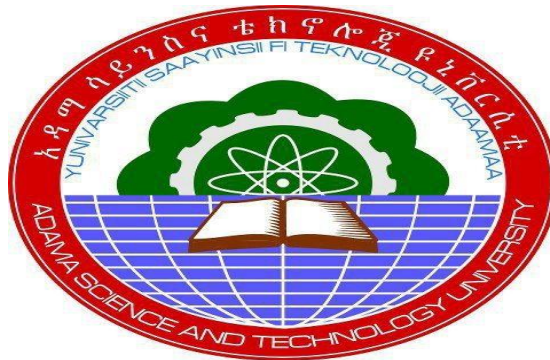


THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL SUPERVISION
IN GOVERNMENT PRIMARY SCHOOLS IN TELLO WOREDA OF KAFA
ZONE ,IN SOUTHERN NATION-NATIONALITIES AND PEOPLES'
REGIONAL STATE.

By: EPHREM BEYENE ELBOM



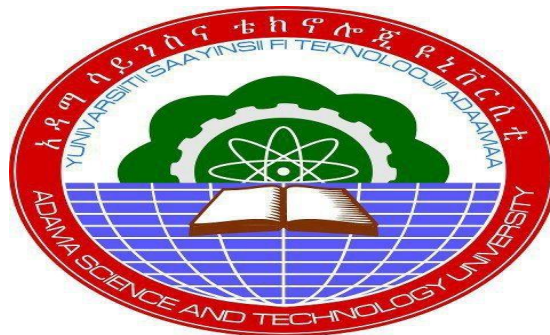
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL
OF EDUCATIONAL SCIENCE AND TECHNOLOGY TEACHERS'
EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

JULY, 2008 E.C

ASTU, Ethiopia

THE PRACTICES AND CHALLENGES OF INSTRUCTIONAL SUPERVISION
IN GOVERNMENT PRIMARY SCHOOLS IN TELLO WOREDA OF KAFA
ZONE , IN SOUTHERN NATION-NATIONALITIES AND PEOPLES'
REGIONAL STATE.

BY: EPHREM BEYENE ELBOM



Advisor : TEMESGEN ABIYO (PhD)

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY, IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS OF MASTER OF ARTS IN
EDUCATIONAL LEADERSHIP.

JULY, 2008 E.C

ASTU, Ethiopia

DECLARATION

The researcher here by declares that the thesis on the title, “The Practices and Challenges of Instructional Supervision in Government Primary Schools in Tello Woreda of Kafa Zone ,in Southern Nation-Nationalities and Peoples’ Regional State.” is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name: _____

Signature: _____

Date: _____

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

Name: _____

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

Most importantly, I thank the Lord Almighty for seeing and blessing me through this program. All things were made through God, and without Him nothing was made, I thank Him!

Then first and foremost I would like to express my heartfelt thanks to my punctual advisor Temesgen Abiyo (PhD). I really cannot put into words how incredibly grateful I am for everything he has done for me. And for everything he has taught me and for his professional advice and constructive comments, and guidance which were of invaluable help for the accomplishment of this paper. His encouragement, his understanding, and most of all, his patience, are greatly appreciated. I am truly grateful for his mentorship and dedication in my attempts to make this work a success, I sincerely thank him.

Secondly, I would like to express my profound gratitude most importantly, I have been greatly supported by family, friends and staff members especially Tello secondary and preparatory school vice directors. I would like to express my deepest appreciation to my parents, who always encouraged & supported my educational pursuits, no matter the cost and personal sacrifice. I am forever grateful and I thank you sincerely. And also I would like to thank Ato Melaku Manaye Wogayehu, who is Amharic teacher in Tello secondary and preparatory school for his support to translate the questionnaire and interview guide into Amharic language.

Moreover, I would like to pass my profound gratitude to my sister Enat Mandefro for her advice and material support for the completion of this thesis. And I didn't forget Meskerem Mandefro and Muluken Mandefro for their great effort to the completion of this paper.

My acknowledgement is also extended to the following organizations for their moral and stationary support and for the provision of rest time to complete this paper Tello woreda administrative and Tello woreda education office.

Finally, I want to give thanks for all teachers, school principals, vice principals, school supervisors, woreda educational officers and cluster supervisors for that they provide the required data for this study.

TABLE OF CONTENTS

Contents	Page
Acknowledgement-----	i
Table of Contents -----	ii
List of Table-----	v
List of Acronyms and Abbreviations -----	vi
Abstract-----	vii

CHAPTER ONE

INTRODUCTION-----	1
1.1. Background of the Study-----	1
1.2. Statement of the Problem-----	5
1.3. Objectives of the Study-----	7
1.4. Significances of the Study -----	8
1.5. Delimitation of the Study-----	8
1.6. Limitations of the Study-----	8
1.7. Operational Definition of Key Terms-----	9
1.8. Organizations of the Study-----	9
1.9. Conceptual Frame Work -----	10

CHAPTER TWO

REVIEW OF RELATED LITRATURE-----	12
2.1. Definition and Basic Principles of supervision-----	13
2.1.1. Definition of supervision-----	13
2.1.2. Principles of Educational supervision-----	16
2.2. Approaches and Functions of Supervision-----	17
2.2.1. Approaches of educational supervision-----	17
2.2.2. Major functions of Instructional supervision-----	19
2.3. Practices of Instructional supervision -----	23
2.3.1. Educational supervision practice in SNNPR-----	23

2.3.2. The practice of school instructional supervisors in promoting teachers' professional development (Competence)-----	23
2.4. Challenges against Instructional Supervision-----	24
2.4.1.Perception of Teachers' towards Supervision-----	25
2.4.2. Lack of Adequate Training and Support-----	25
2.4.3. Excessive Workload-----	25
2.4.4. Inadequate Availability of Educational Resources-----	26

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY-----	27
3.1.The Research Design -----	27
3.2. The Research Method-----	27
3.3. The Study Site -----	28
3.4. Sources of Data -----	28
3.5. Sample Size and Sampling Technique-----	28
3.6. Data Collecting Instruments -----	31
3.6.1. Questionnaire -----	31
3.6.2. Interview -----	31
3.6.3. Document Analysis -----	32
3.7. Data Collection Procedure -----	32
3.8. Data Processing and Analysis-----	34
3.9. Validity and Reliability (pilot test)-----	36
3.10. Ethical Consideration -----	37

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION-----	38
4.1. Characteristics of the Respondents -----	38
4.2. Presentation , Analysis and Discussion of the findings of the study -----	40
4.3. Instructional supervision implemented in line with the guideline formulated by the Ministry of Education-----	42
4.4. Major factors that affecting the implementation of instructional supervision-----	47

4.5. Instructional supervision contribute for smooth and effective operation of teaching-learning activities-----	51
4.6. Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations -----	56

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION-----	61
5.1. Summary-----	61
5.2. Conclusions-----	65
5.3. Recommendations-----	67
References -----	69
Appendix–A (Questionnaire)	
Appendix –B (Interview Guide Questions)	

List of Tables

Pages

Table1: Summary of Sample Schools, Teachers,cluster supervisors, principals,vice principals and woreda educational officers and Sampling Techniques-----	30
Table 2: Summary of Descriptive Data collection instruments-----	33
Table 3: Summary of data analysis-----	35
Table 4: Reliabilty Test results with Cronbach's Alpha-----	37
Table 5: Characterstics of Respondents-----	38
Table 6: Instructional supervision implemented in line with the guideline formulated by the Ministry of Education-----	42
Table 7: Major factors that affecting the implementation of instructional supervision-----	47
Table 8: Instructional supervision contribute for smooth and effective operation of teaching- learning activities-----	51
Table 9: Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations-----	56

List of Acronyms and Abbreviations

ADEA : Association for the Development of Education in Africa

SNNPREB: Southern Nation Nationalities and Peoples’ Regional Education Bureau

ESDP: Education Sector Development Program

GEQIP : General Education Quality Improvement Package

MoE: Ministry of Education

NGOs: Non-Governmental Organizations

SD: Standard Deviation

SIP: School Improvement Program

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children’s Education Fund

USAID: United States Agency for International Development

WEO: Woreda Education Office

ABSTRACT

This study was conducted to assess the Practices and Challenges of Instructional Supervision in government primary schools of Tello woreda of Kafa Zone in SNNPR. To conduct the study, descriptive survey research design was employed and mixed research method of explanatory sequential design were employed, this methods involves combining or integration of both qualitative and quantitative research and data in a research study. For sampling from simple random sampling technique lottery sampling was employed to select sample teachers, and quota sampling was employed to select school educational leaders (principals, vice principals and school supervision committee), cluster supervisors & woreda educational officers. To this end, 4 woreda education office experts, 4 cluster supervisors, 18 primary schools with 5 school principals, 5 vice principals, 5 school supervision committee leaders (totally 15 School Educational leaders) and 29 teachers included in this study questionnaire was the main data gathering instrument for this study. Thus, 29 teachers and 5 school principals, 5 vice principals, 5 school supervision committee leader responded for questionnaire and 4 cluster supervisors and 4 woreda educational officers were interviewed. Quantitative data collected through questionnaire analyzed by using mean scores, standard deviation and t-test by using SPSS version of 16.0. Consequently, the main findings of the study were: Instructional supervisors not evaluate instructional process to check progress of planned activities in school and not provide support on SIP preparation. And major factor that affect the proper implementation of instructional supervision: uncooperative attitude of staff members, insufficient availability of educational resources and excessive work load given for instructional supervisors. Conclusions shows that the instructional supervision activity does not provide sufficient professional assistance for teachers' in classroom and instructional supervisors not provide advice on basic teaching skills for teachers' to develop teachers' performance, and the possible strategies to improve practices of instructional supervision: give capacity building training, give limited work load for instructional supervisors and giving adequate technical support for instructional supervisors. To strengthening instructional supervision and to overcome the problems the following recommendation were forwarded: Tello woreda education office should work with schools to create change and to overcome the challenges on the practice of instructional supervision activities in schools and must be work with zonal and regional bureaus to alleviate the problem.

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation (scope) of the study, limitation of the Study operational definition of key terms, organization of the study and conceptual framework.

1.1. BACKGROUND OF THE STUDY

The primary purpose of education is to equip learners with the knowledge, skills, and attitudes that enable them to render useful services to themselves and to the society at large. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. To bring any changes education is basic so that the education services should be comfortable for students and teachers. In this context, priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students (De Grauwe, 2001) since learning outcomes depend largely on the quality of education being offered (Barro, 2006). Barro further notes that higher quality education fosters economic growth and development. But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Lockheed & Verspoor, 1991). De Grauwe (2001) posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

From the world perspective; supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of that same profession.” This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered the clients she, he, or they see(s), and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998). So the above idea that given by two authors shows that supervision is provided by a senior member (experienced) of a profession to a junior member (new enterants) of that same profession schools in the same way do this activities especially instructional supervision mandated for senior teachers.

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision, (De Grauwe, 2001:13). Particularly, education quality, according to (Dittmar, Mendelson and Ward, 2002:30) is; the provision of good education by well-prepared teachers'. However, all teachers are not qualified enough and as a result they need support from supervisors (Giordano, 2008:11). To improve teachers' instructional performance; the instructional supervisors should also work with teachers in flexible and collaborative style. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school improvement. So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. The process of instructional supervision in schools conducted by administrator and generally involves face-to-face visits teacher's classroom in an observation and evaluation model (Glickman et al., 2001).

Instructional supervision is mainly concerned with in improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007). The quality of teachers' education was determined by the provision of adequate supervision support from instructional supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level of concerned education officials, teachers, supervisors, and principals to the implementation of effective instructional supervision activity. To improve teachers' instructional performance, the instructional supervisors should also work with teachers in contact and collaborative way. Thus, in order to bring effective education through the improved teaching-learning process; instructional supervision activity should be committed, confident, democratic and cooperative also should pay serious attention in the school teaching and learning programs. In this context, priority of all countries is to improve schools' performance to enhance students' achievement (De Grauwe, 2001). The above author give emphasis that quality of education depend on the learning outcomes of the students and the learning outcome of the students also depend on the instruction given to teachers, the instruction given to the students again depend on the instructional supervision support given to teachers.

Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999; Sergiovanni & Starratt, 2007; and Sullivan & Glanz, 2000). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 1999). From thoughts given by the above researchers, instructional supervision can have a great valuable result for teachers' performance in their classroom teaching as a result students will achieve the expected result and generally school teaching learning activities run effectively.

According to Trait discussed in the Association for the Development of Education in Africa (ADEA, 1998) supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process. Supervision in the school system mainly focuses on the whole school improvement and quality of education given to the students.

As in many other developing countries, in our country Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly; teachers, school leaders and management. The Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning. To ensure quality of teaching and learning there must be a continuous guidance and support from instructional supervision.

Education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MoE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. It has started quality education initiative called General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE, 2002).

This current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement it seems essential to assess the practices and challenges of instructional supervision. In addition, (MoE, 2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. This points are illustrated in Supervision Manual of MoE,(1994) as follows: providing direct technical support to teachers, ensuring curriculum implementation, providing on-the-job training to teachers, conducting teacher performance evaluation, conducting formative education program evaluation and monitoring and coordination.

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

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

The practice of instructional supervision activities in SNNPRG: instructional supervision is a service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process, and also it is an activity that is performed for the advantage of students learning achievement. Due to this, supervisor expected to act as a coordinator, as a consultant, as a group leader and as a facilitator in teaching learning activities (SNNPREB, 2009). As SNNPREB (2009), states the mission of the supervision is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning. So to facilitate students learning teacher must be motivated and supported in their daily instructional activities. From this practice the main activity of instructional supervisors is to facilitate the teaching-learning activity in the school as a result for the betterment of students learning outcomes.

Accordingly, this study assessed that the practices and challenges of instructional supervision in government primary schools of Tello woreda in Kafa Zone. Wherever if instructional supervision not work hand in hand with teacher it is difficult to assure quality of education. There were researches done on this title by different individuals at different situations but here the researcher intention was to study the topic within different angle that the former researchers do and to find out potential problems at hand and finally to give recommendations of findings for the concerned bodies that has to be solved (minimized).

1.2. STATEMENT OF THE PROBLEM

According to (Oliva, 2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. To this end, educational supervision is aimed at creating safe and conducive environment which improves the academic performance of students.

