecting numerical data on

observable behaviors of samples and by subjecting the data to statistical analysis. On the other hand, the qualitative method that consisted of interviews, open-ended questionnaires, and document analysis was used for qualitative data to substantiate and triangulate the quantitative data.

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### **3.3. Source of Data**

In order to obtain reliable information about the practice of instructional supervision, both primary and secondary sources of data were employed. The primary source of data was collected from instructional leaders (principals, vice principals, senior teachers, department heads), teachers, Zone, and Woreda supervision coordinators. The Secondary\ source of data was collected by direct access to the education office and record offices of the primary schools to obtain information through document analysis. Document analysis was particularly made to determine whether instructional supervisors have supervision guidelines and documents related to teachers' training on supervision, feedback given to teachers by supervisors, training-related documents given to teachers.

### **3.4 Sample and Sampling Techniques**

The Primary sources of data were the target secondary school Principals, vice principals and teachers. There were seven government secondary schools in Enderta woreda of Tigray; seven of them were selected based on the availability, simple random and purposive sampling techniques. This was because, the researcher believes that taking the availability sample size was manageable; and in Turnitin adds the validity and reliability of the findings of the study. The total population size of teachers from the target schools was 150. From these, 50 %=( 75) teachers, based on simple random sampling techniques which was proportional to the total population size of each secondary school were selected. Besides, all principals and vice principals of each target school were selected based on the available sampling technique. This was because; taking the availability total population size was manageable. In the supervisors' group all the school supervisors who were responsible to supervise the target secondary schools were selected based on the availability sampling technique. This was because; taking the availability total population size was m. manageable.

Moreover, as indicated by the Ministry of Education (MoE, 2009:), due to their responsibility to provide supervision activities for teachers and a direct and close relationship with schools, the zonal and Woreda supervision coordinators were selected by the availability sampling technique. The researcher also assumed that the coordinators have greater value in the study. Since the school principals and vice principals are responsible for following up on the overall activities and the work of the other instructional supervisors, all 7(100%) of the school principals were selected through the availability sampling technique. On the other hand, instructional supervisors (vice principals, department heads, and senior teachers) are also responsible for conducting classroom observation and carrying out other supervisory activities in their respective schools. For this purpose, due to the small population size, the whole instructional supervisors of all schools were taken through the availability technique. Thus, 30 (thirty) instructional supervisors, i.e., 1 woreda education head, 7 from each school, 7 vice principals, 7 senior 8 unit leaders and teachers from each school who were involved in supervision activities, were taken as a sample.

**Table 3: Summary of sample size and sampling techniques**

No	Sampling	Population	Sampling size		Sampling technique
			No	%	
1	school supervisors	2	2	100	Purposive sampling
2	Principals	7	7	100	Purposive sampling
3	Vice principals	7	7	100	Purposive sampling
4	Unit Leaders(Shift Leaders)	8	8	100	Purposive sampling
4	Adekiagera (number of teachers)	14	7	50	Random Sampling
5	Aragure (number of teachers)	16	8	50	Random sampling
6	Romanat (number of teachers)	24	12	50	Random sampling
7	Togoga (number of teachers)	12	6	50	Random sampling
8	Meremieti (numtiber of teachers)	50	25	50	Random sampling
9	Maymekden (number of teachers)	18	9	50	Random sampling
10	Tikul (number of teachers)	16	8	50	Random sampling
11	WEO supervision coordinator	4	4	100	Purposive sampling
12	Zonal education coordinator	2	2	100	Purposive sampling

### 3.5. Instrument and Procedures of Data Collection

#### 3.5.1. Instrument of Data Collection

In order to collect relevant information for the study, the researcher employed the following three instruments. Accordingly, a questionnaire, an interview, and document analysis were used. Two types of questionnaires were used as the main data-gathering instruments.

Whereas semi-structured interviews and document analysis were used to enrich the data obtained through the questionnaire.

### **3.5.2 Questionnaire**

The questionnaire of this study was developed to collect valuable information from teachers, principals, vice principals and department heads who were currently working at the marked schools of the woreda. The items in the questionnaire were developed from different review of related literature and from related research work. preferred as a data gathering instrument due to the fact that it is considered the heart of a survey operation because large samples can be use of and, thus, the results can be made more dependable. In addition, the collection of data through a questionnaire enables researchers to collect information from a large number of residents within a manageable time, and provides a wide coverage of data. (Audrey, 2004).

Besides, the questionnaire allows the respondents to respond to the questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposure to bias. Thus, the questionnaires were prepared in English because the researcher believed that the respondents could understand the questions that were developed. The questionnaires consisted of two parts. The first part of the questionnaire was designed to gather information on respondents' demographics, such as sex, age, academic qualification, and service years in the teaching task. On the other hand, the second part of the questionnaire was focused on the total number of closed and open-ended items that address the basic questions of the study.

Accordingly, the questionnaires were prepared in terms of closed-ended and open-ended questions. For the closed-ended questionnaire, a type scale was utilized. This was because it enables the researcher to evaluate the extent to which a person agrees or disagrees with the questions. The open-ended questions were prepared with the assumption that they permit the respondents to respond their answer in their own words and give them freedom in phrasing a reply.

### **3.5.3. Interview**

The interview allows greater depth of response, which is not possible through any other means. Hence, the purpose of the interview was to collect more supplementary opinions to substantiate and triangulate the questionnaire response. According to Best and Kahn (1993:1999) "the purpose of interviewing people is to find out what is in their mind, what they think or how they feel about something". Thus, semi-structured interview items were

prepared for the interviewees because the semi-structured interview is flexible and allows for new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002:). To this end, to acquire detailed supplementary information, interview sessions were conducted with 2 zonal and 4 Woreda education office supervision experts and school Supervisors to secure information concerning their experience of supervisory practices. The process of interview process was conducted in the Amharic language, and subsequently translated into English.

#### **3.5. 4 Document Analysis**

The documents that could be analyzed for this study were files containing a supervision checklist, feedback given for teachers, plans of classroom visits, supervision guidelines, and other recorded documents in relation to the practice of instructional supervision available at the sample school. In order to get more information on the above contents, the documents were analyzed, which enabled the researcher to enrich the information obtained through the questionnaire and interview.

#### **3.5.5. Procedures of Data Collection**

Based on the basic questions and review of related literature, both the questionnaires and interviews were prepared. Thus, to obtain relevant information for the research questions raised, the researcher went through the services of data gathering procedures. Accordingly, before the actual study was carried out, the data instruments were critically checked and commented on by Enderta Wereda, an education supervision expert. Pilot testing of the instruments was conducted at Mere-Mieti Secondary School. Therefore, the questionnaires were distributed to 7 teachers and 4 instructional supervisors of the piloted school. As a result, based on the given feedback from the zonal education experts and respondents of the piloted school, improvement was effected on four items and modification was also made depending on the comments. Consequently, the questionnaires were administered to the sample respondents after a brief orientation about the objectives of the study. In order to increase the quality of the response and the rate of return, respondents took the questionnaires to their homes and filled there. Finally, the filled questionnaires were collected from the respondents with the assistance of data collectors.

On the other hand, to obtain detailed information, the researcher had discussions with the interviewees to arrange a suitable time and place. In addition to this, an orientation

program was also held with interviews concerning the purpose of the interview, and all the necessary efforts were made to establish proper rapport with the interviewees. Thus, on the basis of the prepared interviews and the schedule, the zonal and Woreda education office supervision coordinators were interviewed. While the interview was being held, to minimize the loss of information, the data obtained were carefully recorded and handled in a notebook. Moreover, the data available in document form related to instructional supervision were gathered from the sample schools as well as zonal and Woreda education offices. The data collected through various instruments from multiple sources were analyzed and interpreted.

### **3.6. Methods of Data Analysis**

In the study, both quantitative and qualitative methods of data analysis were employed. The analysis of both quantitative and qualitative data was carried out concurrently and integrated. The analysis of quantitative data was carried out before the qualitative data.

#### **3.6.1. Quantitative Data**

The quantitative data, which were collected through closed-ended items and analyzed through descriptive statistics such as frequency and percentage, so as to describe the data collected in research studies and to accurately characterize the variables. T test-square at alpha levels of significance was also applied in addition to interpreting closed-ended questions so as to test and observe the statistical significance difference among the responses of teachers and instructional supervisors (principals, vice principals and department heads). In addition to this, the scores of each item were organized, statistically compiled, and SPSS version 16.0 was used to compute and obtain the mean value of each item. Moreover, for better analysis, the Likert scale was employed to collect and analyze the data since the initial purpose was to give participants more freedom to respond and to identify the extent the respondents agree or disagree.

#### **3.6.2. Qualitative Data**

The data collected through interviews, open-ended questions of the questionnaire and the available documents were analyzed and interpreted qualitatively. The analysis was made by using narration in a way that would complement the quantitative data. In order to analyze the data, the handwritten notes of the interview were rearranged, categorized into

manageable themes, and summary sheets were prepared and translated into English. Therefore, the analysis and interpretations were made on the basis of the questionnaires and interviews.

### **3.7. Ethical consideration**

In the process of data collection, the researcher considered the ethical aspects that were important to successfully collect the data. Accordingly, before proceeding with data collection and analysis, approval was sought from Mekelle University. Application for permission to conduct the survey and interviews was directed to the woreda education office and to the sample secondary schools of Enderta woreda from Mekelle University. Having the application letter, the researcher obtained permission from the administrative personnel of the participation schools.

The participants were informed about the nature and procedures of the study. In addition, explanation was also made about the purpose of the study, the reason why they were selected, the amount of time that they are involved. They were also informed that their participation was voluntary. Moreover, the researcher could create healthy rapport with respondents explain that their response are decisive for the successful accomplishment of the study. The researcher also expressed that their response will not be used for any other purpose except for academic purpose and remains confidential.

