



ADAMA UNIVERSITY

ADAMA SCIENCE AND TECHNOLOGY
UNIVERSITY SCHOOL OF EDUCATIONAL
SCIENCE AND TECHNOLOGY TEACHERS'
EDUCATION.

THE CONTRIBUTION OF INSTRUCTIONAL SUPERVISIONIN IN IMPROVING
TEACHERS' PEDAGOGICAL SKILLS IN ABOBO ANUAK ZONE SECONDARY
SCHOOLS

BY:

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ABSTRACT

The purpose of the study was conducted in nine selected government secondary schools in Abobo Anuak Zone in Gambella Regional States. The main objectives of the study was to investigate the contribution of instructional supervision in improving teachers' pedagogical skills in the schools. To achieve this purpose, descriptive survey research design was employed. Questionnaires, interviews and document analysis were used as data gathering tools. Then 135 teachers and 56 internal supervisors such as department heads, unit leaders, principals and vice-principals were selected from the sample school based on their proportion to size in each schools by using simple random sampling technique. In addition to that, all 56 internal supervisors, 9 selected teachers, 4 clusters supervisors, and 4 woreda supervision focal persons from education office were included in the sample by census and purposive sampling. In analyzing quantitative data percentage and frequency were used. The qualitative data was thematically analyzed by using descriptions. Consequently, the obtained results revealed that, the roles of internal supervisors in supporting teachers to improve active learning or pedagogical skills were unsatisfactory. Besides, the internal supervisors were not in a good position or mood to support teachers to imparts and interactive various assessment techniques in the classroom. Moreover, the study revealed lack of consistent support from internal supervisors to let the teachers engaged in action research to improve their pedagogical skills. In addition, low commitment of internal supervisors and shortages of teachers who can work as internal supervisors were found as major challenges. Finally, as the researcher, my conclusion in this point of view is that Regional Education Bureau, Zone and Woreda Education office experts with local Education, Colleges and University experts, who work on the areas of supervision and support service, should provide an adequate training for internal supervisors to encourage teachers to implement active learning process effectively and conduct action research to improve students' performances and to meet their goals and objectives on the study and the future plan of supervision in the region at large.

APPROVAL LETTER

Adama Science and Technology University School of educational science and technology teachers' education department of educational planning and management. This is to certify that the thesis is prepared by Deng Lam Puar entitled “ The Contribution of instructional supervision in improving teachers' pedagogical skills in Abobo Anuak Zone” and submitted in partial fulfillment of the requirement for the Degree of master of Arts in educational Leadership and Management complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

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

This thesis “The contribution of instructional supervision in improving teachers’ pedagogical skills in secondary school” is approved as the original work of Deng Lam Puar.

Name: _____

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Date: _____

This thesis has been submitted for examination with my approval as University Advisor.

Name: _____

Signature: _____

Date: _____

Lists of Abbreviations

OREB: ORomia Regional Education Bureau.

GEQIP: General Education Quality Improvement Package.

GREB: Gambella Regional Education Bureau.

EFA: Education for ALL.

ESDP: Education Sector Development Program.

ETP: Education and Training Policy.

FDRE: Federal Democratic Republic Of Ethiopia.

KETB: Kebele Education and Training Board.

MOE: Ministry Of Education.

NGOS: Non-Governmental Organizations.

PTA: Parent Teacher Association.

REB: Regional Education Bureau.

SD: Standard Deviation (SIP: School Improvement Program.

SLAAED: Sri Lanka Association for Advancement of Education.

SPSS: Statistical Package for Social Sciences.

UNESCO: United Nations Educational Scientific and Cultural Organizations.

UNICEF: United Nations International Children's Education Fund.

USAID: United States Agency for International Development.

WEO: Woreda Education Office.

ZEB: Zone Education Bureau.

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CHAPTER ONE

INTRODUCTION

This part of the study presents or deals with background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of terms and organization of the study.

Background of the Study

Education is the source of developments in every country of the world and the schools serves as the ‘formal organization of education’ where the future citizens are shaped and develop through effective teaching and learning process. Therefore, the school administration needs full commitment in supporting every students to develop his/her potentials’ knowledge from the low levels to higher education and update their educational knowledge and skills (Merga, 2007)

In addition, improving teaching is a complex process in which many elements should interact. Teachers are the center of this improvement process. The teachers gain professional supports from the contributions of 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.(MOE, 2007)

Instructional supervision is an interactive process that depends on the source of supervision, the supervisor and the teacher. Therefore, assessing the contributions of instructional supervision is important in implementing successful supervision (Abdulkareem, 2001). Supervision is ‘an interaction that is provided by a senior member[s] of a profession to a junior members of the same profession’.

This relationship is evaluative, extends overtime and has the simultaneous purposes of enhancing the professional functioning of the junior members; monitoring the quality of professional services offered to the clients that is he/she sees and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998). Supervision has gone through many changes caused by the political, social, religious, and industrial forces. Supervision as a field of educational practices emerged slowly.

By the ministry of Education noted that the importance of providing quality based on instructional supervision to improve the quality education (MOE, 2010:10). 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 later gives emphasis on controlling and evaluating the improvement of schools based on the stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their contributions, to learn more about what they do and why to develop professionally (Sergiovanni and Starratt, 2007).

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 contributions. The aim was to improve the best method by which supervisors could best improve the teachers' performance; provide them with the need 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 roles as key professional decision makers in contribution of teaching and learning process.

But MOE, (2002). Mentioned that, in the previous years, the woreda education experts who are assigned to supervision at school level are not able to solve school problems. Sometimes they went to school and they do nothing except collecting information from the hands of the principals. Because of this, teachers did not gained support from supervisors for the improvement of their instructional pedagogical skills. Alternatively instructional supervision at school level; the focus of this research is to conceive a better model for helping teachers; school leaders, to expand their knowledge and expertise in many countries.

As Dawson, (2002). Describe the classroom performance of a teacher as implementing curriculum, planning, classroom management and instructional technique. Instructional supervision is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance, to improve students' achievement. Their liaison role however, not only vertically increasingly, but also supervisors are entrusted with horizontal relations and have a privilege role to play in identifying and spreading new ideas and good contributions between schools. Their role in disseminating the reform and in ensuring smoothly implementations at school level becomes important. Researches will indicated that, instructional supervisors greatly are responsible to link their schools with the community; NGOS and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholders' participations on the school improvement programs. But currently in the context of Abobo Anuak zone secondary schools, the supervisory contributions, miss this function completely and respectively.

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

The Ethiopian government has now shifted its attention to some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues, among others in educational planning, management, teachers' professional competence, and effort 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 contributions of instructional supervision. Working in supervision reform without having this kind of information is a great deficiency that might misguide the efforts for improvement. Accordingly, this study aims to assess the contributions of instructional supervision in secondary schools of Abobo Anuak Zone regarding the actual supervisory instructional implemented by the supervisors at schools. Thus, personal and professional development is the outcomes of the effective instructional supervision. Schools are the ‘formal agencies of education ‘Where the future citizens are shaped and developed through the process of teaching and learning. So that schools are need to help all students to develop their potentials to the fullest level.

This requires the effectiveness and commitment of the stakeholders, particularly teachers, school leaders, and management (MOE, 1997). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement. To achieve these expected outcomes, we need to have well selected curriculum; and improved instructional situations and professional motivated and competent teachers of all the relevant and quality education can be provide for the learners by engaging a well trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed education materials without effective and efficient human power that can transmit the most important educational contents to learners. It is believed that the improvement of schools would not be accomplished without improving teachers’ education.

The quality of teachers’ education is being determined by the provision of adequate instructional supervision supports from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different levels of educational officials to implement school based instructional supervision effectively and respectively. The teachers’ pedagogical skills in this zone is quite slow, due to the fact that teachers are not well qualified in instructional supervision to give good teaching and learning kills to the school as well as the students. we know that pedagogical skill is a science and knowledge of teaching children at school levels and the teachers are not well motivated by trainings, seminars and workshops to be good in their professional profession and retain in their fields as a profession.

There are different variables that have their own roles to play in contribution of pedagogical skill development. Among these, the important input is the teacher who needs effective instructional support. The quality of education can be obtained by engaging teachers in constant trainings to develop their profession in all levels of education. It could be difficult to achieve educational goal without effective and knowledgeable teachers that can transmit the educational content of learners. According to (M0E, 2004), ‘ Issues expansion of Schools in which every child must have access to nearby School substantial achievements that have been made in education mainly in students’ enrolment. “that’s welcomed progress, but the quality of education is still not achieved to the levels of the students due to the shortage of knowledgeable teachers which is the results of expansions of schools and lack of teachers who offers knowledge of quality education through instruction.

The quality of education is important than the quantitative expansion. Therefore, as a researcher, I am very well motivated with the subject which is under-discussion to find the real meaning of the contribution of instructional supervision, since the subject supervision is recently come to the recognition and implementation of the people’s view that, it is to help teachers in their instructional pedagogical skills in their professional status or professional development. Because of that, the two terms should be separated clearly as **inspection** is to find fault from the teachers and to punish if they do not do their work and fire them while **supervision** is to guide and help the teachers to cooperate with internal supervisors and external supervisors to help one another in friendly way, to achieve their objectives and goals in the organizational level.

As the rationale explanation of the contribution of instructional supervision in improving teachers’ pedagogical skills, was mentioned by GREB (2006) I am very well motivated to discuss the matters for the teachers and supervisors to have a good cooperation in doing their professional growth and development to be well managed professionally in their profession. That is the purpose of my study for teachers to be well off in supervision concepts and skillfully in their professional growth and development.

1.2 Statement of the Problem.

Working for students' progress towards establishing standards and facilitate the planning of various types of instructions are the main tasks of instructional supervisors. In line with this, supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning teaching lessons. Teachers should use different techniques of teaching methodology considering students' background, academic levels and interests, as well as other data from students' regards to a certain academic needs and to facilitate planning for appropriate initial learning. As different literatures indicated, instructional supervisors play critical and undeniable role for the success of school organization (Certo, 2006:3). Similarly, it is indicated that, the cluster supervisors are experts to play the great role in assuring the quality of education. The provision quality education needs, cooperative and joint efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional, and woreda governments; (MOE, 2008).

At regional, zonal and woreda level, of MOE, (2004 and states that seminars and workshops repeatedly indicated that, secondary school instructional supervisors are not performing as expected. On the practices of instructional supervision in secondary schools Abobo Anuak zone shows that the current contributions of instructional supervision practices has exposed to multiple problems such as: lack of adequate professional supports to newly deployed teachers, less frequent classroom visits to enrich teachers in their instructional and peer coaching by instructional supervisors, focus of supervisors on administrative matters than on academic issues (supporting and helping teachers), and less mutual professional trust between supervisors and teachers.

In addition, research findings related to the past supervision in schools indicated that, there are some problems with its practices. To list some; opportunities that help to improve teaching and learning process were inadequate, training program were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005). According to (Oliva, 2005), the way teachers perceive instructional in schools and classroom was an important factor that determines the outcomes of supervision process.

In addition to that, research and publications of revealed that because of its evaluative approaches, less experienced teachers have more negative perceptions on the practice and the contributions of instructional supervision than more experienced teachers. They considered instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrative and consider supervision as nothing value to offer to them and controllers of their tasks and punish them with their faults. The research conducted by on the practice of instructional supervisions of secondary schools at national level recommended that further investigations regarding the problems that impede supervisory practices (Gashaw, 2008).

In line with this, the researcher look into the gaps that affect the improvement of quality education on the side of instructional supervision practices as that, education officers and principals did not exert much efforts for the success of instructional improvement of teachers with the help of instructional supervisors, Instructional supervisors did not design various interventions to assist teachers improving their instructional supervisions. Instructional supervisors did not provide professional support to teachers to improve their contributions of instructional skills, instructional supervisors did not conduct trainings and need assessment from the basis of teachers' pedagogical gaps, beginner teachers did not use student centered/active learning/teaching methodology rather than simply use lecture methods and instructional supervisors did not link the schools with the focal local NGOS, communities, and other stakeholders to solve their problems and to get financial problems.(MOE,2004)

In addition to this, the researcher look in detail in the contributions of instructional supervision in improving teachers' pedagogical skills that the instructional supervisors are being seen by the teachers as fault finders not to give help to teachers and students to improve their performance. And the instructional supervisors are not having/lacking enough instructional guidelines, and not well off qualified in their professional status. So that they have no good contributions in the profession and they have no confidential contributions to supervise their teachers as much as possible in the work. From the seven years of personal teaching, head teacher, and cluster supervisor experienced of the researcher, a large numbers of the secondary schools' supervisors seemed to devoted much of their times in routine statistical data report activities rather than systematical identifications of teachers' pedagogical skills' gap and supporting of teachers on their instructional activities.(MOE, 2005)

Besides, the current initiations for quality education furthermore, rationalized the researcher to deal and concentrates much in the area under discussion, as supervision was a quality monitoring tools. Indeed these circumstances initiated the researcher to conduct the study on the issue. Therefore, the major functions of the school based on instructional supervision are providing support to teachers in improving teachers' pedagogical skills in instruction, arranging a permanent school based training programs for teachers and make following up its implementations, and enhancing the effective implementations of school improvement program and continuous professional development programs of teachers. Internal supervision is focusing mainly on improving teachers' pedagogical skills in professional growth in instructional practice and to bring change of behavior on the parts of their students. In line with this, (MOE, 2004) stated that internal supervisory practice of supervisors is useful for individual teachers' development and fulfillment of instructional quality in education.

To this effect, internal supervision should be well planned, organized and conducting constant of teachers based on possible challenges between teachers, students during the classroom teaching learning process. It is widely accepted that instructional supervision is useful for teachers' continuous professional developments and the improvements of quality education. According to (MOE,1997) stated that teachers develop knowledge of instructional through constant training and support to discover the professional skill and to develop their potential competence in some specialize field. Similarly, (MOE,2005) mentioned that when instructional supervision is adequately managed and implemented, teachers could have the required results in developing their professional competence, increases instructional improvement and curriculum contents.

Therefore, more attentions should be given to the internal supervision in teaching learning process. The principals, vice principals, department heads, and cluster supervisors are members who involves and play an important roles in the improvement of the internal supervision. According to (McNeill, 2012) indicates that supervision today is not the responsibility of an individual or particular position; rather it is the responsibility of workers and is the part of the human organization. Due to this, supervision focal person from education office should also play many roles in improving teachers' professional skills in the instructional supervision. In many schools, supervision focal persons from woreda education office who are assigned to work with internal supervisors in schools were not able to solve the internal supervision problems.

They do not visit the school to have the report to woreda education office. They just copy the reports from school principal while they do not see the real implementation of instruction by themselves. (M0E,1994). Furthermore, (Pajaak, 2001) illustrated that many teachers have been heard complaining in forums and workshops that internal supervision assistant is not adequately conducted by supervisors. Teachers are not benefited by internal supervisors to improve their instructional supervision as well as in the implementation of new curriculum and new instructional approaches. According to (Getachew, 2001) there was a gap in developing teachers' pedagogical skills such as, the opportunities to improves teaching-learning process were in adequate, training programs were not enough to real professional development of teachers, there was no systematic follow up and support systems were not designed properly.

In many researchers' studies including Pajaak (2001) and (Chanyalew,2001), supervisory techniques, in teaching- learning process and skills of supervisors are not adequate to improve the quality of teachers' professions and the achievement of students. In addition, internal supervisors were not arranging training for teachers to share their knowledge, no effective model of pedagogical skills adequately developed for teachers' profession.

Due to this, the researcher identified more gaps that need effective investigations towards the contribution of instructional supervision in improving teachers' pedagogical skills. the purpose of this study is to investigate the contributions of instructional supervision in improving teachers' pedagogical skill in Abobo Anuak zone secondary schools in Gambella Regional State. This is the research gaps that the researcher is going to fill within this study to achieve its most important goals and objectives in the area of the study.

1.3 Research Questions.

The research problems that have been discussed needs the following research questions to be answered:

1. To what extent is the instructional supervision improving teachers' skills to develop active learning?
2. How does instructional supervision help teachers in performing effective students' assessment skills?
3. To what extent does the use of different instructional supervision techniques improves the teachers' classroom management skills?
4. To what extent does instructional supervisors support teachers in improving their skills in action research?
5. What are the major factors affecting instructional supervision in secondary schools in Abobo Anuak zone?

1.4 Objectives of the study

1.4.1 General objective

The general objective of the study is to examine the contributions of the instructional supervision in improving teachers' Pedagogical skills in Abobo Anuak zone secondary schools in Gambella Regional State.

1.4.2 Specific objectives

The study specifically tries to:

1. Investigate the contributions of the instructional supervisory in improving teachers' active learning skills.
2. Examine how far the instructional supervisors support teachers for student assessments.
3. Investigate the contribution of internal Supervisors in improving teachers' performance of the classroom management skills.
4. Identify the effort that have been taken by instructional supervisors in supporting teachers to improve action research understanding skills.
5. Identify the factors that are affecting instructional supervisions.

1.5 Significance of the Study

Instructional supervision is very important to promote teaching learning process and to maintain the quality of education. Therefore, in national and the regional levels, the instructional supervision have been the concern of many educators to solve the problems and to improve school instruction quality. To this end, one of the most important aspects of this study was to investigate and explores how the instructional supervision improves teachers' Pedagogical skills in Abobo Anuak zone secondary schools in Gambella Regional State.

The findings of this study have the following Importance of supervision:

1. It may help Regional Education Bureau, Zone and Woreda Education Office, cluster supervisors to recognize the major problems of the instructional supervision practices and enabling them to deal with the problems to discharge their responsibilities effectively.
2. It may encourage those involved in supervisory practice to evaluate their performance, to see the major needs and expectations of teachers and school management in professional and pedagogical supports and to reconsider their ways of implementing school supervision, so that they can cooperatively adjust their supervisory role in accordance with their best interest.
3. It may help those entrusted within the area of supervision to gain better insight into the practices and challenges of instructional supervision guideline to improve and support the supervision services by considering different factors which are demanding secondary school internal Supervisors to accomplish their tasks successfully.
4. It may give relevant and timely information to secondary schools instructional supervisors in Abobo Anuak zone concerning the existing situation and consolidates.
5. Teachers' evaluation in instructional supervision that will help teachers in improving instructions.
6. It may provide information for the school supervision planners to help them predict the area/areas that needs careful and further consideration in supervision in the next plans.

7. It may help teachers, supervisors, and other responsible officers to be aware of the extent to which instructional supervision is to be implemented.

8. It may serve as a starting point for other researchers who are interested to do their research on the contribution instructional supervision in improving teachers' pedagogical skills.

1.6 The Scope of the study

Since Gambella region is very vast in terms of geographical location, it can be therefore, due reason, to delimited the study in secondary schools in that Zone of Abobo Anuak Area. In addition to that, the study was delimited to investigate the contribution of instructional supervision in improving teachers' pedagogical skills in secondary schools.

