

**EVALUATING THE EFFECTIVENESS OF INSTRUCTIONAL
SUPERVISION IN PREPARATORY SCHOOLS OF BALE ZONE
OROMIA REGIONAL STATE**

MA THESIS

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BIOGRAPHICAL SKEITCH

The author was born from his Father, Bogale k/Miriam Wakjira and his mother Kelemua Kabtimar Ginbaru in Agarfa woreda Bale Zone Oromia regional state on October 1, 1974 E.C. He attended his elementary and junior secondary school at Oda Chefo from 1980-1988. He also attends his secondary school at Agarfa senior secondary school from 1989-1992. He joined Robe TTI in 1993 and graduated with certificate in teaching.

After his graduation, he was employed by Bale zone education office and served as a teacher at Agarfa woreda. He joined Robe College and graduated with diploma in 2000 in history. He joined again in 2001 in Mada Walabu University in EDPM in summer program and graduated in 2005 with BA. Right after his graduation, he was assigned as a supervisor of primary schools up to 2007. From 2008 up to now he was assigned as a Vice principal of secondary school at Bale zone Agarfa woreda. Then he joined the school of graduate studies at Haramaya University in July 2008.

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DEDICATION

This research work is dedicated to my loving late father Ato Bogale K/Miriam Wakjira for his spiritual support I needed to grow up to maturity and sustain myself in life by means of the education he painfully financed.

ABBREVIATION

AAU	Addis Ababa University
ESDP	Educational Sector Development Program
MoE	Ministry Of Education
PTA	Parents and Teachers Association
CPD	Continuous Professional Development

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ABSTRACT

This study was conducted to evaluate the effectiveness's of instructional supervision in government Preparatory schools of Bale Zone. The purpose of conducting this study was to investigate the extent to which instructional supervision was being implemented, identify challenges that face instructional leaders in the implementation process and find out the efforts of instructional supervisors in facilitating the conditions for learning and teaching process. A qualitative and quantitative methods approach was employed to collect and analyze data. Sample of schools were selected by purposive sampling technique. The study participants drawn from five government preparatory schools using, simple random and purposive sampling techniques. The quantitative data were collected by questionnaire and analyzed by using descriptive statics. Means count, frequency, percentage, and mean. The qualitative data collected through interview and document analysis was analyzed by using narration. Moreover, the qualitative data collected by document analysis and interview by open ended questionnaires were qualitatively analyzed to triangulate the quantitative data. The findings of the study suggested that, Instructional supervision was not effectively done in these schools. The school leaders gave their time for routine administrative activities, than, instructional process and they did not supervise teachers timely. The leaders had lack of commitment, lack of knowledge how to observe classroom situation and lack of clear guide lines for supervision. Furthermore, lack of sustainable and organized training system, budget as well as, absence of school coordination limited the school supervision practices. Therefore, ineffective instructional supervision practice in the schools arose from lack of qualified instructional leaders, school leaders did not do closely with teachers, most of school leaders engaged in administrative activity than instructional process. Instructional supervision was not held appropriately. The practical contribution of instructional supervision to the teachers was ineffective. Based on this, the researcher recommended that, School leaders should closely do with teachers, and the Zonal and Woreda Education offices should monitor and evaluate the effectiveness's of instructional supervision. The school leaders also need to change the trend of using more time for administrative activities, than instructional issues. Providing the required training for school leaders, senior teachers and organize continuous and regular supervision program in the school system. It would be better to assist teachers, fill the gaps in knowledge, skills, and attitudes, the profession requires for discharging responsibilities given to them by the society.

Key Terms: Instructional supervision, preparatory school, Effectiveness

1. INTRODUCTION

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

1.1. Background of the Study

School supervisors are responsible for creating and articulating of a vision of high standards for learning at schools that can be shared by the school and the surrounding community (Professional competence for school supervisors, 2013). In addition school supervisors must see schools as integral part of the larger community, and foster collaborative work and communication with families and the community at large as critical to effective learning. Improving teaching is a complex process in which many stakeholders should interact. Teachers are in the center of this improvement process. Hence teachers' acceptance and interaction with the supervisory practice, therefore, the techniques, methods, models or processes used by supervisors at schools, provide the catalyst for any supervisory success.

The way teachers gain professional support from instructional supervisors and the way teachers' view the instructional supervision that under go and think about is very important in the outcomes of the supervision process. Instructional supervision is an interactive process that depends on the source of supervision, supervisor and the teacher. Therefore, evaluation of instructional supervision is important in implementing successful supervision (Abdulkereem, 2001).