## **CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

The questionnaires were designed to include both closed-ended and open-ended questions. For the closed-ended section, a Likert scale was employed. This scale allows the researcher to assess the degree to which respondents agree or disagree with the statements. In contrast, the open-ended questions were crafted to allow respondents to answer in their own words, allowing them greater freedom in how they phrase their responses.

### **4.1 Characteristics of the Respondents**

The characteristic of the respondents provides information about the sample population involved in the study. Thus, respondents were asked to indicate their background information. The details of the characteristics of the respondents are given in the table below.

No	Item	Category	Respondents			
			Teachers		Instructional Supervisors	
			No	%	No	%
1	Sex	Male	55	52.38	23	21.9
		Female	20	19.04	7	6.6
		Total	75	71.42	30	28.5
2	Age	20-23	12	11.4	3	2.8
		24-27	31	29.5	4	3.8
		28-32	15	14.2	6	5.7
		33-37	17	16.1	10	9.5
		Above 38	-	-	7	6.6
3	Service year	1-5	12	11.4	-	-
		6-10	31	29.5	6	5.71
		11-15	25	23.8	5	4.76
		16-20	7	6.6	11	10.47
		21-25	-	-	8	7.6
4	Level of education	Diploma	-	-	2	1.9
		First degree	65	61.9	28	26.66
		BSC/BA	10	9.5	-	-

As indicated in Table 4 of item 1, 75 teachers, or 53.38%, are male. Among the 30 instructional supervisors, 23, which constitute 21.9%, are also male. This suggests that the representation of both sexes is disproportionate, with the number of female educators and supervisors significantly lower than that of their male counterparts in the sample schools of Enderta Woreda. Furthermore, all interview participants were male, including 2 male zone supervision coordinators 2secondary school supervisors and 4 male Woreda supervision coordinators, reflecting a strong dominance of men in leadership positions within zone and Woreda supervisory services. Consequently, there is a pressing need to encourage female teachers to assume leadership roles and serve as role models for female students in secondary schools.

As indicated in item 2 of the table above, 75 teachers, representing 29.5%, were aged between 24 and 27 years. In terms of instructional supervisors, 23 (52.9%) fell within the same age range, while 15 (14.2%) were aged between 28 and 32 years, and 4 (7.5%) were older than that. This suggests that a significant portion of the teaching staff is relatively young. Concerning the ages of interviewees, all zonal supervision coordinators, along with one (6.6%) Woreda supervision coordinator, were aged over 38 years. The remaining three (9.5%) Woreda supervision coordinators were in the 33 to 37-year age range, which is

considered to be within their adult years. Therefore, they are likely well-positioned to provide valuable support to teachers in enhancing their professional development. In contrast, a considerable number of teachers are in the younger age brackets.

As illustrated in the table from item 3, 75 teachers (11.4%) had between 1 to 5 years of service. In contrast, 23 instructional supervisors (43.3%) were categorized within the 11-15 and 16-20 years of experience ranges, while 7 instructional supervisors (6.6%) specifically had 11-15 years of experience.

In terms of the educational qualifications of teachers and supervisors, 65 (61.9%) of the teachers and held a degree. In contrast, 10 (9.5%), and supervisor respondents, possessed a BSC/BA. This data indicates that there is little discrepancy in the education levels of both teacher and supervisor respondents. Therefore, we can conclude that their educational backgrounds are largely comparable.

Concerning the education level of interviewees, 2 (50) of Woreda supervision coordinators held a diploma, whereas 1 (50%) of zonal supervision coordinators had BA degree. The remaining 2(50%) of zone supervision coordinators have first degree. From the data, one can infer that there is not much difference between zonal, Woreda supervision coordinators, teachers as well and instructional supervisors in educational level.

#### **4.2. Presentation, Analysis, and Interpretation of the Data**

This part of the study is dedicated to the presentation, analysis, and interpretation of the data gathered from various groups of respondents in relation to the practice and challenges of instructional supervision in government secondary schools of Enderta woreda. The closed-ended questionnaires were responded to, and the resulting answers were interpreted in terms of frequency and percentage. In addition, items across each category were arranged under the rating scales with five points. This five-point scale ranges from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree, and 5= strongly agree.

### 4.3. Procedures of Classroom Observation

#### 4.3.1 Pre-observation conference

Table 5: Respondents' views on the activities practiced before conducting classroom observation

No	Item	Respondents	Responses												T test
			VL		L		M		H		VH		Total		
			No	%	No	%	No	%	No	%	No	%	No	%	
1	Deciding Suitable Time for observation	Teachers	20	26.6	40	53.3	9	12	2	2.6	4	5.3	75	100	5.401
2	Establishing pre observation conference Once on the lesson to be observed	teacher	30	40	20	26.6	15	20	5	6.6	5	6.6	75	100	4.718
3	Arranging discussion On the methodology Of the lesson to be observed	Teachers	21	28	33	44	6	8	11	14.6	4	5.3	75	100	3.269
4	Analyzing the lesson Plan before observation	Teacher	29	38.6	20	26.6	4	5.3	29	15	20	9.3	75	100	4.278

Key; SD, strongly disagree, DA, disagree, UD, undecided, A, agree, SA, strongly agree

As it can be seen in Table 5 for item 1, teachers were asked whether or not supervisors decide the suitable time for classroom observation. Consequently, 40 (53.3%) of teacher respondents agreed that supervisors did not agree on a suitable time before classroom observation. As it is indicated, the computed T-test value  $T^2= 5.401$  is less than the critical value of  $T^2= 9.487$  at alpha level 0.05 with four degrees of freedom which shows there is no statistically significance difference among the views of supervisors and teachers on the item. The result of the study shows that supervisors did not make an effort in informing the teachers to arrange suitable time for classroom observation. They instead, conduct classroom observation on the basis of their good will (interest).

As depicted in the same Table item 30, (40%) of teachers agreed that supervisors did not establish a pre-observation conference in order to create agreement on the lesson to be

observed before actual classroom observation. The computed T-test value  $T^2=4.718$  is also lower than the critical value of T-test  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significant difference between the views of both teachers and supervisors. Thus, the result indicates that supervisors did not focus holding an agreement with teachers on the lesson to be observed before the actual classroom observation.

As it can be seen on Table 5 item 3, respondents were asked whether or not the instructional supervisors discussed with teachers on the methodology of the lesson before the actual classroom observation. Accordingly, 21(28%) of teachers reported that the instructional supervisors did not discuss on the methodology of the lesson to be observed. From this result, it is possible to say that instructional supervisors were ineffective in discussing the methodology of the lesson to be followed. The computed T-test square is lower than the critical value of chi-square  $T^2=9.487$  at alpha level 0.05.

As shown in the above Table for item 4, respondents were asked regarding the analysis of the lesson plan of the teacher before classroom observation. Consequently, a majority of 29(38.6%) of teachers agreed that, the lesson plan of teachers was analyzed by the instructional supervisors before the actual classroom observation. The computed T-test  $T^2=4.278$ , is lower than the critical value of T-test  $T^2=9.487$ , at alpha level 0.05 with four degrees of freedom; this shows that there is no statistically significant difference between the views of the two groups. Therefore, from the findings, it is possible to say that the lesson plan of the teachers was evaluated before classroom observation.

Generally, from the result of the T-test and the data gathered through interview session with the school principals, it is possible to conclude that instructional supervisors did not agree with teachers on deciding suitable time for observation, pre-observation conference on the lesson to be observed and on the methodology of the lesson to be observed. Therefore, the pre-observation conference in the study area was conducted in the absence of teachers' agreement. However, as it is indicated by the Ministry of Education (MoE, 2002), classroom observation should be implemented based on clearly stated criteria and should be known by the teachers before the supervisors carry out the classroom observation.

### 4.3.2. Classroom Observation

**Table 6: Respondents' views on the activities of classroom observation**

No	Item	Respondents	Responses												T test
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	NO	%	
1	Employ observation Instrument	Teachers	20	26.6	32	42.6	3	4	10	13.3	10	13.3	75	100	
2	Observes and takes Notes on important points Indicating strength weakness	Teachers	30	40	31	41.3	3	4	5	6.6	6	8	75	100	
3	Only stress on issues Conserving instructional Improvements	Teachers	23	30.6	32	42.6	4	5.3	12	16	4	5.3	75	100	
4	Observing the lesson from The beginning to the end of the class room observation	Teachers	23	30.6	27	36	17	22.6	5	6.6	3	4	75	100	

Key: SD, strongly disagree, DA, disagree, UD, undecided, A, agree, SA, strongly agree

As can be indicated in Table 6, item 1, teachers were asked whether or not supervisors employ observation instruments to collect data on lessons being taught. To this end, 32(42.6%) of teacher's respondents confirmed the non-existence of employing observation instruments. The computed T-test value  $T^2=2.137$  is lower than the table value  $T^2=9.487$  at a significant level of 0.05 with four degrees of freedom. Thus, this implies that there is no statistically significant difference between the views of the two groups of respondents.

Regarding item 2 on the same Table, respondents were asked if supervisors observe and take important points that indicate strengths and weakness. The majority, 30(40%) of teacher respondents indicated their disagreement. The T-test indicated that significant difference between the opinions of respondents, as the computed T-test square  $T^2=16.311$

is greater than the critical value of the T-test  $T^2=9.487$  with four degrees of freedom at the significance level 0.05.

As shown under item 3 in Table 6, 32(42.6%) of teachers accepted that supervisors only focus on issues concerning instructional improvement. Accordingly, the computed value was found to be less than the table value of with four degrees of freedom at the 0.05 level of significance. This implies that there is no statistically significant difference on the response of the two groups of respondents. Result obtained from open-ended questions also revealed that supervisors give attention only to instructional improvements rather than considering and understanding teachers' feeling. Thus, from this finding it is possible to say that supervisors were not efficient to look in to teachers' feelings. They instead focus only on instructional improvement. This in turn influences the practice of classroom observation.