Recently with the cause of different factors and limited effort on support given for the school teachers' with instructional supervisors now schools performance and that of teachers' skill and competence is becoming inefficient. As a result the whole teaching-learning process did n't bring a fruitful expected outcome. Some of the gaps that affect the quality of education on the side of instructional supervision has been studied by the researcher and the final summary and

recommendations forwarded. And also Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007). So school must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. Besides, the current initiation for quality of education further rationalized the researcher to deal in the title under discussion, as supervision was a quality monitoring tool. Indeed, these circumstances initiates the researcher to conduct study on the issue. Instructional supervision was held up in the school directly in teaching and learning program for the improvement of teacher performance to enhance students teaching and learning and to achieve the desired goal.

Theoretically many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999 ; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999). To sum, for those responsible bodies in supervisory roles in the activity of improving student learning, applying the knowledge skills, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development and action research that will enable teachers to teach in a collective, purposeful manner, unifying organizational goals and teacher needs is very fundamental. In addition to this, from the knowledge of the researcher, no research conducted on the practices and challenges of instructional supervision in government primary schools of Kafa Zone, Tello woreda. Due to this reason, the researcher feel that, there is a gap which needs in depth investigation about the status of the current instructional supervision practices and challenges in government primary schools of Kafa Zone , Tello woreda. And also this research differ from other researchers who have been done before on this topic, first the situation of this study area and location ; (rural area and at woreda level) and also the reasearch situation (this conducted in SNNPR, Kafa Zone, Tello Woreda), and level of schools by which the researcher selected (Gov't Primary Schools).

Generaly, the reason that the researcher want to study on this issue to look the problem in depth that of previous conducted researches, and the researcher motivated to do this research in Tello woreda due to researcher worked in supervision profession for the last 5 years and now working in school director so he observed practice of instructional supervison faces a lot of gaps that

affects the improvement of quality education and current instructional supervision may be exposed to multiple problems that can affect the improvement of teachers and schools activities. So with these circumstances the researcher initiated to conduct study on the practices and challenges of instructional supervision in government primary schools of Tello woreda.

The researcher intended to assess the practices and challenges of instructional supervision in government primary schools of Tello Woreda in Kafa Zone. In doing so the researcher has raised the following basic research questions:

1. To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education in the study area?
2. What are the major factor that affect the implementation of instructional supervision in sample schools in the study area?
3. To what extent does instructional supervision contribute for smooth and effective operation of teaching-learning activities in the study area?
4. What are the possible strategies to improve the practice of instructional supervision to meet policy and societal expectations in the study area?

1.3. OBJECTIVES OF THE STUDY

1.3.1. GENERAL OBJECTIVE

The overall objective of this study was to assess the practice of instructional supervision and identifying the challenges that hinders the effectiveness of instructional supervision in governmental primary schools in Tello woreda of Kafa Zone (SNNPR).

1.3.2. SPECIFIC OBJECTIVES

Specifically, this study was attempted:

1. To investigate the extent to which instructional supervision implemented in line with the guideline formulated by the Ministry of Education in the study area.
2. To identify the major factor that affect the implementation of instructional supervision in sample schools in the study area.
3. To asses the extent to which instructional supervision contributes for smooth and effective operation of teaching learning activities in the study area.

4. To find out the possible strategies to improve the practice of instructional supervision to meet policy and societal expectations in the study area.

1.4. SIGNIFICANCE OF THE STUDY

The researcher hoped that this research;

1. It may help teachers, supervisors and educational officers to be aware of the extent to which instructional supervision implemented as a guideline formulated by MoE
2. It help schools to recognize the extent to which factors that affect proper implementation of instructional supervision.
3. It helps to be aware schools that the extent to which instructional supervision contributing for smooth and effective operation of teaching-learning process.
4. It helps for concerned bodies to be responsive of the possible strategies to improve the practice of instructional supervision in the study area.

1.5. DELIMITATION OF THE STUDY

This study was delimited to assess the practices and challenges of instructional supervision of primary schools in Tello woreda of Kafa Zone. And also the study delimited to the target groups that helped to give information to conduct this research were: 4 Cluster supervisors , 15 school educational leaders , 29 teachers and 4 officers from Tello woreda educational office experts. The research delimited due to the time, energy and cost to collect and analyze the data, and also the geographical location of the schools and dispersed settlement of clusters arrangement this study will be delimited on selected government primary schools at Tello Woreda.

1.6. LIMITATION OF THE STUDY

It is obvious that research work can not totally free from limitation. Hence, some limitations observed in this study. Initially it was difficult to collect all the questionnaires as planned and another limitation was that most of the primary school principals, vice principals, unit leaders, teachers, woreda education office experts and cluster supervisors were busy at the time of data collection and had no enough time to respond for questionnaires and interview. So the researcher just collected some of the questionnaire papers door to door from respondents and for

interviewing he managed his time to get those interviewees when they have enough time and free from tasks, Lack of internet access to search relevant materials to do the research but, the researcher accessed worded net internet. There is acute shortage of books or lack of updated related literature in the topic under study. In spite of these shortcomings, however, it was attempted to minimize some those problems to make the study as complete as possible.

1.7. OPERATIONAL DEFINITION OF KEY TERMS

Challenges:- difficulties that affect the function of instructional supervision.

Cluster Resources Center (CRC):-A group of schools clustered to exchange resources each other.

CRC-supervision:-The supervisory activities held at the cluster schools.

Educational supervision:-It is a service to teachers to maintaining and improving instruction with students.

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

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

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

Primary School: Schools that provide primary education for eight years (1-8) includes two cycles (1-4) and (5-8).

1.8. ORGANIZATION OF THE STUDY

This research thesis is organized in to five chapters. The first chapter is the introductory part which includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation (scope) of the study, limitation of the Study operational definition of key terms, organization of the study .The second chapter presents the review of related literature relevant to the research. The third chapter discussed about research design and methodology ,chapter four deals about data interpretation and analysis. The last chapter presents summary, conclusions and recommendations of the study. Reference and appendixes are also the parts of this paper that attached at the end.

1.9. CONCEPTUAL FRAME WORK

Instructional supervision involves all activities by which, educational administrators express leadership in the improvement of teaching and learning, by observation of classroom instruction and conducting teachers meetings and conducting a group and individual conferences. It also involves development and execution of plans towards increased effectiveness in the school programs and the organization and reorganization of the curriculum. Once these activities are well undertaken, they help teachers be more committed to maintain and improve their effectiveness in the classroom. This leads to improved pupils performance. Okumbe (1999) points out that effectiveness of instructional supervisors could be achieved if they were provided with the opportunity to acquire and practice the important skills required in supervision.

According to Orodho (2004), a conceptual framework is a model of presentation where a researcher, conceptualizes or represents the relationships between variables in the study and shows the relationship graphically or diagrammatically. In this context, the conceptual framework is a hypothesized model illustrating the dimensions of effective instructional supervision under which lies the administrative roles, curricular roles and instructional roles and how if not well addressed, they may have a negative impact on instructional supervision under the task areas curriculum and instruction and physical and material resources as shown by the results of the obstacles i.e Once these roles are not taken into account, it may lead to poor educational performance, poor professional development of teachers, demotivated teaching staff, poor performance in extra-curricular activities etc.

DIMENSIONS OF EFFECTIVE PRACTICE OF INSTRUCTIONAL SUPERVISION.

CHALLENGES

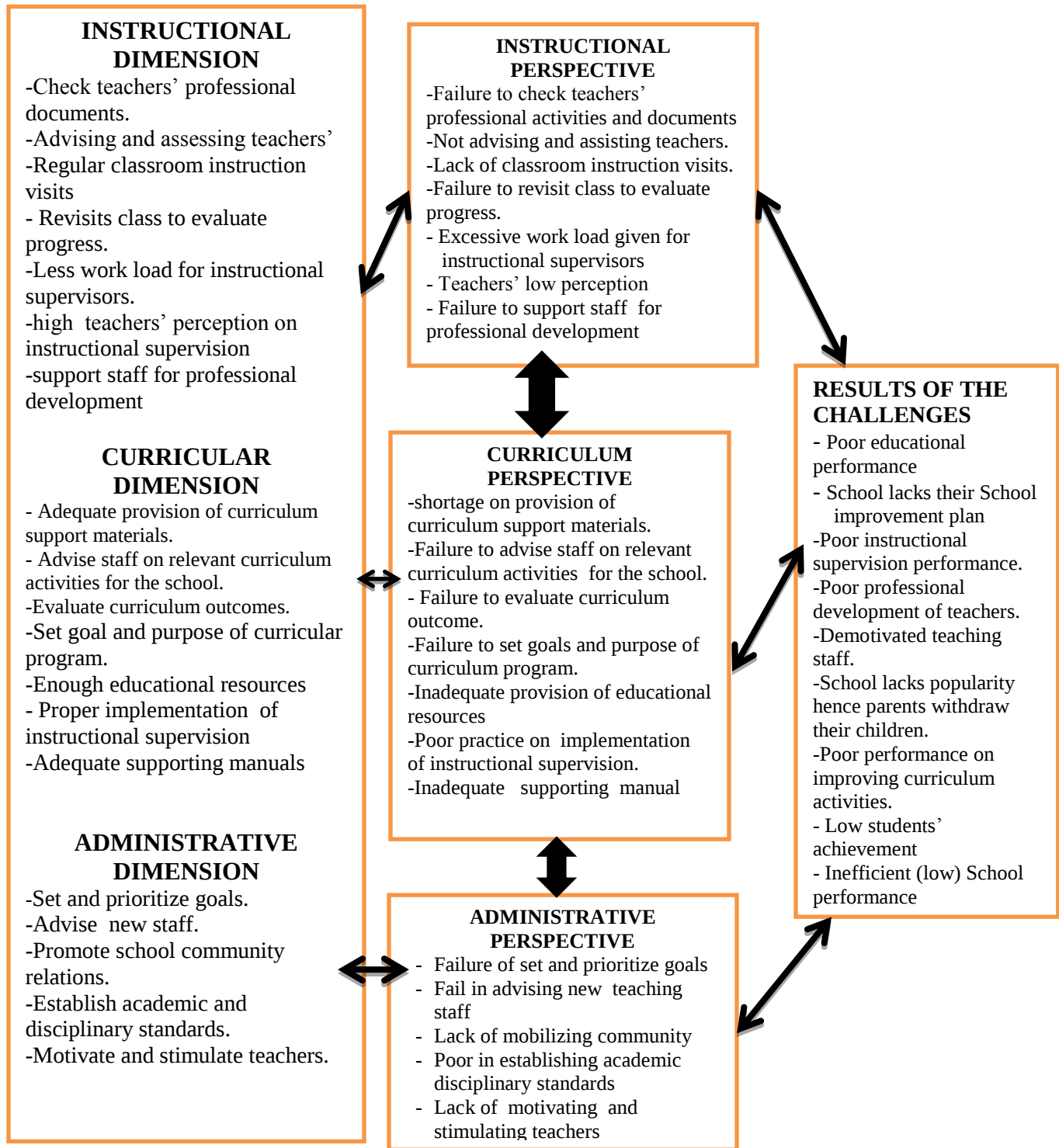


Figure 1.1:- Interacting concepts of effective instructional supervision instructional dimension, curriculum dimension and administrative dimension , challenges and results of the challenges of instructional supervision practices in primary schools.

Source: - Researcher design by reading different sources, then finally assisted by the Advisors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The practice of instructional supervision contributes much for the enhancement of educational quality. It also provides opportunities for teachers to develop their profession. Instructional supervision is necessary to the work environment of professional educators. The supervision of teachers is a comprehensive ongoing process for facilitating teachers' professional growth and development primarily by providing feedback about classroom instruction and helping teachers make use of this feedback in order to improve their instruction. Thus, the over view of the definitions, developments, functions, roles, major tasks, approaches of Supervision and factors that affect instructional supervision are treated in this part of the study.

In addition improving teaching is a complex process in which many elements should interact. Teachers are in the center of this improvement process. Hence teachers acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models, or processes used by supervisors at schools, provide the catalyst for any supervisory success. The way teachers gain professional support from instructional supervisors and the way teachers view the instructional supervision that they are undergoing and think about it is very important in the outcomes of the supervision process.

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision, (De Grauwe, (2001:13). Thus, in order to bring effective education through the improved teaching-learning process; instructional supervisors should be democratic and cooperative and should get serious attention in the school when one's look the thoughts that given here above by different scholars he can conclude that teachers performance can be improved by effective support of instructional supervision in day to day teaching learning practices as the result student can achieve an intended result. Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach & Reinhartz, 2000). From the above points it is clear that to improve the quality of education instructional supervision can play a great role to enhance students' performance.

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MoE, (2004), the Ethiopian government has now shifted its attention to improve quality of education. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE, 2002). This current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement it seems essential to assess the practices and challenges of instructional supervision. So from time to time the Ethiopia educational policy revised to improve the quality of education through instructional supervision.

What is more, "Instructional supervision is a behavior system in school operation with distinct purpose, competences and activities which is employed to directly influence teaching behavior in such a way as to facilitate student learning" (Lovell and Wiles, 1983). This shows that schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, with in the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based instructional supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives. In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students learning performance.

2.1. DEFINITION AND BASIC PRINCIPLES OF EDUCATIONAL SUPERVISION

2.1.1. DEFINITION OF SUPERVISION

The concept of supervision is different for many advocators. It is difficult to come up with single and common definition that has accepted by all scholars of the field. Supervision can be directed at two possible areas that relate to the classroom teachers. First supervision can be directed at the management of the environment in which the teacher is operating and second one is the teacher as a professional operating in the classroom. Different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all

the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance. Various scholars define Instructional supervision differently. To mention few, Sergiovanni and Starratt, (2007) define instructional supervision as a : "... set of activities and role specifications designed to influence instruction". This implies that instructional supervision play a vital role in schools instructional process to make teacher best performer in the teaching-learning activities, so as schools achieve their objectives and students become competent and improve their skill, knowledge and attitudes that required at their level of schooling. Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that "... supervision of instruction is directed towards both maintaining and improving the teaching-learning processes of the school". Therefore, from the above definitions stated under the educational contexts, supervision possibly focuses mainly on activities that would help teachers and other school personnel to be effective in applying instructional tasks and achieve educational objectives.