To make the study more manageable and feasible, the study was delimited to nine government secondary schools in Abobo Anuak Zone. These are Agenge,, Jior, Sasa, Gok, Pugnido, Abobo, Dimma, Bonga and Abol secondary schools. The zone is selected for the researcher has been well acquainted with the principals and the teachers in the Zone, where he has worked for more than seven years as school teacher. This will help the researcher to get pertinent information on the instructional supervision in improving teachers' pedagogical skills in the zone. Out of many aspects to be consider in the instructional supervision, the variables addressed this study are the contributions of the instructional supervision for teachers' professional development techniques of classroom Supervisory procedures and the major factors that affect the instructional supervision in improving teachers' pedagogical skills.

1.7 Limitations of the study

It is obvious that research work cannot totally be free from limitation. To this end, some limitations are also observed in this study. One apparent limitation is that, most of the secondary school principals, vice principals, teachers and woreda supervisors were busy and have no enough time to respond to questionnaires and interviews. Some of them who have enough time were also reluctant to fill in and return the questionnaires as per the required time. Moreover, there is lack of updated related literatures in the area. In spite of these shortcomings, however, it is attempted to make the study to be as complete as possible by convincing respondents in an approachable way to accept what should be their most important benefits in this study conceptualization.

1.8 Operational of key terms:

- **Assessment:-** helps to show a difference between an existing set of conditions and a desired set of conditions.
- **Challenges:-** problems that affect the secondary school instructional supervisors.
- **Instruction:-** Teaching in a particular subject or skills taught, the act, process or profession of teaching.
- **Instructional Supervision:-** The process of guiding or supervising teachers' activities in an instructional and direct assistance to improve the strategies of classroom instruction through observation and evaluation of teachers' performance and the professional growth of teachers.
- **School based Supervision:-** refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members such as department heads, senior teachers, and unit leaders.
- **School Based Supervisors:-** This refers to the internal supervisors that is principals, vice principals, and the school based supervision committee members that is department heads, senior teachers, and unit leaders.
- **Supervisory practice:-** refers to the use of different strategies of supervision and procedures of classroom observation and management.

NB. The sources of these operational terms are MOE, (2004)

1.9 Organization of the study

The study is divided into five major Chapters. Chapter one deals with the problem of the study and its approach. Chapter two deals with the review of the related literatures while Chapter three is about researcher design and Methodology of the study. Chapter four is focused on the presentation, analysis and discussion of data. The final Chapter addresses the summary of the major findings, conclusion and recommendations of the study. This is followed by important appendixes used in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter has three parts which includes history of school supervision, the overview of supervision approaches and the nature of instructional supervisory practice.

2.1 SUPERVISION AND ITS HISTORICAL DEVELOPMENT

The world is perspective/standpoint of view; Supervision is ‘an intervention/interference that is by a senior members of a profession to a junior members of the same profession; This relationship is evaluative, it extend overtime, and has the simultaneous purposes of enhancing the professional functioning of the junior members, monitoring the quality of professional services offered to the clients he/she or they see /s, and serving as a gatekeeper of those who are to enter the particular profession. (Bernard and Goodyear, 1998). Supervision has gone through many changes caused by the political, social, religious, and industrial forces. Supervision as a field of educational practice emerged slowly, Surya indicated the development of supervision through different periods as shown in the following figure:

2.1.2 The Development of Supervision through Different Periods: Worlds’ Perspective.

- Periods, 1620-1850 type of supervision was Inspection, purpose, were monitoring rules, looking for deficiencies, personnel responsible, were parents, clergy, selectmen, and citizens’ committees.
- Periods, 1850-1910 type of supervision was Inspection, instructional improvement, purpose was monitoring rules, and helping teachers improve. Personnel responsible were superintendants and principals.
- Periods, 1910-1930 type of supervision was scientific, bureaucratic, purpose, were improving instruction and efficiency. Personnel responsible were supervising principals, supervisors and superintendants.
- Periods, 1930-1950 type of supervision was human relations and democratic. Purpose, was improving instruction. Personnel responsible were principals and central supervisors.
- Periods, 1950 -1975 type of supervision were bureaucratic, scientific, clinical, human relations, human resources and democratic. Purpose, was improving instruction. Personnel responsible were principals, central office supervisors, and school based supervisors.
- Periods, 1975-1985 type of supervision were scientific, clinical, human relations, collaborative, collegial, peer coaching, mentor, artistic and interpretative.

Purpose were improving instruction, increasing teachers' satisfaction, expanding students' understanding of classroom events.

- Periods, 1985- present time type of supervision were scientific, clinical, human relations, collaborative, peer coaching, mentor, artistic, interpretative, and culturally respective. Purpose were improving instruction, teachers' satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom. Personnel responsible were school based supervisors, peer coaching, mentors, principals and central office supervisors. The source of all these expressions was (Surya, 2002). Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces that exists at different periods (Oliva, 2005). Accordingly, the above mentioned, discusses the major worldwide periods of supervision.

2.2 Instructional Supervision:

Instructional supervision is 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 teachers' performance .Previously different literatures define supervision and educational supervision in different ways, that supervision is the general term that includes all the others. But specifically, instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop student performance.

Various Scholars define instructional supervision differently. To mention few, Sergiovanni and Starratt, (1998) define instructional supervision as a '... set of activities and role specifications designed to influence instruction'. Ben Harris is quoted by (Sergiovanni and Starratt, 1998) as saying that '... supervision of instruction is directed towards both maintaining and improving the teaching learning processes of school'. Supervision is defined as the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of the educational system.

Thus, instructional supervision system has become a key element in improving the quality of instruction at school. It involves an ongoing academic support to teachers along with appraisals of the school's performance and progress. It is formative and interactive, as opposed inspection which is summative .i.e appraising the situation at one point in time As (Glickman, 1990) views, instructional supervision, the actions that enables teachers to improve instruction with provision of quality education for students and as an act that improves relationships and meets both personal and organizational needs.

Similarly, (Sergiovanni and Starratt, 2002) .Describe instructional supervision as an opportunities provide to teachers in developing their capacities towards contributing for student's academic success. In addition, as Yavuz cited in (Garubo and Rothstein, 2010) instructional supervision is a method of teaching staff to act in more conscious ways and its aim is to provide teachers and supervisors with more information and deeper insights into what is happening around them. This increases the options teachers have as they work with the students.

If the partnership between the supervisors and teachers learn to identify and resolve their problems, and supervisors get a better ideas about what is happening in different classrooms. This provides supervisors with more opportunities to think about their actions and emotions and to adopt conscious plans to improve the learning situations. Similarly, the project monitoring unit, (MOE, 2005). Defined instructional supervision as the management tool which is used to improve and monitor efficiently and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school management that in turn , is critically interdependent of quality supervision. In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

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

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

What is more, ‘ instructional supervision is a behavior system in school operation with distinct purposes, competences and activities which is employed to directly influence teaching behavior in such a way as to facilitate student learning ‘ (Lovell and Wiles , 1983) A comprehensive definition of supervision offered by (Robert and Peter, 1989) as supervision is instructional leadership that relates perspective to behavior, clarifies purpose, contributes to and support organizational actions, coordinates interactions, provides for maintain and improvement of instructional program, and assesses goal achievement.

Furthermore, this concept with the reference to dictionary of education ‘ All efforts of designated school officials, toward providing leadership to teachers and other educational workers in the improvement of instruction; involve stimulation of professional growth and development of teachers; the selection and version of educational objectives; materials of instruction and methods of teaching and evaluation of instruction. Schools are the institutions where actual instructions 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 the school based instructional supervision. Hence, the contributions of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.3 Qualities of Good Instructional Supervision

A supervisor in his/her own capacity is regarded as an instructional leader. He/she is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to posses certain qualities that will put him/her over those under his/her supervision, he/she must be true to his/her own ideals at the same time flexible, loyal, and respectful of the beliefs, and dignity of those around him/her. In the same vein, he/she must be strong willed, consistent and fair in his/her dealings with other people. He/she must be prepared for opposition but should handle opposition without malice, In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people, solve their problems and maintain a relaxing atmosphere that would encourages, stimulates and inspires people around him/her to work harmoniously.

Finally, the supervisor must be up-to-date in his/her knowledge of psychology of learning and principles of education. Since such knowledge greatly influences the effectiveness of instruction as (Hammock and Robert 2005).

2.4 Techniques of Instructional Supervision

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

2.4.1 Clinical Supervision

Haileselassie, (1997), quoted clinical supervision refers to face-to-face contact with the supervisor and the teacher intents of improving instructions and an increasing of professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between the teacher and the supervisor from the programs, procedures, and strategies designed to improve the student learning and improving the teachers classroom behavior. Sergiovanni (1998:225). Express clinical supervision as follows: 'the purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that makes sense to them.

Evaluation is therefore, responsive to needs and services of the teacher. It is 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 his/her practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher, thus, clinical supervision involves as well , the systematic analysis of classroom events '.

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

Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and teacher to establish relationship mutual trust and respect. The teacher and supervisor gets to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information experience, and capability as cited by (Glickman et al, 1998), To sum up, the main objective of pre-observation conference should focus on establishing the teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

Classroom Observation

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

Analysis of the Observations.

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

Post- Observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor.

Whether or not any positive change occurs depends on the quality of feedback that is provided.

Post – Conference Analysis.

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisors assesses the nature of communication during conference, the effectiveness of the strategies uses, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his/her role as trying to help teachers achieve purpose in more effective and efficient way.

Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conducts further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional Practice of teachers so that they can meet the professional standards set by the school community.

Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describes as cooperative professional development as a process of fostering teacher growth through systematic collaboration which peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial terms and monitor the process and goal attainments. Other terms that describe forms of collegial supervision include mentoring, cognitive , coaching, and peer coaching. In this options supervisor's role is that of active participation in working with the teachers, it can start with the lesson planning phase and goes through the whole process of teaching learning process.

The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions Gebhard, quoting Cogan, states that teaching is mostly a problem-solving process that requires a sharing of ideas between teachers and supervisors.

Informal Supervision

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

2.4.9 Self-Direct Supervision

Self-direct 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 specific period of time, the teacher and supervisor conference to view data that presents the teacher's work towards the goal and reflect upon what was learned before setting a new set of goals. Others refers to this as goal-setting or performance-objectives models. This model describes ideas of helping the teacher is seen as one that makes the supervisor as a 'know-all' and the supervisee as seekers of help. Other researcher, (Fanselow, 1990) starts by exploring a more reasoned method of benefiting a teacher in the training. He proposes that teachers try to see teaching differently by observing other teachers discussing their own teaching with others. Thus, this concludes that, the usual aim of observation and supervision is to help or evaluate the person being seen, the aim of the author prose is self-exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process, observing to help or evaluate is providing a product.

2.4.10 Prospect of Instructional Supervision

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

2.5 Major Functions of Instructional Supervision in Creating Effective Educational Supervision.

Instructional Improvement - one of the components of supervision is improvement of instruction (Beach and Reinhartz, 2000 and Glickman, 1998, Sergiovanni and Starratt, 1998). For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is 'linking the facilitation of human growth to that of achieving goals. It is one way in which the school as an organization can grow and can be achieved through teacher development.

According to the literatures, there are four key strategies for enhancing the professional growth of teachers which includes: first, the establishment and subsequent administrative support and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, collaborative, and problem-solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experiences, and values (Glickman, et al... 1997). **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 skills. Professional development program for teachers should not be something imposed by outsiders. In line with, Mohanty (1990) however, reveal that teachers are often unhappy about professional development that imposed on them from the top and of which they have ownership. Because teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short professional development Endeavour should be taken as a joint responsibility.

Similarly, Pajaak (2001) targeted school heads, department heads and senior teachers are responsible for staff development training program. Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for the higher quality of education.

2.6 The Renewed interest in supervision

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

Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore, in quality monitoring and supervision. Some countries that had dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More impotently, the number of countries that initiate a process of reorganizing and strengthen supervision services is increasing every year. (Bernard and Goodyear, 1998). In most countries, there is a feeling that rapid expansion, if not mass production of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn, reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA world conferences of 1990 and 2000, at the same time, various studies shown that one important determinants of the deterioration of the quality of school precisely relates to the weakening/undermining of quality monitoring devices, including the professional supervision and support services.

This explains why some countries that had dismantled their inspectorate services in the 1970s re-established them and also why the general interests inefficient supervision procedures has been increasing. According to UNESCO, (2007:6), the work of inspectors, supervisors, advisors, counselors, coordinators, facilitators etc that are located outside the school at local, regional or central level. The common characteristics of all these officers involved in the external supervision are: (i) explicitly responsible for control and/or support, (ii) located outside the school; (iii) they regularly visits the school. The school supervision can be both summative and formative.

It provide not only summary of the performance of the school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on in the organization (Certo, 2006:3). Therefore, (MOE, 2012:3) indicated that, supervisors are responsible for monitoring, supporting, evaluating, and linking schools with the communities. But not part of the line managers. From the above definitions, it is clear that supervision include many activities targeted towards achieving educational objectives. The concept of supervision is different for many advocators and educators. It is difficult to come up with single and common definition that has been accepted by all Scholars of the field. For this study, however, the following definitions are found to be relevant.

In educational contexts, supervision is vital to the achievements of the educational objectives. Some of the definitions cited by Dull ,L.W (1981:3-5) in HaileSellassie, (2007) refers to the following : Supervision is the process of bringing about improvement in instruction by working people who are working with pupils. Supervision is a process of stimulating growth and means of helping teachers to help themselves.

2.7 DEVELOPMENT OF EDUCATIONAL SUPERVISION IN Ethiopia

According to the educational supervision manual, educational inspection for the first time started in Ethiopia in 1943 E.C. Headed by the British national named Lt. command John Miller and assisted by two Ethiopians , central inspection office was established in 1937 E.C to keep the records of the students, teachers, and the classroom and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943 E.C. from 1943-1946 E.C, the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts .in 1948 E.C.

The training program was reopened in Kokeb Tsebha school because of the increasing number of schools. Training of both the school directors and inspectors continued for about seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers. From 1962 – 1965 E.C, the trained supervisors were expected to serve in a regular education, sport, adult education and education mass media programs supervisors. In 1973 E.C, the Socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluating of the policy, directive, planned programs and the strategies; as the pre job description at each level of the education system. In 1986 E.C, the inspection was replaced by supervision and new offices have been established at federal, regional, zonal and woreda level (MOE, 1987 E.C : 3-6).

Approaches to Educational Supervision

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, non-directive supervision, self-help-explorative supervision and creative supervision. (MOE, 1987 E.C: 55-58). These models are discussed as follows: **In direct supervision** , the supervisors shows the ‘best’ teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the classroom . the drawbacks of this model are, there is no evidence that the methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

In alternative supervision, the supervisor conducts classroom observation. After class observation, the supervisors shows other alternatives for the teacher, considering the methods use by the teacher as one alternatives. Thus, the supervisors did not enforce the teachers to follow one best method, rather he/she motivate the teacher to consider other alternatives (MOE, 1987 E.C :55-58).

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work with supervisor is very important.

In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher.

This model helps to avoid self defending by the teachers. While using method for inexperienced teachers, care should be taken (MOE, 1987 E.C: 55-58).

In self-help-explorative supervision, the teacher and the supervisor continuously work together until the supervisor believes that the teacher achieve the intended objective. This approach tries to narrow the gaps between the supervisor and the teacher.

The creative supervision, approach believes that in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor) and using methods that are effective in other fields (MOE, 1987 E.C:55-58).

2.7.9 The Current Practice of Educational Supervision in Ethiopia

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

- Periods, (The first periods from 1934-1954 E.C.) types of supervision was Administrative inspection. The purposes were - direct inspections through visits, collection and compile satirical or statistical data on number of students and teachers, number of classroom and size and finally produce reports to be submitted to ministry of education. - curriculum related to tasks: allocation of sustainable textbooks; preparing and developing curricula for all grades .Person responsible was inspector.
- Periods, (Second periods from 1955-1973) type of supervision was Instructional supervision. The purposes were - the major preoccupation of supervision that had been administrative, Activities such as teachers' placements and transfer, managing and coordinating national examinations; assisting education officers at various levels. Person responsible was inspector.
- Periods (The Third periods from 1974-1987 E.C) types of supervision was Administrative inspection (Re-instituted) the purposes were staff development through in-service training, establishment of model schools, and planning instructions were put as duties of inspectors.

Inspectors were focused on administrative, financial property and utility management. Professional help were more neglected and attention was given to administrative activities. Person responsible was inspector.

- Periods (The fourth period from 1986 E.C up to date) types of supervision is Democratic Educational Leadership. Purposes is to make an educational programs on supervision an important aspect of educational management which envisaged as democratic educational leadership.

It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making , planning, and development of objectives and teaching strategies in an effort to serve the beneficiaries (students) through the continues improvement of the teaching-learning process in educational profession. (The sources of all these is Haileselassie, (2007). Furthermore, according to (Million, 201:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of intended objectives. These are out of school supervision and based supervision. Out of school supervision is given by the Ministry of education, regional education Bureau, woreda education office and Cluster Resource center, further, Million indicated that, for designated one supervisor who should report to woreda education.

2.7.10. Supervision at school level

As teaching learning process is a day - to - day and a continuous process, the function of the supervision at school level should be a continuous responsibility. Within the school system, the supervisors are the school principals, the department heads, and the senior teachers. thus, the educational manual of ministry of education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

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

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

2.7.10.3 The Role of Department Heads in supervision: Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experiences; the deputy heads have the competence to supervise educational activities.

Therefore, the supervisory functions to be undertaken by the deputy heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments ; identify the student evaluation skill gaps of teacher; facilitate the availability of the instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects ; advice teachers to use active learning in the classroom; facilitate experience sharing programs, coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc To tackle identified problems of the curriculum; and encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seeks solutions to instructional problems (MOE, 2002).

The Roles of senior teachers in Supervision: According to the career structure developed by (MOE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their departments. (2005) is a “ process that facilitates instructional improvement where an experienced educators agree to improve assistance , support and recommendation of a mother staff members “ p.213.

mentoring is a form of collaborative or peer supervision which focused on helping new teachers or beginners teachers to practice instructional supervision successfully and learns their roles and establish their self-images as teachers figure out the school and its culture and understand how teaching unfolds in real classroom. Sullian and Glanz (2005) stated that the works of mentors as : the mentor can work with a novice or less experienced teachers collaboratively, non-judgmentally studying and deliberating on ways instruction in the classroom may be improved or the mentor can share expertise in specific area with other educators. Mentors are not judges or critics but facilitators of the practice of instructional improvement. All interactions and recommendations between the mentor and the staff members are confidential. P. 213.