As indicated in Table 6 of item 4, 27(36%) of teachers showed their agreements that supervisors did not follow up the lesson carefully from the beginning of the period to the end of the period while the actual presentation is conducted. The computed value  $T^2=5.882$  is less than the critical value of T-test,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant similarities of the responses of the. The finding indicated that were in effective to entirely staying in the class while observing the teacher. In contrast to this, the research findings of Gurnam and Chan (2010) showed that the supervisor should be punctual and observe the whole lesson during classroom observation. The purpose of classroom observation is to improve the quality of teaching and learning activities in the classroom. Therefore, supervisors should stay in the classroom from the beginning to the end of the period. In this regard, the Ministry of Education (MOE, 1994) revealed that teaching and learning processes are continuous and hold various activities; observing specific parts of the classroom observation cannot enable one to know the detailed performance of the teacher. Interview held with school principals confirmed that classroom observation was conducted together with vice principals and department heads; hence, due to time constraints and workload load they stay during observation for only 5 to 10 minutes. Thus, from the interview and analysis, it is possible to say that classroom observation was not properly implemented and supervisors were not employing the classroom observation instrument. They also

failed to focus on both the weakness and strengths of teachers while conducting observation.

#### 4.3.3. Post-Observation Conference

Table 7: Respondent's views on the practice of post class room observation conference

Key SD, strongly disagree, DA, disagree, UD, undecided, A, Agree, SA, strongly agree.

No	Item	Respondents	Responses												T test
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	NO	%	
1	Hold post observation conference	Teachers	29	38.6	24	32	6	8	12	16	4	5.3	75	100	5200
2	The discussion made by supervisors focuses on improvements of teaching and learning process	Teachers	25	33.3	26	34.6	-	-	9	12	15	20	75	100	
3	Provide feedback to the teachers	Teachers	20	26.6	23	30.6	15	20	12	16	5	6.6	75		2390
		supervisor	1	50	1	50	-	-	-	-	-	-	2	100	
4	Compare the expected outcomes with actual outcomes for future improvement.	Teachers	12	15	22	29.3	5	6.6	28	37.3	8	10.6	75	100	

The final aspects of classroom observation looked into the post observation activities of the instructional supervisors. From the teachers' and instructional supervisors' responses indicated in table 7 of item 1, 29(38.6%) of teachers claimed that, after classroom observation, the instructional supervisors do not hold a post observation conference on the data collected during classroom observation. The computed T-test value  $T^2 = 5.260$  is lower than the critical value of  $T^2 = 9.487$  with four degrees of freedom at the significance

level of 0.05, implying that there is no statistically significant difference among the respondents.

As can be seen from the above Table 7, item 2, 25(33.3%) of the teachers asserted that after conducting the classroom observation, the instructional supervisors and teachers' discussion mainly focuses on improvement of the teaching and learning process for that specific classroom visit. The computed T test- value  $T^2=5.236$  is lower than the critical value  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significance difference between the response of teachers and supervisors.

From Table 7 item 3 above respondents were asked whether or not immediate feedback is provided to the teachers after classroom observation. Accordingly, 23(30.6%) of the teachers asserted that instructional supervisors do not provide immediate feedback for the teachers as soon as the classroom observation has been taken place. This implies that instructional supervisors were not providing immediate feedback as soon as the observation is completed. The computed T-test value  $T^2=2.586$  is lower than the critical value  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference among the opinions of teachers and supervisors respondents. During interview principals revealed that due to time constraints immediate feedback was not given to teachers. The results obtained from document analysis also confirmed that there was no any document related to feedback for the teachers. However, Reinhardt (2000) indicated that, supervisors should give feedback to teachers to facilitate effective pedagogical skill.

With regard to item 4 of Table 7, respondents were asked whether or not instructional supervisors made comparison between the expected outcomes and the actual outcomes and arranging about improvement. Consequently, 22(29.3%) of teachers confirmed the non-existence of the practice. The computed T-test square value  $T^2=2.390$  is lower than the critical value of T-test square,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference among the views of teachers and supervisor's respondents. The primary aim of instructional supervision is to give assistance to the teachers, to growth of students and the improvement of teaching and learning. Therefore, supervision of teachers while they are conducting the teaching task is one of important strategies for supporting them. Classroom observation is one way of gathering data concerning teaching and learning activities in the classroom by taking into

account improving teacher’s effectiveness, then looking at what is actually happening in the classroom (Jones, 1993:). Thus, class room observation enables supervisors to identify problems related to classroom instruction. In this regard, instructional supervisors are expected to follow the procedures of classroom observation and effectively collect and respond to the challenges that exist in the classroom.

#### 4.3.4. The Options of Instructional Supervision

Table 8: Respondents views on the Various Options of Instructional Supervision Practiced in their School;

No	Item	Respondents	Responses										T test
			VL		L		M		H		VH		
			No	%	No	%	No	%	No	%	No	%	
1	The practice of face to face Supervision to enhance Classroom performance.	Teachers	29	38.6	21	28	8	10.6	12	16	5	6.6	8.709
2	The practice of informational Supervision with out consenting teachers	Teachers	-	-	15	20	33	44	22	29.3	5	6.6	
3	The possibility of conducting in built/per observation/	Teachers	24	32	11	14.6	18	24	14	32	8	10.6	2.996
4	The practice of self-directed supervision.	Teachers	20	33	30	40	10	13.3	11	14.6	4	5.3	7.674
5	The implementation of Inquiry –based supervisor through action research	Teachers	23	30.6	28	8	4	5.3	14	18.6	6	8	6.702

Key VL= very low, L= low, M=medium, H=high, VH= very high

As it can be seen in the Table 8 item 1, respondents were asked on whether or not instructional supervisors are providing support through face-to-face interaction in order to enhance the classroom performance of teachers. Accordingly, 29(38.6%) of teachers responded that the practice of face-to face supervision in their respective school was low. The computed T-test value  $T^2=8.709$  is lower than the critical value of T- test =9.487, at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significance difference among the two groups of respondents. Thus, from the finding it is possible to say that supervisors are not doing their best to practice and play their role in implementing clinical (face- to- face) supervision. However, the role of supervisors are to help teachers to select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice (Sergiovanni and StarCraft, 2002: ).

On the same Table above item 2, respondents were asked to rate their agreement levels on the practice of informal supervision in the school they are working. Consequently, 34(44%) of teachers confirmed that the practice of informal supervision in their school is medium. The t-test was calculated to confirm whether or not there is significant difference between teachers and supervisors. To this end, the computed T-test square value  $T^2=1.196$  is less than the critical value of T-test,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between teachers and supervisors on the item. Therefore, from the result it is possible to say that the practice of informal supervision by supervisors have relatively given due attention than the other options of instructional supervision in the school they supervise. On the basis of this, Zepeda (2003:35) also pointed out that informal supervision assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

As it is also shown under Table 8 item 3, 24(32.%) of teachers rated low for the practice of in-built (collegial) supervision between teachers in the classroom for the improvement of teaching and learning process in general and to enhance the performance of teachers in particular. To this end, the computed T-test value  $T^2=2.996$  is less than the critical value of chi-square,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between teachers and supervisors on the items.

Regarding item 4 Table 8, 30(40%) of teachers responded that there was no any conditions to the experienced teachers to share their best practice through self-directed supervision to assist their colleagues in the classroom setting. As can be seen from the table above for the item, the computed T test value  $T^2=7.674$  is less than the critical value of T-test,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This revealed that there is no statistically significant difference between the response of teachers and supervisors respondents. In fact, from the finding it is possible to say that supervisors were ineffective in practicing self-directed supervision.

On the above Table item 5, respondents were requested to rate their level of agreements regarding the implementation of inquiry-based supervision through action research. Consequently, 28(8%) of teachers declared that supervisors did not implement inquiry-based supervision. The computed T-test value  $T^2= 6.792$  is lower than the critical value of T-test,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significance difference between the responses of teachers and supervisors. The finding revealed that supervisors are not in the right position to practice and implement inquiry-based supervision.

Generally, from the above finding it is possible to deduce that informal supervision was relatively practiced than the other options and supervisors did not focuses on the individual role of teacher in the teaching and learning process. With regard to the practice of various options of supervision, the interview zonal and Woreda supervision coordinators and school principals explained that they mostly conduct informal supervision. They also indicated that they do not have detail information about the other options of instructional supervision. They were not also given any training related to the options of instructional supervision. On top of this, Ministry of Education (MoE. 2002:3132) indicated that, it is the responsibility of supervisors to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support and how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002:41) also clearly indicated that teachers are expected to conduct action research in order to enhance the teaching and learning process and thereby improving their profession.