A comprehensive definition of supervision offered by (Robert and Peter, 1989), as supervision is instructional leadership that relates perspectives to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintenance and improvement of instructional program, and assesses goal achievement. Furthermore, this concept with reference to dictionary of education "All efforts of designated school officials, toward providing leadership to teachers and other education workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; material of instruction and methods of teaching and the evaluation of instruction. As Sullivan and Glanz, (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. For the Furthermore, according to Chiovere (1995) supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level.

Furthermore, the supervision manual, MoE (1994:9) 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 to find out their teaching problems and come up with

the solutions by themselves and develop professional growth. This shows instructional supervision can play a great role for effective teaching–learning process. Some researchers have also defined supervision of instruction as a process which utilizes a wide array of strategies, methodologies, and approaches aimed at improving instruction and promoting educational leadership as well as change (Glanz & Behar-Horenstein, 2000). These researchers note that the process of supervision and evaluation of instruction at the school level depends primarily on whether the principal functions as an instructional leader. Therefore, from the above definitions stated under the educational contexts, supervision possibly focuses mainly on activities that would help teachers and other school personnel to be effective in applying instructional tasks and achieve educational objectives.

The ultimate objective of supervision is to improve the quality of teaching and learning. This means that supervisors need to play the roles of a planner, organizer, leader, helper, evaluator or appraise, motivator, communicator and decision maker (Beach and Reinhartz , 1998). The above researchers tells about what activities expected from supervisors and what they should do, so this implies that without an effective support provided from supervisors it is difficult to achieve the expected outcome. Robert Gower, defined supervision, as “Supervision is a way of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development, and conducting action research.” Here we can say that supervision is different things for different peoples and providing something for someone, in the same way in educational context this supervision can provide effective teaching-learning to enhance students’ performance.

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

2.1.2. PRINCIPLES OF EDUCATIONAL SUPERVISION

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles: There should be short-term, medium-term and long-term planning for supervision. Supervision is a sub-system of school organization. All teachers have a right and the need for supervision. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel. Supervision should help to clarify educational objectives and goals for the principal and the teachers. Supervision should assist in the organization and implementation of curriculum programs for the learners. Supervision from within and outside the school complements each other and are both necessary. In general, since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers competency.

The principles are the fundamental rules refined to satisfy better achievement of goals. They are general guides that individual members know very well and are convinced to put into practice. Principles of supervision guide the thinking and action of supervisors toward the desired fruitful end. All supervisory personnel should be fully aware about the basic principles of their profession. As indicated in the manual for education supervision in Ethiopia MoE (1987 E.C: 10-15), some basic principles of supervision refer the following:

2.1.2.1. Supervision is Co-operative

The main purposes of supervision are professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teachers, department heads, unit leaders, a vice directors, directors and administrators at the school level.

2.1.2.2. Supervision is Creative

This principle suggested that supervision should seek latest talents, provide opportunity for the exercise of originality and for the development of unique contributions. Supervisors should help teachers to be creative and innovative in their methodology of teaching.

2.1.2.3. Supervision should be Democratic

This implies that supervision as a cooperative and creative work, it has to be democratic where every member has the liberty to try and express her/his ideas with freedom. It should not be used to show superiority. In this context the researcher agree that if supervision is not working democratically it never create any change on the teaching-learning process. So supervision should be free from unwanted oppressing that may create a challenge between the two bodies.

2.1.2.4. Supervision is Attitudinal

This suggests that supervision should create situations where a favorable attitude prevails among participants. Supervisors should be able to give advice to teachers when needed as well as receive comments from teachers.

2.1.2.5. Supervision is evaluative and Planned Activity

This principle emphasizes that supervisors should travel and observe what is going on in the school system. They should talk to teachers, students, parents and school administrators to gather data. They should plan for improvement in cooperative with school personnel. So here supervision never be an haphazard activity, rather it should have a long range, medium range and short range plan to be done.

2.2. APPROACHES AND FUNCTIONS OF SUPERVISION

2.2.1. APPROACHES OF EDUCATIONAL SUPERVISION

Currently, the trend of supervision indicates that principals and supervisors are no longer the primary people who fulfill supervisory duties and responsibilities in the schools. Instead, department heads, and senior teachers are having significant supervisory role in their school. Accordingly, authors in the field proposed that every school could develop five approaches of supervision which provide every teacher the opportunity to play their roles and functions.

These are:

2.2.1.1. Collegial Supervision

Supervisors need to develop a collegial relationship with teachers so as to be effective and improve the instructional program. Collegial supervision is defined by Glatthorn (1984) as a “moderately formalized process by which two or more teachers agree to work together for their

own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns". Similarly, Sergiovanni and Starratt (2002) shared the above idea as "in collegial or peer supervision teachers agree to work together for their own professional development" Supervisors need to develop a collegial relationship with teachers so as to be effective and improve the instructional program. The authors define it as "a process by which teachers agree to work on a team basis for their own professional growth".

2.2.1.2. Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teachers' work toward the goal and reflect upon what was learned before setting a new set of goals. In self-directed or individualized supervision teachers working alone assume responsibility for their own professional development. They assess their own teaching and identify need for improvement. After prioritizing their needs, they develop a yearly plan that includes targets or goals derived from an assessment of their own needs. Teachers do have freedom to set the plan in the way they like it to be but supervisors should be responsible for ensuring that the plan and selected improvement targets are provide some sort of documentation (Sergiovanni and Starrat, 2002).

2.2.1.3. Informal Supervision

Informal supervision is another form of supervisory strategy which is characterized by unplanned, accessional supervisory act sees how teaching is going on. "It is casual encounter by supervisors with teachers at work and is characterized by frequent but brief and informal observation of teachers. Typically no appointments are made and visits are not announced." (Sergiovanni ,1995:232-233).

2.2.1.4. Inquiry Based Supervision

It is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work closely with the inbuilt supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions.

2.2.1.5. Clinical Supervision

Clinical supervision: the rationale and practice is designed to improve the teachers' classroom performance. It takes its principal data from the events of the classroom. And also clinical supervision is a method of applying clinical procedure into improvement of teaching the supervisor tries to help willing teachers improve their deficiencies in teaching by first identifying the problem jointly and then seeking for possible solutions. Sergiovanni (1995:225) expresses clinical supervision as follows: The purpose of clinical supervision is to help teachers' to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

2.2.2. Major Functions of Instructional Supervision

The purpose of setting up a school is to provide a link for both the teacher and the learner in order that teaching and learning can take place. But teaching and learning can only take place effectively and efficiently if adequate system of supervision of teaching/learning process is firmly established. Since the ultimate goal of supervision is to bring about improvements in the learning situation and on the learner. The functions spell out the various activities, which are undertaken in the process of supervision as well as the role of the supervisor in the process. These seven functions are: Goal development, Program Development, Control and Coordination , Motivation , Problem Solving , Professional Development , Evaluation of educational outcome. Different scholars also have identified the following tasks of supervision.

These are:

- i) Instructional Improvement
- ii) Professional Development, and
- iii) Curriculum Development.

(i) Instructional Improvement

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman, 1998; Sergiovanni and Starratt, 1998). To improve instruction, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to ensure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. From the above view to create great students there should be a great and intellectual teachers and to have these kind of professionally matured teachers instructional supervision take the first line.

(ii) Professional Development

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill. Professional development program for teachers should not be something imposed by outsiders. In short professional development endeavor should be taken as a joint responsibility. Supervisor is responsible to identify the training needs of the teachers and organize in-service programs in the form of work shop, seminars, conference, faculty meeting, intra school and inter school visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MoE,1994).

A well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practices. The instructional supervisor's guide represents the view of instructional supervision, state that; "developing teachers' educational competences" is the main aims of supervision. According to, (MoE, 2008) staff development lists as one of the major functions of instructional supervision. In general, at school level teaching staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession; the complete teacher is developed through experience.

(iii) Curriculum Development

Curriculum development has become the major function of instructional supervision. According to Harris (1985:10) as cited in Chanyalew (2005) pertains to designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units and instituting new courses are examples of this task area. Spears (1995:9) also pointed out that, improving every phases of educational program like curriculum revision is the major function of supervisor. Another task of instructional supervisor with regard to curriculum development is to provide support and service directly to teachers to help them improve their performance. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general and curriculum in particular. Curriculum development and improvement is another function of school supervisions. Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum instruction is directly related to the field of supervision. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general and curriculum in particular.

Based on Glickman et al. (2004) summarizes the following ideas. To facilitate instructional improvement, those responsible for supervision must have certain prerequisites of the following skills:

1. **Knowledge skills base:** supervisors need to understand what teachers and schools can be and what teachers and schools are.

2. **Interpersonal skills base:** supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.
3. **Technical skills:** supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction.

According to Glickman.et.al. (2004), the supervisory tasks that have a potential to affect teacher development are as follows:

A. Direct assistance: which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.

B. Group Development: is the gathering together of teachers to make decisions on mutual instructional improvement.

C. Professional Development: is the task which includes learning opportunities for staffs provided or supported by the school and school system.

D. Curriculum Development: is the revision and modification of the content, plans and materials of classroom instruction.

E. Action Research: is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.

By understanding how teachers grow most advantageous in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teacher needs into a single fluid entity. The unification of individual teacher needs with organizational goals helps to promote powerful instruction and improved student learning. To sum, for those responsible bodies in supervisory roles in the activity of improving student learning, applying the knowledge skills, interpersonal skills and technical skills to the task of direct assistance, group development, curriculum development, professional development and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs is very fundamental.

2.3. PRACTICES OF INSTRUCTIONAL SUPERVISION

Schools are the mission centers where the actual teaching and learning process takes place. Hence, making supervision a continuous responsibility at this level is crucial. Supervision within the school can be delivered by principals, deputy principals, unit leaders, department heads and senior teachers. School based supervision committee is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement.

2.3.1. Educational Supervisory Practice in SNNPR

Instructional supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition it is an activity that is performed for the advantage of students learning achievement. Due to this, the instructional supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of instructional supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students learning (SNNPREB, 2009). From this practices the main activity that has been done by instructional supervisors is to facilitate the teaching- learning activity in the school.

2.3.2. The practice of school instructional supervisors in promoting teachers' professional development (Competence)

Supervisors have to work effectively for effective implementation of the instructional supervision. According to MoE (1987) supervision has the duties to help teachers to improve professionally organizes training programs and gives induction orientation to new teachers. Teachers professional development practiced through the exposure of new information and techniques and are varied based on its requirement of the time and place. Thus, different supervisory approaches should be available for teachers to work towards their professional growth and improvement of students' learning. The most commonly used are presented below:

1) Induction

According to McBride (1996:115) initial teacher training is aimed at developing teachers' initial competences; induction is aimed at helping new developed teachers, develop professionally,

identify and come up with an appropriate repertoire of actions and finally to structure their self-directed professional development.

2) Mentoring

It is a form of collegial supervision, which is aimed at conducting or orienting new or beginner teachers by well experienced teacher in the school. As of the authors “a mentor is a person, usually another teacher, interested with tutoring, educating and guiding another person who is typically new to teaching or new to a given school. Hence, it is suggested that the mentor teacher is responsible to acquaint the new or beginner teacher to the school culture, to the classroom situations and to the overall work. Mentoring aimed at stimulating the enhancement of quality of educational teachers’ performance as well as that of the organization of the school as a whole. Mentoring is a multi-faceted concept. i.e. mentoring give at one level a positive support by skilled and experienced practitioners who need to acquire complex new skill (Bush et al, 1966 in Moon, 2001:98).

3) Peer Coaching

Robbins (1995) in Moon et al (2001:18) defines peer coaching as “a confidential process through which two or more professional colleagues work together to reflect up on current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another. So this shows that professional colleagues support each other for their professional development.

2.4. Challenges against Instructional Supervision

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

2.4.1. Perception of Teachers’ towards Supervision

Instructional supervision aims at improving the quality of children’s education by improving the teacher’s effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student

learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Not all teachers recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007). Practically when we observe attitudes of most teachers towards supervision they do not want to be supervised by supervisors but supervisory activities particularly instructional supervision play great role to improve teaching and learning so as teachers and students benefit satisfaction from effective instructional supervision.

2.4.2. Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. So it is clear that without continuous training people cannot do best and do not implement the principles of their jobs in the same way supervisors always need a practical training and support from concerned bodies to work effectively.

2.4.3. Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. So this is also what we can touch practically in many schools the work burden on instructional supervisors' make the instructional supervisory activities ineffective.

2.4.4. Inadequate Availability Of Educational Resources

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007). This also implies that having enough educational resources and availability of using this resources in proper manner helps to implement effective instructional supervision unless without such resources it is difficult to run effective and result based instructional supervision at school.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. THE RESEARCH DESIGN

Research design is a way to systematically helps to solve the research problem. The major purpose of descriptive survey research design is description of the state of affairs as it exists at present. So in this study descriptive survey research design were employed because it helps to describe instructional supervision, as it exists at present. Descriptive survey research design help to describe current status of current phenomena, so with the assumption that would helped to examine the current practice & challenges of instructional supervision in gov't primary schools of Tello woreda. In line with this, Jose & Gonzales (1993) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate & accurate interpretation of the findings. Moreover, descriptive survey research design makes possible to the prediction of the future on the basis of findings on prevailing conditions.

3.2. THE RESEARCH METHOD

In this study mixed research method of explanatory sequential design were employed, this methods involves combining or integration of both qualitative and quantitative research. Early thoughts about the value of multiple methods called mixed methods resided in the idea that all methods had bias and weaknesses, and the collection of both quantitative and qualitative data neutralized the weaknesses of each form of data. By the early 1990s, mixed methods turned toward the systematic convergence of quantitative and qualitative databases, and the idea of integration in different types of research designs emerged. These types of designs were extensively discussed in a major handbook addressing the field in 2003 (Tashakkori & Teddlie, 2010). The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. In this research explanatory sequential mixed method approach applied, in which the researcher first conducted quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase.

3.3. THE STUDY SITE

The study conducted in Tello woreda government primary schools of kafa zone in SNNPR. Tello woreda is one of the woreda that found in kafa zone which has 11 clusters in it from these clusters the study conducted in 6 clusters in the woreda.