The more recent concept of teaching is based on the assumption that knowledge is constructed, dynamic and conditional (Nelson, 1996) and teaching is an intellectually and morally complex work (Ball and Wilson, 1996). The role of the teachers are to facilitate students' learning on the basis of morally defensible grounds, while managing the multiple and conflicting social, political and economic agenda played out in schools. Supervision in this paradigm is directed towards helping teachers to make professional

Furthermore, the study participants reassured of confidentiality by explaining to them, their name and other identifier of their status would not document in the questionnaires and the information kept confidential that no one had opportunity to see judgments, not only about curriculum, students and pedagogy, but also about the structures and cultures in which their work is located (Oliva, 1997).

Supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of that same profession”. This relationship is evaluative, extends overtime, and has the simultaneous purposes of enhancing the professional functioning of the junior member: monitoring the quality of professional services offered to the clients or they see, and serving as a gate keeper of those who are to enter the particular profession (Bernard and Goodyear, 1998).

The definition of supervision is from different literatures and different professional aspects. Particularly, (Surya, Govinda and Tappan, 1999:8) defined, Educational supervision as, all those services whose main function is to control, evaluate, advice and support schools heads and teachers.

Now a day, improving the quality of education has given priority throughout the world. To monitor the quality, the national authorities highly depend on the school supervision, (De Grauwe, 2001 p: 13). Quality has different meanings depending on the kind of organization and the customers served (Certo, 2006:7). Particularly, education quality, according to (Dittmar, Mendelson and Ward, 2002:30) is; “the provision of good education by well prepared teachers”. However, all teachers are not qualified enough and as a result they need support from supervisors (Gloradano, 2008:11). To improve teachers’ instructional performance; the instructional supervisors should also work with teachers in fixable and collaborative style.

Thus, in order to bring effective education through the improved teaching –learning process; instructional supervisors should be democratic and cooperative and give high attention to school. Researchers by (Beach and Reinharth, 2000) emphasized that the

importance of the collaborative effort of all participants involved in the supervisory process has an alienable role. This would help in improving the way this practice are introduced and avoid any potential conflict.

Educational inspection was introduced in to education system in Ethiopia about 35 years after the introduction of modern types of education in the country around 1944 E.C. According to the literature there are forces that brought about the need for school inspection. Firstly the fast growth of elementary and secondary school in the empire, secondly the need for coordination of curriculum and thirdly, most importantly, to help teachers in the classroom activities.

Beginning, 1955 E.C the twenty or more than this year old inspection was replaced by supervision. In line with this, Education sector development program (ESDP IV) by the Ministry of Education, Ethiopia noted the importance of providing quality based instructional supervision to improve the quality of education: MoE (2010) with forming school clusters.

The concepts of on guidance support and continuous assessment provided to teachers for their professional development and improvement in the teaching learning process, where as the latter gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why, and to develop professionally (Sergiovanni and Starratt,2007).

At school level ,how supervisors should professionally support while working with teachers was the discussion about the field of instructional supervision and was a main derive for developing the different supervision models because; different models produced different practices. The aim was to increase for the best method by which supervisors could best improve the teachers' performance; provide them with the needed assistance; for the total school improvement and providing quality education for the learners. Having this, MoE (2003) mentioned that the main focus of instructional

supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim supervisors usually employ several supervisory practices. But MoE (2002) mentioned that, the previous years, the Woreda education experts who are assigned to supervision at school level are not able to solve school problems. Many supervisors went to school for only data collection purpose. Because of this, teachers did not gained support from supervisors for improvement of their instructional limitations.

The focus of this proposal will be conceived a better model for helping teachers' and schools to expand their knowledge and expertise in many countries. As Dawson (2002) to link schools with the community, NGOs and individuals to solve financial and material scarcities of the school with the aim of achieving the goal of stakeholder participations on the school improvement programs. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 1990).

Most 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, they need support from instructional supervisors (Giordano: 2008: 11).

Instructional leaders to improve instructional leadership should do the following: design or establish completely accepted goals, able to keep and use a definitive records of progress of the school, disseminate leadership through the school members, develop sense of responsibility to the group to develop habit and skill of critical and self evaluation, and understand group process and awareness of values and skills in achieving them (Faunae, 1955).

It is believed that the improvement of schools would not be accomplished without improving teachers' education .The quality of teachers' education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable

unless due emphasis is given from different level education officials to implement school based instructional supervision program effectively.

1.2 Statement of the Problem

School supervision services, which occupy central position in the management of education, have existed for long time at all levels of school structure. The achievement of educational goals is influenced by the degree of the performance of professional teachers, administrators, students and society at large. As stated by Corron (1998) educational systems rely on educational supervision to improve teaching –learning process by improving the performance of teachers and the achievement of learners.

In our country, currently attention is given to the provision and quality of education at all levels. According to Education Sector Development Programs (ESDP I - IV) the existence of clear and efficient system of teacher and school leader development and assurance of their competency is one of the mandatory preconditions for ensuring provision of quality education for children.