Table 9: Respondent views on the contribution of instructional supervision for teachers

No	Item	Respondents	Responses												T test
			VL		L		M		H		VH		Total		
			No	%	N	%	N	%	N	%	N	%	N	%	
1	Undertaking joint planning Of experience sharing Program	Teachers	22	29.3	27	36	8	10.6	14	18.6	4	5.3	75	100	4.077
2	Providing opportunities to visited class and attend workshop	Teachers	20	34	37	49.3	4	5.3	11	14.6	3	4	75	100	5.151
3	Organizing peer coaching Techniques of super ion	Teachers	26	34.6	28	37.3	11	14.6	7	9.3	3	4	75	100	2.536
4	Providing information on the Utilization of new instruction materials.	Teachers	7	9.3	33	44	4	5.3	31	41.3	-	-	75	100	21.923
5	Organizing mentoring program	Teachers	16	21.3	42	56	4	5.3	11	14.6	2	2.6	75	100	35.929
6	Arranging environment for instructional improvement of teacher	Teachers	15	20	34	45.3	6	8	20	26.6	-	-	75	100	9.345
7	Encouraging teachers to Identify and solve Instructional problems	Teachers	4	5.3	33	44	5	6.66	30	40	3	4	75	100	18.891
8	Motivate teachers to achieve Professional goals	Teachers	5	6.6	18	24	3	4	32	42.6	17	22.6	75	100	1.849

As can be observed from the above Table for item 1, teachers and supervisors were asked whether or not supervisors support teachers to undertake joint planning of the experience sharing program to create a cooperative working environment. In this case, 27(36%) of teachers' respondents reported their disagreement that the practices in this regard were poor. Hence, as it can be seen from the table, the computed  $T^2=4.077$  is less than the critical value of T-test  $T^2=9.487$  at an alpha level of 0.05 with four degrees of freedom, which shows there is no statistically significant difference among the views of teachers and supervisors respondents on the item. The results of the study illustrate that supervisors did not make an effort to support teachers in sharing their experience.

In a similar Table above for item 2, 37(49.3%) of teachers responded that instructional supervisors did not provide opportunities to visit classes and attend workshops for the purpose of improving the teaching and learning process. Therefore, the data showed that supervisory practice in respect to this respect is found to be inefficient. The computed T-test value  $T^2=5.151$  is lower than the critical value of T-test,  $T^2=9.487$ , at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the opinions of the two groups of respondents on the item.

As indicated in Table 9, item 3, respondents were asked whether supervisors are organizing peer coaching techniques of supervision to enhance the teaching and learning process. Accordingly, 28(34%) of teachers respondents asserted their disagreement. The computed T-test value  $t=2.536$  is less than the critical value of  $t=9.487$  at alpha level 0.05 with four degrees of freedom. This indicates that there is no statistically significant difference between the views of the two groups of respondents. From the result of the findings, it is possible to say that the applications of peer-coaching techniques by supervisors were not satisfactory, and hence, supervisors could not adequately work to benefit teachers to enhance their professional development.

As shown in Table 4, respondents were asked regarding the provisions of information on the utilization of new instructional materials. Consequently, 33 (44%) teachers disagreed with this statement, claimed the existence of provision of information on the utilization of new instructional materials. A chi-square was computed to test the significance difference between the teachers and supervisors. Therefore, the result of the computed T-test value 21.923 at an alpha level of 0.05 with four degrees of freedom is far above the critical value of T-test,  $T^2=9.487$ . This implies that there is a statistically significant difference among

the responses from teachers and supervisors on the issue. In the open-ended items, teachers stated that supervisors did not provide information about the utilization of instructional materials.

Regarding Table 9 item 5, both groups of the respondents were asked the extent to which supervisors organize professional development of teachers through a mentoring program, With regard to this activity, 42(56%) of teachers responded that the activity is never accomplished by supervisors. Whereas, confirmed their agreement. The computed T-test value  $t=35.929$  is greater than the critical value  $t=9.487$  at a significant level of 0.05 with four degrees of freedom. This implies that there is significant difference between teachers' and supervisors views concerning the supervisor's role in organizing professional development of teachers through a mentoring program. However, as McBride (1996), mentoring is aimed at helping teachers to develop self-confidence and to avoid unnecessary tension and further malfunction. It is therefore, supervisors are responsible for assisting teachers to develop their profession through mentoring programs.

The supervisors and teachers' respondents were asked about their views on whether the instructional supervisors provide support in arranging a conducive environment to enrich instructional improvement on the table item 6. Consequently, 34(45.3%) of teachers remarked that they never hold the practice. The T-test square test was calculated to check whether an opinion difference exists between the two groups or not. As a result, the computed value  $t=9.345$  is lower than the critical value of  $t=9.487$  at a significant level of 0.05 with four degrees of freedom. This implies that there is no significant difference between the two groups of respondents concerning the provisions of support to promote instructional improvement. Hence, it is possible to say that the role of instructional supervisors in promoting a conducive environment to improve instruction is insufficient. On top of this, Chanyalew (2005) also noted that the aim of instructional supervision is the improvement of the teachers, the growth of pupils, and the improvement of the teaching and learning process as a whole. Therefore, to bring instructional improvement and to increase student achievement, supervisors are responsible for arranging and creating a conducive environment.

As one can see in Table 9, item 7, respondents were asked to indicate their level of agreement on the role of supervisors in encouraging teachers to identify and solve actual instructional problems. As a result, the majority, 33 (44%) of teacher respondents reported

that supervisors were not encouraging teachers to identify and solve their instructional improvement. On the other hand, 30 (29.4%) of teachers agreed with the presence of the practice. The computed-test value for the item  $T^2=18.891$  is greater than the critical value of T-test  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is a statistically significant difference between the opinions of teachers and those of instructional supervisors' respondents on the issue. Thus, from the result, it is possible to say that supervisors did not encourage teachers to identify and solve actual instructional problems.

However, instructional supervisors are expected to encourage teachers to identify and solve actual instructional problems confronting them and find ways for improvement. In this regard, Mohanty (1900 :) confirms that encouraging and arranging meetings is a vital part of the supervisor to solve instructional problems; without this supervisor cannot be complete. To sum up, from the findings, the teacher's desire to improve and solve their current and immediate instructional problems through the support of supervisors deteriorated, and the supervisors who are supposed to be responsible for such supervisory practices seem to fail to meet a minimum expectation of teachers.

On the above Table 9 item 8, respondents were asked to give their opinion on whether or not supervisors motivate teachers to achieve their professional goals. Accordingly, 18(24%) of teacher's respondents reported that they saw such activities from supervisors. Since the computed chi-square value  $T^2=1.849$  is lower than the critical value  $T^2=9.487$  at a 0.05 significance level with four degrees of freedom, there is no significant difference between the two groups of respondents regarding the item. Therefore, from the findings, it is possible to say that supervisors were in the right direction to motivate teachers to achieve their professional growth and goals.

Based on this, Pajak (2002) illustrates that the role of instructional supervisors helps teachers grow and to develop in their understanding of the teaching and learning process, and to improve their teaching skill. Thus, the function of instructional supervision in promoting professional development in secondary schools of Enderta schools was not practiced well. In supporting this, the Woreda and zonal supervision coordinators in the interview session indicated that there was no professional assistance provided by instructional supervisors in organizing seminars and training programs to enhance the professional development of teachers. Thus, it is possible to deduce that the role of

instructional supervisors in improving the professional development of teachers is not implemented sufficiently, and teachers have received nothing from instructional supervisors concerning their professional development.

The supervisor and teacher respondents were asked about their views on whether supervisors help teachers to effectively implement the new curriculum. To this end, 50(49 %) of teachers revealed that they never practiced or observed the activity. The computed value  $T^2=5.614$  is less than the critical value of,  $T^2=9.487$ , at alpha level 0.05 with four degrees of freedom. This implies that there is no statistically significant difference between the views of the respondents. From the findings, it is possible to say that supervisors did not help the teachers to implement the new curriculum.

The data obtained from the interview with Woreda and zone experts revealed that the tasks performed by instructional supervisors were ineffective and failed to help teachers become efficient in the implementation of the new curriculum. However, scholars in the field of instructional supervision invariably agree on the paramount importance of supervisory support to teachers in the adjustment of changes in curriculum and their implementation. Emphasizing the vital importance of supervisory support during the change in curriculum and implementation, Pajak (1989:89) underlined that supporting teachers with resources and encouragement is seen as especially important by successful supervisors of instruction during periods of curriculum change. Thus, providing support in the school as well as in the classroom setting is essential throughout the process of change.

#### **4.4. Responsibilities of Instructional Supervisors practiced in the school.**

Teacher respondents were requested to respond whether or not instructional supervisors (department heads, principals and vice principals) perform their responsibilities effectively to support teachers in improving the teaching and learning program.

Table 10: Views of respondents towards the extent to which principals discharge their responsibilities

No	Item	Responses											
		VL		V		M		H		VR		Total	
		No	%	No	%	No	%	No	%	No	%	NO	%
1	Providing support for the teacher Professional development.	4	57.14	3	42.85	-	-	-	-	-	-	7	100
2	Creating conducive environment for supervision activities in the class room.	3	42.85	4	57.14	-	-	-	-	-	-	7	100
3	Conducting planned for the class room observation.	4	57.14	3	42.85	-	-	-	-	-	-	7	100

KEY: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very High (VH).

As can be seen in the above Table 10 items 1, teachers' respondents were asked whether or not school principals provide support for teachers' professional development. Accordingly, the majority of respondents, 4(57.4%), rated it as low. This shows that the school principals were ineffective in providing professional support to the teachers.

On the above Table, item 2, respondents were asked to rate their agreement levels on the efforts made by school principals in creating a conducive working environment for supervision activities. Consequently, 3(42.85%) of teachers indicated as low. This indicates that the majority of respondents confirmed their disagreements about the supervisory responsibilities of school principals. In addition to this, the interview with WEO and principals indicated that schools do not have the necessary financial resources to effectively discharge their responsibilities, particularly in creating a conducive working environment for supervision practice. In this case, Mohanty (1990) also explained that all teachers need supervisory assistance of varying kinds and amounts.

With regard to the views of teachers respondents on principals' level of practice in conducting planned classroom observation, 4(57.14%) of respondents rated it low. From the analysis, it is possible to say that principals were not conducting classroom observation as expected. In line with this, Grauwe (2001) stated that many visits take place unplanned; many planned visits cannot be held as foreseen, and schools are difficult to contact because of a lack of communication.