3.4. SOURCES OF DATA

In this study, primary sources and secondary sources of data were employed to obtain reliable information about the instructional supervision and challenges. The major sources of primary data were out of 73 teachers, 29 teachers, out of 6 CRC supervisors, 4 CRC supervisors, and out of 18 School educational leaders (School principals, Vice principals and school supervision committee leader) 15, and from out of 8 Woreda education office experts, 4 Woreda education office experts were taken. These samples were taken as a primary source of data because they can provide clear and detail information on the practice of instructional supervision and the researcher supposed that these all samples have enough information on the topic under study. Secondary sources of data were written documents, profiles and portfolios of instructional supervision activities and minute meetings that discusses on the issue of instructional supervision in sample schools.

3.5. SAMPLE SIZE AND SAMPLING TECHNIQUES

Sampling refers to decide in the study how many people with which characteristics to include as participants. In order to obtain reliable data for the study, various sampling techniques may be employed. From 11 clusters in the Woreda only 6 (54.54%) clusters were taken and in the 6 clusters there are 33 primary schools from these schools 18 schools (54.54%) were taken under study. Here the researcher used simple-random sampling technique to take sample teachers from the entire population. The total number of teachers working in the 6 clusters were 73, from 73 teachers 29 teachers (39.72%) were selected using lottery sampling technique due to make the data manageable. The researcher preferred this lottery sampling due to the teachers are at the same school level, situation, culture, working condition, and they know very well about the topic under study. In addition to this, in the 6 clusters there are 33 primary schools from these schools 18 schools (54.54%) were taken under study, from 6 cluster samples as school educational

leaders 5 Principals, 5 vice principals and 5 school supervision committee leaders were selected by using quota sampling technique. And also from 11 cluster center supervisors 6 cluster supervisors 4 were taken, from 8 woreda educational officers 4 were selected with quota sampling technique. This quota sampling allow the researcher to focus on peoples that would be most likely to experience, know about, or have insights into the research topic so the researcher first decided how many people with which characteristics to include as participants in this study then based on their working status and profession samples were taken. The researcher preferred quota sampling technique from non-probability sampling because of quota sampling generally happen to be judgment samples rather than random samples and quota sampling is more specific with respect to sizes and proportions of subsamples, with subgroups chosen to reflect corresponding proportions in the population.

Table 1: Summary of sample schools and sample teachers, cluster supervisors, woreda educational office experts, school educational leaders selected for this study and techniques that employed.

Cluster	Sample schools	Total Teachers	Sample Teachers	In %	Sampling Techniques
Oda	Oda	8	3	37.5%	From Simple-random sampling Lottery sampling technique has been used for selecting sample teachers.
	Shobone	5	2	40%	
	Guta	4	2	50%	
	Total	17	7	41.17%	
Shinato	Shinato	5	2	40%	
	Achino	3	1	33.3%	
	Chareguta	3	1	33.3%	
	Total	11	4	36.36%	
Gaballa	Gaballa	5	2	40 %	
	Chura	3	1	33.3%	
	Hala	3	1	33.3%	
	Total	11	4	36.36%	
Nalli	Nalli	5	2	40%	
	Bunakoshi	4	2	50%	
	Dacha	3	1	33.3%	
	Total	12	5	41.66%	
Koba	Shadakoba	5	2	40%	
	Wara	3	1	33.3%	
	Yeba	3	1	33.3%	
	Total	11	4	36.36%	
Bola	Bola	4	2	50%	
	Abi	3	1	33.3%	
	Gurgupa	4	2	50%	
	Total	11	5	45.45%	
Total	Teachers	73	29	39.72%	
	Woreda education office experts	8	4	50	Quota
	Cluster Supervisors	6	4	66.66	Quota
	School Educational leaders (school principals, vice principals and school supervision committee leaders)	18	15	83.33	Quota
Sum Total Samples		105	52	49.52	

3.6. DATA COLLECTING INSTRUMENTS

In this study, data collected through by using interview from qualitative and questionnaire from quantitative. So data collected into two ways by using interview for educational officers and cluster supervisors, questionnaire for teachers and for school educational leaders (School principals, vice principals and school supervision committee leaders). In addition, the researcher used relevant reference books, written documents about instructional supervision, teachers' portfolios, internet sources and supervision manuals to support the findings of the study.

3.6.1. QUESTIONNAIRE

The researcher used close ended questionnaire to collect data from school educational leaders and teachers. Questionnaire is less expensive and easier to administer and also it helped to get large amount of data from large number of respondents in a relatively shorter time with a minimum cost. Closed-ended questionnaires can be answered more easily and quickly by respondents (Ary. et al., 2006). So the researcher used close-ended questionnaire that consists of a set of questions presented to a respondent by Likert scale for their response and the questionnaires first prepared in English language then after all it translated into Amharic by Amharic teacher who working in Tello secondary and preparatory school and then questionnaire administered to sample teachers and school educational leaders to provide their response.

3.6.2. INTERVIEW

Interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), "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 prepared for the interviewees, it is flexible and allow an opportunity to ask new questions during the interview. The interview guide also translated into Amharic language. Out of 6 Cluster supervisors 4 cluster supervisors and from 8 woreda education office experts 4 of them totally 8 respondents interviewed. The interview took an average of around 15-20 minutes. The cluster supervisors interviewed at the woreda town after they back from cluster support and woreda educational officers interviewed in their work place in their office. To this end, the interview was help in order to obtain detailed supplementary information.

3.6.3. DOCUMENT ANALYSIS

Document analysis is secondary source of information. Because, its has a purpose of a relative speed and can be obtained with low cost when we compare with primary source of data. Written documents and records of the overall instructional supervision activities of sample schools, portfolios, supervision plans, documents of the supervision practice and written reports on instructional supervision and feedbacks assessed. This documents helped to get more information concerning on practice and challenges of instructional supervision to support primary data.

3.7. DATA COLLECTION PROCEDURE

There are several ways of collecting the appropriate data which differ considerably in context of money costs, time and other resources at the disposal of the research. The researcher was go through a series of data gathering procedures. These procedures help the researcher to got accurate and relevant data from the sample units. For ethical clearance, the researcher directly was go to certain primary school that are not included under as sample for the study, then the researcher has made an agreement with the concerned pre-test participants, then researcher was introduce his objectives and purposes about to pre-test the data gathering instruments. At the end of all aspects related to pilot test, the researcher was contacted a sample school cluster principals, sample teachers and cluster center supervisors for consent. Then the final questionnaires were administered to sample school educational leaders and sample teachers. The participants were allowed to give their own answers to each item independently and the researcher closely assisted and supervised them to solve any confusion regarding the instrument. Finally, the questionnaires collected and made ready for data analysis. On the other hand, the Woreda Educational officers and cluster supervisors were interviewed, to minimize loss of information, the interview was carefully written in a notebook and tape recorder used during interview. Finally, all the data collected through various instruments analyzed, interpreted and triangulated.

Table 2: Summary of Descriptive Data Collection Instruments

Instruments	Respondents	Description
Questionnaire	Sample Teachers	This instrument was focused on requesting Background of teachers, the understanding of teachers towards school supervision, and their opinion towards the supervisory options as practiced in their school, the implementation of procedures of classroom observation, the responsibilities of instructional supervisors applied in the school, and also emphasized solicitation data in relation to the challenges of Instructional supervision.
	School Educational leaders (School principals, vice-principals and supervision committee leaders)	This instrument contains background of the Principals ; sex, qualification, service year, and current position, and their opinion on teachers understanding about instructional supervision, the supervisory options and procedures of classroom observation exercised in their school, also includes the challenges they faced while implementing Instructional supervision.
Interview	cluster supervisors	This instrument were used to collect data from the mentioned respondents regarding their opinion in relation to the practice of Instructional supervision; the applicability of various options for supervision, the challenges faced during the implementation of supervision and it seeks to solicit ways of improving Instructional supervision.
	Tello Woreda education officers	This instrument were used to collect data from the mentioned respondents regarding their opinion in relation to the practice of Instructional supervision; the applicability of various options for supervision, the challenges faced during the implementation of supervision and it seeks to solicit ways of improving Instructional supervision.
Document analysis	Documentation class officer, Teachers, principals and vice principals, Department heads,	This instrument used to collect data by focusing on the practices of instructional supervision through observing feedback documents given for teachers and their portfolios, and checklists related to supervision and minute meetings.

3.8. DATA PROCESSING AND ANALYSIS

First the researcher was collected all the data from the respondents by Interview from educational officers and cluster supervisors, and by questionnaire from teachers and school educational leaders then after this analysis were presented by tables, figures, descriptive and narrative way. The data collected from the respondents were analyzed by computation of sentences and table using descriptive statistical method of data analysis by qualitatively and quantitatively.

Quantitatively the researcher used: percentage to state data of respondents' characteristics and other collected data, Mean to express some of the data gather from teachers and principals and T-test to observe the statistical significance difference among the opinions of the respondents, and Standard deviation were used. The data collected through closed ended questions were tallied, tabulated and filled in tables and in to SPSS version 16.0 and interpretation was made with help of percentage, mean, standard deviation and independent sample t-test. Because, the percentage is used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it was serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron et al., 2008). Apart from this, t- test was used to test statistically significant difference between the mean scores of the two independent variables (between School Educational leaders and Teachers). The existing response were compute with degree of freedom tested at $\alpha=0.05$ level of significance.

Qualitatively: Interview of a qualitative method is typically more flexible that it allows greater spontaneity and adaptation of the interaction between the researcher and the study participant. Here the researcher was recording and writing the interview responses then narrating to analyze the collected data related to the practices and challenges of instructional supervision.

In general, in the process of data analysis the researcher used; the process of editing, coding, classification and tabulation to interpret the collected quantitative data. Thus, researcher would classify the raw data into some purposeful and usable categories. The analysis of the data assumed to base on the responses collected through questionnaires and interview. On the other hand, the data obtained from the document analysis, and semi-structured interview was analyzed qualitatively. The qualitative analysis was done as follows. First, organizing and noting down of the different categories were made to assess what types of themes may come through the

instruments to collect data with reference to the research questions. Also the results were triangulated with the quantitative findings.

Finally, the findings were concluded and suggested recommendations were forwarded. The interpretations were made for all five point scale measurements based on the following mean score results:

1. 1.00-1.9 = Strongly disagree
2. 2.00-2.9 = Disagree
3. 3.00-3.9 = undecided
4. 4.00- 4.9 = Agree
5. >4.9 = Strongly agree

Table 3 : Summary of data analysis

Types of data	Statistical tool techniques	Purpose
Qualitative	Percentage	To state data of respondents characteristics and other collected data often used in data presentation for they simplify numbers, reducing all of them to a 0 to 100 range. Through the use of percentages, the data are reduced in the standard form with base equal to 100 which fact facilitates relative comparisons.
	Mean	To express central tendency of gathered data from teachers and cluster principals.
	T-test	To observe the statistical significance difference among the opinions of the two respondents
	Standard deviation (SD)	To interpret the measure of dispersion of a series.
Qualitative (Narration description)	tabulation	When a mass of data has been assembled, it becomes necessary for the researcher to arrange the same in some kind of concise and logical order.
	Classification	In the study large volume of raw data which must be reduced into homogeneous groups if we are to get meaningful relationships
	Coding	to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes.
	Editing	Editing of data is a process of examining the collected raw data to detect errors and omissions and to correct these when possible.

3.9. VALIDITY AND RELIABILITY

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared, then the researcher was develop under close guidance of advisors, who was involved in providing their inputs for validity of the instruments. The respondents of the pilot test were not including in the main study. Based on respondents' response additional, omission and modification of question were undertaken. Cronbach's coefficient alphas of SPSS version16.0 were used to check the reliability of the collecting instruments.

Validity and Reliability Checks

To ensure validity of instruments, initially the instrument prepared by the researcher and developed under close guidance of advisor, who involved in providing his inputs for validity of the instruments, in addition to this experienced teachers gave their comments. Moreover, the questionnaires were pilot test conducted in Yema primary school of 5 teachers and 2 school principals of Yema and Decha schools. to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable to gather relevant information. The result of the pilot testing is statistically computed by the SPSS version of 16.0 computer program. The Cronbach's Alpha model used for analysis. Based on the pilot test, the reliability of the instrument was statistically calculated.

The respondents of this pilot test not included in the main study. Based on respondents response additional, omission and modification of question were undertaken. The questions To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education in the study area before 10 and reduced to 9, To what extent do instructional supervision contribute for smooth and effective operation of teaching learning activities in the study area 12 questions were initially prepared and finally reduced to 8, and question regarding What are the major factor that affect the implementation of instructional supervision in sample schools in the study area were initially 7, 1 question added finally become 8, and What are possible strategies to improve the practice of instructional supervision to meet

policy and societal expectations in the study area initially there were 13 questions modified and corrected finally become 9 questions were ready for final distribution. A reliability test was performed to check the consistency and accuracy of the measurement scales.

As Table [4] below shows the results of Cronbach's coefficient alpha is satisfactory (between 0.71 and 0.93), indicating questions in each construct are measuring a similar concept. As suggested by Cronbach (cited by Tech-Hong & Waheed, 2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. So under here Cronbach's coefficient alpha final result shows 0.73. This shows that the questionnaire were internally consistent.

Table 4: Reliability test results with Cronbach's alpha.

No	Detail description of the title of the questions (Variables)	No of Items	Reliability coefficient
1	To what extent instructional supervision is being implemented in line with the guideline formulated by the Ministry of Education.	9	.726
2	To what extent instructional supervision contributing for smooth and effective operation of instructional activities.	8	.756
3	Major challenges that affecting the implementation of instructional supervision.	8	.738
4	Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations	9	.703
Total Reliability coefficient		33	0.73

3.10. ETHICAL CONSIDERATION

To make the research process professional, ethical consideration is necessary. The researcher informed the respondents about the purpose of the study i.e. purely for academic purpose; the purpose of the study were introduced in the introduction part of the questionnaires and interview guide to the respondents, and confirm that subjects confidentiality protected. In addition to this, they informed that their participation in the study based on their consent. Everyone who participated in this study should have freely consented to participate, without being coerced or unfairly pressurized and, confidentiality is therefore essential to protect the identity of the person from whom the researcher gathered information. Furthermore, all the materials used for this research have been acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the practices of Instructional supervision and the challenges encountered during implementation of supervision in government primary schools of Tello woreda of Kafa Zone in SNNPR. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices of instructional supervision as well as its challenges while implementing. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the results of findings.