The utilization of educational facility, technologies, and materials so as to strengthen the instructional process and the expansion of education is given due attention (Education and training policy, 1994).Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009). The Society need those who are capable of solving quality problems and who bring effective learning for the students by implementing appropriate supervisory services; therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge ,skill, and good attitude towards their profession.

One of the measures, by which this quality of education is assured is through instructional supervision; the quality of teachers are must be attained. Hence teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the educational supervision before starting to teach their students. These factors affect

the quality of students' learning in many ways if not appropriately considered by the teachers.

Students have different ways of absorbing information and demonstrating their knowledge. Their exposure to different methods of teaching affects the way they grasp knowledge. When the teachers lack control of the methods of teaching to be used, it does not bring quality to students learning. It results in less skilled man power production that becomes less effective in solving the problems of the community in particular and society in general. At Zonal and Woreda level in community mobilization documents (in Bale Zone Educational Office, 2008 E.C and 2009 E.C), seminars and workshops repeatedly indicated that; secondary and preparatory school instructional supervisors are not performing as expected because of several reasons.

The researcher has been working as school principals and Cluster supervisor for more than 8 years in the study area. He observed from his experience the practice of instructional supervision in some schools is poor. This resulted from lack of cooperation among the school communities namely the principals, as teachers, unit leaders, department heads, and students. Principals blame teachers for lack of cooperation as the basic cause for poor practice of instructional supervision in the schools. The researcher has personally participated in these workshops and seminars. More over the researcher has a personal experience as a teacher, principal and supervisor in one of the woredas of Bale Zone and by this the researcher believes the existence of gap between what was demanded and what they were really doing.

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

On the other hand, some research findings related to the past supervision practices in schools shows that there are some problems with its effectiveness. To list some; opportunities that help to improve instructional process were inadequate, training programs were not relevant to real development of teachers; there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005).

In light with this, the researcher look the gaps that affects the improvement of quality of education on the side of instructional supervision practices as; education officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instructional supervisors; instructional supervisors did not design various interventions to assist teachers to improve their limitations; instructional supervisors did not provide professional support to teachers to improve their instructional skills; instructional supervisors did not conduct training need assessment from the basis of teachers pedagogical gaps; instructional supervisors did not use student centered / Active learning/ teaching methodology rather simply use lecture methods and instructional supervisors did not link the schools with the local NGOS, communities and other stakeholders to solve and to get financial problems.

Due to this reason, the researcher intended to evaluate the effectiveness of instructional supervision in Bale Zone preparatory schools investigated the problems of supervisory practices and evaluated the strong and weak sides of supervisory practices in preparatory schools of Bale Zone and the researcher tried to show the gaps that were found between the principles of instructional supervision and the effectiveness of instructional supervision in the preparatory schools of Bale Zone of five selected schools.

This study conducted in preparatory schools of Bale Zone Oromia regional state. The main purpose of the study was to evaluate the effectiveness of instructional supervision for the professional development of teachers in government preparatory schools of Bale Zone. However, the existing reality in implementation of instructional supervision at school did not seem to reveal a positive impact in supervision

Practices on educational improvement moreover, it appears that teachers were not properly supported by supervisors in tackling different challenges of the curriculum.

In case, there are different weakness in instructional supervision are common in preparatory schools of Bale Zone, and these can have a negative impact on the quality of education. So, these problems and the impact they may have on the quality of education have initiated the researcher evaluated the instructional supervision on professional development of teachers in government preparatory schools of (Agarfa, Goba, Gasara, Robe and Dinsho) of Bale Zone Oromia Regional State. There are local studies conducted in relation to the practice of instructional leadership and principals instructional supervision management behavior in improving students achievement in Ethiopian context. For instance the research done by Demoze(200) in Addis Ababa indicated that practices of instructional leadership enhance the quality of education in relation to identifying some of its effects and the study done by Abose Kuyise(2014) in West Wollega Zone indicated that, the school instructional leaders fail to discharge their expected roles to practice instructional supervision. The study done by Aselef (2012) in Diredawa indicated that, there are some problems with the status of instructional supervision practice. Therefore none of the above studies tried investigate the effectiveness of instructional supervision by identifying challenges that faced instructional supervisors during classroom observation in preparatory schools. In addition, even though the problem was prevailing in the study area, no local studies were done to alleviate the problem in Bale Zone context.

Hence, the main purpose of this study was to evaluate the effectiveness of instructional supervision in the government preparatory schools of Bale Zone

In order to investigate the problem the researcher raised these research questions:

1. How do instructional supervisors identify the strengths and limitations of teachers in the classroom?
2. To what extent supervisors help teachers to improve their instructional skills?