**Table 11: Respondents' views on the role of vice principals**

No	Item	Responses											
		VL		V		M		H		VR		Total	
		No	%	No	%	No	%	No	%	No	%	NO	%
1	Organizing training Programs for teachers development	4	57.14	3	42.85	-	-	-	-	-	-	7	100
2	Conducting classroom observation to ensure the application of the lesson plan.	3	42.85	2	28.57	1	14.28	-	-	-	-	7	100
3	Assisting teachers in evaluating texts for future improvement	4	57.14	3	42.85	-	-	-	-	-	-	7	100
4	Evaluating lesson plans of Teachers.	3	42.85	4	57.14	1	14.28	-	-	-	-	7	100

KEY: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very High (VH).

As can be seen in Table 11 item 1, respondents were asked whether or not vice principals organize training programs to improve teachers' professional development. The majority, 4(57.14%) of respondents rated as low. From the result, it can be observed that vice

principals were not committed to organizing training programs to enhance teachers' professional development.

Concerning item 2 in the same Table, the efforts of vice principals in conducting classroom observation were rated by teacher respondents. Accordingly, 3(42.85%) of respondents confirmed as low. Thus, according to their views, vice principals did not regularly conduct classroom observations to ensure the application of the lesson plan. In light of the above analysis, the Ministry of Education (MOE, 1994:) in its supervision manual indicated the necessity of continuous classroom observation in enabling teachers to evaluate their routine tasks and help to improve their performance. Similarly, by supporting the above idea, Sergiovanni and Starratt (2002:28) revealed that a continuous observation or formative observation should be undertaken for teachers before a final assessment is made.

On the above Table item 3, 4(57.14%) of respondents confirmed that the practice of assisting teachers to involve and evaluate texts for the purpose of future improvement by their vice principals was low. This indicates that teachers did not have support from their vice principals to involve and evaluate texts for further improvement, and they were not sufficiently committed to themselves to discharge their responsibilities in supporting teachers. In fact, during the interview, program principals indicated that due to a lack of budget, supervisors could not organize a training program at the school level for the improvement of teachers' professional development. They also further added that the negative perception of teachers towards instructional supervisors imposes challenges to regularly conducting classroom observation. The absence of instructional manuals has also posed its challenge to clearly indicate the job description of instructional supervisors and thereby to discharge their responsibilities.

As depicted in Table 11, item 4, the majority, 3(42.85%), of teachers confirmed that vice principals were well devoted to evaluating lesson plans of teachers, as they rated their response as high. Hence, vice principals evaluate the lesson plan of teachers.

Table .12: Views of respondents towards the extent to which department heads discharge their responsibilities:

No	Item	Responses											
		VL		V		M		H		VR		Total	
		No	%	No	%	No	%	No	%	No	%	NO	%
1	Providing support to teachers To conduct action research	6	75	2	25	-	-	-	-	-	-	8	100
2	Organizing a conference tackle Instructional problems	4	50	4	50	-	-	-	-	-	-	8	100
3	Arranging on the job Orientation program to the newly assigned teachers	5	62.5	3	37.5	-	-	-	-	-	-	8	100
4	Conducting regular meetings with the teachers of the department to Evaluate their activities	6	75	2	25	-	-	-	-	-	-	8	100

KEY: 1= Very Low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very High (VH).

In the above Table 12, item 1, respondents were requested to indicate their level of agreement regarding the effort of their department heads in providing support for them to conduct action research. Consequently, 6(75%) of the teacher indicated their response as low. This implies that department heads could not properly make an effort to provide support for the teachers to conduct action research in the school. However, as indicated by the Ministry of Education (MOE, 2006:), in the process of supervision, supervisors should find solutions for the teaching and learning problems encountered by teachers, and teachers are also expected to conduct action research in order to enhance the teaching and learning process.

Regarding item 2 in the same Table, teachers were asked to show their agreement concerning the attempt of department heads in organizing conferences and meetings to solve instructional problems. Thus, 4(50%) of respondents revealed that the attempt made

was low. This shows that the effort of department heads in organizing conferences and meetings for teachers to solve instructional problems was low.

From Table 12, item 3 above, teachers were asked whether department heads arrange the job orientation program for the newly assigned teachers. Consequently, 5(62.5%) of the respondents rated as low. This revealed that the job orientation program to the newly assigned teachers by the department heads was ineffective.

In the last item of the above Table, teacher respondents were requested to give their opinion concerning regular meetings with teachers of the department to evaluate their activities. As a result, 6 (75%) of them were rated as low; from this result, it is possible to say that the effort of department heads in practicing regular meetings with other teachers among the respective department members to evaluate issues related to teaching and learning activities was low.

#### **4.4.1. The Challenges of Instructional Supervision**

When the activity of instructional supervision is carried out properly, it enhances the efforts towards achieving personal as well as organizational goals. However, the support system in education delivery, the perception of teachers, and the conditions within which supervisors work can contribute to the failure of the mission. In light of this, in the table below, respondents were asked to rate their agreement on the expected major challenges that could possibly affect instructional supervision in the secondary schools of Enderta Woreda.

Table .13: Views of respondents on the challenges of instructional supervision

No	Item	Respondents	Responses												T test
			SD		DA		UD		A		SA		Total		
			No	%	No	%	No	%	No	%	No	%	NO	%	
1	Teachers consider Supervisors as a fault finder	Teachers	10	13.3	35	46.6	8	10.6	7	9.3	15	20.2	75	100	1.087
2	Teachers believe the Instruction supervisor Contribute nothing to their Professional growth	Teachers	8	10.6	30	40	12	16	21	28	4	5.33	75	100	33.954
3	Supervisors regularly Conduct a classroom visit	Teachers	23	30.6	28	37.33	4	5.33	14	18.6	6	8	75	100	1.846
4	Teachers perceive Supervisors' professional support.	Teachers	26	33.6	15	20.2	12	16	18	24	4	5.33	75	100	2.638
5	Supervisors are incompetent to provide support for teachers	Teachers	24	32	18	24	5	6.66	4	5.33	24	32	75	100	3.047
6	Supervisors have not taken relevant training	Teachers	7	9.33	24	32	9	12	15	20.2	20	24.66	75	100	1.619
7	Supervisors have a smooth relationship with teachers	Teachers	17	22.66	23	30.66	11	14.66	16	18	8	10.66	75	100	3.446
8		Teachers	24	32	35	46.6	9	12	7	6.6			75	100	4.055

Key SD, Strongly disagree, DA, Disagree, UD, Undecided, A, Agree, SA, strongly agree.

As can be indicated in Table 13, item 1, respondents were asked whether teachers consider supervisors as fault-finders or not. Accordingly, 35(46.6%) of teacher's respondents were strongly dis agreed on the existence of the opinion. The T-test was also calculated to check whether a significant difference in opinion exists between the study groups. Accordingly, the computed T-test value  $T^2=1.087$  is far below the critical value of  $T^2=9.487$  at the 0.05 level of significance with four degrees of freedom. This implies that there is no significant difference in the opinions of the two groups of respondents. In addition to this, the zonal, WEO, and principals during the interview confirmed that teachers are not willing to be supervised by supervisors. They also added that teachers sometimes showed resistance against the supervisory activities. They consider supervisors as inspectors and only focus on weak points.

As it is also shown in the above Table item 2, respondents were requested to rate their agreement with the perception of teachers regarding the contribution of instructional supervision for their professional development. As a result, 30(40%) of teachers responded disagree, on the issue. The test was calculated to check whether a significant difference in views exists between the study groups. Accordingly, the computed T-test value  $T^2 33.954$  is greater than the critical value of T-test,  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This implies that there is a significant difference in opinions of the two groups on the item. During the interview, as one of the school principals and WEO indicated that teachers always view supervision as a system only organized to control the teacher's overall activities rather than provisions of pedagogical assistance. Thus, from the analysis, it can be concluded that teachers have a low perception of instructional supervision, which adversely affects the practice of instructional supervision in the schools.

With regard to Table 13, item 3, teachers were asked to show their agreement concerning whether or not supervisors conduct regular classroom visits to improve instruction. Accordingly, 23(30.6%) of teachers indicated their disagreement. This shows that supervisors did not regularly conduct classroom visits. The T-test value  $T^2=1.846$  is lower than the critical value  $T^2=9.487$ , implying that statistically there is no significant difference between teachers and supervisors respondents. In order to enhance the teaching and learning process and increase teachers 'classroom performance, regular classroom visits are highly significant. Emphasizing this, the Ministry of Education (MOE, 1994:32) in its

supervision manual indicated the necessity of continuous classroom observation to enable teachers to evaluate their routine tasks and help to improve their performance.

As can be seen on the above Table 13 item 4 above, respondents were asked whether or not supervisors give due attention to administrative tasks rather than pedagogy. Hence, 26(33.6%) of teachers indicated their disagreement. The computed T-test value also confirmed this idea is less than the critical value of the degrees of freedom at a less significance level. Similarly, in the open-ended questions, teachers revealed that supervisors are mostly active in taking measures rather than guiding them. On the other hand, as one of the zone and woreda supervision coordinators during the interview revealed that due to a lack of awareness, supervisors mainly stress administrative tasks rather than providing pedagogical support. Hence, the above result confirmed that supervisors were only concerned with other routine activities, which were not related to pedagogical activities. Supporting the idea (UNESCO, 2007) illustrates that supervisors are overburdened with routine administrative tasks, some of which have little or nothing to do with their official job description; consequently, the time that they can devote to pedagogical support and advice becomes limited.