4.1. Characteristics of Respondents

Table 5 : Characteristics of respondents

No	Items	Category	Respondents							
			Teachers		School leaders		Educational Woreda officers		education Cluster supervisors	
			No	%	No	%	No	%	No	%
1	Sex	Male	22	75.86	15	100	4	50	4	40
		Female	7	24.14	0		-	-	-	-
		Total	29	100	15	100	4	50	4	40
2	Age	23-27	14	48.2						
		28-32	11	37.93	3	20	1	25	2	50
		33-37	4	13.87	8	53.3	1	25	2	50
		38-42	0	0	4	26.7	2	50		
		Above 42			0					
		Total	29	100	15	100	4	100	4	100
3	Experience	1-5 years	3	10.34	3	20				
		6-10 years	21	72.41	2	13.4	2	50	2	50
		11-15 years	5	17.25	5	33.3	1	25	2	50
		16-20 years			5	33.3	1	25		
		21-25 years								
		26-30 years								
		31and above								
		Total	29	100	15	100	4	100	4	100
4	Level of education	Diploma	18	62.06	3	20	1	25	-	-
		Degree	11	37.93	12	80	3	75	4	100
		MA/MSc Degree								
		Total	29	100	15	100	4	100	4	100
5	Current position	Unit leader	3	10.34				-	-	-
		Department head	2	6.89				-	-	-
		Total						-	-	-

As presented on the above table, item 1, 22(75.86%) and 17 (24.14 %) of teacher respondents were males and females respectively. Concerning school educational leaders the whole samples 15(100 %) were males. All the interviewee 8 participants were males.

As item 2 of the above table shows, 14(48.2%) of the teacher respondents were found to be in the ranges of 23-27 years, 11(37.93%) and 1(14.3 %) and 3(20%) of teachers and School educational leaders ages were between 28-32 years old respectively. and, 7(15.9 %) and 8(53.3 %) of teacher respondents and school educational leaders were ages between 33-37. Finally 2(28.5%) of school educational leaders were ages between 38-42.

Regarding the ages of cluster supervisors, 2 (50%) of cluster supervisors were the age between 28-32 and 2(50%) of interviewed cluster supervisors and 4(26.7%) school educational leaders were the age between 33-37 years. On the other hand, the ages of interviewed woreda educational officers 1(25%) were between the age of 28-32 and with the same number 1(25%) were the age of 33-37 and 2 (50%) of the rest officers were the age between 38-42 years old.

As item 3 of the above table shows, 3(10.34%) and 3(20%) of the teacher and school educational leaders have an experience of between 1-5 years respectively. And 21(72.41%) teachers and 2(13.4%) of School educational leaders have an experience of between 6-10 years' service. And 5(17.25%) teachers and that of school educational leaders have an experience between 11-15 years' service and the rest 5(33.3%) of school educational leaders have work experience of 16-20 year service.

Regarding the interviewed respondents 2(50%) of cluster supervisors and 2(25%) of woreda educational office experts have an experience of 6-10 year service. And 2(50%) of cluster supervisors and 1(25%) of woreda educational office experts have an experience of 11-15 year service. Finally the rest 1(25%) of woreda educational office experts have an experience of 16-20 year service so the service of educational officers experience were important for provision of support and also this is an implication of good practice to handle challenges encountered in the instructional supervision practices. On the other hand the majority of teacher respondents about 72.4% have experience between 6-10 years teaching which implies that they need support from their senior teachers.

As item 4 that concerning the educational level of teachers, School educational leaders, Woreda Educational officers and that of cluster supervisors as follows: 18(62.06%) majority of teachers and 3 (20%) of School educational leaders hold diploma. And 11(37.94%) of teachers and 12(80%) of school educational leaders had degree. From this fact educational status for sample primary school educational leaders' degree in EdPM this shows that the leaders were in good position concerning educational status and the field they studied.

Regarding the last issue of educational level of woreda education office experts and that of cluster supervisors except one 1(25%) the rest 3(75%) of educational office experts were degree holders and all 4(100%) of interviewed cluster supervisors were hold first degree. Finally when we see in the table of item 5 that the current position of teachers in their work 3(7.8%) of teachers were unit leaders in their school and 2(5.2%) of teachers were department heads in their schools.

4.2. Presentation, Analysis and Discussion of the Finding of the Study

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to the practices and challenges of instructional supervision in government primary schools of Tello woreda. Teachers and school educational leaders responded to 34 closed-ended questions. The responded questionnaire papers interpreted in terms of frequency, percentage, and mean scores and t-test. T-test was also computed to test the significant difference between the responses of the two groups of respondents; (the school educational leaders and teachers). Standard deviation calculated to interpret the measure of dispersion of a series and also standard deviation is the most common measure of variability, measuring the spread of the data set and the relationship of the mean to the rest of the data. Item scores for each category were arranged under five rating scales. The range of rating scales were 1-1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 – 4.49 = Agree, 4.5 and above = strongly agree. In categorizing the rating scales, the frequency and percentage and mean scores were also calculated for certain responses. As a result, practices of instructional supervisors with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance.

Finally, the data obtained from the interview sessions and document analysis presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings.

Questionnaire return rate

Questionnaire distributed for 29 teachers and 15 school educational leaders, from these 42 copies were returned back. The return rate of questionnaire was 27 (93.1%) copies from teachers and all the 15(100 %) copies from the school educational leaders were returned back. Moreover, from 4 cluster Supervisors 1 of the interviewee sample was unfortunately under family problem, so that 3 (75%) cluster supervisors were interviewed and 4 (100%) Woreda educational office experts were interviewed.

4.3. Instructional supervision implemented in line with the guideline formulated by the Ministry of Education.

Table 6 : Respondents on To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education.

N o	Instructional supervision....	Respondents	No	X	SD	Average SD	Over all X	Df	T-test
1	Contributes for teachers' professional development in school as a guideline formulated by MoE.	Teachers	27	1.97	.844	0.689	2.06	2.021	0.206
		School Educational leaders	15	2.57	.534				
2	Works on evaluating instructional process to check progress of planned activities in school.	Teachers	27	2.13	.930	0.95	2.18	2.021	1.127
		School Educational leaders	15	2.42	.975				
3	Provides support on preparing school improvement plan (SIP).	Teachers	27	1.94	.826	0.968	2.00	2.021	1.07
		School Educational leaders	15	2.28	1.11				
4	Creates a suitable work environment in schools.	Teachers	27	2.13	.866	0.933	2.11	2.021	1.06
		School Educational leaders	15	2.00	1.00				
5	Contributes to establish a collegial work relationship among teachers in the school.	Teachers	27	2.02	.970	0.86	2.06	2.021	0.645
		School Educational leaders	15	2.28	.755				
6	Encourages curriculum evaluating activities to improve instructional practices of teachers' in their classrooms.	Teachers	27	2.19	.888	0.83	2.25	2.021	0.532
		School Educational leaders	15	2.57	.786				
7	Gives sufficient support for teachers' in classroom teaching-learning process	Teachers	27	2.11	.747	0.75	2.13	2.021	0.925
		School Educational leaders	15	2.28	.755				
8	Enhance co-operative working condition in school	Teachers	27	2.16	.810	0.89	2.20	2.021	0.245
		School Educational leaders	15	2.42	.975				
9	Inspire teachers to become successful in their instructional activities.	Teachers	27	2.00	.828	0.9	2.06	2.021	0.506
		School Educational leaders	15	2.42	.975				

Here the range of rating five scales were design, these are 1-1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree , 4.5 and above = strongly agree. Mean scores were also calculated for certain responses. A total mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. Here X =Mean, SD = Standard deviation, and significance degree of freedom (df) at $\alpha = 0.05$.

As shown in item 1 of table 6, respondents asked to rate their agreement levels whether or not instructional supervision contributes for teachers' professional development in school as a guideline formulated by MoE. Accordingly, teachers with the ($X=1.97$, $SD= .844$) disagreed about the issue and school educational leaders with the ($X=2.57$, $SD= .534$) were undecided (not sure) about the issue. Both respondents had small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.06 shows the result was under lower performance and the overall standard deviation is 0.689 is smaller so this shows responses were fairly uniform and less dispersion of responses between the two groups. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 0.206 so shows there is no significance difference between the opinions of the two groups. Thus, it can be said that teachers and school educational leaders were not satisfied with instructional supervision activities on the side of teachers' professional development.

With regards to item 2 of table 6, how Instructional supervision works on evaluating instructional process to check progress of planned activities in school. teachers with the ($X=2.13$, $SD=.930$) were disagree and School Educational leaders ($X=2.42$., $SD= .975$) were disagree . Both respondents had small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.18 shows of the majority of respondents with the issue responded low performance and the overall standard deviation is 0.95 is smaller so this shows responses were fairly uniform. Therefore based on the majority of teachers and school educational leaders; there were no works on evaluating instructional process to check progress of planned activities in school. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 1.127 so shows there is no significance difference between the opinions of the two groups.

As the responses to item 3 of table 6 indicate, respondents were asked how Instructional supervision provides support on preparing school improvement plan (SIP). Teachers and school educational leaders with the ($X=1.94$, $SD=.826$) and ($X=2.28$, $SD=1.11$) respectively were disagree about the issue that Instructional supervision provides support on preparing school improvement plan (SIP) and SD of both respondents were less this shows responses were fairly uniform so that data were less dispersed. The overall mean 2.00 shows the majority of respondents responded that low performance for the issue and the overall standard deviation is 0.968 is smaller so this shows responses were fairly uniform and less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 1.127 so shows there is no significance difference between the opinions of the two groups. From this one can say that teachers and school educational leaders were not satisfied that Instructional supervision provides support on preparing school improvement plan (SIP).

Regarding instructional supervision how it creates a suitable work environment in schools. On table 6 item 4, teachers and School Educational leaders with the ($X=2.13$, $SD=.866$) and ($X=2.00$, $SD=1.00$) respectively were disagree about the issue. The overall mean 2.11 shows the majority of respondents responded that low performance for this issue and the overall standard deviation is 0.86 is smaller to the mean so this shows responses were fairly uniform and respondents responses were less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 1.06 so shows there is no significance difference between the opinions of the two groups. From this it shoes that the instructional supervision activity not fully create a suitable work environment in the study area.

Regard to item 5 of Table 6, respondents was asked to rate their agreement levels whether or not instructional supervision contributes to establish a collegial work relationship among teachers in the school. Accordingly, Teachers with the ($X=2.02$, $SD=.970$) were disagreed about the issue and School Educational leaders with the ($X=2.57$, $SD=.755$) were undecided about the issue. Both respondents had a small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.06 shows the majority of respondents responded that low performance for the issue and the overall standard deviation is 0.933 is smaller so this shows responses were fairly uniform and data were less dispersed. The significance degree of freedom $\alpha = 0.05$ (df) table value 2.021 is greater than 0.645 so shows there is no significance difference between the opinions of the two groups.

In the 6th item of table 6, respondents asked to rate how instructional supervision encourages curriculum evaluating activities to improve instructional practices of teachers' in the classrooms. For this issue Teacher ($X=2.19$, $SD=.888$) were disagreed and School Educational leaders ($X=2.57$, $SD=.786$) confirmed that they were undecided (not sure). Here also both teachers and school educational leaders SD was small this shows responses were fairly uniform and data were less dispersed. The overall mean 2.25 shows majority of respondents responded low performance for the issue and the overall standard deviation is 0.83 is smaller so this shows data were fairly uniform that obtained from respondents. The significance degree of freedom $\alpha = 0.05$ (df) table value 2.021 is greater than 0.532 so this shows there is no significance difference between the opinions of the two groups.

Regard to item 7 of table 6, respondents asked to rate their agreement levels whether or not Instructional supervision gives sufficient support for teachers' in classroom teaching-learning process. Accordingly, Teachers with the ($X= 2.53$, $SD= .747$) were undecided(not sure) on the same issue School educational leaders were responded that ($X=2.28$, $SD= .755$) were disagreed about the issue. Both respondents had a small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.13 shows the majority of respondents with the issue falls low performance and the overall standard deviation is 0.75 is smaller so this shows responses were fairly uniform and responses were less dispersed. The significance degree of freedom $\alpha = 0.05$ (df) table value 2.021 is greater than 0.925 so this shows there is no significance difference between the opinions of the two groups. From this one can concluded that not instructional supervision were not give sufficient support for teachers' in classroom teaching-learning process.

In item 8 of table 6, respondents asked to rate how instructional supervision enhance co-operative working condition in school. For this issue teacher ($X= 2.16$, $SD= .810$) and school educational leaders ($X=2.42$, $SD= .975$) both were disagreed and in the same way their SD were small this shows that data of respondents were less dispersed so responses were fairly uniform. The overall mean 2.20 shows the majority of respondents falls low performance for this issue and the overall standard deviation is 0.89 is smaller and closer to the mean so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 0.245 so this shows there is no significance difference between the

opinions of the two groups. From this one can conclude that instructional supervision were not create co-operative working condition in school.

Regard to item 9 of table 6, respondents asked to rate their agreement levels whether or not Instructional supervisors inspire teachers to become successful in their instructional activities. Accordingly, Both Teachers and School educational leaders with ($X=2.00$, $SD=.828$) and ($X=2.42$, $SD=.975$) were disagreed about this issue and the standard deviation of both groups were nearly the equal and small in value this implies responses were fairly uniform and less dispersed. The overall mean 2.06 shows the majority of respondents responses falls low performance for the issue and the overall standard deviation is 0.9 is smaller so this shows responses were fairly uniform and less dispersed. The significance degree of freedom at $\alpha = 0.05$ (df) table value 2.021 is greater than 0.506 so this shows there is no significance difference between the opinions of the two groups. From this it can be said that instructional supervision practice not works on inspire teachers to become successful in their instructional activities.

4.4. Major factors that affecting the implementation of instructional supervision.

Table 7 : Respondents on Major factors that affecting the implementation of instructional supervision.