3. Do instructional supervisors design various interventions to assist teachers to minimize their instructional limitations?
4. Do instructional supervisors link schools/clusters with various organizations and community groups to improve quality of education.
5. What are the major problems that face instructional supervisors while evaluating instructional process?

1.3. Objective of the Study

1.3.1 General Objectives

The overall objectives of this study was to investigate the extent to which instructional supervision was being implemented and evaluated the effectiveness of instructional supervision that preparatory school supervisors in Bale Zone Oromia Regional state face in the implementation process.

1.3.2 Specific Objectives

Specifically, the study was attempt to:

- ❖ Evaluate the extent to which instructional supervisors identify the strength and limitations of teachers in the class room.
- ❖ Assess the degree of instructional supervisors design appropriate interventions to help teachers to improve their weakness.
- ❖ Assess the professional support teacher's gain from supervisors in order to improve their instructional skills.
- ❖ Identify how instructional supervisors evaluate instructional process.
- ❖ Identify the major problems of instructional supervisors face while evaluating of instructional process.

1.4 Significance of the Study

The study was designed to evaluate the effectiveness of instructional supervision in preparatory schools of the study area; particularly from scholar point of view.

Instructional supervision is weighted on the improvement of the teaching learning process that revealed excellent students' performance. Therefore, the researcher believes that the result of this study has a paramount importance and may be applicable to the preparatory schools communities of Bale Zone in particular and preparatory schools in general. In case the findings are expected to remain for the school communities and stakeholders. The study has expected to have the following significances:

The study may helps teachers, supervisors and other responsible officers to be aware of the extent to which instructional supervision implemented ,it may provide important information to the national and local policy makers and program designers so that, they further revised and developed appropriate programs. It will contribute to the school communities by initiating the stakeholders in school improvement program ended with the highest learners' achievement, it may helps all school leaders and teachers to identify the strengths and weakness of instructional supervision activities in preparatory schools. In general, it may serve as a starting point for other researchers who were interested to do their research on the title.

1.5 Delimitation of the Study

The researcher geographically delimited his study to five government preparatory schools of Bale Zone: namely Agarfa, Robe, Batu, Gasara and Dinsho preparatory schools, because of their proximity, manageability and their experiences. He also limited himself about the evaluation of the effectiveness o instructional supervision in preparatory schools particularly by principals, vice principals', senior teachers and department heads. The study didn't go beyond evaluation of instructional supervision and how instructional leaders evaluate the practice of instructional supervision in the classroom in the study area. The study conducted during the academic year 2017/18.

The study used descriptive research design. The researcher used different data gathering tools such as: questionnaires, interview and document analysis to gather data and data is analyzed by using mean value, percentage, frequency. In general this study did not go beyond evaluating the effectiveness of instructional supervision and its practice in

preparatory schools of the study area. Specifically it focused on the effectiveness of instructional supervision and evaluating its implementation.

Because, a condition didn't permit the researcher to study all problems in all schools. Therefore, the writer was forced to conduct this research on the five (29.4%) government preparatory schools of Bale Zone namely: Robe, Goba, Agarfa, Gasara, and Dinsho Woredas.

1.6 Limitation of the Study

Research work cannot be totally free from limitation. To this end, some limitations were all observed. One apparent limitation was poor record system of preparatory schools in finding to get updated reports in sampled schools. In addition, locally written literature specifically on instructional supervision effectiveness is scarcely available. This limited the researcher not to supplement the study with literature reviewed only in Ethiopian context. On the other hand, during the initial survey, it was planned to assess all government preparatory schools in Bale Zone. However, due to some constraints it was un able to cover the whole number of schools of the zone. Therefore, the researcher forced to limit survey on five schools and five woredas only. The main study was limited to 58 teachers, 31 non teaching staffs, 5 principals, 5 supervisors, 3 vice principals and 15 students' council. This may not represent the whole figure of the zone.

1.7. Organization of the study

The study was organized and presented in five chapters. In chapter one of the papers: statement of the problem, significance, scope, limitation and definition of key terms were treated. In the second chapter survey of related literature, in chapter three; methodology, in chapter four data analysis, and finally in the fifth chapter findings summary, conclusion and recommendations were covered.

1.8. Operational Definition of Key Terms

Instruction: Teaching in particular subject or skills taught the act and the process of teaching and learning.

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

Preparatory School: Secondary high schools provide education for eleven and twelve grade (11 -12) prepare students for higher commission education and training.

School based Supervision: A kind of supervision conducted at school level by principals, vice principals and teacher.

Supervision: Considered as any service for teachers that eventually results in improving instruction, learning and the curriculum.

Professional Development: The development of teachers in their professional role specifically the acquisition of greater knowledge, skill, or attitude.