With regard to the views of teachers' respondents on the level of competence of supervisors to help teachers, the majority, 24(32%) of teachers asserted that supervisors were incompetent to properly carry out their responsibility. The T-test value of  $T^2=3.047$  is lower than the critical value of T-test  $T^2=9.487$  at alpha level 0.05 with four degrees of freedom. This shows that there was no statistically significant difference in the response of teachers and supervisors. Thus, from the findings, it is possible to conclude that the practice of instructional supervision in the Enderta Woreda was impeded by the absence of competent supervisors. As a result, teachers have negative perceptions of instructional supervision.

As in Table 13, item 6 indicated, respondents were asked to rate their level of agreement concerning the existence of adequate and relevant workshops as well as training for supervisors. Consequently, 24(32%) of teachers claimed that supervisors have not taken relevant training to discharge their responsibilities. The computed T-test value  $T^2=1.619$  is less than the critical value of,  $T^2=9.487$ , at alpha level 0.05 with four degrees of freedom, which shows there is no statistically significant difference in the response of both groups of respondents. One of the school principals also explained that instructional supervisors

had not taken relevant training on how to implement observation and apply supervision activities at the school level in general and in the classroom setting in particular.

Similarly, the response taken from one of the Woreda experts and school principals also confirmed that there was no training program organized for instructional supervisors. In the same way, due to a lack of transportation, finance, and skilled human power in the area of supervision, they did not make any attempt to train supervisors. Accordingly, Carron and Grauwe (1997) stated that another issue of concern in the area of supervision is whether supervisors are given enough training to properly perform their task. They expressed little doubt that supervisors need regular training, but they seldom receive it. The result of document analysis also indicates that the document related to training was not found in all sample schools of Enderta woreda. From this analysis and the data gained from the interview and document analysis, it is possible to say that supervisors in secondary schools of Enderta Woreda were made to be involved in the complex task of supervision without having any prior training. Thus, the activity of supervision might have been challenging to both teachers and supervisors. Coinciding with this, the findings of AL hammed (2000 :) indicated that the absence of training for instructional supervisors adversely influences the practice of instructional supervision.

According to Table 13, item 7, about 23(30%) of teachers did not agree on the effort of supervisors to create a smooth relationship among teachers. The T-test value for the item 7 is lower than the table value of T-test at a 0.05 significance level with four degrees of freedom. This shows that there is no significant statistical difference between the views of both groups of respondents. Thus, from the findings, it is possible to say that the absence of a smooth relationship between teachers and supervisors creates difficulties in effectively implementing instructional supervision in the study area. However, supervisors are expected to exert their effort to create smooth relations with teachers and among themselves. In supporting this, pointed out that the best mechanisms by which supervisors nurture this norm of collective responsibility for the improvement of instruction are making smooth relations. Similarly, the response gathered from the interview confirmed that teachers feel sad when they come across supervisors, and they always consider supervisors only responsible to take and report their weak sides. Teachers in the open-ended question also asserted that the school principals and Woreda experts are not willing to listen to their concerns and always prefer to reflect their dominance.

On the same Table item 8, respondents were requested to give their views on whether supervisors support teachers to freely discuss their problems with them. Regarding this, the majority of 35(46.6%) of teachers did not agree on the practice. The computed T-test value  $T^2=4.055$  is lower than the table value of  $T^2=9.487$  at a 0.05 significance level with four degrees of freedom. This implies that there is no significant difference between the respondents.

Teachers were asked whether or not teachers develop (feel) anxiety due to inadequate communication with their supervisors. Thus, the majority, 35(46.6%) of teachers reported the existence of the feeling of anxiety. The computed chi-square value  $T^2=5.149$  is lower than the critical value of  $T^2=9.487$ , which implies that there is no significant difference between the responses of the groups. Similarly, during the interview, the principals said that due to their internal feelings, teachers always develop anxiety, and they are not willing to smoothly reflect their concerns as the supervisors did. In addition to this, as one of the Woreda experts indicated that teachers consider supervisors, including them as controllers, and they feel negatively when looking at supervisors. In light of this, supervisors are capable of communicating and making teachers feel free in order to provide necessary guidelines and assistance for professional improvement.

Supervision services. They were also qualified in other fields of specialization. Generally, from the findings and the data collected from principals and Woreda experts, it is safe to say that a lack of qualified and experienced supervisors creates a challenge to the practice of supervision in secondary schools of Enderta Woreda.

Open-ended questions, respondents revealed that a lack of budget for supervision practice imposes challenges to smoothly guide and assist teachers. From this finding, it is possible to say that a lack of adequate budget adversely influences the proper implementation of instructional supervision in the secondary schools of Enderta Woreda. In the same way, Merga (2007) states that the budget is not allocated for the supervisory program, and this, in turn, constrains supervisors' efforts to devote a continuous period to guide, help, and support individual teachers.

In the open-ended question, both teachers and supervisors suggested the following as a solution to the problems encountered in supervision activities. Accordingly, to enhance the technical skills of supervisors, the school principals, together with Woreda and zonal

supervision coordinators, should give necessary training and awareness at the school level. They also stated that the ZEO and WEO should respond to the problems teachers are facing. In order to discharge the activity and achieve the desired results concerned bodies should provide timely guidelines and manuals for supervisors. On the other hand, the ZEO, WEO, and the school principals during the interview explained that the regional education bureau should give greater attention to supervisors' activities and should provide timely training, guidelines, and manuals for the experts. They further stated that teachers should also consider the task of supervising activities as designed to provide and help them enhance their professional growth. Moreover, to provide supervision activities, as needed, transportation facilities should also be provided by the concerned Woreda and regional experts. In order to provide and enhance the capacity of instructional supervisors, inadequate budget should also be allocated for supervision practice, as they have indicated.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter is dedicated to the discussion of the study findings. It begins with a brief Overview of the study, a summary of the results, the conclusion, and recommendations.

Instructional supervision is a means to an end of curriculum development, professional development of the teacher, and the improvement of student learning through teachers' improvement of classroom teaching and learning activities. Hence, instructional supervision helps teachers to be competent in their teaching and learning activities; it supports them to look for appropriate strategies for the betterment of students. Therefore, the main purpose of this study was to assess the status of the practice of instructional supervision in government secondary schools of Enderta woreda. To address this purpose, basic research questions related to the practice of instructional supervision in primary schools were raised.

1. To what extent is the instructional supervision effectively implemented in classroom observation?
2. To what extent do supervisors implement the various options of instructional supervision in secondary schools of Enderta woreda?
3. What contributions do teachers gain from instructional supervision?
4. To what degree do instructional supervisors discharge their responsibility?
5. What are the challenges prevailing in the implementation of instructional supervision?

In order to address the basic questions, relevant and related literature was reviewed. To this effect, the study was conducted in 7(seven) government secondary schools of Enderta Woreda. Consequently, 75 teachers and 30 instructional supervisors were selected as availability sampling techniques, respectively. Were taken as a sample through availability sampling techniques. Seven (7) school principals were also included in the study. The study employed both primary and secondary sources of data. The data was gathered through both quantitative and qualitative data collection tools. The quantitative data were collected through a questionnaire (both open-ended and closed-ended). The qualitative data were collected using interviews and document analysis. Accordingly, 95 copies of questionnaires were prepared and distributed for teachers and 22 questionnaires for instructional supervisors that is principals, vice principals and department heads. However,

three department heads did not return the questionnaire. On the other hand, for qualitative data, interview sessions were conducted with the zonal and Woreda education office supervision coordinators and school supervisors.

The data obtained from the respondents were analyzed and interpreted by using statistical tools, including percentages and frequencies. The T- test was also utilized to check the statistically significant differences between the opinions of the respondents at the 0.05 alpha levels through the assistance of the SPSS computer program version 16.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview, and document analysis were analyzed by narration. Hence, based on the review of the literature and analysis of the data, the major findings of the study are summarized as follows:

## **5.1 SUMMARY OF MAJOR FINDINGS**

5.1.1 Concerning the procedures of classroom observation, the majority of the respondents confirmed that instructional supervisors were not effective in practicing the pre-classroom observation. The pre-classroom observation was carried out without deciding suitable time and a pre-observation conference with teachers on the lesson to be observed. Instructional supervisors did not also make any agreement on the methodology 0

5.1.2 Concerning taking important points, both respondents had different views. The majority of teacher respondents asserted that supervisors only focus on weak points. Whereas, the majority of supervisors revealed that they stress both weaknesses and strengths. Moreover, as the majority of respondents revealed, supervisors did not observe the lesson from the beginning to the end of the class.

5.1.3 The findings of the study also showed that supervisors were not holding post-observation conferences, did not provide immediate feedback to the teachers, and did not compare the expected outcomes with the actual outcomes of the results for future improvement.

5.1.4 Regarding the practice of the options of instructional supervision, the majority of respondents showed that instructional supervisors were not capable enough to utilize all the options of instructional supervision. Thus, as the majority of respondents indicated that among the various options of supervision, informal (inspection) supervision was relatively more practiced in their school.

5.1.5 The contribution of instructional supervision in promoting teachers' professional development in secondary schools of Enderta woreda was ineffective. The majority of the

respondents confirmed that instructional supervisors failed to undertake joint planning of the experience sharing program, to provide opportunities to visit classes, to attend workshops, and to organize peer coaching techniques of supervision. The majority of the respondents also asserted that instructional supervisors were not effective in benefiting teachers through the provision of information, in the utilization of new instructional materials, in organizing professional development of teachers through mentoring programs, and in creating a conducive environment for teachers for the improvement of instruction. Furthermore, the majority of respondents also confirmed that instructional supervisors were not effective in encouraging teachers to identify and solve actual instructional problems, in motivating teachers and arranging short-term training programs, in providing necessary support for teachers to select instructional objectives, to improve curriculum, and assisting them in implementing new curriculum development.

5.1.6 The findings of the study showed that the school principals in the sample schools were not efficient in providing support for teachers' professional development, in creating a conducive working environment, and in conducting planned classroom observation.