Change i.e (teachers) should be involved in defining , implementing and interpreting the research and evaluating of the agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of the three kinds of evaluations. The trustworthiness or implementation evaluation: basically examines whether the program took place as planned or not. The product or outcome evaluation: determines the achievements of the objectives and The Serendipitous evaluation: examines unforeseen consequences. It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data. Supervision is the life blood of the school, therefore, without supervision, the school will not be runs smoothly and effectively to achieve its most importance goals and objectives positively. (GREB, 2006]. P. 97)

2.8 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium term, and long-term planning for supervision is a sub-system of the 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 principals and the teachers, supervision should assist the organization and the implementation of curriculum programs for the learners.

Supervision from within and outside the school complement each other and are both necessary. In general, supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level and should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity.

2.9 The basic principles of educational supervision, according to

(MOE, 1987 E.C : 10-15) are:

2.9.1 Supervision is cooperative.

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

2.9.2 Supervision is creative

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

2.9.3 Supervision is Attitudinal

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

2.9.4 Supervision should be democratic

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

2.9.5 Supervision is evaluative and planned activity

Supervision will be based on plan. Supervisors are expected to gather data from students, teachers, parents, administrators and parent teachers to get information and should observe situations in the school levels. Furthermore, the supervision manual, (MOE, 1994:9).

Defined supervision as the set of activities designed to attain educational objectives, to render the teaching-learning effectiveness 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. Knezevich (1969:263) also defined instructional supervision as: planned program for the improvement of instruction, a program of in-service education and cooperative group development, the effort to stimulate, coordination and guide continued growth of teachers in School, both individually and collectively assists the development of better and satisfying teaching learning situation. The definitions given by those Scholars have common point in their concept by which supervision activities mainly related with the improvement of instructional and professional development of teachers and it is hoped, the subsequent maximization of students' academic performance. Supervision is a comprehensive set of processes that allows teachers to facilitate their own professional growth. The supervisory process should focuses on the concerns and choices of the individual teacher (Glatthorn, 1990). This process gives teachers support and knowledge they need to change themselves.

2.10 The Contribution of Instructional Supervision in Improving Teachers' Pedagogical Skills.

Currently the trend of supervision indicates that principals and supervisors are no longer the primary people who fulfill supervisory duties and responsibilities in school. Instead, department heads, and senior teachers are having significant supervisory in improving teachers' pedagogical skills. In line with this, (Sawa, 1994) stated that supervision in educational organization have individual goal for improvement and believe that, the purpose of instructional supervision is to achieve the specific goal . it is a link between teacher need and organizational need by working together toward the vision of school. The supervisor needs to develop collegial relationships with teachers so as to be effective and improve the instructional programs. The authors define it as a process by which teacher agree to work together on team basis for their own professional growth.

As a result, teachers are expected to serve each other's classroom so as to give feedback for each other, share ideas on professional concerns. Collegial supervision help teachers in-built supervisors to discuss about educational issues like preparing lesson plans, curriculum development, peer coaching, and action research (Robert, T. 2003).

Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical skills and subject matter knowledge, strengthening relationships between scholars and researcher institution, minimizing the gap between professional requirements and limitations in-pre-service teacher-training and focuses on capacity building up to the required standards and consideration of curriculum in professional development in instructional supervision.

According to Mbamba (1992) the purpose of instructional supervision is to offer personal leadership improvement of education experts for pupils at the same time. In order to bring instructional improvements in the educational system whether teachers are experienced or not, they have to get pedagogical assistance from their supervisions. Similarly, Mohanty, B. (1990) explained that all teachers need supervisory assistance of varying kinds and amounts. Some need it more than others, but it is well accepted assistance of the proper nature is needed by teacher at all levels. And would be sought if it were considered helpful by teachers and if it were ready in evidence.

2.10.1 Teaching Methods or Active Learning Skills:

Teachers should get effective help from school supervisory to identify the needed teaching methods for effective learning teaching skills of students and the effective achievement. Improving teaching-learning process is the basic task of educational supervisor. Singhal et al (1996:108) noted that one of the most embarrassing explanation for the current poor reputation of school and the presumed failure of many excellent in innovation is that, teachers do not have an adequate identification of method that develop their profession in instructional active and back information and direct supervision to help them understand and improve the needed materials in active learning method of teaching are the only materials that can improve student achievement and teacher development through the help of internal supervision. A pedagogically competent teacher offers the students a safe learning and working environment, where they find their hold and a structure to social, emotional and moral development (Swachten, 2006).

Similarly, (Pajaak, 2000) pointed out that teachers are responsible for managing and monitoring learning, create, enrich, maintain and alter instructional setting to capture and sustain the interest of their students. Whereas, the instructional supervisors are expected to help teachers possibly through holding conferences with the groups of teachers and after classroom visits.

Here, individual conferencing may not be effective as the number of teachers and section even in a single school is very large. In relation to this, (Saricoban, 2005) noted supervisors' challenges are solve when they sit down together to discuss specific teaching skills, but teachers do not effectively discuss an area of the problem which students are learning at the required level and which are not to develop and design new ways to foster the required learning.

2.10.2 Teacher-Students Assessment Skills:

Providing detailed feedback for student paper is an effective way to engage students' intensive in-depth learning on particular topic. When a teacher spend time reflecting on and communicating students' work, student can fear at that time and effort has been honest and that is their learning matter. This is done in collaboration when school supervision have constant contact with teacher in the classroom assessment where students pay more attentions to teacher in the present of supervisor. In line with this, Pajaak (1989:210) more briefly depicted that observation is the phase in which the supervisor records instances when intended behaviors are seen to occur. In similar way , (Glanz, 2005) as cited in (Chanyalew , 2005) noted that student assessment observation is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career. (Sullivani, 2005) stated that , collaboration work between schoolteachers and supervisors benefit both the teachers for improving professional development and improvement of student achievement in the class and the school at large.

The main purpose of supervision is to improve teachers' professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teacher, department heads, unit leaders, vice principals and administrative at school level. At the various education offices, there are also supervisors , education program office, bureau heads and administrators cooperatively participate in supervision. The efficiency and effectiveness of supervision depends on the cooperative effort together. (Zerine, 2009) the most important aspects of school are the quality of teaching and learning which is effective through constants of students assessment. Hence, supervisors should get prepare for students' assessment and list important elements during the assessments so as to improve the teacher proficiency.

2.10.3 Classroom Management Skills:

Classroom management skills demands a high level of technical and analytical skill. the supervisions must have the skill of what to look for, how to note, analyze and interprets the observed students' activities in the classroom. It involves discovery, verification, explanation, interpretation and evaluation . Each classroom management has unique new situation; classroom interactions are never the same, thus, the supervisors need to be alert to watch events as they are happening.

In line with this, Pajaak (1989:210) more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviors are seen to occurs. In similar way, (Chanyalew, 2006) noted that classroom management is a technique to help teachers' improvement by identifying specific needs to satisfy their personal and professional career. This management includes fostering student involvement and cooperation in all classroom activities, establishing a productive working environment and it also refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur. Besides, that Robert and Jan (2003) cited in Ahmed (2010) define classroom management as a term used by many teachers to describe the process of ensuring lessons are being run smoothly without disruptive behavior by students.

It is possibly the most difficult aspect of teaching for many teachers and indeed experiencing problems in this area. Causes many people to leave teaching altogether. It is to mean that, closely linked to issues of motivation, discipline and respect. Classroom management refers to everything a teacher does to organize students' space, time and materials so that learning can take place effectively. It includes fostering student involvement and cooperation in all classroom activities and establishing a productive working environment. Hence, effective classroom instruction can't be achieve without effectively managed classroom (Saricoban and Bariskan, 2005) classroom management recently viewed as an art of establishing a good climate and managing instructions effectively. For this reason Ming-Tak and Wai-Shing (2008) cited in Zerín (2009) have defined classroom management as teachers' steering and coordinating a complex environment for the purpose of effective learning and teaching.

2.10.4 Teacher-Classroom Management Strategies:

Classroom management refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom.

The term strategy refers to patterns of acts that serve to attain certain outcomes and to guard against certain others. It is clear that classroom management strategy means the determination of some policy by planning before presenting the contents with the help of which the students force is faced and the teaching objectives are achieved. This is to mean that classroom disciplinary climate not only affects students' outcomes and attainment but is a prominent policy issue in a number of countries and regions. Students' actions contain in classroom and a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work.

Teachers' self-efficacy is an important dimension given teachers' impact on students. As (Zerin, 2009) described that classroom management is the actions and strategies that the teachers use to solve the problems of other in the classrooms. Effective teachers also use rules, procedures, and routines to ensure that students' behavior must be managed but to influence and direct it in a constructive manner to set the stage for instructions. Besides, (Muijs, D, 2002) described that classroom management should be used to meet both the students and the teachers. It should be constantly evaluated and re-evaluated in order to maintain an environment that is effective for both learning and teaching. An effective classroom management strategy will enable the students and the teachers to respect each other. In fact there are several strategies that are used by teachers to effective instructions. In line with this, classroom management strategies that are directly linked with the classroom instructions and that are used to handle disciplinary problems if they are adequately and properly practiced were stated in detailed here under.

2.11 Teachers Classroom Management styles of Leadership:

Perhaps the successful teacher is the one who can evaluate a situation and then apply the appropriate style of management in the classroom to minimize inappropriate behavior and to maximize the appropriate ones. Based on this, Zepeda (2003) classified and explained the major management styles as authoritarian, democratic and laissez-faire styles.

2.11.1 Authoritarian Classroom Management Style:

According to Dunbar the authoritarian teacher places firm limits and controls on the students and students must be in their seats at the beginning of the class and they frequently remain there throughout the periods. This teacher rarely gives hall passes or does not give an excuse for absences.

Since verbal exchange and discussion are discouraged, students do not have the opportunity to learn and/or practice communication skills in their life styles. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principals' office. In this classroom, students need to follow directions and not ask why. At the extreme, the authoritarian teacher gives no indication that he/she cares for the students. (Zepeda, 2003). According to (Tanner, D. 1987) indicated that the autocratic classroom management style or the teacher-centered style meaning that, the teachers' role or direction constitute the greatest part in the teaching learning situation. The teacher keeps to a fixed, incredible in the class, arranges and controls all the activities in the classroom.

2.11.2 Action Research Skills:

Effective school supervision can help teachers to know what to do in school through action research. Teachers together with school supervisors are supposed to identify the school problems that the local practitioners are facing in their schools and communities. In line with this, Pajaak (2000) said that supervisors develop the school through constant action research understanding impose on teacher to be carried out by individual school teachers in the department. Action research focused more on local practice and local solution, it is more participatory, and it is conducted by teachers, supervisors, principals, and counselors. To develop teacher action research, the school supervisors can play major role in collaboration with teachers. Action research in school is never ending due to the fact that, most of the school problems are not fully solved at one through single action research. The overall purpose of action research is to solve instructional problems, to help teachers to improve and the improvement could be on what teachers know in the improvements of teaching skills as well as teacher's ability to make more informed in professional decisions (Zepeda, 2003).

Instructional supervision is an important tool in building effective teachers' professional development. Professional development is a continuous professional development of teachers .this means helping teachers to growth and to develop in their understanding of teaching and learning process and improving their teaching skills. An instructional supervision is “ an organizational function concerned with teachers “ in many schools, the knowledge of action research is not much understandable due to the fact that, collaboration work in schools is not well practice because external supervisors and internal supervisors do not play enough role in developing educational profession.

This contributed to the shortage of knowledge of action research in many schools. In addition, most internal supervisors are claiming of low salary which do not satisfy them and motivate them for the job supervision in secondary schools where more and adequate knowledge is needed. These contributed to inadequate understanding of supervision in general and also contributed to low understanding of action research to teachers in secondary schools. Zepeda (2003) said that, supervision purpose is to promote growth, development interaction, fault free problems solving and commitment to build capacity in teachers' performance in solving school problems through constant development of action research to make school environment free for the students and school community. Supervision studying teacher burn out and dissatisfaction in local schools' context, a group of teachers studying classroom discipline problems in the unique classroom teachers and administrators studying lack of parental involvement with schools' PTA and teacher studying a particular problem child in particular classroom. In line with this, (Zerin .S. 2009) stated that school collaboration work to improve teachers' professional development in action research.

2.12 Factors Affecting instructional Supervision:

Internal supervision is a supervision that takes place at the school level to solve problems encountered to teachers during instruction. And fulfill the needs of the learners to improve quality of education. In relation to this, Zepeda (2003) said that “ one major tool for improving school effectiveness can be achieved by helping teachers acquire new instructional skills, new teaching methods to prepare organizational change and to increase their self-confidence and classroom efficiency. However, there are different factors that affect the instructional supervisory practice in schools. The major ones can be discussed in this study as follows: when supervision trust level is low, the group members will be dishonest and in considerable in their communication (Johnson, 2000:420). Hence, the survival and success of an organization is lies on the degree of trust among staff members. Accordingly, when teachers fail to trust their supervisors, their communication will be limited and unable to share working situations. This in return impaired the quality of instructions seriously. Therefore, in order to improve instruction of teachers' perception of supervision has to be positive.

2.12.1 Teachers' Attitudes Towards Supervision:

Most of the time, the perception of teachers towards instructional supervision is always negative. Because supervision during early periods focuses on controlling and evaluation of teachers. Because of this and the other reasons supervision is not a positive experience for teachers. In supporting of this ideas, GoldHammer, Adreson and Karjeuski (1980:14) said that “ Teachers generally dislikes being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see supervisors as being somewhat of threat “ this indicates that teachers perceive supervisors as those who control and evaluate them. Consequently, teachers do not perceive the supervisors as an outside authority coming to inspect and find their fault, but as someone who is directly concerned with guiding the teachers and improving their performance.

Integration of supervision with support service to teachers has help to raise the confidence of the teachers and also created a feeling of security. Generally, supervisors must be both skillful and fair minded. The other factor to develop negative opinion towards school supervisors is the question of trust. Teachers and supervisors should have a trust between them to develop effective school base supervision; otherwise, when the trust level is low, group members will be dishonest and inconsiderable in their communication (Johnson and Johnason, 2000: 420) therefore, teachers must have a trust for their supervisors to develop positive views towards school based supervision and instruction. When teachers cannot trust their supervisors, their ability to deliver quality instruction is seriously impaired. To sum up this, teachers' perception of supervision is available to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision.

2.12.2 Lack of Communication Between Teachers and Supervisors:

Teachers believes that the beginners and new teachers to school are to be closely supervise and help by senior teachers .in relation to this, according to Pajaak (1989) India cited that good supervisor is the one which is capable of communication with his/her subordinates in order to provide necessary guidelines and assistance to them for professional improvement. The lack of resource hamper the supervisory practice.

In relation to this, MOE, (1994:6) explains that the problems of supervision in relation to our contexts, the shortage of time in effective transport system, is insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching-learning process is considering as the major one. In supporting above ideas, Pajaak (1989) stated that, one of the factors that cause problems in supervisor is lack of adequate and competent supervisors to shoulders responsibilities. Supervisors lack ability to apply the principles and techniques of supervisors. Moreover, lack of skills in human relations while working with teachers. Another drawback for the efficiency of educational supervision is that, no sufficient financial resources is embarked for it. Due to this financial scarcity, the supervisory programs get weaker. Supervisors are facing number of teachers increased and students' population grew significantly become more and more complex beyond the competence of former three inspectors. Hence , a total of twenty four inspectors were trained (1943-1946 E.C) They are assigned to inspect educational programs as well as financial accounts (MOE, 1971 E.C) In order to infuse new ideas in the teaching-learning process, the supervision is supposed to observe and communicate rapidly to see the effectiveness of teachers.

For the effectiveness of the internal school supervision, there should be a good relationships between the teachers and the supervisors. Hence, supervisors have to be in opposition to create smoothly communication with the teachers by organizing intensive in staff training and in-service training in supporting and helping teachers. The impending factors of activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of the school based supervision which is advisable to help teachers to improve the teaching-learning activities.

2.12.3 Mistrust Between Teachers And Internal Supervisory:

As teaching-learning process is a continuous process, the main purpose of the supervision at the school should be a continuous process within the system, the internal supervisors including the school principals and vice principals , the department heads, and the senior teachers. so the educational program and supervision manual of ministry of education has sufficiently stated that the activities of the supervisors at the school level as follows (MOE, 2002).

2.12.3.1 The principals in supervision:- the school principals service as instructional leader and facilitate supervisory activities in the school by organizing all necessary resources, giving the professional assistance and guidance to teachers, coordinating , evaluating of teaching –learning process and the outcome through initiations of activities of active participation of teachers and instructional supervisory to improve and strengthen such relations (MOE, 2002). The vice-principals in supervision:- the school vice-principals’ activities is to handle the following responsibilities; giving overall instructional leadership to teachers, evaluating lesson plans of the teachers and conducting the classroom supervision to ensure the application of the lesson plans and ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

2.12.3.2 The department heads in supervision:- the department heads’ roles is to supervise educational activities. The supervisory functions of department heads are coordinating, the supervisory activities in their respective departments and evaluating teachers’ performance, encouraging teachers to conduct action research so as to improve and develop subjects they teach and the methods of teaching and organizing models of teaching programs for less experienced teachers to improve their professional instructions. (MOE, 2002)

2.12.3.3 The senior teachers in supervision:- according to the career structure developed by MOE, (2002) on the basis of Ethiopian Education and training policy, high-ranking teachers, associated head teachers and head teachers are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their departments (MOE, 2002).

2.13 Supervisory Leadership Skills:-

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

2.13.1 Human relation/interpersonal skills:- these skills consist of the ability to understand the feeling of others and interact with them positively for harmonious and peaceful environment of working area. Attention has to be given for such skills, because it results success if good relation of supervisors and teachers achieve and causes failure if bad relation is attained (Lowery cited in Million, 2010). From the supervision position, he further argued that it is in humanistic relations that, the supervisor plays a key role in initiating people to work effectively and efficiently together. The supervisor as a leader must have a strong interest in and concern for the human welfare who work in the organization. For this reason, supervisor ought to have an understanding of the principles of humanism that best sweet them in day-to-day relationship with teachers. As Dull cited in (Gashaw, 2008) visualize humanism as “ being genuine, caring, accepting and empathetic and trusting unselfishly committed to give time, energy and talents to help others.” Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects work, ECKLES ET al .cited in (Gashaw, 2008) points, workers usually want to be recognized of the school programs. On the other hands, developing educational and social climate only would not strengthen teachers-supervisors intimacy.

Hence, supervisors have to lead for teachers’ voice and give an appropriate recognition. For this reason, teachers’ performance will be enhanced. In relation to this, ECKLES et al.cited in (Gashaw, 2008) workers may have a better solution to a problem solving than the supervisors has . so the instructional supervisors should listen to suggestions regardless of how rushed he/she may be. Listening provides workers with recognition. If the supervisors listen, workers will know that their ideas or suggestions are important. On other hand, regarding recognizing ones’ for the ability to do a job better. Nevertheless, if a supervisor neglect them and shut the door, the loss in initiation and serious morale problem can develop.