Non Teaching Staffs: The school community that are not engaged in the teaching learning process in the classroom.

2. REVIEW OF RELATED LITERATURE

This section provides a comprehensive review of the related literature on different aspects of evaluation of instructional supervision. The literature review is organized in to the following sub topics.

These are: The concepts of instructional supervision, global perspectives, principles of supervision, major skills of supervisory personnel, techniques of instructional supervision, major importance of instructional supervision and types of supervision.

2.1. Concepts of Instructional Supervision

Supervision is meant for improvement of work performance. In a broad sense (Pierce and Rowell, 2005) define supervision as a developmental process designed to support and enhance the individual's motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand. Basically in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth development of teachers. Many scholars have defined the term instructional supervision in various ways in case supervision may be seen as a positive instruction improvement.

(Sergiovanni and Starrat, 2002) define instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for students academic success. Professional competence standard for school supervisors in MoE(2013) school supervisors are expected to undertake three sets of tasks including control(in a sense of monitoring compliance requirements and providing feedback), supports, evaluation and liaison at schools to achieve unification and standardization of the school system.

(Glathorn in Mhama, 1992) verified that instructional supervision is “a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired”. Other scholar like (Guthrie and Reed, 1991) considered educational supervision as “The function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness.

The Ministry Of Education (1994) defines Educational supervision as the set of activities designed to attain educational objectives, to render the teaching learning processes. According to Hoy, et al, (1986) educational supervision is the set of activities designed to improve the instructional process. The purpose is neither to make judgment about the competence of teaching not to control them but rather to work comparatively with them. Sergiovanni and others (1995) have defined educational supervision as “an art that can release teachers’ initiative, responsibility, internal commitment and motivation”.

Supervision has gone through many changes caused by the political, social, and industrial forces. Supervision as a field of educational practice emerged slowly, “did not fall from the sky fully formed” ([http://www.education state. University com.](http://www.education.state.university.com) p.2472) Furthermore (MOE,2005)defined instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system.

2.2 Global Perspectives

2.2.1 Global Context

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in 17th century. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision was borrowed from the industries.

The main purpose was to control the school plan and students achievement (Dull, 1981) over several decades in the past there were great changes were observed in the philosophy, objective, function, technique and in the outcomes of supervision according to (Olivia et al, 1997) these changes had happened. Because of supervisory behaviors and practices are affected by the political, social and industrial forces existent at the time.

For the sake of the objective of this research the researcher selected (Olivia, et, al, 1997) period for the readers of this paper. .

The implementation of supervision had passed many phases before it arrive the current activities on this point Lucoo and McNeil (1979) stated. Thus educational supervision has long history in order to reach at the time it passes different period. Concerning other authors, the stages of developments supervision varies markedly. Furthermore, the early stage supervision was marked by classical view and led layman. However, supervision to day holds a wide variety activities and personnel directed toward a major goal; to the improvement of instructional processes.

2.2.2. Ethiopian Context

As it was mentioned by different authors, supervision was introduced the Educational system of Ethiopia around 1930s bearing its name inspection. According, to the basic rationale for the introduction of supervision. Ethiopian education system were the fast growth of school the need for coordination of the curriculum, and perhaps the most important reason was to assist teachers in the classroom activities. When we see the supervisory trends of our country we can understand the change of terminologies from inspection to supervision and vice versa such changes not based on pedagogies rather political motive (HaileSelassie, 2002)

Furthermore, the shift was allegedly centered on required competence and has nothing to do with the terminology. Therefore, resorting to change in terminology /supervision in the Ethiopian context can be divided in to four stages.

1. The first period, 1934-1954E.C. In this period the inspectorial activities were carried out by laymen. The inspectorial office was carried out by a British educational expert and two other Ethiopians.
2. The second period, 1955-1973 E.C. The term inspection was officially replaced by supervision. The preparation of a hand book for supervisors, and the beginning of

3. Supervisors training programmed which was reached by an agreement between the MoE and the H.S.I.U. (now AAU was the major steps undertaken during this period).
4. The third period, 1974 – 1980 E.C. In this period once again the change of name from supervision to inspection was being introduced with socialism demands of strict control, more attention being given to administrative activities than professional and pedagogical helps.
5. The fourth period, 1986 E.C. up to date inspection was changed in to supervision with the essence of promoting democratic educational leadership. The Ethiopian educational training policy of 1994 has made the educational management more decentralized.

2.3. Principles of Supervision

Basic principles of supervision forwarded by scholars like (Hailelassie, 1997, Aye and et al, 1954 and Melchoeir cited in Amberber, 1975) include the followings:

Supervision is Creative: This principle suggested that supervision should seek latent talents, provide opportunity for the existence of originality and for the development to unique contributions.