5.1.7 Regarding the role of vice principals, the majority of teachers replied that the school vice principals did not organize necessary conference and training programs at the school level. Similarly, they did not conduct regular classroom observation to ensure the application of the lesson plan, did not involve teachers to evaluate texts for future improvement, and they also failed to evaluate the lesson plans of the teachers.

5.1.8 Concerning the supervisory responsibilities of department heads, the majority of teacher respondents confirmed that department heads were not effective in helping teachers to conduct action research, in organizing conference and meeting, in arranging on the job orientation programs to the newly assigned teachers, in conducting regular meetings with teachers of department in order to evaluate their activities.

5.1.9 Regarding the challenges that influence instructional supervision, the majority of teachers and supervisors responded that: teacher's views supervisors as a fault-finder, absence of adequate contribution for the professional development of teachers from the side of supervisors, lack of regular classroom observation, and supervisors' focus on administrative tasks than pedagogical support were found to be the challenges. In the same way the respondents confirmed that, incompetence of supervisors to render necessary support, absence of timely and relevant training as well as workshop, lack of relationship between teachers and supervisors, the scarcity of experienced and qualified supervisors,

shortage of adequate budget and lack of support like relevant instructional supervision manuals, guidelines and checklists in the schools were found to be the major challenges that hinder the practice of instructional supervision in the study area.

5.1.10 The data obtained from the interview with WEO and principals and the open ended question items disclosed that shortage of incentives for the supervision, absence of moral support from concerned personnel, teachers lack of interest to be supervised because they are not properly get their salary and the supervisors failure to provide necessary awareness about supervision were also considered as challenge that influence the activities of instructional supervision in schools found in Enderta Woreda.

## 5.2 CONCLUSIONS

The successful implementation of these recommendations has the potential to significantly enhance instructional supervision in Enderta Woreda. Leading to improving teaching practices, professional development opportunities. And ultimately, better student outcomes. By addressing the identified challenges and fostering a supportive supervisory culture. The educational system in the region can create a conducive environment for teaching and learning that benefits all stakeholders involved. The findings from this study will serve as a guiding framework for future initiatives aimed at enhancing instructional quality and promoting a positive educational experience for teachers and students alike.

The aim of instructional supervision is the improvement of classroom instruction and promoting the growth of student learning through the improvement of teachers' professional growth. Hence, to achieve the intended objective of instructional supervision and to observe student learning, instructional supervisors are expected to practice continuous classroom observation. In the process of classroom observation, the supervisor, together with the teacher, should establish mutual agreement on the overall practice of classroom observation. However, the findings of this study showed that instructional supervisors were not following the necessary procedures of classroom observation accordingly. As a result, instructional supervisors are in short supply of competence to properly practice classroom observation procedures and have failed to improve the teaching and learning process and the improvement of teachers' professional growth.

Supervision in a modern sense is guiding, supporting, assisting, sharing ideas, and coordinating efforts for the improvement of teaching and learning through teachers'

professional growth. For this purpose, the utilization of different supervisory options of instructional supervision on the issue of teaching and learning process can play a greater role in enhancing the professional development of teachers and instructional improvement. However, the findings of the study showed that instructional supervisors were not effective in practicing different options of instructional supervision suited to the interests and development of teachers. Thus, it is possible to conclude that instructional supervisors did not properly practice the options (alternatives) of supervision for the improvement of teachers' professional development in primary schools of the study area.

The purpose of instructional supervision is to enable teachers to be effective and assist them in enhancing their professional competence and thereby improve the overall teaching and learning process. Thus, instructional supervisors are expected to make teachers professionally competent through various strategies of instructional supervision. However, as the findings of this study revealed, instructional supervisors were ineffective to and benefit the teachers. From this, it is possible to conclude that instructional supervisors failed to play their role to contribute for the professional development of teachers. Thus, instructional supervision did not provide benefits and contribute to teachers' professional development in secondary schools of Enderta Woreda.

The success and effectiveness of instructional supervisors are largely dependent on the extent to which they discharge all their responsibilities as expected. Hence, instructional supervisors are expected to work and establish a culture that enhances professional development through short-term training and interaction among teachers through direct assistance, group development. However, the findings of this study revealed that the instructional supervisors were inefficient in providing professional development for teachers. From this finding, it is possible to conclude that instructional supervisors failed to practice their responsibilities to contribute to the professional development of teachers in secondary schools of Enderta Woreda.

As a result of the study, instructional supervision practices were affected by various problems, such as the negative perception of teachers, the absence of regular classroom observation, the focus of supervisors on administrative tasks rather than pedagogical support, absence of relevant training for supervisors, lack of communication and relationship between teachers and supervisors. In addition to this, in availability of experienced and qualified supervisors, insufficient allocation of budget to carry out

supervisory activities, and shortage of supervision manuals and guidelines were also major factors that affect instructional supervision. As a result, instructional supervision service could not be practiced effectively in providing professional support for teachers, and the effectiveness of the teaching and learning process in the secondary schools of Enderta Woreda.

### **5.3 RECOMMENDATIONS**

Based on the findings and conclusions of the study, the following recommendations are forwarded to improve the practice of instructional supervision in secondary schools of Enderta Woreda.

Classroom observation is mainly aimed at improving classroom instruction in order to see the progress of teachers and students in achieving the desired teaching objectives. To this end, supervisors should facilitate ways for teachers to deal with on the time of observation, the instrument, the methodology, and the procedures to be taken, as well as all the activities before the actual classroom observation. Therefore,

1. Instructional supervisors should give priorities for planning and mutual agreement with the teachers, and should also create awareness about classroom observation.
2. Supervisors should also employ different strategies together with WEO that enable them to collaboratively work with teachers for the improvement of instruction.
3. The school principals and Woreda supervision office should guide and provide direction for instructional supervisors to practice all the options of supervision according to the interest of teachers and the classroom setting.
4. Zone Education Office and Woreda Education Office should provide support and capacitate the performance of supervisors to benefit teachers.
5. The school principals and woreda education office should also consult and organize continuous meetings with teachers in order to assess the contribution gained from their instructional supervisors.
6. The school, together with the Zone Education Office and the Woreda Education Office, should assign experienced and competent teachers for supervision practice.

7. Woreda Education Office should make efforts to follow up to improve the capacity of supervisors and should also conduct visits to schools to provide the necessary support and training, and hold conferences among teachers and supervisors.

8. It is also advisable for school principals to facilitate conditions to conduct regular meetings with teachers and supervisors to collaboratively work with the Woreda Education Office.

9. The school vice principals and department heads should also emphasize organizing experience-sharing programs as well as encouraging teachers to actively participate in instructional activities.

10. Zone Education Office, in collaboration with Woreda Education Office, should organize appropriate and continuous training programs for supervisors and teachers on the benefits of supervision and the way how it can be applied.

11. The Zone Education Office and Woreda Education Office should give support and create awareness for supervisors to focus on technical (pedagogical) aspects rather than administrative duties.

12. The Regional Education Office, Zone Education Office, and Woreda Education Office should play a greater role in providing necessary recent supervision manuals and guidelines for secondary school supervisors of Enderta Woreda.

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# APPENDIX-A

Mekelle University

Institute of Education and Professional Development Studies

Department of Educational Planning and Management

Questionnaire to be filled by Instructional Supervisors

Dear respondent; the purpose of this questionnaire is to gather relevant data in order to assess the practice of instructional supervision in secondary schools of EndertaWoreda. The response you provide will have a constructive and paramount significance for the successful accomplishment of the study. Therefore, you are highly requested to provide your genuine response. Be sure that your response will be used only for academic purpose and feel confidential.

**Thank you for your cooperation**

## Instructions

Please consider the following points before filling out the questionnaire:

1. You do not need to write your name.
2. Read all the instructions before you answer the questions.
3. Use only a tick (“√”) mark to your response for the closed ended questionnaires.
4. Give short and clear explanation for the open- ended questions.
5. Please give appropriate answer on the basis of the experience you have and the background of the school you are working.

## Section one

### General Information.

Please use a tick (“√”) mark in the box given.

1. School \_\_\_\_\_
2. Sex M  F
3. Ag 20-23  24-27  28-32  33-37  above 38
4. experience 1-5  6-10  11-15  16-20  21-25
5. 26-30  above 30
6. Educational background Certificate  Diploma   
Degree  M.A degree

**Part I: Procedures of Instructional Supervision for Classroom Observation.**

Please provide your response using the tick mark “√” to the corresponding items.

**Key: - 5= strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= strongly disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I provide opportunities for teachers to decide suitable time for classroom observation					
2	I established per-observation conference to create understanding and agreement about what will happen in classroom observation.					
3	I arrange discussion with the teacher on the objectives and methodology of the lesson to be observed.					
4	I analysis the lesson plan of the teacher prior to classroom visit.					
5	I employ observation instrument to collect data on the lesson being thought.					
6	I observe and take notes of important points indicating both weakness and strength for future improvement.					
7	I observe the lesson carefully from the beginning to the end of the class.					
8	I only observe issue concerning instructional Improvement.					
	9I conduct post conference with teachers and focus on performance and the way and means of improving it.					
10	I provide immediate feedback to the teachers.					
11	The discussion mainly focuses on only improvement of the teaching and learning process.					
12	I compare the expected outcomes of teachers with the actual outcomes for future improvement					

**Part II: Instructional Supervisory Options Practiced in the School.**

**Key: 1= Very Low (VL), 2 Low (L), 3=Medium = (M), 4 = High (H), 5= very high (VH).**

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Practicing clinical (face-to-face) supervision for the purpose of enhancing teachers' classroom performance.					
2	The practice of informal supervision without consulting teachers to improve the teaching and learning process.					
3	The chance of conducting inbuilt peer observation/ collegial/ supervision between teachers.					
4	The conditions of making experienced teachers to share their best practice (Self-directed) supervision by themselves.					
5	The implementation of inquiry- based supervision collaboratively through conducting action research.					