2.13.2 Conceptual Skills: A conceptual skill involves the formulation of ideas, understanding of abstract relationship, develop ideas, and problem solving creativity. Meaning that a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on the policies proclamation and guidelines those different activities to be led. He/she has to be a creative person to perform the task effectively and tackle the problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision.

As Belts cited in (Gashaw, 2008) “ A supervisor needs to be reasonableness, good judgment , and a cute mind with plenty of common sense quick witted, able to distinguish between major and minor problems, apportioning sufficient items to deal with each problem and understand clearly these many and varied written and spoken instructions and be able to pass on information clearly to number of different types of subordinates”. According to (Ayalew Shibeshi, 1999). This skill relates to the ability to integrate and coordinate the organization’s activities. It concerns with the ability to see the “total picture“ how different parts of the organization fits together and depends on each other and how acting in one part of the organization can influence a change in another part.

2.13.3 Technical Skills :- this skill consist of understanding and being able to perform effectively the specific process, practices or techniques required of specific jobs in an organization. Thus, as Mosley cited in (Gashaw, 2008) the supervisors need to have enough of these skills to perceive that their day-to-day operation are performing effectively. That means, this skill involves processes or technical knowledge and proficiency of a specific area. In context of education, technical skill refers to know and understand how the process and techniques which enables teachers to perform a given task during the teaching –learning process. For this reason, instructional supervisors need to have competence regarding technical skills.

In this way Chandan cited in (Gashaw, 2008) that this skill is “ a skill basically involved the use of knowledge, methods and techniques in performing a job effectively .” so the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers”. Having this in mind, other scholars emphasized this ideas (Glickman, 2004) with identifying three types of technical skills required for effective supervisory performances.

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

2.13.3.2 Observing skills: observing seems simple that anyone with normal vision appears to be observing every moment of his/her eyes are open. But observation according to (Glickman, 2004) is two part process that involves first describing what has been seen and then interpreting what it means. Since the goal of supervision is enhancing teachers' toughest and commitment about improving the classroom and the school practices, observation should be used as base of information (Sargiovanni, and Starratt, 2002). To sum up this, supervisors should have required observation skills' competency that will help to measure what is happening in the classroom and instructional practice to understand teachers' perceptions towards the practice and finally to judge as well as to infer those happenings and practices.

2.13.3.3 Research and Evaluating Skills: as principals one must critically question the success of the instructional programs and determine what changes should be made from a base of comprehensive and credible data about students and that of those affected most directly by instructional change i.e (teachers) should be involved in defining , implementing and interpreting the research and evaluating of the agenda. A comprehensive evaluation can provide information regarding the success of instructional programs, but evaluation outcomes vary and it is important to recognize that the outcomes will determine which type of evaluation will be implemented. To this end, (Glickman, 1990) outlines the functions of the three kinds of evaluations. The trustworthiness or implementation evaluation: basically examines whether the program took place as planned or not. The product or outcome evaluation: determines the achievements of the objectives and The Serendipitous evaluation: examines unforeseen consequences.

It is important to select instruments that will measure what it is that you want to assess, keeping in mind that decisions regarding instructional change should be made using multiple sources of data. Supervision is the life blood of the school, therefore, without supervision, the school will not be runs smoothly and effectively to achieve its most importance goals and objectives positively. (GREB, 2006]. P. 97)

2.14 Problems of Instructional Supervision:

According to (Bernard and Goldhammer, 1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation. A sound up date knowledge of the subject matter, a good organizing skills, and ready to accept teachers' ideas and interests. Scholars, (Danielson and McGreal, 2000) cited limited supervisors experience and lack of skills as being problems in teacher supervision. They also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to, (Cogan, 1973) , one of the most important factors that affect supervision effectiveness is the “ un clarified, ambivalent relations of teachers to supervisors “. He goes on to say that “ Teachers as a whole saw the supervisor's job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust”.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research design, research method, sources of data, population of the study, sample and sampling techniques, instruments of data collection, method of data analysis and interpretations.

3.1 Research Design.

In this study, the descriptive survey design was employed in order to answer the basic research questions. Since descriptive research includes surveys and fact findings enquiries of different kinds and the major purpose of descriptive research is description of the state of affairs as it exists at present. A research design, as to Bryman (2003), gives a framework for data collection and analysis of data in conducting a research. The rationale for the selection of this research design was that, it is an important to describe an existing situation. Besides, it is an appropriate for the researcher to collect information from large population of respondents in a short period of time. In other words, research design is the way in which research methods should achieve its most important goals and objectives. Therefore, qualitative research methods is used because it is to explore the attitudes, behavior and experiences through such methods as interviews or focus groups and it attempts to get in-depth opinion from participants or respondents.

3.2 Research Method.

In this study, survey method was mainly employed. Because it is focusing on using more quantitative approaches that is use for the assessing the contribution of instructional supervision demands for the collection of quantitative data, which can be put to vigorous quantitative data in a formal, structured and rigid manner. As a result, survey method was selected and used to collect the quantitative data, while for the qualitative data, interview was employed (Muijs, 2004).

A survey, according to (MOE,2004), is a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while the qualitative approach was also incorporated in the study to validate and triangulation of the quantitative data. Because, in any type of research there should be a little bit combination of both quantitative and qualitative researches which is called triangulation or mixed research. In other word, research method is the strategies in which the research design should reach its highest point of its objectives and goals in a quality achievement. So quantitative research methods is used since it generates statistics through the use of large –scale survey research methods, using methods such as questionnaire or structured interviews. Therefore, **research design** and **research method** is that, research design is the way in which the research method should achieve its most important objectives and goals while research method is the strategies in which the research design should reach its highest point of its objectives and goals in a quality achievement.

Quantitative research methods this generates statistics through the use of large-scale survey research using methods such as questionnaire or structured interviews while it is use to explores attitudes, behavior and experiences through such methods as interviews or focus groups and it attempts to get an in-depth opinion from participants/respondents. And neither qualitative nor quantitative is better than the other, both are important and have advantages (strengths) and disadvantages (weakness) in research design and research methodology.

3.2 Area of the Study.

The study was conducted in Gambella Regional State. The region is one of the nine states of Ethiopia Federal States. It's located in south western parts of the country Ethiopia and bordering South Sudan to the west, SNNPRS (south nations and nationalities peoples' regional state) to the south, Oromia to the north and east. The region has five ethnic tribes , namely: Nuer , Anuak, Majanger, Opo and Komo. The region consists of three zones known as: Nuer zone, Anuak zone, and Majanger zone.

3.3 Sources of Data.

Both primary and secondary sources of data has been used for this study.

3.3.1 Primary sources of data

The primary sources of data in this study are obtained from teachers, Internal supervisors, School principals, Vice principals, Cluster supervisors, Department heads, and the focal persons from the woreda education office. And the other sources are relevant people, researcher observation, researcher experience.

3.3.2 Secondary sources of data

For the secondary sources of data different records on supervision, feedback given to supervisors and reports related to the educational supervision were used as the main source of data. And the other sources secondary are research books, research reports, journal articles, articles reproduced on line , scientific debates, critiques of liberty works, and analyses of historical events.

3.4 Sample Size And Sampling Techniques.

The study was conducted in government secondary schools in Abobo Anuak Zone in Gambella regional state. According to the zone education report of 2014, there are 12 secondary schools in Anuak zone with total population of 484 teachers in all 12 secondary schools of the zone. Then, from 12 government secondary schools in the zone, 9 were taken as the sample size by the researcher and the researcher favored this techniques as it helps to get more representative sample from geographically scattered participants or respondents and his personal observation for the schools (Koul, 1984). The nine secondary schools were also selected through lottery method of sample random sampling technique. Because, most of the secondary schools in Anuak zone have relatively similar standards in infrastructure, facility, and availability of necessary human resources (both administratively and academically) and the like. Thus, the researcher believed that, the sample size of the secondary schools representative are helpful to compose well founded generalization at the end of the study.

After the selection of sample schools, the total population sizes of the teachers in the selected schools were re-organized as 303. And the researcher selected 135 of teachers as representatives for this study. The researcher believes that these are representatives' sample, which will be manageable and sufficient to secure the validity of the data. Therefore, the sample size for this study was 135 teachers. To determine the sample size of teachers for each secondary schools. The following stratified formula of William (1977) was utilized.

N_h = population of school

n = total sample size (for this study, it is 135)

N = total population of sampled schools (for this study, it is 303)

Based on the above stratified formula, sample size of teachers in each secondary school was computed in this way below:

1. Agenge secondary school (teachers' population = 28)

$$n = \frac{28 \times 135}{303} = 12$$

2. Gok secondary school (teachers' population = 32)

$$n = \frac{32 \times 135}{303} = 14$$

3. Abobo secondary school (teachers' population = 36)

$$n = \frac{36 \times 135}{303} = 16$$

4. Dimma secondary school (teachers' population = 30)

$$n = \frac{30 \times 135}{303} = 13$$

5. Sassa secondary school (teachers' population =29)

$$n = \frac{29 \times 135}{303} = 13$$

6. Abol secondary school (teachers' population =40)

$$n = \frac{40 \times 135}{303} = 18$$

7. Jior secondary school (teachers' population =31)

$$n = \frac{31 \times 135}{303} = 14$$

8. Pugnido secondary school (teachers' population =34)

$$n = \frac{34 \times 135}{303} = 15$$

9. Bonga secondary school (teachers' population =43)

$$n = \frac{43 \times 135}{303} = 20$$

The sum of the sample size of the above mentioned secondary schools are as follows:

$$12+14+16+13+13+18+14+15+20 = 135 \text{ (teachers)}$$

In the case of internal supervisors in the selected secondary schools, there were total population of 56 internal supervisors in the selected secondary schools. As the internal supervisors' population was manageable, all the selected secondary schools internal supervisors' population is 56. Such as department heads, unit leaders, teachers, principals and vice principals in the selected secondary schools, they have the total populations of 56 internal supervisors. As their population was manageable, all the selected secondary schools of internal supervisors' population was selected through available sampling technique and are included in the study. Therefore, the total population of respondents in Abobo Anuak zone selected secondary schools was 208 respondents which includes 135 teachers, 56 supervisors, 4 clusters supervisors, 9 selected teachers and 4 focal supervisions in woreda education office were participated in the study.

However, the population of interviewed members was not included in the table summary below.

Table 1. Distribution of teacher and supervisor respondents.

S/NO	school	Teachers		Supervisors			
		Total Population numbers	Sample size		Total Population Numbers	Sample size	
1.	Agenge	28	12		7	7	
2.	Gok	32	14		6	6	
3.	Abobo	36	16		7	7	
4.	Dimma	30	13		5	5	
5.	Sassa	29	13		5	5	
6.	Abol	40	18		8	8	
7.	Jior	31	14		5	5	
8.	Pugnido	34	15		7	7	
9.	Bonga	43	20		8	8	
Total	9	303	135		56	56	

3.5 Instruments of Data Collection.

The data gathering tools employed in this study were questionnaires, interviews, and document analysis. In addition, researcher consulted relevant reference books; internet sources and supervision manuals to support the findings of the study.

3.5.1 Questionnaires.

Questionnaires has been believed as better in collecting data from large populations' size of respondents in shorter possible period of time though it is high expensive in cost. Moreover, the entire questionnaires were prepared in English and Amharic language and they were self-administered to every respondents of both the teachers and the internal supervisors. This was because, English and Amharic are used as instructional language and by assuming that the qualification of the respondents both teachers and internal supervisors are well educated people who read, write, and understand the main idea and respond it by using English and Amharic as communication language.

The researcher preferred questionnaires as the main data collection instruments, because it was easier to handle and simple for respondents to answer within a short period of time. In addition to that, it makes the respondents to fill free in responding the items with full confident and it also enables the researcher to use representative samples as sources of data to avoid the biases in the study. The questionnaires have two parts. The first part deals with background of the respondents of the study. The second part deals with the analysis and interpretation of data obtained through both closed and open-ended question items that were related to research basic questions of the study.

3.5.2 Interview:

Semi-structure in interview questions were prepared in English language and held in Anuak language with internal supervisors such as (the school principals and vice principals, department heads, unit leaders, teachers and also supervision focal person from woreda education office and some selected teachers. In order to get an adequate information, the interview questions were conducted with the interviewee in Anuak Language to minimize communication gaps. The obtained information was translated into English language by translator for further understanding of the study. The main purpose of interview was to get an adequate information that may not be simply obtained through questionnaires. The interview questions were related to basic research questions.

3.5.3 Document Analysis: The researcher requested for permission to access documents from woreda education office and schools. Such as reports of school supervision and the research books related to instructional supervision from zone education office. The main focus of the documentary review was to see the practices of supervision work and how the services were provided in the context of the study area. Also, it was used to get data on the strengths and weaknesses of supervision based on the evaluation of the sector with the main objectives to compare and support the results from other instruments. To achieve these purposes different records, feedbacks, reports and training manuals on educational supervision were used as reference to the main data collected through the questionnaires and interview.

3.6 Procedure of data collection.

The study employed both the quantitative and qualitative methods of data analysis. Moreover, the data collected through questionnaires, specially the quantitative data were analyzed by using frequency percentage, and interpret the most important points. The data obtained through open-end questions and semi-structured interviews were analyzed qualitatively by descriptive narration for the purpose of interpreted in relation to that of questionnaire.

3.6.1 Quantitative data:

The data collected through close-ended questions from respondents were tabulated and analyzed by the help of frequency percentage. The items in the questionnaires were presented in tables based on their similarities. The total populations of respondents' responses were identified statistically and installed into SPSS to analyze frequency percentage of respondents on each items. The frequency percentage takes total population of respondents into account. The likert Scale was employed to identify the extent to which the respondents agree or disagree. Because it's simple and it saves time to construct, the researcher provides more degree of freedom to respondents. That's why the likert consists of five scales which includes: 5= Strongly agree, 4= agree, 3= strongly disagreed, 2= disagreed and 1=undecided. For the analysis and interpretation of responses, the researcher categorized the five scales into three scales. (Agree, Disagree and Undecided). The interpretations were made with the help of frequency and percentage. On the other hand, for better analysis the five (5) rank responses of the questionnaires were made to be categorized into three scales (agree, disagree and undecided). finally, the data collected through interview and open-ended questionnaires were presented and analyzed qualitatively by supplementing the data gathered through close –ended questionnaires, and categorized while discussed in line with close- ended questionnaires.

3.6.2. Piloting Test Piloting test was conducted in Abol secondary school for 17 teachers to check the reliability of items prior to the final administration of the questionnaire to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable researcher to get relevant information. Besides, the purpose of pilot testing was made necessary amendment so as to correct confusing and ambiguous questions.

The result of the piloting test is statistically computed by SPSS computer program. Based on the piloting test, the reliability coefficient of the instrument was found to be statistically calculated checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew Endawok, 1998 and Daniel M., 2004). To ensure the face validity, senior colleagues and experienced instructors of Gambella University were personally consulted to provide their remark. The participants of the pilot test was also taken as firsthand informed about how to evaluate and give feedback on the relevance of the contents, items' length. Clarity of items and layout of the questionnaires. Based on the reflections, the instruments were improved before they were administered to the main participants of the study so that irrelevant items were removed, length items were shorted and many unclear items were made clear.

3.6.3 Qualitative data:

The data collective from the semi-structured interview, opened-ended questions of the questionnaire and document analysis has been analyzed and interpreted qualitatively. The interview responses were put into written form and compiled by the researcher and translated into English. The result of open-end questions was summarized in relation to category. Moreover, analysis and interpretation were done based on the questionnaires and interviews. Finally, the results of the study were summarized into the findings of the study, conclusion, and some recommendations were made to complete the research. The **different** between **quantitative** and **qualitative** research methods are:- qualitative research method is use to explores attitudes, behavior and experiences through such methods as interviews or focus groups and it attempts to get and in-depth opinion from participants/respondents while quantitative research methods generates statistics through the use of large-scale survey research using methods such as questionnaire or structured interviews. Neither qualitative research methods nor quantitative research methods is better than the other both are important and have advantages or strengths and disadvantages or weakness in collecting data in the research methodological manner.

3.7 Ethical consideration in the study:

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

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

This Chapter presents result and discussion of findings obtained from data collected. And to analysis and interpretation data gathered from respondents through questionnaire and interviews. The data were collected from 191 respondents through questionnaire and all the distributed copy was all returned. Other data were collected from 17 respondents through interview across the selected secondary schools in the zone in which all the interviewees were interviewed. The chapter contains two parts. The first part deals with the background of the respondents and the second part deals and focus on the main study analysis and interpretation of the data as shown below.

4.1 Background of the Respondents.

figure 2, Background Information of the Respondents.

As shown under figure 2, 124 (70.45%) male teachers and 11 (73.33%) female teachers agreed with the total number of 135 both male and female teachers. And the internal supervisors 52 (29.54%) male and the female 4 (26.66%) with the total number of 56 both male and female supervisors. And the total number of both teachers and supervisors is 191. Therefore, the total numbers of all male teachers and male supervisors are 176 and the female number both teachers and supervisors are 15 that will bring 191 for the teachers and the supervisors. And the age of teachers 18-25 male 78 (86.66%) and the female 7 (87.5%) and age 25-30 male 12 (52.17%) and the female 1 (50%) and age 30-35 male 20 (60.60%) and the female 2 (66.66%) and age 35-40 male 14 (46.66%) female 1 (50) and the total numbers of all teachers is 135.

The internal supervisors age 18-25 male 12 (13.33%) and female 1 (12.5%) and 25-30 male 11 (47.82%) and female 1 (50) and 30-35 male 13 (39.39) and female 1 (33.33) and 35-40 male 16 (53.33) and female 1 (50%) and the total numbers of all supervisors are 56 of the internal supervisors. This implies that the participation of females as teachers and internal supervisors in the sample secondary schools were very low. 3, As shown in figures, 2 no 3, age 18-30 teachers, male 77 (93.90) agreed and 3 (3.65) disagreed and 2 (2.43) undecided from the male teachers. and 9 (100) female teachers agreed and age 30-35 male 30 (85.71) agreed 3 (8.57) disagreed and 2 (5.71) male are undecided and 1 (100) female agreed Age 35-40 male 4 (57.14) agreed and 2 (28.57) disagreed and 1 (14.28) undecided and 1 (100) female agreed.