N o	Major factors that affect implementation of instructional supervision...	Respondents	No	X	SD	Average SD	Over all X	Df	T-test
1	Teachers' low perception.	Teachers	29	2.77	.680	0.58	2.76	2.021	0.234
		School Educational leaders	15	2.71	.487				
2	Excessive work load.	Teachers	29	2.91	.840	0.76	2.74	2.021	3.126
		School Educational leaders	15	1.85	.690				
3	Absence of adequate training.	Teachers	29	3.19	.576	0.53	3.11	2.021	2.059
		School Educational leaders	15	2.71	.487				
4	Insufficient availability of educational resources.	Teachers	29	2.72	.881	0.916	2.65	2.021	1.184
		School Educational leaders	15	2.28	.951				
5	Allocation of insufficient budget for supervision	Teachers	29	2.66	.894	0.79	2.58	2.021	1.462
		School Educational leaders	15	2.14	.690				
6	Inadequate professional support From Zone Educational Department, Woreda Educational Office, Cluster Supervisors.	Teachers	29	2.66	.717	0.75	2.65	2.021	0.317
		School Educational leaders	15	2.57	.786				
7	Lack of internal motivation.	Teachers	29	2.61	.802	0.689	2.51	2.021	1.912
		School Educational leaders	15	2.00	.577				
8	Uncooperative attitude of staff members.	Teachers	29	2.83	.810	0.89	2.76	2.021	1.171
		School Educational leaders	15	2.42	.975				

Five rating scales, the range of rating scales were 1-1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5–3.49 = undecided, 3.5–4.49 = Agree, 4.5 and above = strongly agree. Mean scores were also calculated for certain responses. As a result, practices of instructional supervisors with a mean value below 2.49 were rated as lower performance in their level of application; mean

values from 2.50 to 3.49 rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. X =Mean, SD = Standard deviation, and significance degree of freedom (df) at $\alpha = 0.05$.

As shown in item 1 of table 7, respondents asked to rate their agreement levels whether or not Teachers' low perception can affect implementation of instructional supervision. Accordingly, the ($X=2.77$, $SD= .680$), the ($X=2.71$, $SD= .487$) teachers and school educational leaders respectively undecided (not sure) about the issue. Both respondents had a small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.76 this shows that the majority respondent's response falls moderate performance for the issue and the overall standard deviation is 0.58 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 0.234 so this shows there is no significance difference between the opinions of the two groups. Thus, from the above result it can be said that teacher's low perception on the side of instructional supervision may or may not affect the instructional supervision practice.

Regard on item 2 of table 7, respondents asked to rate their agreement levels whether or not that excessive work load given for instructional supervisors affect implementation of instructional supervision. Teachers with the ($X=2.91$, $SD=.840$) undecided (not sure) about the issue but school educational leaders with ($X=1.85$., $SD= .690$) strongly disagreed about the issue. Both respondents possessed small standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.74 shows that major respondents response were moderate performance for this issue and the overall standard deviation is 0.76 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is less than 3.126 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. Therefore, based on the majority of respondents; it can be concluded that providing excessive work load for instructional supervisors may or may not be affect implementation of instructional supervision.

As the responses to item 3 of table 7, respondents asked on absence of adequate training for instructional supervisors can affect implementation of instructional supervision. Teachers and school educational leaders with the ($X=3.19$, $SD= .576$) and ($X= 2.71$, $SD=.487$) respectively undecided (not sure) about the issue. Both respondents possessed small Standard deviation this

shows that the responses were fairly uniform and less dispersed. The overall mean 3.11 shows the majority of respondents responses were falls moderate performance for this issue and the overall standard deviation is 0.916 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is less than 2.059 so this shows there is no significance difference between the opinions of the two groups, null hypothesis already rejected. From this it can be concluded that absence of adequate training for instructional supervisors may or may not be can affect implementation of instructional supervision.

In table 7 of item 4, regarding with having insufficient availability of educational resources can affect implementation of instructional supervision. Teachers with the ($X=2.72$, $SD= .881$) undecided (not sure) about this issue, and school educational leaders with ($X=2.28$, $SD=.951$) were disagree about the issue. Both respondents possessed small standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.65 shows that respondents response were falls on moderate performance, and the overall standard deviation is 0.53 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 1.184 so this shows there is no significance difference between the opinions of the two groups.

Regard to item 5 of table 7, respondents asked to rate their agreement levels whether or not Allocation of insufficient budget for the practice if instructional supervision can affect implementation of instructional supervision. Accordingly, Teachers with the ($X=2.66$, $SD= .894$) undecided (not sure) about the issue and school educational leaders with the ($X=2.14$, $SD= .690$) disagreed about the issue. Both respondents possessed small standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.58 shows the majority of respondents were falls on moderate performance for this issue and the overall standard deviation is 0.79 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 1.462 so this shows there is no significance difference between the opinions of the two groups. From this it can concluded that allocation of insufficient budget for the practice if instructional supervision may or may not can affect implementation of instructional supervision.

In table 7 item 6, respondents asked to rate inadequate professional support From Zone Educational Department, Woreda Educational Office, Cluster Supervisors that can affect the

implementation of instructional supervision. For this issue Teacher and School educational leaders ($X=2.66$, $SD=.717$) disagreed, but school educational leaders with ($X=2.57$, $SD=.786$) responded that they undecided (not sure) about the issue. Both respondents possessed small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.65 shows the majority of respondents' response falls moderate performance for this issue and the overall standard deviation is 0.75 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than 0.317, so this shows there is no significance difference between the opinions of the two groups. From this it can be concluded inadequate professional support from Zone Department, Woreda office, cluster supervisors may or may not affect the implementation of instructional supervision.

Regard to item 7 of table 7, respondents asked to rate their agreement levels whether or not lack of internal motivation can affect the implementation of instructional supervision. Accordingly, Teachers with the ($X=2.61$, $SD=.802$) undecided (not sure) and school educational leaders with the ($X=2.00$, $SD=.577$) disagreed about the issue. Both respondents possessed small Standard deviation this shows the responses were fairly uniform and less dispersed. The overall mean 2.51 shows the majority of respondents response falls moderate performance for this issue and the overall standard deviation is 0.89 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.912 so this shows there is no significance difference between the opinions of the two groups. From this one can concluded Lack of internal motivation may or may not be can affect the implementation of instructional supervision.

In item 8 of table 7, respondents asked to rate uncooperative attitude of staff members can affect the proper implementation of instructional supervision. For this issue Teacher ($X= 2.83$, $SD=.810$) were undecided (not sure) with the issue, and school educational leaders ($X=2.42$, $SD=.975$) were disagreed. Both respondents possessed small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.76 shows the majority of respondents response falls moderate performance on this issue and the overall standard deviation is 0.689 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.171 so this shows there is no significance difference between the opinions of the two groups.

4.5. Instructional supervision contributes for smooth and effective operation of teaching learning activities.

Table 8 : Respondents on To what extent does instructional supervision contribute for smooth and effective operation of teaching learning activities.

No	Instructional supervision contributes...	Respondents	No	X	SD	Average SD	Overall X	Df	T-test
1	Preparing school based training on the identified gaps of the staff members in school.	Teachers	29	2.16	.845	0.987	2.23	2.021	1.097
		School Educational leaders	15	2.57	1.13				
2	Provide sufficient professional assistance to teachers' in classroom instructional process to develop students' performance.	Teachers	29	2.33	.985	0.94	2.30	2.021	0.474
		School Educational leaders	15	2.14	.899				
3	Planning effective continuous professional development (CPD) plan.	Teachers	29	2.30	.920	0.96	2.25	2.021	0.793
		School Educational leaders	15	2.00	1.00				
4	Enabling teachers' to conduct action research in order to solve instructional problems in school for smooth and effective operation of instructional activities.	Teachers	29	2.25	.937	0.91	2.34	2.021	1.577
		School Educational leaders	15	2.85	.89				
5	Organizing regular evaluation programs to check the teaching-learning process and outcomes.	Teachers	29	2.61	.90	0.69	2.39	2.021	3.752
		School Educational leaders	15	1.28	.487				
6	Giving professional guidance on methodological techniques to foster excellence in school on proper implementation of curriculum programs.	Teachers	29	2.33	.925	0.80	2.25	2.021	1.288
		School Educational leaders	15	1.85	.690				
7	Facilitating experience sharing programs among teachers in school for smooth and effective operation of instructional activities.	Teachers	29	2.27	.974	0.83	2.20	2.021	0.699
		School Educational leaders	15	1.85	.690				
8	Providing advice on basic teaching skills for teachers' to develop students' performance.	Teachers	29	2.25	.906	0.74	2.20	2.021	1.086
		School Educational leaders	15	2.00	.577				

Five rating scales, the range of rating scales were 1-1.49 = strongly disagree, 1.5–2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, 4.5 and above = strongly agree. Mean

scores were also calculated for certain responses. As a result, practices of instructional supervisors with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. X =Mean, SD =Standard deviation, and significance degree of freedom at $\alpha = 0.05$.

As shown in item 1 of table 8, respondents asked to rate their agreement levels whether or not instructional supervision preparing school based training on the identified gaps of the staff members in school. Accordingly, teachers with the ($X=2.16$, $SD= .845$) disagreed about the issue and school educational leaders with the ($X=2.57$, $SD= 1.13$) were undecided (not sure). The Standard deviation shows that data obtained from teachers ($SD=0.845$) were fairly uniform and less dispersed, but responses obtained from school educational leaders($SD=1.13$) shows there is a little bit data dispersed than teachers. The overall mean 2.23 shows that the responses of the majority respondents were lower performance and the overall standard deviation is 0.987 is smaller so this shows responses were fairly uniform. The significance degree of freedom(df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.097 so this shows there is no significance difference between the opinions of the two groups. Thus, it can be said that teachers and principals were not satisfied with Instructional supervision activities on the side of Preparing school based training on the identified gaps of the staff members in school.

With regards to item 2 of table 8, whether or not instructional supervision provides sufficient professional assistance to teachers' in classroom instructional process to develop students' performance. Teachers with the ($X=2.33$, $SD= .98$) and school educational leaders ($X=2.14$, $SD= .899$) respectively were disagree about this issue. Both respondents possessed small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.23 shows that the majority of respondents responses were falls low performance for this issue. and the overall standard deviation is 0.94 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.474 so this shows there is no significance difference between the opinions of the two groups. Therefore based on the majority of teachers and school educational leaders; it can be conclude that instructional supervision were not Provides sufficient professional assistance to teachers' in classroom instructional process to develop students' performance activities in school.

As the responses to item 3 of table 8 indicate, respondents asked how Instructional supervision helps in Planning effective continuous professional development (CPD) plan. Teachers and school educational leaders with the ($X=2.30$, $SD=.92$) and ($X=2.00$, $SD=1.00$) respectively were disagree about the issue. The Standard deviation of the two groups it seems nearly the same and small so this shows that the responses were fairly uniform and less dispersed. The overall mean 2.25 also shows that the majority of respondents responses falls in to lower performance for this issue and the overall standard deviation is 0.96 is smaller so this shows responses were fairly uniform and less dispersed data. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.793 so this shows there is no significance difference between the opinions of the two groups.

Regarding to item 4 of table 8, whether or not Instructional supervision enable teachers' to conduct action research in order to solve instructional problems in school. Teachers responded that with the ($X=2.25$, $SD=.93$) were disagree on this issue and school educational leaders ($X=2.85$, $SD=.89$) un decided (not sure) about this issue. The standard deviation of the two groups it seems nearly the same and small so this shows that the responses were fairly uniform and less dispersed. The overall mean 2.34 shows majority of respondents response falls in to lower performance for this issue and the overall standard deviation is 0.91 is smaller so this shows responses were fairly uniform and less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.577 so this shows there is no significance difference between the opinions of the two groups. From this one can concluded that Instructional supervision were not enable teachers' to conduct action research in order to solve instructional problems in school. in the study area.

Regard to item 5 of Table 8, respondents asked to rate their agreement levels whether or not instructional supervision Organize regular evaluation programs to check the teaching-learning process and outcomes. Accordingly, Teachers with the ($X=2.61$, $SD=.903$) undecided (not sure) on the issue and school educational leaders with the ($X=1.28$, $SD=.487$) were strongly disagreed about the issue. Both respondents possessed small standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.39 shows the majority of respondents responses were lower performance for this issue and the overall standard deviation is 0.69 is smaller so this shows responses were fairly uniform. From this one can generalize that Instructional supervision were not Organize regular evaluation programs to

check the teaching-learning process and outcomes. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is less than calculated value 3.752 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected.

In the 6th item of table 8, respondents asked to rate how instructional supervision Giving professional guidance on methodological techniques to foster excellence in school on proper implementation of curriculum programs. For this issue Teacher ($X=2.33$, $SD=.925$) disagreed and school educational leaders ($X=1.85$, $SD=.690$) confirmed that they strongly disagree on this issue. Both respondents possessed small Standard deviation this shows that the responses were fairly uniform and less dispersed. The overall mean 2.25 shows that majority of the respondents response were lower performance for this issue and the overall standard deviation is 0.80 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.288 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this one can concluded that instructional supervision were not give professional guidance on methodological techniques to foster excellence in school on proper implementation of curriculum programs.

Regard to item 7 of table 8, respondents asked to rate their agreement levels whether or not Instructional supervision Facilitating experience sharing programs among teachers in school for smooth and effective operation of instructional activities. Accordingly, Teachers with the ($X=2.27$, $SD=.974$) were disagreed and school educational leaders with the ($X=1.85$, $SD=.690$) were strongly disagreed about the issue. Standard deviation value of both respondents were small so this shows that the responses given from both groups were relatively uniform and less dispersed. The overall mean 2.20 shows the majority of respondents were responded lower performance for this issue and the overall standard deviation is 0.83 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.699 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this one can concluded that not Instructional supervision were not Facilitating experience sharing programs among teachers in school for smooth and effective operation of instructional activities.

The last item 8 of table 8, respondents asked to rate how instructional supervisors providing advice on basic teaching skills for teachers' to develop students' performance. For this issue ($X = 2.25$, $SD = .906$) and ($X = 2.00$, $SD = .577$) Teacher and school educational leaders respectively both disagreed on this issue. Standard deviation value of both respondents were small so this shows that the responses given from both groups were relatively uniform and less dispersed. The overall mean 2.20 shows the majority of respondents were responded lower performance for this issue and the overall standard deviation is 0.74 is small so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.086 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this one can say that instructional supervisors were not providing advice on basic teaching skills for teachers' to develop students' performance.