Supervision is Cooperative: this implies instead of directing attention only to the entire staff in the study of educational problems of school is so important.

Supervision: Attitudinal: This principle compare the effectiveness to supervision depends up on the attitude of the supervisor and constructive attitude in the co-owner.

Supervision should be Ethically Sound: This principle emphasizes sensitivity to ultimate values, aims and policies with specific reference to their adequacy, "Factness' and law, with special emphasis to accuracy , change development and methods in terms of changing values, clear aims and policies.

Supervision should be Scientific: This implies that supervision should use orderly systematic and critical methods of study as well as utilizing more objectives, precise, sufficient, important, and more expertly secured and more systematically organized.

Supervision should be Democratic: This suggests that supervision should provide full opportunity for cooperation and participation as well as for substation of leader ship for authority.

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

2.4. Major Skills of Supervisory Personnel

According to Catz in Sergiovanni and Starrat (1992) emphasizes there are three basic interrelated skills of supervisory personnel. These are human, conceptual and technical skills.

2.4.1 Human Relation Skills

According to Sergiovanni, and Cerner (1980) human relation skill should be verified as the executives, ability to wear effectively as a group member and build cooperative effort with in the team he/she leads.(Terry,1983) reveal that human skill includes the ability to work with others, to win co operations, being able to communicate idea and beliefs to others, and what ideas others are trying to convey to their group members.(Jenson,1967) suggested that, benefits of supervision in smooth and good interpersonal relationships with the employees are; know and respect the individual characters, talent and potentials.

Help to avoid teachers frustration, can approach in which teachers feel free to express problems of concern to them, recognize good work and make use query opportunity to complement teachers for work well done and for improvement noted, assist teachers devising technique for creating and maintaining good classroom discipline, encourage giving constructive in a friendly, firm and positive manner.

2.4.2. Conceptual Skills

Conceptual skill related to the ability to integrate and coordinate the organizations activity (Ayalew,1991) in a sense, it concerns the ability ,to see the "total picture", how parts of the organization fit together and depend on each other ,and how a change in bone part of the organization can cause a change in another part.

Allen (1998) defined conceptual skill involves, the formulation of ideas, understand abstract relationship, develop ideas and problem solving creativity.

Meaning a supervisor has to be a resource person. He has to have conception as such on policies proclamations and guide lines those different activities to be led. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovanni and Carver, 1980).

2.4.3. Technical Skills

This implies "an understanding and proficiently in a specific kind of activity particularly one evolving methods, procedures, processes or techniques" Ayalew, 1991). Instructional supervisors need to have competence regarding technical skills. In this way Chandra cited in (Gashaw, 2008).This skill is "a skill basically involved the use of knowledge, methods, and technique in performing a job effectively." So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers. It consists specialized knowledge and ability to perform and helps to accomplish the mechanical demand in performing a particular job such as pupils and looking in to general working techniques of scholars.

Sergiovanni and Cerner (1980) explained that in education; technical skill assumes an understanding of proficiency in the method process, procedures and techniques of instruction activates. In order to improve the teaching and learning activities the supervisors must have adequate technical skill than other skills. Techniques of Instructional Supervision Supervisors should match appropriate supervisory

approaches to teachers' level of development needs. Teachers can play key role in deciding of the options make sense to them given their needs at the time.

2.5. Types of Supervision

2.5.1 Clinical Supervisions

HaileSelassie (1997), quoted clinical supervision refers to face to face contract with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. Sergiovanni (1998:225) expresses clinical supervision as follows:

“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose...

The supervisor's jobs to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated “If schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)”.In order to activate clinical supervision following its steps in very useful. Gold Hammer in (Sergiovanni, 1995) classified in to three general steps as follows.

Pre – Observation Conference

Pre observation conference: It is more important step, because it is the frame work for observation developed and an agreement is reached between supervisor and teacher

governing the process that subsequently unfolds. This phrase of conference concludes with the teachers and learning agendas to be studied some indications of the information to be collected.

According to Lovels and Wiles (1983) pre observation of teacher in the classroom situation has been taken. It is a time when the supervisor and teacher established relationship of mutual trust and respect with the purposes of establishing from work for specific observation and capabilities as cited by (Glickman et al, 1998). To sum up, the main objective of pre observation conference should focus on establishing teachers 'acceptance and agreement.

Class room Observation

In this stage the supervisors observes the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his /her own perceptions and judgments about teaching. To this end, Acheson and Gall (1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. Indeed Gold hammer (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". Classroom visits are very important for the betterment of instructions and a valuable means to obtain first hand information and experience of the classroom atmosphere.