Age 18-30 of young teachers of male 70 (77.77) agreed and 15 (66.66) disagreed and 5 (55.55) were undecided and 5 (62.5) female agreed while 2 (25) disagreed and 1 (12.5) female were undecided. The interviewees (Principals, vice principals, Cluster supervisors, supervision focal person from woreda education office and some selected teachers) were all males. This indicated that the participation of females in these positions of the educational systems is very low. Therefore, for this reason, there are many factors which affect female's access to these positions. Among these may be attributed to the low rate of female's participation in higher education previously and other related factors such as societal attitude towards women, the interest of women, lack of role models and mentors, gender inequality in work place, lack of professional network and lack of equal employment opportunity. Hence, female teachers should be encouraged to be a leaders as well as a teacher to be a model for female students especially in rural areas and urban in particular.

In terms of age distribution, the majority of the respondents of old age 35-40 male 22 (64.70%) of teachers agreed and 8 (23.52%) disagreed while 4 (11.76) male were undecided and female 2 (66.66) agreed and 1 (33.33) were disagreed. Internal supervisors male 35 (67.30) agreed and 15 (28.84) disagreed and 2 (3.84) were undecided and female 2 (50) agreed and 1 (25) disagreed and 1 (25) were undecided. In the age groups of teachers male 73 (92.40) agreed and 4 (5.06) disagreed and 2 (2.53) were undecided and female 5 (62.5) agreed and 2 (25) disagreed and 1 (12.5) were undecided. And age 25-30 male 12 (75) agreed and 2 (12.5) disagreed while 2 (12.5) were undecided. Female 2 (100%) agreed and 30-35 male 9 (75) agreed and 2 (16.66) disagreed while 1 (8.33) were undecided and female 2 (66.66) agreed and 1 (33.33) disagreed. 35-40 male 8 (61.53) and 3 (23.07) disagreed while 2 (15.38) were undecided and female 1 (50) agreed and 1 (50) disagreed.

Therefore, in the age group of 18-25 and 25-30 respectively. This indicates that a large number of respondents were found under the young age. It is possible to suggest that young teachers have sufficient potential to contribute to their schools and have good opportunity to share experience from their senior teachers. Within this regard to the age of interviewed participants. In the years of work experience of teachers 1-5 years male 78 (85.71%) agreed and 7 (7.69%) disagreed and 6 (6.59) were undecided and female 4 (57.14) agreed and 1 (14.28) disagreed and 2 (28.57) were undecided.

And 5-10 years of experience male 7 (58.33) agreed and 3 (25) disagreed and 2 (16.66) were undecided and female 1 (25) agreed and 2 (50) disagreed and 1 (25) were undecided. 10-15 years of experience male 7 (58.33) agreed and 3 (25) disagreed 2 (16.66) were undecided and female 3 (60) agreed 1 (20) disagreed and 1 (20) were undecided. 15-20 years of experience male 2 (66.66) agreed and 1 (33.33) disagreed and female 1 (100) were undecided. The internal supervisors years of work experiences 1-5 years of work experience male 26 (83.87) agreed and 3 (9.67) disagreed and 2 (6.45) were undecided and female 4 (57.14) and 2 (28.57) disagreed and 1 (14.28) were undecided. 5-10 years of work experiences male 2 (66.66) agreed and 1 (33.33) disagreed and female 1 (50) agreed and 1 (50) disagreed and 10-15 years of work experience male 2 (66.66) agreed and 1 (33.33) disagreed and 1 (33.33) were undecided and female 2 (66.66) agreed and 1 (33.33) disagreed. 15-20 years of work experiences male 2 (66.66) agreed and 1 (33.33) disagreed and 1 (33.33) were undecided and the female 1 (33.33) agreed and 1 (33.33) disagreed were all under the age of 30-35 and 35 and above which implies that they are within the young and adult age. Thus, they have better experience to help the teachers in improving their knowledge and professional growth.

Concerning their qualification, males with diploma 30 (75%) agreed and 6 (15%) disagreed and 4 (10) were undecided and female 4 (57.14) agreed and 2 (28.57) disagreed and 1 (14.28) were undecided. And the degree male 73 (86.90) agreed and 8 (9.52) disagreed and 3 (3.57) were undecided and the female 2 (50) agreed and 1 (25) disagreed and 1 (25) were undecided. Teachers were degree and diploma holders respectively and The other internal supervisors were degree holders. Principals and vice-principals, department heads, supervision focal persons from woreda education office and the selected teachers for interviews were all first degree qualifies. Most of the secondary school principals in Abobo Anuak Zone lacked appropriate qualification (master's degree). This situation may have an influence on facilitating and coordinating the implementation of school leadership activities and curriculum effectively. In this regard (MOE, 2010) stated that secondary schools teachers must be degree holders as the minimum requirement and for principals and supervisors could have masters of school leadership.

4.2 The implementation of Active Learning.

Improving teaching-learning process is the basic task of educational supervisors. The teachers on their parts are responsible for managing and monitoring learning, create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students. Whereas, the instructional supervisors are expected to help teachers possibly through holding conferences with the groups of teachers after classroom visits. In this regard, respondents were asked to rate their level of agreement concerning the implementation of active learning and the responses which were analyzed as given in Figure 1 below.

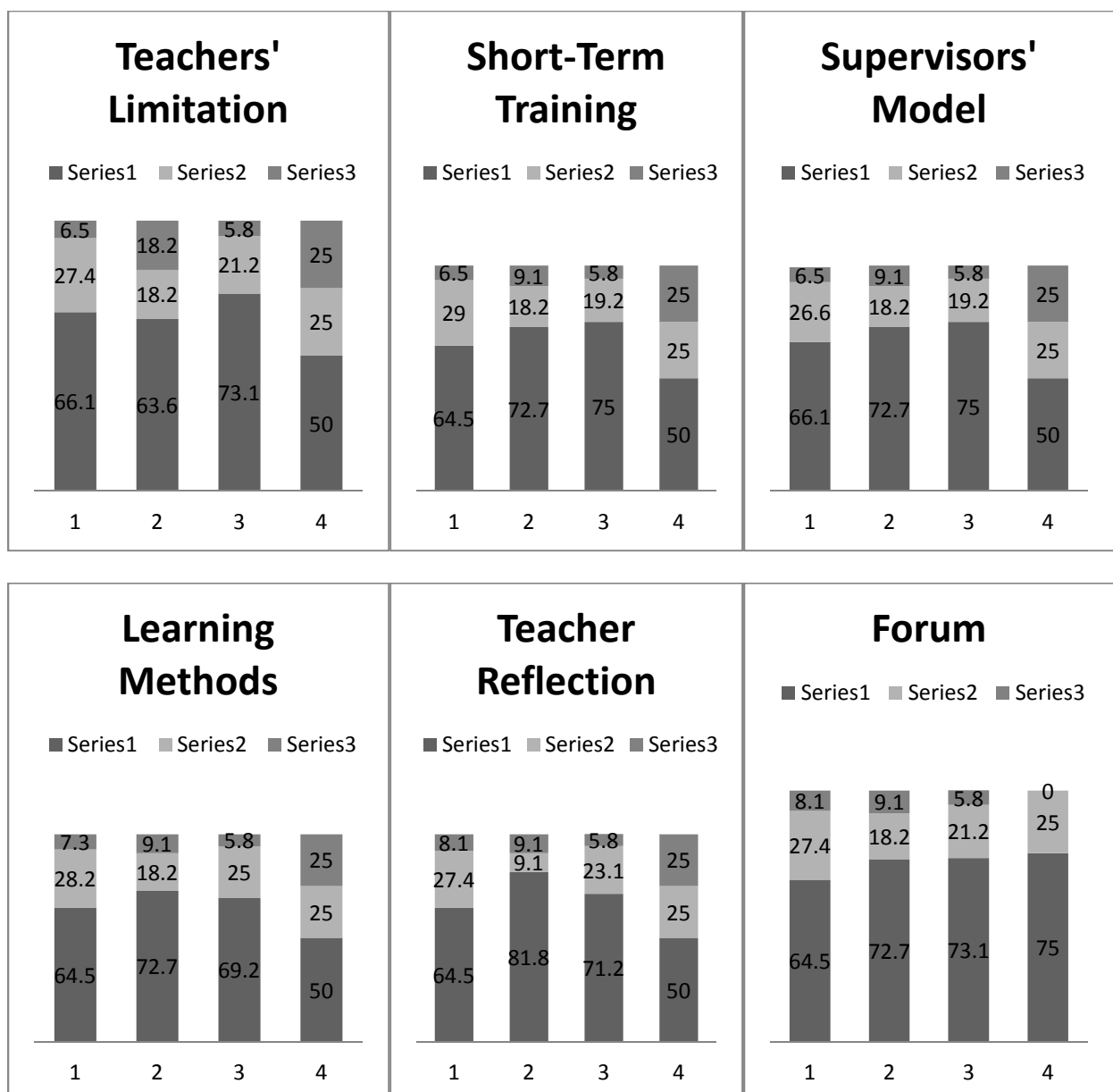


Figure 1. Respondents' view regarding active learning. Values are percentages. Legend: 1, male teachers; 2, female teachers; 3, male supervisors; 4' female supervisors; Series 1, agree; Series 2, disagree; Series 3, undecided.

figure 3, is about the views of respondents on Active Learning.

N.B. In this regard, research for the sake of making the analysis simple, the researcher tries to analyze the research by condensing the likert scale into three by considering that there is no criteria to differentiate strongly agree from agree and strongly disagree from disagree.

As depicted in figure 1 and 2, respondents were asked whether the internal supervisors identify teacher's limitation on the implementation of active learning or not. Accordingly, male 82 (66.12%) agreed and 34 (27.41%) disagreed while 8 (6.45%) were undecided with the total of 124 male teachers and female 7 (63.63%) agreed and 2 (18.18%) disagreed while 2 (18.18%) were undecided with the total of 11 females. Internal supervisors male 38 (73.07%) agreed and 11 (21.15%) disagreed while 3 (5.76%) were undecided with the total of 52 male supervisors. And female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors, that the internal supervisors identify teachers' limitation on implementation of active learning. On the other hand male 80 (64.51%) agreed and 36 (29.03%) disagreed while 8 (6.45%) were undecided with the total number of 124 teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total number of 11 teachers.

Internal supervisors male 39 (75%) agreed and 10 (19.23%) disagreed while 3 (5.76%) were undecided with total number of 52 and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total number of 4 females. In the above data, majority of the respondents about 97 (50.78%) disagreed that internal supervisors identified teachers' limitation on implementations of active learning. The researcher further looked at the data obtained from interview held and identified that both cluster supervisors and woreda supervision focal person responses were congruent with the data obtained from the questionnaires result. Some cluster supervisors respondents mentioned that internal supervisors are busy most of the time due to work overloaded in the schools.

Woreda supervision focal person also made the illustration that because of the hot weather situation and work overloaded in our area internal supervisors are not well organized to follow up the implementation of active learning. This shows that internal supervisors are not supporting teachers to actively manage themselves in the active teaching-learning process. In line with result, Oliva (2005) observed that at school level, several types of instructional supervisors may be involved in instructional supervision for quality education: such as, principals, vice principals, curriculum coordinators, and departments. However, the expected support from internal supervisors to teachers in order to develop knowledge and improve quality of education were not implemented in schools.

In figure 3, respondents were asked whether internal supervisors arrange various short term training for teachers on active learning or not. In this regard, male 82 (66.12%) agreed and 8 (26.61%) disagreed while 8 (6.45%) were undecided with the total number of 124 male teachers and female 8 (72.72%) were agreed on the issue, and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total number of 11 females. However, male 39 (75%) agreed and 10 (19.23%) disagreed while 3 (5.76%) were undecided with the total number of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total number of 4 females of internal supervisors. 11 (19.64%) of internal supervisors responses disagreed that internal supervisors arrange various short term trainings for teachers on active learning. As we can see on the table above, majority of the respondents 90 (47.1%) disagreed on the item.

This shows that the role of internal supervisors in supporting of teachers in active learning through training is ineffectively done in secondary schools in Abobo Anuak Zone. According to (MOE, 2004) the function of internal supervision is to promote teachers' professional development in schools through training and guiding of their activities during teaching learning process. Then practically trainings are not much conducted as stated by MOE. In the interview, cluster supervisors indicated that they were not conducting such formal trainings, workshops, and seminars. Supervisors themselves do get trainings. One woreda supervision focal person indicates that most of the teachers in the secondary schools are not exposed to various trainings, workshops, and seminars towards active learning.

But this was done mainly for primary school teachers. Teachers only, exposed to seminar and/or a kind of meetings mixed with self-evaluation one at the end of the semester or year. Hence, this great problem as it was observed in all the responses. From the obtained data, it is possible to infer that internal supervisors are not enhancing teachers' capability through adequate and more regular trainings, workshops, seminars both in schools and outside the schools.

In supporting the above result, one teacher had said that:

‘... first of all the internal supervisors themselves has to be provided with trainings about how to implement an active learning; I do not think that internal supervisors clearly know different techniques of active learning to give such professional support to teachers.....’ Therefore, it can be concluded that, the contributions of internal supervisors and the rest of instructional supervisors’ supports to their teachers in active learning is not effectively implemented in the study areas.

In figure 4, respondents were asked whether the internal supervisors are encouraging teachers to use various active learning models in their schools or not. In this regard, majority male 80 (64.51%) agreed and 35 (28.22%) disagreed while 9 (7.25%) were undecided with the total number of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) with the total number of 11 female teachers and male 36 (69.23%) agreed and 13 (25%) disagreed while 3 (5.76%) were disagreed with the total number of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total number of 4 female supervisors.

It can be concluded that internal supervisors were not in a good position to the encouragement of their teachers for the use of various active learning methods. One of the major functions of instructional supervision is to improve the overall instruction. As most of the educators would agree that, improving teaching-learning process is fundamental to school reform. According to Wanzare and da Costa cited in Zachariah (2011), the function of internal supervision is to focus on teachers’ instructional improvement which in turn, improves student academic achievement. At the same time, Chanyalew (2005) noted that the aim of internal supervision is the improvement of the teachers, the growth of the pupil and the improvement of the teaching learning proves as a whole.

It refers that the internal supervisors' work, it is in close collaboration with the teachers for the bringing about improvement of the teaching learning process through active learning methods. However, internal supervisors' commitment in supporting teachers in instructional activities is very low. As shows in figure 5, of the same table, respondents were asked whether the internal supervisors encourage teachers to reflect on their teaching or not. Accordingly, majority male 80 (64.5%) agreed and 34 (27.41%) disagreed while 10 (8.06%) were undecided with the total number of 124 and female 9 (81.81%) agreed and 1 (9.09%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And female 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female internal supervisors encourage teachers to reflect their teaching.

From the majority of the respondent's response it can be suggested that internal supervisors did not often gives an adequate emphasis to teachers on how to reflect on their teaching learning process. Glickman (2001) revealed that the appropriate awareness for teacher in instructional gives attention to what is expected from them in demonstrating mastery of knowledge, skills or attitudes and the purpose of instruction and helps the beginner teachers to think about how this skill is improved the teachers' profession in instruction. But all these expected roles of internal supervisors were not employed to develop teachers' performance in instructional practice.

As shown in figure 6, the respondents were asked whether the internal supervisors arrange forums on which teachers share their experience on active learning or not. Accordingly, 80 (64.51%) agreed and 34 (27.41%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers and male 38 (73.07%) agreed and 11 (21.15%) disagreed while 3 (5.76%) were undecided with the total of 52 male supervisors and female 3 (75%) agreed and 1 (25%) disagreed with the total of 4 female supervisors. Majority of internal supervisors agreed that internal supervisors arrange forums on which teachers share their experience on active learning process in schools and elsewhere.

However, about 48 (25.13%) teachers and internal supervisors disagreed that internal supervisors arrange forums on which teachers share their experience on implementation of active learning. This also implies majority of respondents disagreed with the issue. In the interview held with selected teachers from each secondary schools repeatedly indicate that the nonexistence of such trend in their schools. Others indicate that internal supervisors was limited to the internal duties of the schools rather than facilitating such opportunities. This indicate that the internal supervisors' efforts in offering skills in training and facilitating experience sharing opportunities to enhance instructional practices of teachers was not adequately implemented.

One of the school teacher had been saying this from Jior:

‘..... Most of the time our internal supervisors overlook the benefit of experience sharing with the nearby schools, they consider it as a wasting of time

One cluster supervisor had said that from Agenge:

‘..... lack of enough budget results the incapability to run supervisory activities effectively such as short term training programs for teachers and visitation of other schools for experience sharing

4.3 The Aim of Assessment

The objectives of instructional supervision is the improvement of teachers professional, the growth of pupil and the improvement of teaching learning process. Therefore, the internal supervisors should improve effective assessment to achieve the most important objective of the instruction.

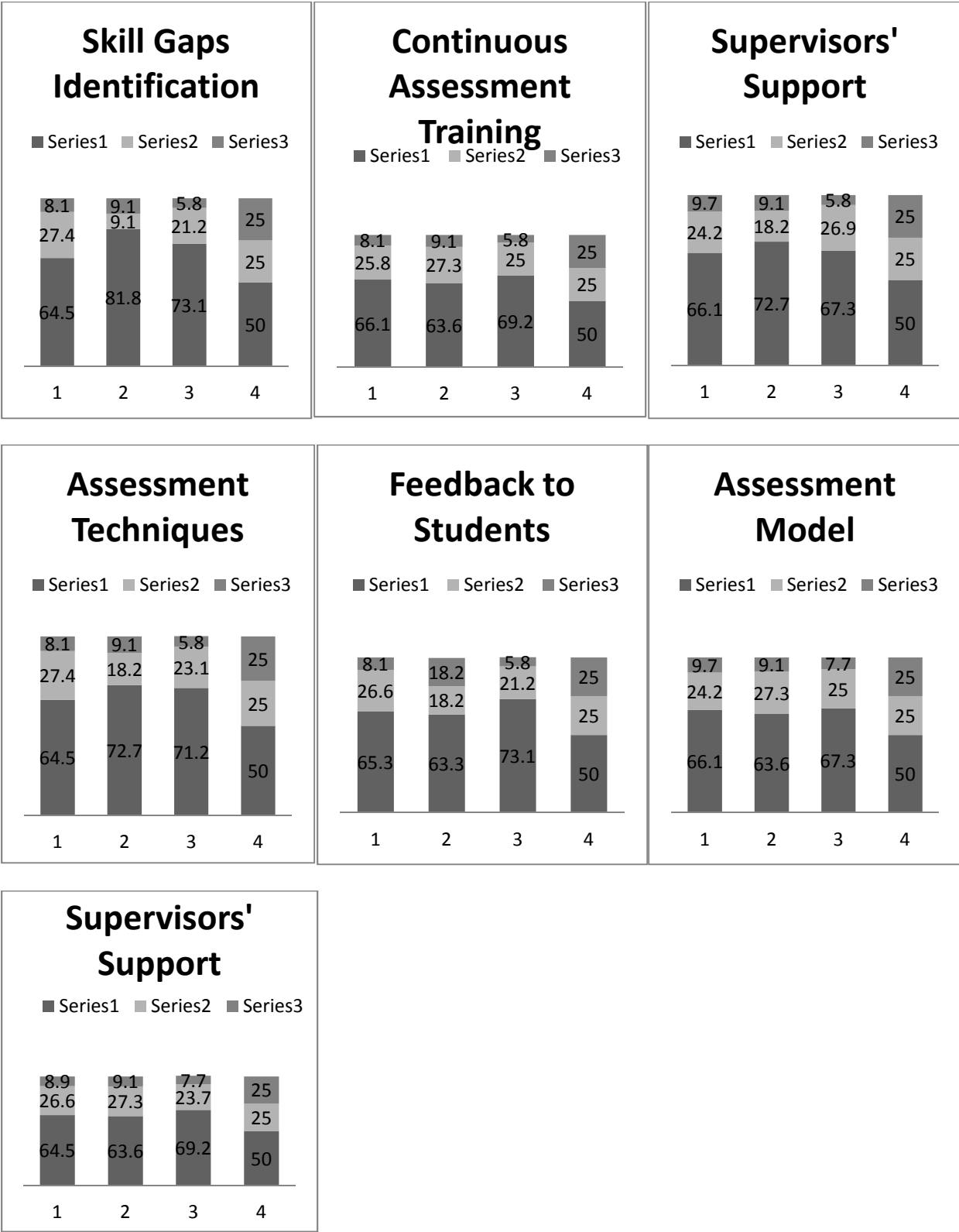


Figure 2. Respondents' view regarding assessment skills. Values are percentages. Legend: 1, male teachers; 2, female teachers; 3, male supervisors; 4' female supervisors; Series 1, agree; Series 2, disagree; Series 3, undecided.

figure 4, The Respondents Views on Assessments Skills

As it is observed in figure 1 and 2 of table 4, majorities of the teachers male 80 (64.51%) agreed and 34 (27.41%) disagreed while 10 (8.06%) were undecided with the total of 124 and female 9 (81.81%) agreed and 1 (9.09%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. and male internal supervisors 38 (73.07%) agreed and 11 (21.15%) disagreed and 3 (5.76%) were undecided with the total of 52 and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors.