**Part III: Contributions of Instructional Supervision for Teachers Professional Development:**

**Key:5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	I support teachers to undertake joint planning of experience sharing program in the cluster center.					
2	I provide opportunities to visit classes and to attend workshop with in the school					
3	I organize peer-coaching techniques of supervision to develop our profession.					
4	I provide support for teachers to get further information on the utilization of new instructional materials for classroom teaching.					
5	I organize professional development of teachers through mentoring program.					
6	I provide support in arranging and promoting condition for instructional improvement.					
7	I help the teachers to identify and solve the actual instructional problems.					
8	I motivate teachers to achieve their professional goals.					
9	I help teachers to promote and provide their professional duties as expected.					
10	I organize training programs for the sake of teacher's professional improvement.					
11	I assist teachers to select appropriate instructional Objectives in the improvement of the existing Curriculum.					
12	I encourage teachers in the implementation of new Curriculum.					

**Part IV: The Factors that affect the Implementation of Instructional supervision.**

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

**Key: - 5=Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1 = Strongly Disagree (SD)**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Teachers consider instructional supervisors as a fault- finding rather than supporting them to their teaching task.					
2	Teachers believe that instructional supervisors contribute nothing for their professional development.					
3	Supervisors regularly conduct classroom visit to improve teacher’s instruction.					
4	Teachers perceive that supervisors mostly stresses on administrative tasks than pedagogy					
5	Teachers view supervisors as incompetent to provide support for teachers.					
6	Supervisors have not taken relevant training and workshop.					
7	Supervisors have smooth relationship among teachers for improvement of instruction.					
8	Supervisors assist teachers to freely discuss their problems.					
9	Teachers feel anxiety due to inadequate communication skills of supervisors.					
10	There are experienced and qualified supervisory personnel.					
11	There is lack of adequate budget to practice instructional supervision.					
12	There is shortage of relevant instructional supervision manuals and guidelines.					

10. If there are additional factors that influence the implementation of instructional supervision in your school, please briefly mention them

11. What solutions do you suggest to improve the practice of instructional supervision in your school?

## APPENDIXB

### Mekelle University

#### Institute of Education and Professional Development Studies

#### Department of Educational Planning and Management

#### Questionnaire to be filled by Teachers

Dear respondent, the purpose of this questionnaire is to gather relevant data to assess the practice of instructional supervision in secondary schools of Enderta Woreda. The response you provide will have a constructive and paramount significance for the successful accomplishment of the study. Therefore, you are highly requested to provide your genuine response. Be sure that your response will be used only for academic purpose and feel confidential.

**Thank you for cooperation**

#### Instructions

Please consider the following points before filling out the questionnaire;

1. You do not need to write your name.
2. Read all instructions before you answer the questions.
3. Use only a tick (“√”) mark to your response for the closed ended questions.
4. Give detail explanation for the open ended questions.
5. Please give appropriate answer on the basis of your school background/experience/ you have.

#### Section One

#### General Information

Please use a thick (“√”) mark in the box given.

1. School \_\_\_\_\_
2. Sex M  F
3. Ag 20-23  24-27  28-32  33-37  above 38
4. experience 1-5  6-10  11-15  16-20  21-25
5. 26-30  above 30
6. Educational background Certificate  Diploma   
Degree  M.A degree

**Part I: Procedures of Instructional Supervision for Classroom Observation.**

Please provide your response using the tick mark “√” to the corresponding items.

**Key:** - 5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
	<b>Pre- observation conference</b>					
1	Teachers decide suitable time for classroom observation					
2	Supervisors established per-observation conference to create understanding and agreement about what will happen in classroom observation.					
3	Supervisors arrange discussions with teacher on the purpose and methodology of the lesson to be observed.					
4	Supervisors analyze the lesson plan of the teacher prior to classroom visit.					
	<b>Classroom- observation conference</b>					
5	Supervisors employ instrument to collect data on the lesson thought					
6	Supervisors observe and take notes of important points indicating both weakness and strength for future discussion.					
7	Supervisors observe the lesson carefully from the beginning to the end of the class.					
8	Supervisors only observe issue concerning instructional Improvement.					
	<b>Post- observation conference</b>					
9	Supervisors conduct post conference with us on performance and ways and means of improvement					
10	The conference made by instructional supervisors mainly focus on improvement of teaching and learning					
11	Supervisors provide immediate feedback					
12	Supervisors compare the expected outcomes of teachers with the actual outcomes for future improvement.					

**Part II: Instructional Supervisory Options Practiced in the School.**

**Key: 1:** Very low (VL), 2 Low (L), 3=Medium = (M), 4 = High (H), 5= Very high (VH).

No.	Items	VL	L	M	H	VH
		1	2	3	4	5
1	Practicing clinical (face-to-face) supervision for the purpose of enhancing teachers' classroom performance.					
2	The practice of informal supervision without consulting teachers to improve the teaching and learning process.					
3	The chance of conducting in-built /peer observation/ collegial supervision between teachers.					
4	The conditions of making experienced teachers to share their best practice (Self-directed) supervision by themselves.					
5	The implementation of inquiry- based supervision collaboratively through conducting action research.					

### Part III: Usefulness of Instructional Supervision for Teachers Professional

#### Development:

**Key:5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD).**

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Supervisors support teachers to undertake joint planning of experience sharing program in the cluster center.					
2	Supervisors provide opportunities to visit classes and to attend workshop with in the school					
3	Supervisors organize peer-coaching techniques of supervision to develop our profession.					
4	The supervisors provide support for teachers to get further information on the utilization of new instructional materials for classroom teaching.					
5	Supervisors organize professional development of teachers through mentoring program.					
6	The supervisors provide support in arranging and promoting condition for instructional improvement.					
7	The supervisors help the teachers to identify and solve the actual instructional problems.					
8	Supervisors motivate teachers to achieve their professional goals.					
9	Supervisors help teachers to promote and provide their professional duties as expected.					
10	Supervisors organize training programs for the sake of teacher's professional improvement.					
11	Supervisors assist teachers to select appropriate instructional objectives in the improvement of the existing curriculum.					
12	Supervisors encourage teachers in the implementation of new curriculum.					

#### Part IV: the extent of Instructional Supervisors to Practice their Responsibilities

**Key:** - 5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= strongly disagree (SD).

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
	<b>In relation to principals</b>					
1	Providing support for the teachers' professional development to achieve instructional objectives.					
2	Creating conducive environment to facilitate supervision activities.					
3	Conducting planned classroom observation.					
	<b>In relation to vice principals</b>					
4	Organizing training programs to improve teachers' professional growth.					
5	Conducting classroom observation to ensure the application of lesson plan.					
6	Assisting teachers to involve and evaluate texts for future improvement.					
7	Evaluating the lesson plan of teachers.					
	<b>In relation to department heads</b>					
8	Providing support for teachers to conduct action research.					
9	Organizing conference and meeting to tackle instructional problems.					
10	Arranging on the job orientation program to the newly assigned teachers.					
11	Encouraging teachers to use appropriate teaching materials.					

**Part V: The Challenges that affect the Implementation of Instructional Supervision.**

Please provide appropriate responses by using the tick mark “√” to the corresponding items.

**Key:** - 5=Strongly Agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1 = Strongly Disagree (SD)

No.	Items	SD	D	UD	A	SA
		1	2	3	4	5
1	Teachers consider instructional supervisors as a fault- finding rather than supporting them to their teaching task.					
2	Teachers believe that instructional supervisors contribute nothing for their profession.					
3	Supervisors regularly conduct classroom visit to improve teacher’s instruction.					
4	Teachers perceive that supervisors mostly stresses on administrative task than pedagogy					
5	Teachers view supervisors as incompetent to provide support for teachers					
6	Supervisors have not taken relevant training and workshop.					
7	Supervisors have smooth relationship among teachers for improvement of instruction.					
8	Supervisors assist teachers to freely discuss their problems.					
9	Teachers feel anxiety due to inadequate communication skills of supervisors					
10	There are experienced and qualified supervisory personnel.					
11	There is lack of adequate budget to practice instructional supervision.					
12	There is shortage of relevant instructional supervision manuals and guidelines.					

10. If there are additional factors that influence the implementation of instructional supervision in your school, please briefly mention them; \_\_\_\_\_

11. What solution do you suggest to improve the practice of instructional supervision in your school?

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX C

### Mekelle University

#### Institute of Education and Professional Development Studies

#### Department of Educational Planning and Management

#### Interview questions for principals, Woreda and Zonal Supervision Coordinators and principals

The main purpose of this interview is to collect relevant information in order to assess the practice and challenges of instructional supervision in secondary schools of Enderta Woreda. Thus, the information you give will have a constructive and paramount importance for the successful accomplishment of the study. Therefore, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

**Thank you in advance for your cooperation**

#### Part I: General Information

1. Woreda\_\_\_\_\_2, Sex\_\_\_\_\_3. Age
4. Experience (service years)
1. Level of education

#### Part II, Please, give your response briefly on the basis of the current practice of your school, Woreda and zone context.

1. Do instructional supervisors implement (practice) the procedures of classroom observation such as pre-observation, observation, post- observation?
2. Do instructional supervisors practice different options of instructional supervision such as, face- to face, informal supervision, peer-observation, self-directed as well as inquiry-based supervision?
3. Can you tell me the contribution (benefits) teachers gained from instructional supervision practice in your school, Woreda and zone?
4. What are the major challenges that encountered the implementation (practice) of instructional supervision?
- 5 What do you suggest as a solution to solve the challenge of instructional supervision?