Analysis of the Observations

After the observation has been completed, the supervisor organizes his/her observation data in to clear discipline for feedback to the teacher. Collect, analyze, and resent data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2002).

Post- Observation Conference

In this stage the major objectives of supervisor, is to give feedback to the teacher about his /her performance. Research emphasizes that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor.

Post - Conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome .It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference ,the effectiveness of the strategies used, the role of 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.

2.5.2. Collegial Supervision

Collegial supervision can take many different forms. In some schools teachers may be organized in to teams of three ,informing such team, teachers would have an opportunity to indirect with why they may like to work .Often at least one member of the team is selected by the principal or the supervisor, but there are no rigid rules for selecting teams. Once formed the team may choose the work together in a number of ways ranges from clinical supervision to less intensive and more informal process as (Allan Glathorn said in Sergiovanni, 1995).

2.5.3. Self Directed Supervision

Individual approaches to supervision ideal for teachers to work alone. This supervisory technique is efficient in use of time, less costly and less demanding in its reliance another than the case in other techniques. In self directed supervision, teachers work alone by assuming responsibility for their own professional development developing yearly plan depend on setting goals. Through, these practices teachers are assessing their goals and take remedy action. But, the designated

‘Supervisors should responsible for ensuring that plan and selected improvement targeted are both realistic and attainable (Sergiovanni and Starrat, 2002).

2.5.4. Informal supervision

It is a causal encounter by supervision with teachers at work and is characterized by frequently but,briefly and informal observation of teachers.Typically,no appointments are made and visits are not announced successful informal supervision requires that certain expectations be accepted by teachers; principals and supervisors are indicated first and for most leader or principal’s and thus, have a right and responsibility to be a part of all the teachers that takes place in the school. There are instructional practices to every teacher in every classroom for every teaching and learning situation. Glathorn said in Sergiovanni (1985) different system of supervision should be required instead of observing all teachers in informal supervision.

2.5.5. Inquiry Based Supervisions

Both problems solving and researching are at the heart of inquiry based supervision with inquiry based supervision teachers either work alone or with others to engage in action research .Mixing the works action and research provide a different image of research than the typical one hunches are formulated about what the causes of these problem are and how it can be solved. The teacher either alone or with colleagues then develops a plan to investigate one or more of these hunches and the plan modules collecting information data or other evidence about the situation.

Coaching is served as option supervision mechanism in which teachers help each other develop new teaching strategies and resolve instructional problems(Oliva and Pawl as ,1997) coaches work side by side with teachers observing their work helping them research questions they are interested in offering critiques and serving as models of effective teaching practices(Sergiovanni and Starred,2009)

Role as tiring, 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 whole processes that have been conducted before. So, from the researcher’s point of view, Supervisors

should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps.

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

2.6. Major Importance of Instructional Supervision in Creating Effective Educational Organizations

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

1.6.1. Instructional Improvement

One of the main importance's of supervision is the improvement of instruction (Beach and Reinhartz, 200; Glickman, 1998; Sergiovanni and Starrat, 1998). For instruction to improve, staff development, self evaluation, and fostering curriculum development must be included in the supervisory processes. According to Zepeda (1997) supervision is "linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development.

The ultimate goal of supervisors should be to enable teachers to be self directed (Glick man et al ,1997) .Organizational leader should work to establish a culture that values professional, collegial interactions among participants(e .g, team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different a Venus for providing direct assistance to teachers for the improvement of instruction need verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers

and supervisors will enhance the staff development program and lead to improve student learning. Staff development programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

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

2.6.2. Curriculum Development

Curriculum development and improvement is another function of school supervisions. Having this in mind, Beach and Reinhartz,(2000), stated that the field of curriculum /instruction is directly related to the field of supervision. As the above author emphasized after curriculum is created, we need to ‘look’ at to supervise ,how it is being delivered .Supervisors became curriculum specialists devoting extra ordinary amount of time rewriting ,and strengthening the curriculum. Much of the refinement consists of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Another scholar, suggested by becoming stakeholder in According to (Zepeda and Ponticell, 1998), teachers’ perception of supervision are positive when supervision is viewed as coaching. What is coaching? The supervisor work alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The supervisor takes an interest in the teacher classroom concerns. The supervisor takes an interest in the teacher’s accomplishments during the process of change and improvement.

2.6.3. Professional Staff Development

One of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Supervisor is responsible to identify the training needs of the teachers and organize in service programs in the form of workshop,seminars,conference ,faculty meeting, intra school

and interschool visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MoE, 1994).

According to (Sergiovanni and Starrat, 1998) stated,” Since teachers often will not know – how to do, what need to be done, it is important for a supervisors to identify their needs and then to in service them in some ways. According to, (Travers, 1995) Proposed the name of training is staff development, which primarily aim to increase the knowledge and skill of teachers and thereby increase the potential of school to attain its goal and objectives.