And 82 (66.12%) agreed and 32 (25.80%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers. and female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. and male internal supervisors 36 (69.23%) agreed and 13 (25%) disagreed while 3 (5.76%) were undecided with the total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with total of 4 female supervisors. Internal supervisors' respondents disagreed that internal supervisors identify skills' gaps of teachers in the implementation of various assessments method.

In figure 3, of this table 4, Male 82 (66.12%) agreed and 30 (24.19%) disagreed while 12 (9.67%) were undecided with the total of 124 male teachers and female teachers 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. and internal supervisors male 35 (67.30%) agreed and 14 (26.92%) disagreed while 3 (5.76%) were undecided with the total of 52 supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. Based on the information most respondents indicated Based on the information most respondents indicated that internal supervisors had not been identifying skills' gaps of teachers in the implementation of various assessments' method. In the document analysis, it was identified that lack of experience in identifying skills' gaps of teachers on implementation of various methods. Feedbacks given to the cluster supervisors also confirm the existence of this problem. Thus, internal supervisors are lacking to discharges one of their main responsibilities.

In the same table 4 , respondents were asked whether the internal supervisors arrange various short terms trainings for instructors to implement continues assessment or not. Consequently, internal supervisors disagreed that internal supervisors arrange various short term trainings for instructors to implement continues assessments. In addition to this, data obtained from documents analysis and interviewees revealed that short term trainings were not adequately practiced at the school or woreda level to improve teachers' assessment techniques. Therefore, it is possible to conclude that, the role of internal supervisors in arranging short term trainings for teachers' improvement were under expectation in the study area.

In line with this, (Jeffery, 2008) suggested that, to be more effective in promoting teachers' inquiry into teaching and learning, school administrators should provide regular formative feedback have strong interpersonal skills, be integrated with school communities, collaborate closely with cooperating teachers. In addition to that, data obtained from interview held and document analysis in all sample secondary schools revealed that there was lack of support from internal supervisors in preparing valid assessments.

This shows that, internal supervisors' assistance to teachers in preparing valid assessment is not much effective in the study area. In figure 4, of the same table, respondents were asked whether the internal supervisors encourage teachers to use various assessment techniques or not. In this regard, male 80 (64.51%) agreed and 34 (27.41%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers. And female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And internal supervisors male 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. On the contrary of internal supervisors disagreed that internal supervisors encourage teachers to use various assessment techniques. In the interview, one cluster supervisors indicated that, internal supervisors are not encouraging teachers to use different assessment techniques unless they have been told by the cluster supervisors. From all these data, it is possible to say that teachers were not well supported by internal supervisors to the use of various assessment methods.

In figure 5, respondents were asked whether the internal supervisors encourage teachers to give timely feedback for students or not. Accordingly, majority male 81 (65.32%) agreed and 33 (26.61%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers and female 7 (63.63%) agreed and 2 (18.18%) disagreed while 2 (18.18%) were undecided with the total of 11 female internal supervisors. And internal supervisors male 38 (73.07%) agreed and 11 (21.15%) disagreed while 3 (5.76%) were undecided with the total of 52 male teachers and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female supervisors.

Data obtained from interview held with the selected teachers revealed that there were no much effort from internal supervisors to encourage teachers to do so. From the above data, it can be concluded that internal supervisors were not in a good position to encourage teachers to give timely feedback for students.

One secondary school teacher of Sasa had said that:

‘..... our internal supervisors were not encouraging us to give timely feedback for students even they didn’t develop the habit of giving feedback immediately for supervised teacher’

As it is indicated in table 4 figure 6, respondents were asked whether the internal supervisors model are on effective assessment or not. As the result, male 82 [66.12%) agreed that internal supervisors are not effective and 30 (24.19%) disagreed that internal supervisors model are on effective assessment while 12 (9.67%) were undecided with the total of 124 male teachers. And female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And internal supervisors male 35 (67.30%) agreed and 13 (25%) disagreed while 4 (7.69%) were undecided with the total of 52 and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with total of 4 female supervisors. Hence, from the result of all these data, it is possible to say that internal supervisors were not in a good position to model effective assessment. Figure 7, in the same table, respondents were asked whether internal supervisors support teachers in matters pertinent to assessments or not. Accordingly, male 80(64.51%) agreed and 33 (26.61%) disagreed while 11 (8.87%) were undecided with the total of 124 teachers. and female 7 (63.63%) agreed and 3 (27.27%) while 1 (9.09%) were undecided with the total of 11 female teachers.

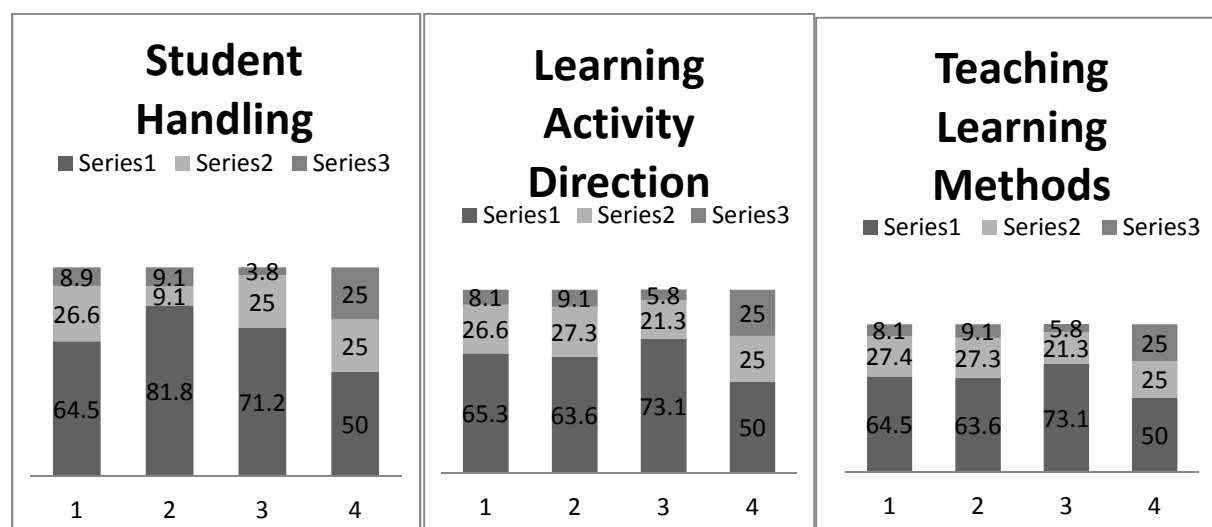
And male 36 (69.23%) agreed and 12 (23.07%) disagreed while 4 (7.69%) were undecided with the total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female supervisors. Data obtained from document analysis and interview held with selected secondary school teachers revealed that there was no such trend to support teachers in assessment issue. Thus, based on the above data, it is possible to say that internal supervisors' support of teachers in matters pertinent to assessments was inadequate. Glickman (2001) stated that, collaboration work between school teachers and supervisors benefit the teachers for improving professional development of students' assessments skills in the class and in the school at large. But this statement was failed to be implement by internal supervisors in secondary school under this study.

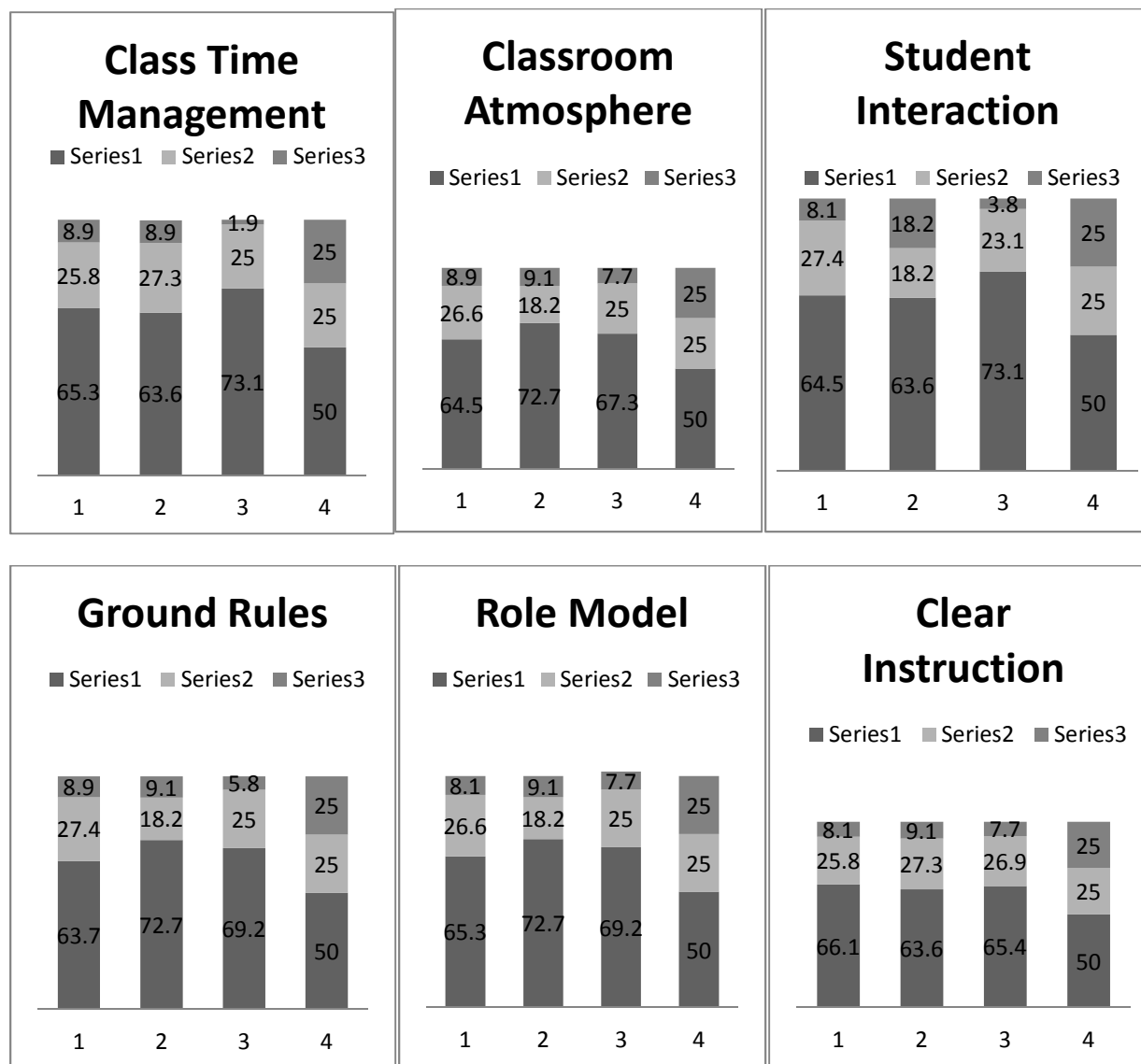
One school teacher of Dimma had been said that:

‘..... including me most of the teachers were interested to give continuous to evaluate students' performance level, but for we didn't provided with sufficient stationary materials to duplicate the exam, we failed to do so’

4.4 The Classroom Managements.

Classroom management recently viewed as an art of establishing a good climate and managing instructions effectively. For these reason, Ming-Tak and Wai-Shing (2008) cited in Zerín (2009) have defined classroom management as teachers steering and coordinating a complex environment for the purpose of learning and teaching.





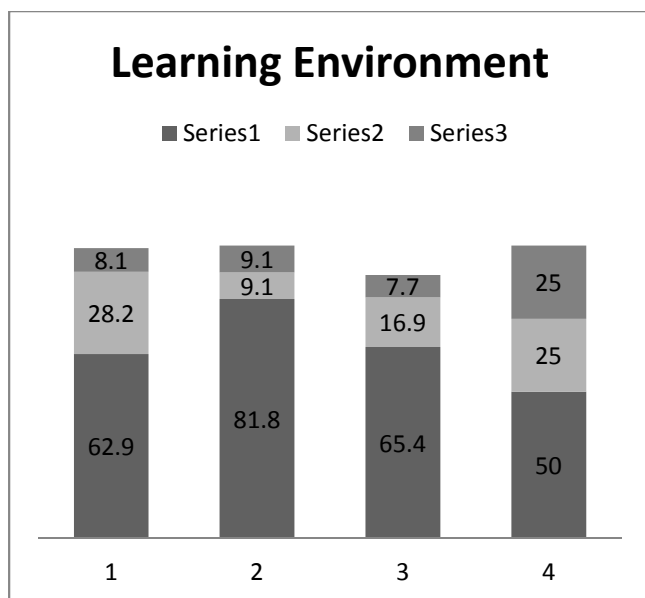


Figure 3. Respondents' view regarding classroom management skill. Values are percentages. Legend: 1, male teachers; 2, female teachers; 3, male supervisors; 4' female supervisors; Series 1, agree; Series 2, disagree; Series 3, undecided.

Figure 5, The Respondents' Views on Classroom Management Skills.

As indicated in table 5 figure 1, respondents were asked whether internal supervisors use various techniques to effectively handle misbehaving students or not. Accordingly, male 80 (64.51%) agreed and 33 (26.61%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers and female 9 (81.81%) agreed and 1 (9.09%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And male 37 (71.15%) agreed and 13 (25%) disagreed while 2 (3.84%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. In addition to data obtained from interview held indicated that internal supervisors were not used various of techniques to effectively handle misbehaving students very rarely and sometimes. What was different here is the result of the less frequent follow up by internal supervisors to effectively handle misbehaving students exposing students not to improve their behavior and the classroom practices. In view of this, it is possible to say that teachers are practically less benefited from the internal supervisors support in improving their classroom practices in terms of classroom management.

However, scholars such as, Ahmed (2010) assured that classroom management to be successful, teachers should follow certain principles regularly and adequately as having clear and realistic expectations, communicating with other teachers, being self-assured, always do a follow-up and understanding students role is used to minimize disruptive behavior and enhance students to their learning but the supervisors failed in implementations of techniques that can effectively handling misbehaving students.

In figure 2 of the same table, respondents were asked whether or not the internal supervisors direct learning activities and involve in all students' activities tailored to their own ability and pace. Consequently, male 81 (65.32%) agreed and 33 (26.61%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.81%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers and male 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female internal supervisors. Therefore, based on the majority of respondents responses of disagreement, it is possible to concluded that the direct learning activities and involvement of all students in activities tailored to their own ability and pace is not effectively implemented in the study area.

figure 3 of the same table 5, respondents were asked whether the internal supervisors employ several appropriate teaching and learning methods to meet the preferred learning style of the students or not. Accordingly, 80 (64.51%) agreed and 34 (27.41%) disagreed while 10 (8.06%) with the total of 124 male teachers and female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And male 38 (73.07%) agreed and 11 (21.27%) while 3 (5.76%) with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. On the other hand, based on the majority of respondents' response, it can be concluded that appropriate teaching and learning methods was not met the preferred learning styles of students. This implies that, the needed quality of education and performance of students were not adequately achieved in the study area. Figure 4 in table 5, respondents were asked whether the internal supervisors manage class time efficiently or not. Accordingly, 81 (65.32%) agreed and 32 (25.80%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers

And female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And male 38 (73.07%) agreed and 13 (25%) disagreed while 1 (1.92%) were undecided with the total of 52 male supervisors. And female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. Thus, based on the majority of respondents' response, this was concluded that internal supervisors were not in a good position to manage class time efficiently. In addition to that data obtained from interview held with the selected teachers substantiate the above result, that internal supervisors are not properly used their time to supervise teachers in the schools.

One of the school head master of Bonga had been saying that:

‘... for your surprising classroom observation was carried out by internal supervisors once per a semester for each teacher, they do so just to prepare report for their immediate boss not for improvement of the instruction, due to this fact internal supervisors just inter and leave the class within two to five minutes’

As shown in the same table figure 5, respondents were asked whether the internal supervisors established a good classroom atmosphere or not. Accordingly, male 80 (64.51%) agreed and 33 (26.61%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers and male internal supervisors 35 (67.30%) agreed and 13 (25%) disagreed while 4 (7.69%) were undecided with the total of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) while 1 (25%) was undecided with the total of 4 female supervisors. On the other hand, majority agreed that internal supervisors do not established a good classroom atmosphere. Hence based on the majority of respondents' response, it is possible to say that internal supervisors were not established a good classroom atmosphere.

In figure 6 of the same table, respondents were asked whether internal supervisors support and monitors students' interaction in large class or not. Accordingly, male 80 (64.51%) agreed and 34 (27.41%) disagreed while 10 (8.06%) were undecided with the total of 124 teachers and female 7 (63.63%) agreed and 2 (18.18%) disagreed while 2 (18.18%) were undecided with the total of 11 female teachers.