4.6. Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations

Table 9 : Respondents on Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations.

No	Strategies to improve practice of instructional supervision...	Respondents	No	X	SD	Average SD	Over all X	Df	T-test
1	Developing shared responsibility inline to meet policy and societal expectations.	Teachers	29	3.22	.897	1.2	3.25	2.021	0.494
		School Educational leaders	15	3.42	1.51				
2	Creation of awareness in teachers about the importance of instructional supervision.	Teachers	29	3.58	.874	0.81	3.60	2.021	0.370
		School Educational leaders	15	3.71	.755				
3	Giving capacity building training for instructional supervisors.	Teachers	29	3.91	.806	0.95	3.88	2.021	0.571
		School Educational leaders	15	3.71	1.11				
4	Providing sufficient resources for the proper implementation of instructional supervision.	Teachers	29	3.13	.866	0.77	3.25	2.021	2.062
		School Educational leaders	15	3.85	.690				
5	Giving reward for best performed instructional supervisors.	Teachers	29	3.77	.959	0.82	3.79	2.021	0.208
		School Educational leaders	15	3.85	.690				
6	Give limited work load for people who assigned to do instructional supervision.	Teachers	29	4.19	.624	0.579	4.23	2.021	0.926
		School Educational leaders	15	4.42	.534				
7	Givingadequate technical support for performers of instructional supervision by external bodies.	Teachers	29	3.75	.967	1.058	3.79	2.021	0.607
		School Educational leaders	15	4.00	1.15				
8	Supporting practices of Instructional supervision in school that it to play liaison role to mobalizing the community	Teachers	29	3.63	1.04	0.969	3.55	2.021	1.170
		School Educational leaders	15	3.14	.899				
9	Allocating sufficient budget for proper implementation of instructional supervision.	Teachers	29	3.63	.930	0.84	3.74	2.021	1.72
		School Educational leaders	15	4.28	.755				

Five rating scales, the range of rating scales were 1-1.49 = strongly disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = undecided, 3.5 –4.4 = Agree, 4.5 and above = strongly agree. Mean scores were also calculated for certain responses. As a result, practices of instructional supervisors with a mean value below 2.49 rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance. X =Mean, SD = Standard deviation, and significance degree of freedom at $\alpha= 0.05$.

As shown in item 1 of table 9, respondents asked to rate their agreement levels whether or not Developing shared responsibility inline to meet policy and societal expectations can be a possible strategy to improve the practice of instructional supervision. Accordingly, teachers and school educational leaders with the ($X=3.22$, $SD= 0.89$) and ($X=3.42$, $SD= 1.51$) both were undecided on this issue. The standard deviation tells us responses obtained from teachers were more of less dispersed and fairly uniform when we compared with response from school educational leaders. The overall mean 3.37 shows that majority respondents responses were falls moderate performance for this issue and the overall standard deviation is 1.2 is smaller this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.494 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. Thus, it is possible to say that developing shared responsibility can improve practices of instructional supervision.

With regards to item 2 of table 9, creation of awareness in teachers about the importance of instructional supervision can be a possible strategy to improve the practice of instructional supervision. Accordingly, teachers and school educational leaders with the ($X= 3.58$, $SD= .874$) and ($X= 3.71$, $SD= .755$) respectively both were agree with this issue. The standard deviation of the two groups the result value is nearly the same and small this shows that obtained responses fairly uniform and less dispersed. The overall mean 3.60 shows the majority of respondents were responded that high performance for this issue and the overall standard deviation is 0.81 is smaller so this shows responses were fairly uniform and less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.370 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. Therefore, based on responses of the majority of respondents it can

be said that creation of awareness in teachers about the importance of instructional supervision can be a possible strategy to improve the practice of instructional supervision.

As responses to item 3 of table 9 indicate, respondents asked giving capacity building training for instructional supervisors can be a possible strategy to improve the practice of instructional supervision. Teachers and school educational leaders with the ($X=3.91$, $SD=.806$) and ($X=3.71$, $SD=1.11$) both were agree about the issue. The standard deviation implies that responses obtained from teachers were seems to be fairly uniform and less dispersed than responses obtained from school educational leaders. The overall mean 3.88 shows the majority of respondents responded that high performance for this issue and the overall standard deviation is 0.958 is smaller so this shows responses were fairly uniform and less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.571 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. Therefore based responses of the majority of respondents giving capacity building training for instructional supervisors can be a possible strategy to improve the practice of instructional supervision.

On table 9 item 4, regarding providing sufficient resources for the proper implementation of instructional supervision can be a possible strategy to improve the practice of instructional supervision. Teachers with ($X=3.13$, $SD=.806$) shows that respondents were disagree on the issue but school educational leaders with the ($X=3.85$, $SD=.690$) were agree about the issue. The standard deviation is small so it tells the data obtained from both groups were fairly uniform and less dispersed. The overall mean 3.25 shows that majority of the respondents responses were falls moderate performance for this issue and the overall standard deviation is 0.778 is smaller so this shows responses were fairly uniform responses were less dispersed. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is less than calculated value 2.062 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this providing sufficient resources for the proper implementation of instructional supervision can be a possible strategy to improve the practice of instructional supervision.

Regard to item 5 of table 9, respondents asked to rate their agreement levels whether or not Giving reward for best performed instructional supervisors can be a possible strategy to improve

the practice of instructional supervision. Accordingly, Teachers and school educational leaders with the ($X=3.77$, $SD=.959$) and ($X=3.85$, $SD=.690$) respectively were agree about the issue. The standard deviation of both respondents small in value and relatively in the same range so this shows that responses collected were fairly uniform and less dispersed. The overall mean 3.79 shows that the majority of respondents responses were falls on high performance for this issue and the overall standard deviation is 0.82 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.208 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this it can be said that Giving reward for best performed instructional supervisors may or may not be a possible strategy to improve the practice of instructional supervision. .

In item 6 of table 9, respondents asked to rate give limited work load for people who assigned to do instructional supervision can be a possible strategy to improve the practice of instructional supervision. Teachers and school educational leaders with the ($X=4.19$, $SD=.624$) and ($X=4.42$, $SD=.534$) respectively both groups were confirmed agree with this issue. And the standard deviation of the two groups shows that the value are nearly similar and small so responses obtained from those groups were fairly uniform and less dispersed. The overall mean 4.23 shows that majority (most) of respondents responded that high performance for this issue and the overall standard deviation is 0.579 is smaller this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.926 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected. From this it can be said that give limited work load for people who assigned to do instructional supervision can be a possible strategy to improve the practice of instructional supervision.

Regarding to item 7 of table 9, respondents asked to rate their agreement levels whether or not give adequate technical support for the performers of instructional supervision by external bodies can be a possible strategy to improve the practice of instructional supervision. Accordingly, Teachers and school educational leaders with ($X= 3.75$, $SD=.967$) and ($X= 4.00$, $SD= 1.15$) respectively both groups confirmed agree with this issue. The standard deviation of teachers were somehow small when we compared with school educational leaders but both were small

values from this the uniformity and dispersion of responses of teachers were less dispersed than that of school educational leaders. The overall mean 3.79 shows that majority of respondents responses were falls high performance for this issue and the overall standard deviation is 1.058 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 0.607so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected, so this shows that giving adequate technical support for school instructional supervisors can be a possible strategy for the proper implementation of instructional supervision.

In item 8 of table 9, respondents asked to rate supporting practices of instructional supervision in school that it to play a liaison role to mobalizing the community at large can be a possible strategy to improve the practice of instructional supervision. For this issue Teachers and school educational leaders with the ($X=3.63$, $SD= 1.04$) and ($X= 3.14$, $SD= .899$) respectively here teachers were confirmed undecided but school educational leaders were agree on this issue. The standard deviation of school educational leaders were somehow small when we compared with teachers but both were smaller values from this the uniformity and dispersion of responses of school educational leaders were less dispersed than that of teachers. The overall mean 3.55 shows that majority of respondents responses were falls on high performance for this issue and the overall standard deviation is 0.84 is smaller and closer to the mean so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.170 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected, so providing support on the practices that leads to instructional supervisors to play a liaison role to mobilizing the community can be a possible strategy to improve the practice of instructional supervision.

Regard to last item 9 of table 9, respondents asked to rate their agreement levels whether or not Allocating sufficient budget for proper implementation of instructional supervision can be a possible strategy to improve the practice of instructional supervision. Accordingly, Teachers and school educational leaders with ($X=3.63$, $SD= 0.93$) and ($X= 4.28$, $SD= .755$) both agreed with this issue. The standard deviation value of the two groups were small and nearly equivalent so this implies dispersion of responded data and relatively its uniformity was kept. The overall mean 3.74 shows the majority of respondents responses were in high performance and the

overall standard deviation is 0.969 is smaller so this shows responses were fairly uniform. The significance degree of freedom (df) at $\alpha = 0.05$ table value 2.021 is greater than calculated value 1.72 so this shows there is no significance difference between the opinions of the two groups and null hypothesis already rejected, so the above responses shows that allocating sufficient budget for proper implementation of instructional supervision activities can be a possible strategy for the proper implementation of instructional supervision.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The major purpose of this study was to assess the practices and challenges of instructional supervision in governmental primary schools in Tello woreda of Kafa Zone in SNNPR. With this regard, this part deals with the summary of findings, the conclusions reached and the recommendations forwarded on the basis of findings.

5.1. SUMMARY

The findings reported in chapter four summarized along the following themes that to reflect the research questions. The practices of instructional supervision was important to provide a pedagogical and professional support to teachers. Thus, instructional supervisors responsible to provide support, control, coordinate, and link the schools with other schools both horizontally and vertically. Therefore, the purpose of this study was assessing the practices and challenges of instructional supervision in Tello woreda of Kafa Zone in SNNPR government primary schools and recommending possible solutions.

The study also tried to answer the following basic research questions;

1. To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education in the study area?
2. What are the major factor that affect the implementation of instructional supervision in sample schools in the study area?
3. To what extent does instructional supervision contribute for smooth and effective operation of teaching-learning activities in the study area?
4. What are the possible strategies to improve the practice of instructional supervision to meet policy and societal expectations in the study area?

To this effect, the study was conducted in Tello woreda of Kafa Zone in SNNPR Government Primary Schools. Accordingly, 29 teachers and 15 school educational leaders (school principals, vice principals and instructional supervision committee leaders) samples were selected to respond questionnaires, 4 cluster supervisors and 4 Woreda educational officers selected for interviewee.

Questionnaire was the main data gathering tool. And interview conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire were analyzed and interpreted by using mean scores and standard deviation.

The homogeneity of the response was checked by comparing the mean scores of the two groups of respondents. The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. Finally documents analyzed to support the data collected through questionnaire and interview. According to the result of data analysis finally the following major findings were identified.

1. Based on the analysis of data, the findings of the study summarized as follows;

To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education: on most of the points both respondents were disagree on issues of; Instructional supervision works on evaluating instructional process to check progress of planned activities in school, instructional supervision provide support on SIP preparation, instructional supervision contribute for teacher's professional development and , instructional supervision enhance co-operative working condition in school and also instructional supervision were not contributes for teachers' professional development in school as a guideline formulated by MoE.

For Interviewees that of Cluster supervisors and Woreda educational officers I asked this question Do you have any evidence that Instructional supervision at woreda primary schools / as supervisor in your cluster/ implemented based on guidelines formulated by MoE.

Woreda educational office experts and cluster supervisors said that:

"... I have a full critical evidence concerning on how schools perform their instructional supervision activities based on the guideline formulated by MoE , but they are working as usual."

From this point it can be summarized both cluster school supervisors and that of woreda educational officers do give emphasis on instructional supervisory activities in schools for successful implementation particularly based on guidelines from MoE..

2. On Major factors that affecting the implementation of instructional supervision: teachers low perception and absence of adequate training for instructional supervisors can affect

3. implementation of instructional supervision and also Excessive work load given for instructional supervisors can affect implementation of instructional supervision. On the issue of uncooperative attitude of staff members may can affect the proper implementation of instructional supervision, but school educational leaders responded that they disagreed on this issue.
4. To what extent does instructional supervision contributing for smooth and effective operation of teaching-learning activities : Instructional supervision provides insufficient professional assistance to teachers' and instructional supervision not helps in Planning effective continuous professional development (CPD) plan and also Instructional supervision not facilitating experience sharing programs among teachers in school for smooth and effective operation of instructional activities. In other hand instructional supervisors do not prepare a school based training and not enable teachers' to conduct action research.

Responses that collected in interview from both cluster supervisors and that of woreda educational officers on questions: Is there a policy document or guideline (manuals) in primary schools about the practice of Instructional supervision that designed by MoE.(In which schools for example.....) ? They responded that there were limited guidelines formulated by MoE and REB in some clusters. But schools were working as usual without following those guidelines. The next question that asked for cluster supervisors and woreda educational officers What are the major activities undertaken by instructional supervisors in primary schools of the woreda / as supervisor in your cluster/. (For instance...). For this question cluster supervisors responded instructional supervisors support new teachers as a result teachers become competent and as a result students become successful, in the same way woreda educational officers responded like that of cluster supervisors but also they additionally responded that instructional supervisors do not linking schools with the outside community. The final questions asked; What are the major challenges encountered during the implementation of instructional supervision in primary school they gave many challenges: Inadequate professional support from Zone,Woreda educational office, cluster supervisors. In addition challenges that inhibits the proper implementation of instructional supervision were: teachers' low perception on instructional

supervision, lack of internal motivation, uncooperative attitude of staff members towards instructional supervision activities, etc.

5. Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations: creation of awareness in teachers giving capacity building training for instructional supervisors, providing sufficient resources for the proper implementation of instructional supervision can be a possible strategy to improve the practice of instructional supervision and giving adequate technical support for the performers of instructional supervision and also allocating sufficient budget for proper implementation of instructional supervision can be a possible strategy to improve the practice of instructional supervision.

In general, the compiled result indicated that the findings of this study demonstrated that; creation of awareness in teachers about the importance of instructional supervision, giving capacity building training for instructional supervisors, providing sufficient resources for the proper implementation of instructional supervision, on the issue of give limited work load for people who assigned to do instructional supervision and giving adequate technical support for the performers of instructional supervision by external bodies can be a possible strategy to improve the practice of instructional supervision.