And male 38 (73.07%) agreed and 12 (23.07%) disagreed while 2 (3.84%) were undecided with the total of 52 male supervisors and female 2 (50%) and 1 (25%) while 1 (25%) were undecided with the total of 4 female supervisors. Therefore, based on the majority of respondents' response, It can be possible to concluded that, the implementation supports and monitoring students' interaction in large classroom were inadequately implemented.

In the same table 5 of figure 7, respondents were asked whether they are setting ground rules at the beginning of the semester and revising them regularly is possible or not. As a result, a total of male 79 (63.70%) agreed and 34 (27.41%) disagreed while 11 8 (8.87%) with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers. And male 36 (69.23%) agreed and 13 (25%) disagreed while 3 (5.76%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors. Consequently, Based on the majority of respondents' response, it is possible to say that setting ground rules at the beginning of the semester and revising them regularly were ineffective in the study area.

In figure 8 of the same table, respondents were asked whether the internal supervisors are playing a good role model or not. Accordingly, majority male 81 (65.32%) agreed and 33 (26.61%) disagreed while 10 (8.06%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers and male 36 (69.23%) agreed and 12 (25%) disagreed while 4 (7.69%) with the total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female supervisors. Therefore, based on the majority of respondents' response, it is possible to say that internal supervisors are not good role models. In contrary to that, the reality of their implementation shows below the required standard of a good role model. Due to this fact, it can be suggested that role models were not well practiced in the study area.

As shown in figure 9, respondents were asked whether internal supervisors give clear instruction to students or not. In this regard, male 82 (66.12%) agreed and 32 (25.80%) disagreed while 10 (8.06%) were undecided with total of 124 male teachers and female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) were undecided with the total 11 female teachers and male 34 (65.38%) of supervisors agreed

And 14 (26.92%) disagreed while 4 (7.69%) were undecided with the total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. Based on the majority respondents' response, it can be concluded that internal supervisors in the study area failed to give clear instructions to the students.

As indicated in figure 10, of table 5, respondents were asked whether different techniques to ensure enabling learning environment are used or not. Consequently, male 78 (62.90%) agreed and 35 (28.22%) disagreed while 11 (8.06%) were undecided with the total of 124 male teachers and female 9 (81.81%) agreed and 1 (9.09%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers and male 34 (65.38%) agreed and 14 (26.92%) disagreed while 4 (7.69%) with total of 52 male supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female supervisors. Hence, based on the response of majority of respondents' response, it can be concluded that different techniques to ensure enabling learning environment were not properly used in the study area of Abobo Anuak Zone at large. According to Harris (1991) as cited in (Chanyalew, 2006) noted that, classroom management is a techniques to help teachers to improve by identifying specific needs to satisfy their personal and professional career. Pajaak (1989:210) depicted that observation is the phase in which the supervisors records instance when the intended behaviors are seen to occurs.

All these scholars' statements were expected from internal supervisors and schools principals. However, the implementation was not in place from supervisors in the selected schools. This is in turns affects the performance of teachers in classroom management skills.

4.5 The Uses of Action Research

Action research in schools is never ending due to the fact that, most of the problems are not fully solved at one through single action research. The overall purpose of action research is to solve instructional problems and help teachers to improve problem solving and the improvement of teaching skills as well as teachers' ability to make more informed professional decisions (Sergiovanni & Staratt, 2007).

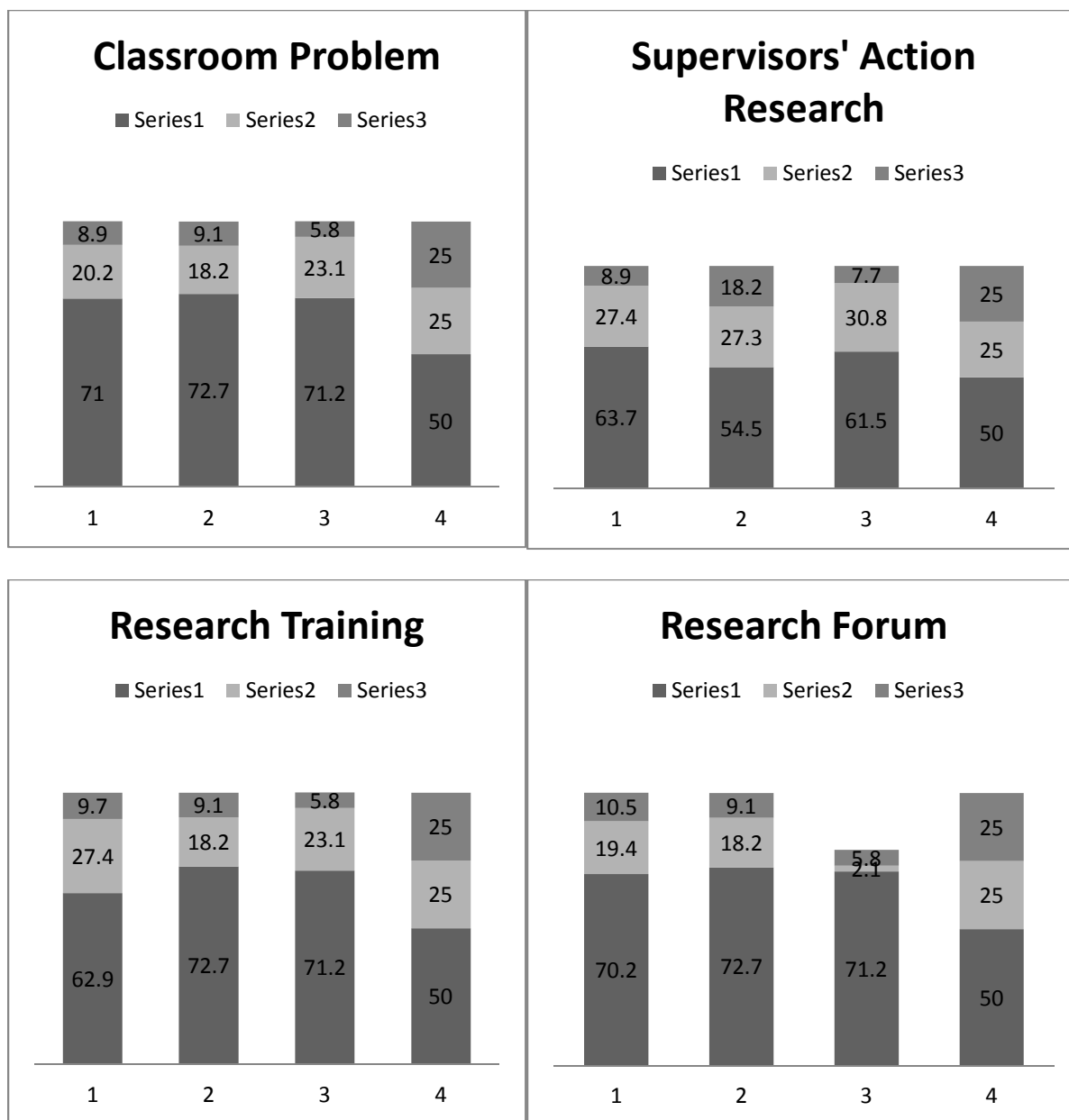


Figure 4 .Respondents' view on use of action research. Values are percentages. Legend: 1, male teachers; 2, female teachers; 3, male supervisors; 4' female supervisors; Series 1, agree: Series 2, disagree; Series 3, undecided.

Figure 6. Respondents' Views on the Uses of Action Research.

As depicted in table 6 figure 1, majority male 88 (70.96%) agreed and 25 (20.16%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) were undecided with the total of 11 female teachers

And male 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female internal supervisors. In the document analysis, it was identified that conducting action research in most of the schools was non-existence. For instance, feedbacks given to three secondary schools by cluster supervisors in this regard shown that there was a trial to conduct action research. Others did not engage teachers in conducting action research. This posits that internal supervisors are not systematically engaging teachers in alleviating immediate problems of their schools and classroom management to improve students' learning.

Responses for figure 2 of the same table shows that male 79 (63.70%) agreed and 34 (27.41%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers and female 6 (54.54%) agreed and 3 (27.27%) disagreed while 2 (18.18%) were undecided with the total of 11 female teachers and male 32 (63.53%) agreed and 16 (30.76%) disagreed while 4 (7.69%) were undecided with the total of 52 male teachers and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with total of 4 female supervisors. The interview conducted with clusters supervisors, supervision focal person of woreda education office and selected teachers, substantiate that internal supervisors were not model action research undertaking. Hence, based on the above data, it is possible to say that internal supervisors were not in a good position to model action research undertaking. As indicated on the same table figure 3, respondents were asked whether they conduct training for teachers on action research undertaking or not.

Accordingly, majority male 78 (62.90%) agreed and 34 (27.41%) disagreed while 12 (9.67%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers and male 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors. This implies that internal supervisors are not adequately working on providing training for teachers on action research undertaking. Supporting this, as noted by Leu (2004) argued that in service training at school level is one of the means to achieve professional development of teachers of the school.

Through the training, teachers could improve teaching methodologies and curriculum innovations, develop mutual support and stand for common goals. Similarly, Moon et al (2006:151) described that, staff development as a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of staff within a context of the instruction as a whole.

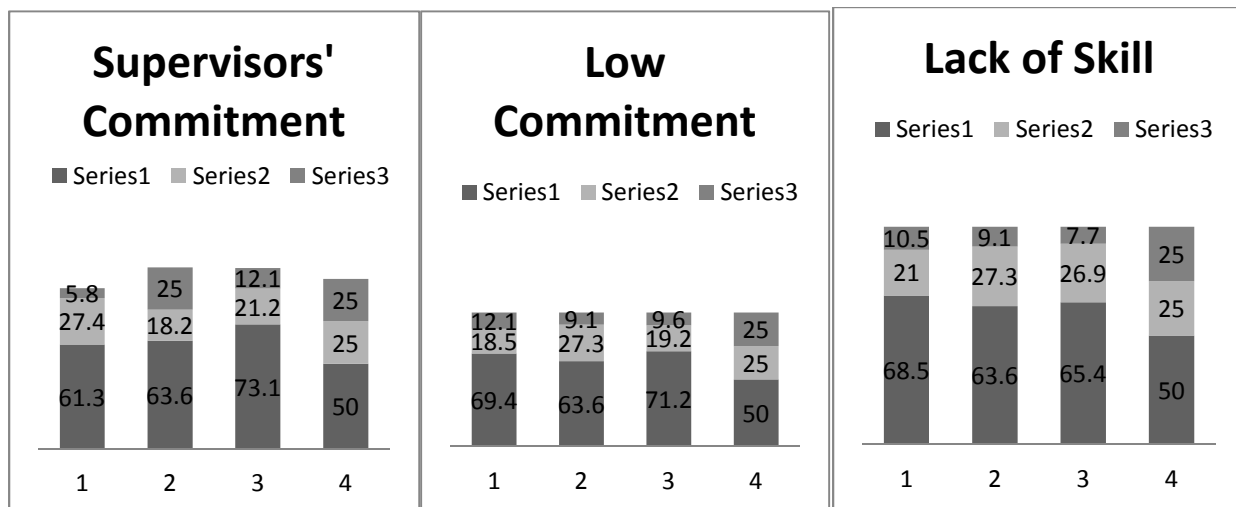
In figure 4 of the same table, respondents were asked whether there was an arrangement of forums through which teachers disseminates findings of their action research or not. On this regard, majority male 87 (70.16%) teachers agreed that internal supervisors are not arranging forums and 24 (19.35%) disagreed while 13 (10.48%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers and male 37 (71.15%) agreed and 12 (23.07%) disagreed while 3 (5.76%) were undecided with the total of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors. Majority of the teachers agreed that internal supervisors are not arrange forums through which teachers disseminates findings of their action research.

Thus, based on the majority of respondents' responses, it is possible to say that internal supervisors were not in a good position to arrange forums through which teachers disseminates findings of their action research. This is happened due to the lack of practice of action research in the schools. Based on the above data presentation, it is possible to say that internal supervisors were not promoting strong collaboration between action research and overall school performance. They are only creating continuous rapport between cluster supervisors and themselves. Therefore, teachers could not engage themselves in action research to improve students' performance; still internal supervisors are not on a position to achieve the fundamental goal of their schools by improving the quality of teaching and learning at schools and classroom levels through providing trainings on the advantages of action research. In line with this, Pajaak (2000) said that supervisors develop the schools through constant action research understanding impose on the teachers to be carried out by individual school teachers in the department. Action research focuses more on local practice and local solution. It is more participatory, and it is conducted by teachers, supervisors, principals, and counselors.

To develop effective action research, the school supervisors can play major role in collaboration with teachers by conducting constant action research seen the school problems are not solved at one.

4.6 The Challenges in Instructional Supervision.

The instructional supervisors held to teachers to develop the profession and in other ways to improve students' achievements when effectively implementation is seen, therefore, there are some factors that are affecting its implementations as follows, such as lack of resource hamper the supervisory practice. In relation to this, MOE (1994:6) explains that, the problems of supervision in relation to our context, is the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating teaching-learning process are considering as ones that are affecting the instructional supervisions in many ways around the regional state.



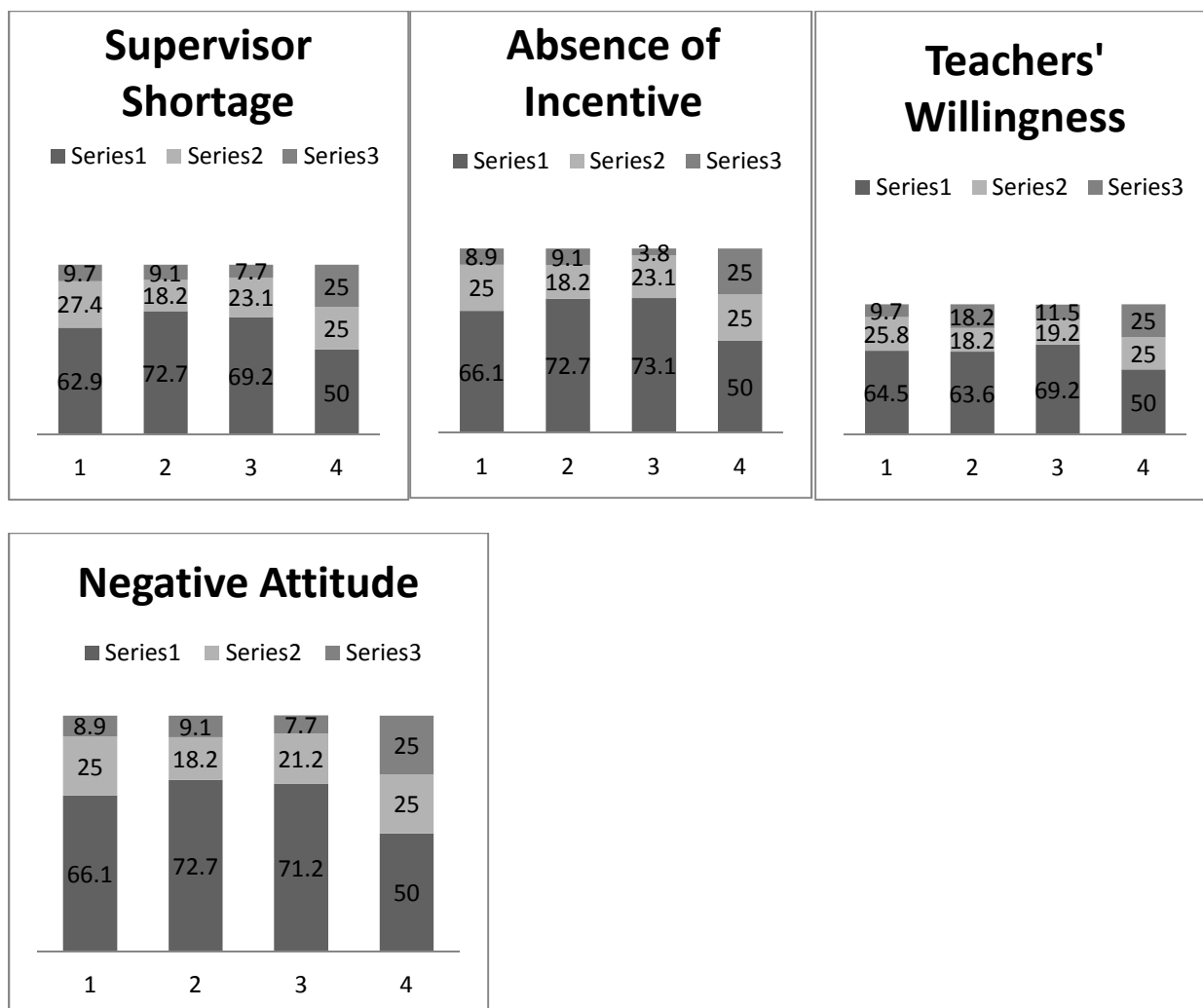


Figure 5 .Respondents' view on challenges in instructional supervision .Legend: 1, male teachers; 2, female teachers; 3, male supervisors; 4' female supervisors; Series 1, agree; Series 2, disagree; Series 3, undecided.

Figure 7, The Respondents' Views on Possible Challenges in Instructional Supervisions.

As indicated in table 7 figure 1, respondents were asked whether the internal supervisors are busy with other commitments or not. In this regard, majority according to, data obtained through interview conducted with some selected teachers, cluster supervisors and supervision focal person from woreda education office also substantiate that majority of teachers and internal supervisors are too much busy because they have many class to teach than giving instructional supervision.

In the document analysis, it was identified that most of the department heads and unit leaders have an average of 25 periods to teach per a week.

One school teacher of Abobo had been said that:

‘..... Most of the time principals and vice principals are not available in the school compound to give instructional support to teachers rather than they overly engaged in routine work of woreda education office and administration

In figure 2 of this table 7, respondents were asked whether there was low commitments of internal supervisors or not. As a results, male teachers 86 (69.35%) agreed that there was low commitments of internal supervisors and 23 (18.54%) disagreed while 15 (12.09%) were undecided with the total of 124 male teachers. And female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers. And male 37 (71.15%) agreed and 10 (19.23%) disagreed while 5 (9.61%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the of 4 female supervisors. On the other hand, interview held with some selected teachers and cluster supervisors indicated that, because of class overloaded and lack of refreshments in trainings, most of the internal supervisors were not fully committed to discharges their responsibilities. Hence, internal supervisors were not fully committed to serve their teachers.

As shown in the same Table 7 figure 3, respondents were also asked whether the internal supervisors are lacking the necessary skills to support teachers on interactional matters or not. Accordingly, male teachers 85 (68.54%) agreed that internal supervisors are lacking necessary skills to support teachers on interactional matters and 26 (20.96%) disagreed while 13 (10.48%) were undecided with the total of 124 teachers. And female 7 (63.63%) agreed and 3 (27.27%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers . And male 34 (65.38%) agreed and 14 (26.92%) disagreed while 4 (7.69%) were undecided with the total of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) were undecided with the total of 4 female internal supervisors. Data obtained from interview held with the cluster supervisors and woreda supervision focal persons indicated that, because of the lacks of trainings for internal supervisors towards supervision support to teachers, most of the internal supervisors lacks skill in this regard.

Based on the above mentioned, it is possible to say that internal supervisors lacks the necessary skills to support teachers on interactional matters in the study area. As shown in figure 4 of this table, respondents were asked whether the shortage of adequate experienced teachers who work as internal supervisors were the challenge to implement internal supervision or not. Totally, the majority of male teachers 78 (62.90%) agreed that the internal supervisors are having shortages of experienced teachers who can work as internal supervisors were the challenges to be implement in the internal supervision effectively in the study area. And 34 (27.41%) disagreed and 12 (9.67%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers. And male 36 (69.23%) agreed and 12 (23.07%) while 4 (7.69%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors.

Data obtained from the document analysis substantiate the response of the majority of teachers. Thus, based on the majority of respondents' response and document analysis result, it is possible to say that shortage of adequate experienced teachers who work as internal supervisors were the most importance challenges to implement the internal supervision effectively in the study area. In the figure 5 of the same table 7, respondents were asked whether there was absence of incentives for the internal supervisors that challenges the internal supervision or not.

Accordingly, majority male teachers 82 (66.12%) agreed that the absence of the incentives challenges the effectiveness of the implementations of the internal supervision in the study area and 31 (25%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers and female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers. And male 38 (73.07%) agreed and 12 (23.07%) disagreed while 2 (3.84%) were undecided with the total of 52 male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors. Based on the majority of the respondents' response, it is possible to say that absence of the incentives for the internal supervisors challenges the internal supervisors process in the study area.

On the interview conducted with some selected teachers, department heads, principals, vice principals, cluster supervisors and supervision focal persons from the woreda education office. Majority of them responses that, schools have no financial/budget capacities to provides the internal supervisors' incentives regularly. This could be done by the woreda and the zone education office who have annual budget to keep on the internal supervisors' motivations with incentives to implement an effective instructional supervision for teachers.

To conclude this, internal supervisors are not fully committed in their supporting to the teachers in the instructional supervision due to the absence of the incentives. In the figure 6 of this table 7, respondents were asked if there was absence of willingness on the parts of teachers to work with the internal supervisors or not. Totally, the majority male teachers 80 (64.51%) agreed that there was absence of willingness on the parts of teachers to work with internal supervisors and 32 (25.80%) disagreed and 12 (9.67%) were undecided with the total of 124 teachers and female 7 (63.63%) agreed and 2 (18.18%) disagreed while 2 (18.18%) were undecided with the total of 11 female teachers. And male internal supervisors 36 (69.23%) agreed and 10 (19.23%) disagreed while 6 (11.53%) were undecided with male internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors.

Thus, from the majority of teachers and internal supervisors' response, it is possible to say that, there was absence of willingness on the parts of the teachers to work with internal supervisors. Interview held with cluster supervisors and the selected teachers indicated that absence of the willingness on the part of the teachers to work with the internal supervisors happened due to the lack of trust among teachers and supervisors to discuss on what they have faced during the classroom teaching and learning practices. In light of the forgoing analysis, Jonson and Johnson (2002:420) teachers have a trust to their supervisors to develop positive views towards school supervision and instructions. As indicated in the same table figure 7, respondents were asked about whether there is a negative attitudes of teachers towards supervisors or not. Consequently, male teachers 82 (66.12%) agreed that there is a negative attitudes of teachers towards supervisors and 31 (25%) disagreed while 11 (8.87%) were undecided with the total of 124 male teachers.

And female 8 (72.72%) agreed and 2 (18.18%) disagreed while 1 (9.09%) was undecided with the total of 11 female teachers. And male 37 (71.15%) agreed. And 11 (21.15%) disagreed while 4 (7.69%) were undecided with the total of 52 internal supervisors and female 2 (50%) agreed and 1 (25%) disagreed while 1 (25%) was undecided with the total of 4 female internal supervisors. Therefore, there is a negative attitudes of teachers developed towards supervisors. According to the data obtained, it is indicated that teachers developed negative attitudes towards their internal supervisors which affects the teachers and the supervisors relationships in the instructional supervisions. This shows that there are many possible challenges that slow down the instructional supervision in the schools. Such as shortage of adequate experienced teachers who can work as internal supervisors, low commitments of the internal supervisory, lack of the incentives to internal supervisors and lack of willingness of the teachers to internal supervisors were founded as they are the possible challenges in the implementations in the instructional supervisions in the study area.

Based on the above data presentations, it is possible to say that internal supervisors were not in a good positions in promoting strong collaboration between teachers and other stakeholders to manage supervision challenges. They are only creating continuous rapport between cluster supervisors and themselves. Therefore, teachers could not engage themselves to share adequate practical experiences, skills and teaching-learning materials to achieve educational objectives; still the internal supervisors are not on the right positions to achieve the fundamental goal of their schools by improving the quality of teaching and learning methods at schools and the classroom levels through proving excellence trainings on the advantages of the actual internal supervisions to both the internal supervisors and the teachers at all levels of the schools.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary, conclusion and the recommendations. In this section, the first part to be seen is about the summary of the study and the major findings how they are made. And second part to be seen is the conclusion of the fundamental findings of how they have been drawn. Lastly, it is about what should some of the possible recommendations which are forwarded on the basis of the findings of the study.

5.1 Summary

This study was aimed to investigate the contribution of the instructional supervision in improving teachers' pedagogical skills in Abobo Anuak Zone secondary schools. To this effect, the descriptive survey method was employed to investigate the study. In addition to this, from the six sampled secondary schools founded that in the zone 135 teachers, 56 internal supervisors, 4 secondary school cluster supervisors and 4 focal persons in the woreda education office as a total of 199 respondents were participated in the study as the sources of the information. Questionnaires, interviews and the document analysis were utilized as data collection instruments to get the appropriate information from the targeted respondents. The data collected through various instruments were analyzed by using frequency table and percentages while the qualitative data from interview and the document analysis are used to supplement the quantitative data. In doing so, the data collected from both quantitative and qualitative instruments addressed to the following five basic research questions of this study as follows:

1. To what extent does instructional supervision improving teachers' active learning process?
2. To what extent does the instructional supervision improves teachers' skills of the students' assessment in learning?
3. To what extent does the uses of different instructional supervision techniques improves the teachers' skills in the classroom management styles of teaching?
4. To what extent does the instructional supervisors give good supports to teachers in improving action research undertaking skills?
5. What are the most important factors affecting the instructional supervisions in the secondary schools?

NB. Based on the data analysis, below are the major findings of the study:

1. Regarding the contribution of the instructional supervision to improve teachers' active learning practice.

- As it was pointed out in the study, majority 82 (66.12%) of the respondents indicated that, instructional supervisors were not effective in supporting teachers in improving active learning Practice. In addition to, findings showed that, instructional supervisors failed to identify teachers' Limitation on the implementation of active learning, model effective learning and arrangement of short term trainings for teachers on active learning.

2. Regarding the contribution of instructional supervision to implement effective assessment method.

- With regard to the contribution of instructional supervision to implement effective Assessment method, the majority 80 (64.51%) of the respondents indicated that, instructional supervisors were not supporting teachers to implement effective and standardized assessment methods. And the result of the study adds that the instructional supervisors failed to identify teachers' skill and gaps in the implementation of various assessment methods. They also failed to support Teachers on the preparation of valid assessments.

3. Regarding the contribution of the instructional supervision to improve teachers' classroom management skills.

- With the regard to the support of instructional supervisors to improve teachers' classroom management skills, the findings of the study notify that, there was a lack of continuous support from the internal supervisors to let the teachers develop classroom management Skills to handle misbehaving students. and about 80 (64.51%) agree on the issue that internal supervisors were not in good position to support teachers for the good assessment methodological skills.

4. Regarding the contribution of instructional supervision to help teachers to conduct action research.

- With the regard to the support of instructional supervisors to encourage teachers to engaged in action research to solve immediate problems, majority 88 (70.96%) of the respondents indicated that instructional supervisors did not encourages the teachers to conduct action research to solve immediate classroom management problems. In addition to that, majority of the respondents confirmed that internal supervisors were not in a good positions to modeling action research undertaking. Furthermore, supervisors were not arranging forums for teachers to disseminate their findings of action research undertaking in the secondary schools.

5. Regarding the challenges of the instructional supervision.

- The findings of this study state the major challenges for the proper implementations of the instructional supervisions at the secondary schools of Abobo Anuak Zone as the following states below. The engagement of internal supervisors with other commitments were very Low. And that low commitments and the shortages of an adequately teachers who can work as internal supervisors and unwillingness of teachers to work intimately with internal supervisors and absence of incentives for the internal supervisors were found all as the major challenges on this study. Majority 86 (69.35%) of respondents challenges their commitments.

5.2 Conclusions

Based on the study, the researcher forwarded the following conclusions. The role of the internal supervisors in supporting teachers in practices of the instructional supervision were unsatisfactory to improve the teachers' classroom instructional performance and promoting development of active learning. In addition, internal supervision were failed to encouraged teachers to reflect on teaching and model effective instruction. Internal supervisors' commitments in supporting teachers in matters pertinent to assessments was not successfully implemented and they are also failed to encourage their teachers for preparing their valid assessment methods. In addition to my personal judgment as a researcher, I concluded that, the teachers can improves his/her instructions by reorganizing different relevant instructional techniques, but the findings shows that internal supervisors were not effective in encouraging teachers for the various instructional techniques.

In the secondary schools, internal supervisors were not adequately provided training for their teachers to develop their capacity in modeling action research undertaking and also failed to conduct appropriate forums where the teachers can disseminate their action research finding. In addition to that internal supervisors were busy for their own works. The secondary schools have the shortage of teachers who can fulfill the requirements to services as an internal supervisors. In addition to the shortages of incentives for the internal supervisors were slowed down, in order that the internal instructional supports for teachers were undermined or weakened for the instructional supervisions to grow and develop in advance.

Therefore, it can be concluded that, respondents were still lacking clarity on the goals, objectives and advantages of instructional supervision at school level. This leads to an additional efforts to exerts on communicating the rationales and benefits of instructional supervision to the people who are largely affected.

5.3 Recommendations.

Based on the findings of the study, the following recommendations were drawn to the principals, teachers, and internal supervisors etc, to minimize and solve the problems that impede the contribution of instructional supervision in Abobo Anuak zone secondary schools as the findings concerned. Therefore, the study indicates that instructional supervisors are not well competent enough to give good supports to the work of the secondary school teachers in improving active learning process as were drawn:

1. Therefore, it is recommended that, Regional Education Bureau, Zone and Woreda Education office experts with local Education, Colleges and University experts who work on the area of supervision and support services to provide an adequate trainings for the internal supervisors to encourage the teachers to implement an active learning effectively and conduct action research to improve students' performance.
2. Woreda Education Bureau can providing supports to school teachers in order to conduct effective assessments and methodological methods is one of the most important and the main functions of internal supervisors. But in the findings of the study, it shows that the instructional supervisors are not effective in promoting teachers' competence by encouraging them to prepare valid assessments.

3. Therefore, it could be recommended that, woreda education supervision focal persons together with schools' principals should reinforce the internal supervisors' rules and regulations to the commitment on supporting teachers in the matters pertinent to the assessments and improve encouragement to teachers for preparing valid assessment methods in secondary schools.
4. One major part of internal supervisors' work with teachers is to improve different use of instructional techniques to help teachers develop their professional growth. However, finding shows that internal supervisors failed to implementation different instructional techniques. Therefore, this could be recommended that, the secondary school internal supervisors and the concerned woreda educational officials should plan for various and relevant instructional techniques' for teachers.
5. Internal supervisory in secondary schools, are the motor for teachers' professional development in instruction. However, the findings indicated that, internal supervisors were not adequately provided training for teachers to develop their capacity in modeling action research undertaking and also failed to conduct appropriate forums where the teachers can disseminate their action research findings. This could recommended that, internal supervisors should provide trainings for teachers in every end of the semesters to build the capacity of teachers in modeling action research and arrange forums for teachers to disseminate their action research findings.
6. In secondary schools, instructional supervisory is tiresome work for supervisors. Thus, internal supervisors should not be overloaded by other works at school. However, in the findings, internal supervisors were too busy for other school works. This can be recommended that, principals and vice principals, should reduce the internal supervisors' workloads and make them concentrate on the instructional supervisors'. Since supervision is the life blood of the schools. In addition to that, the findings show that, there was a shortage of teachers who can services as an internal supervisors. And the shortages of incentives for internal supervisors were slowed down all their supports to teachers in instructional supervisions.

Therefore, it could be recommended that, woreda educational office should employ enough teachers who can services as an internal supervisors. Furthermore, education office should provide incentives for internal supervisors to motivate them for effective implementations of instructional supervision in the secondary schools. MOE, (2002).

Finally, to address the problems better, it can be suggested that, further studies need to be conducted in this area with regard to: The contribution of instructional supervision in improving teachers' pedagogical skills in secondary schools, supervisors and teachers' perceptions on the instructional supervisory practices and conduct a similar study on the way females' participation was very low on supervisory positions.

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Appendix I

Research questionnaire to be fill by internal supervisors and Teachers.

Dear respondents, the purpose of this questionnaire is to collect research data on the study entitle “ The Contribution of instructional supervision in improving teachers’ pedagogical skills in AboboA nuak Zone secondary schools”. I am kindly request your active participation to responds all the questionnaire items respectively and possibly. So Your responses are important for the success of the study. Therefore, you are warmly required to read all the questions and fill the necessary answers and be confidential and fill comfortable with free mind , because there is no punishment for not answering the questionnaire correctly but your kindly cooperation and commitment to participate on this study is needed and warmly appreciated so much.

N.B. General Directions:- Before you started to fill all the questionnaire:

1. Do not write your name on the questionnaire.
2. Attempts to read all the questions before answering them .
3. Do not invite others to answer for you.
4. Put marks like this “Ticks ” or “X” in the box provided for each items.
5. Try to answer all the questions provided.

Thank you so much for your kindly cooperation and participation in this study!!!

General information and personal data: -

Section I :- questionnaire for internal supervisors and Teachers. you are required to responses by using “ TICKS” or “X” in the box provided.

1. School.....

2. Sex :- Male ☐ Female ☐

3. Age :- 18-25 ☐ 30-35 ☐ 35-40 and the above ☐

4. Qualifications:- Certificate [TTI] ☐ Diploma ☐ Degree ☐ M.A

5. Work experience:- 1-5 years ☐ 5-10 years ☐ 10-30 years and above ☐

6 Current position:- teacher ☐ head teacher ☐ cluster supervisor ☐

The following items for the respondents' comments are as follows:

SCALE OF RATING POINTS.

1= Strongly agree (SA) 2= Agree (A) 3= Undecided (UND) 4= Strongly disagree (SDA)

5= Disagree (D) in the boxes provided below:

NO ITEMS SCALES

I	Active Learning Skills	5=SA	4=A	3=SDA	2=DA	1=UND
1	Internal supervisors identify teachers' limitation on implementations of active learning process					
2	Arrange various short term trainings for teachers on the active learning skills					
3	Model effective on active learning process					
4	Encourages teachers to use various active learning methods					
5	Encouraging teachers to reflect on their teaching skills to students					
6	Arranges forums on which teachers share their experiences on the implementation of active learning skills					

7. What are some of the active learning skills? Would you kindly mention please?-----

NO

ITEMS

SCALES

III	Classroom Management Skills	5=SA	4=A	3=SDA	2=DA	1=DA
1	Internal supervisors supports teachers to use various techniques to effectively handle misbehaving students					
2	Directly learning activities and the involvement of all students in the activities tailored to their own ability and pace.					
3	Employment of varieties of appropriate teaching and learning methods to meet the preferred learning styles of students					
4	Management of classroom time efficiently					
5	Establishment of a good classroom atmosphere					
6	Support and monitoring students interaction in a large class					
7	Setting a good ground rules at the beginning of the semester and re-visiting them regularly					
8	Be a good role model supervision activities					
9	Give clear instructions to the students in the outside and inside the classroom					
10	Uses different techniques to ensure the real enabling environments					

11. if there are other classroom management skills, would you mention?-

NO

ITEMS

SCALES

IV	Action Skills	Research	Understanding	5=SA	4=A	3=SDA	2=DA	1=UND
1	Internal management research	supervisors to solve problems	encourage classroom through action					
2	Modeling undertaking	action	research					
3	Internal on action research	supervisors trains	teachers undertaking					
4	Arrangement of their	for forums disseminates	through findings					

5.what are the other action research understanding skills?-----

NO

ITEMS

SCALES

V	Factors that are affecting the successfully of instructional supervision	5=SA	4=A	3=SDA	2=DA	1=UND
1	Internal supervisors are busy with other commitments					
2	Low commitments of internal supervisors is very communal					
3	Internal supervisors are lacking the necessary skills to support teachers on instructional matters					
4	Shortages of an adequately experienced of teachers who can work as an internal supervisors					
5	Absence of an incentives for the internal supervisors					
6	Absence of the willingness on the parts of teachers to work with supervisors					
7	There is a negative attitudes of teachers towards supervisors					

8. Could you mention some of the factors that are affecting teachers' success in instructional supervision?-----

Thank you so much for your kindly Cooperation in advance!!!

Faithfully yours;

Deng Lam Puar

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Email address:- denglampuar77@gmail.com

Appendix II

Interview items for the selected teachers, department heads, principals and the vice principals, cluster supervisors, and supervision focal persons are from the education office.

Dear respondents of this study, the purpose of these interviews, is to collect the real research data on the title which is named the contribution of instructional supervisions in improving teachers' pedagogical skills in the Abobo Anuak Zone secondary schools gambella regional state. I am very honestly and kindly requesting your humble and active participation to give respond for these items respectively and honestly.

- 1. How do you judge the real contributions of the internal supervisors in supporting teachers to improve their active learning implementation skills? Why did you say this? What is your evidence for this?**
- 2. How do you judge the contribution of the internal supervisors in supporting teachers to improve their students' most appropriate assessment skills? What do you mean? Evidence?**
- 3. How do you judge the contribution of the internal supervisors in supporting teachers to improve their classroom management skills? Why did you say this? Evidence?**
- 4. How do you judge the contribution of the internal supervisors in supporting teachers to improve their action research undertaking skills? What do you mean by this? Evidence?**
- 5. What are the major challenges which are deeply affecting the contribution of the internal supervisors in supporting the teachers to improve their aforementioned skills? Which one of these are the most challenging?**