For interviewees the following questions were asked: How often the Woreda Education office/ cluster supervisor/ supervises each primary school? So for this question Woreda educational officers responded that cluster supervisors supervise schools at least twice in a month in some clusters, but in other clusters there is a frequent follow up of supervision activities at least once in a week. In other hand woreda educational officers look schools quarterly in a year and sometimes may be once in a semester. The next question asked; what strategies does the Woreda Education Office/ Cluster supervisor/ apply to support primary schools Instructional supervisors so as to carry out their Supervisory roles? For this issue woreda education officers responded that before we arrive to schools we were design and arrange checklists look instructional supervision activities and we asses different documents cluster supervisors also follow up instructional supervisors' activities to make work betterment.

And another question asked, Do you have any evidence that Instructional supervisor mobilize the community. (For instance at which cluster , school..) , for this question the interviewees responded that in the case of mobilizing the community here there is no evidence that can be seen instructional supervisors mobilizing the community to alleviate school problems. The last question what do you suggest strategies to overcome the problems that faces during the practice of Instructional supervision; to overcome instructional supervision problem there should creation of awareness for instructional supervisors and for teachers about the importance of instructional supervision, Giving capacity building training for instructional supervisors , Give limited work load for people who assigned to do instructional supervision and Giving adequate technical support for the performers of instructional supervision by external bodies can be a possible strategy to improve the practice of instructional supervision.

Finally, the researcher assess documents that concerning on the practice of instructional supervision so all the data obtained from different documents from sample schools supports that there were limitations (challenges) on the practice of instructional supervision in the study area.

5.2. CONCLUSIONS

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

1. Based on the findings of the study, To what extent do instructional supervision implemented in line with the guideline formulated by the Ministry of Education. The evidences allow the researcher to conclude that with the data collected through; questionnaire, interview and document analysis ; Instructional supervision not works on evaluating instructional process to check progress of planned activities in school. Instructional supervision not provide support on SIP preparation. Instructional supervision not contribute for teacher's professional development . Instructional supervision did not enhance co-operative working condition in school, and also Instructional supervisors not inspire teachers to become successful in their instructional activities. Instructional

supervision activity do not create a suitable work environment in schools and more it not contributes to establish a collegial work relationship among teachers in the school.

Therefore, from the above results it can be concluded that Instructional supervision not fully implemented as a guide line formulated by MoE in the study area.

2. Based on the findings of the study, on Major factors that affecting the implementation of instructional supervision; that from the data collected and summarized teachers and school educational leaders on the issue insufficient availability of educational resources can affect implementation of instructional supervision. Uncooperative attitude of staff members may or may not be a major factor that affects the proper implementation of instructional supervision. Excessive work load given for instructional supervisors can be a major factor that can affect implementation of instructional supervision. So from this it can be concluded giving more complex tasks and duties for instructional supervisors may lead to failures in the side of instructional supervision.
3. Based on the findings of the study, to what extent that instructional supervision contributing for smooth and effective operation of teaching-learning activities. Instructional supervision not Provides sufficient professional assistance to teachers' in classroom to develop students' performance. Instructional supervision did not Providing advice on basic teaching skills for teachers' to develop teachers' performance. As a result the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as to enhance their professional growth
4. Based on the findings of the study, Possible strategies to improve the practice of instructional supervision to meet policy and societal expectations: Instructional supervision to become successful creation of awareness in teachers about importance of instructional supervision. Giving capacity building training for instructional supervisors can be a possible strategy to improve the practice of instructional supervision. Giving reward for best performed instructional supervisors can be a possible strategy to improve the practice of instructional supervision.

In general, the compiled result indicated that the findings of this study demonstrated that: creation of awareness in teachers about the importance of instructional supervision, Giving capacity building training for instructional supervisors, Providing sufficient resources for the proper implementation of instructional supervision, and also give limited work load and giving adequate technical support for people who assigned to do instructional supervision can be a possible strategy to improve the practice of instructional supervision to meet policy and societal expectations.

5.3. RECOMMENDATIONS

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

1. The findings of the study revealed that, Tello Woreda education office, Kafa Zone education department and SNNPR in collaboration with schools and other voluntary organizations must provide creation awareness workshop or through short term training on basic activities and principles of instructional supervision for insructional supervisors to alleviate the problem, as aresult instructional supervisors inspire teachers to create a suitable work environment and more to contributes for the establishment of a collegial work relationship among teachers for the proper implementation of instructional supervisory activities inline with the guideline formulated by MoE.
2. The findings of the study revealed that, Based on the findings of the study, insufficient availability of educational resources can affect implementation of instructional supervision so Tello woreda, Kafa Zone, and SNNPR should provide different educational resources for the proper implementation of instructional supervision. And excessive work load given for instructional supervisors can be a major factor for the implementation of instructional supervision so schools and woreda must plan to minimize (reduce) workload from instructional supervisors so that giving more complex tasks for instructional supervisors may lead to failures in the side of instructional supervision.

3. The findings revealed that, instructional supervision activities to become effective and successful; Tello woreda educational office and Kafa Zone educational department arrange an interesting reward and motivation for instructional supervisors that to provide sufficient professional assistance to teachers' to become competent in classroom to develop students' performance. In general instructional supervisors to do their activities properly and to become effective there should be continues follow up and support required from school leaders, cluster supervisors and Tello woreda education office experts.
4. In addition, the result of the study showed, there must be different strategies to be done to improve the practices of instructional supervision SNNPR Bureau, Kafa Zone Education department, Tello Woreda education office and schools should be a strong relation to enhance those instructional supervisors by providing short term capacity building training on technical support, providing sufficient resources for the proper implementation of instructional supervision and with creating awareness in teachers about its importance reward for best performed instructional supervisors can be a possible strategy to improve the practice of instructional supervision. And support given from woreda education office and cluster supervisor were not continuous this made the schools work become ineffective so woreda education officers and cluster supervisors should focus on improving teaching learning activities.

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; practices and challenges of instructional supervision on secondary schools; teachers' perception on instructional supervision practices. etc.

References

- Abebe, T. (2014). *The Practice And Challenges Of School-Based Supervision In Government Secondary Schools Of Kamashi Zone Of Benshangul Gumuz Regional State*. Unpublished Masters of Arts' Thesis, at Jimma University.
- ADEA (1998). *Resource materials for school inspectors*. London: Chameleon Press Ltd.
- Ary, et al., (2006). *Introduction to research in education (7th Ed.)*. Canada: Thomson Wands worth publisher.
- Barro, R. (World Bank, 2006). *Education and development: Quality counts*. Retrieved September, 14th 2008 from: <http://www.worldbank.org/education/pdf/Education>.
- Beach, D. M., & Reinhartz, J. (2000). *Supervisory leadership: Focus on instruction*. Boston: Allyn and Bacon.
- Best, J. W., & Kahn, J. V. (1993). *Research in education*. New Delhi: Prentice-Hall
- Blasé, J. & Blasé, J. (1999). *Principals' instructional leadership and teacher development: Teachers' perspectives*. Educational Administration Quarterly, 35, 349- 378.
- Berhane, A. (2014). *The Practice and Challenges of instructional Supervision in Asossa zone primary schools*. Unpublished Master's thesis, at Jimma University.
- Bernard and Goodyear, (1998). *The Definitions of Supervision and Relationship with Monitoring Quality*. London: Oxford University.
- Chanyalew, W. (2005). *The practice and problems of instructional supervision in 4 secondary schools of Hadya Zone*. Unpublished Masters of Arts thesis, Addis Ababa University, at Addis Ababa.
- Chiovere, B. R. (1995). *Educational administration and management*. Harare: Mazongororo Paper converters Ltd.
- Creswell, John W. (2013). *Research design: qualitative, quantitative, and mixed methods approaches. (4th ed.)*. SAGE Publications, Inc.
- De Grauwe, A. (2001). *Supervision in four African countries: Challenges and reforms Vol. I*. Paris: IIEP/UNESCO.
- Dittmar, F; Mendelsohn . J; Ward. V, (2002). *School Cluster System in Namibia*. Windhoek:
- Enaigbe, A. P. (2009). Strategies for improving supervisory skills for effective Primary education in Nigeria. *Edo Journal of Counseling*, 2(2), 236-241.

- Giordano, E.A. (2008). *School Clusters and Teacher Resource Center*. Paris: UNESCO/ International Institute for Educational Planning.
- Glanz, J & Behar –Horenstein ,L.(2000) . *Paradigm debates in curriculum and supervision Modern and postmodern perspectives*. New York: Bergin and Garvey.
- Glatthorn, A. A. (1990). *Supervisory Leadership: Introduction to Instructional Supervision*.
- Glatthorn, A. A. (1984). *Differentiated supervision*. Alexandria: ASCD.
- Glickman, C. D. (1990). *Supervision of Instruction: A Developmental Approach* (2nded.). Boston: Allyn and Bacon.
- Glickman, C. D. (1985). *Development as the aim of instructional supervision*. Retrieved from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED263655, November, 20/2006
- Glickman, C. D. (1993). *Renewing America's schools* . San Francisco: Jossey- Bass.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision and Instructional Leadership: A developmental approach*. USA: Pearson Education, Inc.
- Glickman et al. (2004). *Supervision and Instructional Leadership: A Developmental Approach* (6th ed.). New York: Pearson Education, inc.
- Glickman, C.D.et.al (2001),*The basic guide to supervision and instructional Leadership*. Boston: Pearson Education Inc.
- Harris, B. M. (1998). *Paradigms and parameters of supervision in education*. Englewood Cliffs: Prentice Hall.
- Jose, F & Gonzales (1993). *Methods of research and thesis writing*. Paris National Boore, Acept Marulas.
- Lilian, C. M. (2007). *Perception of classroom supervision by secondary school teachers in the Harare region: Unpublished Masters of Arts* Thesis, Tshwane University of Technology.
- Lockheed, A. M. & Verspoor, M. E. (1991). *Improving primary education in developing countries*. Washington DC: World Bank, Oxford University Press.
- Lovell and Wiles, (1983). *Perceptions of teachers on instructional supervisory practices: Netherland Electronic version*.
- Mc Bridge. (1996). *Teachers' education policy: some issues arising from research and practice*: London Falmer Press.
- Merga Feyisa, (2007). *Approaches to educational supervision: Unpublished training manuscript*, OREB, Finfine.

- MoE (1994). *Educational supervision manual*. Addis Ababa: EMPDA.
- MoE. (2004) *Educational Program and supervision Manual*: (unpublished).of Education New Delhi: Vikas publishing House Pvt. Ltd.
- MoE. (2003). *School improvement program*. Addis Ababa: EMPDA.
- MoE. (2009). *Continuous professional development for primary and secondary school teachers, Leaders and Supervisors in Ethiopia*. Unpublished framework, Addis Ababa.
- MoE. (2002).*Educational leadership and administration community participation and financial directive*. Addis Ababa: EMPDA.
- MoE.(2010). *ESDP IV Version 1 for internal discussion. Unpublished educational sector Development program document*, Addis Ababa
- MoE. (1994) “*The new education and training policy*”. *Policy Document of the Ethiopia Ministry of Education*. Addis Ababa University.
- MoE. (2002). *Educational supervision manual*. Addis Ababa.
- MoE. (2006). *Decentralized Management of Education: A Reference Manual*, God Printing and Packing Program, Addis Ababa.
- MoE. (2010). *Education Sector Development Program IV (ESDP IV): Program Action Plan*, Federal Ministry of Education, Addis Ababa.
- MoE. (2008). *Review of the Ethiopian education and training policy and its implementation: Executive Summary*. Addis Ababa.
- Okumbe, J.A.(1999). *Educational Management, Theory and Practice*. Nairobi: Nairobi University Press.
- Oliva, P.F. (2005).*Supervision for today schools (7thed)*. Georgia: John Willy and Sons.inc. Retrieved from <http://media.Wely.Com/product-dota/excerpt/pdf>.
- Oliva, P.F. (2001). *Developing the curriculum*. Retrieved from [media. Wiley .com/ product-data/ excerpt /53/04711516/04711561653](http://media.Wiley.com/product-data/excerpt/53/04711516/04711561653). Pdf February 4.2006.
- Orodho, J. A. (2004). *Techniques of Writing Research Proposals and Reports in Educational Social Sciences*. Nairobi: Masola Publishers.
- Robert and Peter, (1989). *The effectiveness of instructional supervision*. Finland.
- SNNPREB (2009).*Responsibilities of Woreda and school cluster supervisors. Unpublished training Document*, Hawassa.
- Sergiovanni, T. J. and Starratt, R. J. (1995). *Definitions of Instructional Supervision*. NewYork: McGraw- Hill Companies Inc.

- Sergiovanni, T. J. and Starratt, R. J. (1998). *Supervision: A redefinition (6th Ed.)*. New York: McGraw- Hill Companies Inc.
- Sergiovanni, T. J., & Starratt, R. J. (2002). *Supervision: (7th ed.)*. New York: McGraw-Hill Companies Inc.
- Sergiovanni, T. J., & Starratt, R. J. (2007). *Supervision: (8th ed.)*. New York: McGraw-Hill Companies Inc.
- Sullivan, S., & Glanz, J. (2000). *Alternative approaches to supervision: Cases from the Field* 212-235.
- Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching (2nd ed.)*. London: Corwin Press.
- Sumaiya, Q. (2010): *Educational supervision*. Retrieved from ww.dostoc.com/42102783/Supervision October 12, 2006.
- Tashakkori, A., & Teddlie, C. (Eds.). (2010). *SAGE handbook of mixed methods in social and behavioral research* (2nd ed.). Thousand Oaks, CA: Sage.
- UNESCO (2007). *Reforming school supervision for quality improvement*. Retrieved from [www.iiep.unesco.org /fileadmin/.../Supervision/SUP_Mod8.pdf](http://www.iiep.unesco.org/fileadmin/.../Supervision/SUP_Mod8.pdf) October 16, 2006.
- UNESCO (2001). *School Supervision in Four African Countries (Vol.1). Challenges and Reforms*. Paris, IIEP.
- Yalew, E. (1998). *Fundamental principles of research and its implementation*. Bahir Dar: Alpha printing enterprise.
- Zepeda, (1997). *Instructional Improvement in four African Countries*. McGraw-Hill Companies Inc.