On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and teacher in continuous learning process. What is more (Travers,1995) lists benefits that staff development programs can offer to the teacher ,which are as follows ;to update skills and knowledge in a subject area to keep abreast of societal demands, to become acquainted with research on new methods of teaching and to become equipped with the advances in instructional materials and equipment.

To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan ,conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers curriculum development process, teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisor’s role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

The instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented,

by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

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

2.7. Types of Supervision

There are various kinds of supervision. As mentioned by Jagannath, Buston, and Bruckner (1962) these are:

2.7.1. Inspection

It is supervision in earlier form, which was merely confined to the inspection of the work of the teacher, and the person who was responsible for this job was popularly known as school inspection. In this case the inspector visits a school to pick holes here and there and is always on the lookout of bringing out inconsistencies and gaps to the notice of the head of the instruction.

2.7.2. Laissez- Faire

It is a policy to letting each teacher to teach as his pleases, without reference to other teacher's efforts. Little effort is made to assist teachers to improve the instructional programmed or develop any consensus among teacher with respect to philosophy or practices. It is an authoritarian concept which attribute to some authority of omniscience necessary to make arguent decisions. Teachers are to carry on the orders and instructions of the coercive supervisor. Such supervisors find it easy to believe that the most effective means of making teachers to work is to compel them to teach scheduled subject matter on the stereotyped methods.

2.7.3. Democratic Supervision

Democratic supervision eliminates the feeling that supervision is a supervisor being and the teacher an inferior worker. It recognizes the dignity and worth of the

individual and appreciation of the temperature of individual differences, as well as similarities and the assumption of authority by consent of the group.

2.8. Problems of Instructional Supervision

According to Bernard Good Year (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 and sound up date knowledge of the subject matter, a good organizing skill ,and ready to accept teachers idea and interest. Scholars, Danielson and McGreal (2000) cited. Limited supervisors experience and lack of skills as being problems in teacher supervision, he also reported that supervisors didn't have enough training in providing constructive feedback while maintaining relationships.

2.8.1. Major Barriers Of Instructional Leaders Effectiveness

Many contextual factors positively affect school performance. However, the type as the intensity of the problem is not the same in every school. Shortage of highly educated work force is a critical problem. Scarcity of resources for more investment in education has created a dividing line between the developed and developing nations in the world. For instance: incompetence in educational leaders. Lack of incentive for teachers' problem related with teachers transfer or promotion, lack of administrative skills and commitment of these assigned as school leaders, shortage of educational materials or finance are among problems cited as factors that hinder effectiveness of instructional supervisors. According t(Elore) 2004 states that, children have different needs and can best be approached in a differentiated way that adopts their learning environment to their needs, ways of learning, cultural backgrounds and prior learning experiences.

2.8.2. Lack of Skill and training

Beyond the personal traits of a supervisor, there are specific skills some one must master if they want to be an instructional supervisor: first effective communication, it is more than just being able to speak and write. Secondly, motivation leader has to be able to motivate everyone to contribute for school goals.

2.8.3 Lack of cooperation

Teachers cooperation is mandatory for the effective instructional supervisors practices because, the cooperation of all school communities namely: teachers, students, parents should be available in school climate where the leaders exercise demographic leadership. Principals, vice principals and senior teachers seem too busy with the day-to-day responsibilities of running their schools they do not seem to have enough time to practice instructional leadership as expected. Many situation and environmental factors other than human, materials or financial assets, can affect the operation of instructional supervision of any school. Yet, cooperation of teachers primarily needs servants' leadership (Harries and Mujjis).

2.8.4. Lack of time

According to Ogunu (2005) secondary school principals are so weighted down by routine administrative burden that they strongly find time to visit the classroom and observe how the teachers are teaching. When principals' give more time to correspondence with the ministry of education and its community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing instruction in the schools

According to Cogan (1973), one of the most important factors that affect supervision effectiveness is the "un clarified, ambivalent relation of teachers to supervisors". He goes on to say that". . .teachers as a whole saw the supervisor's job as to effectively bar himself from many areas of direct action with the teacher out of fear of a rousing resentment and distrust". Perception of Teachers towards Instructional Supervision of instruction involves "motivating the teacher to explore new instructional strategies."

The teacher must be made aware of the educational goals and standards to be implemented. The observer must be objective during the observation process and maintains .Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children's education by improving the teaching effectiveness.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, description of the study area, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis are mentioned as follows:

3.1. Research Design

The study used descriptive survey design. The appropriateness of this design for the study was noted by many scholars. For instance: Koul (1996) states that descriptive survey designs become useful particularly when one needs to understand some particular information. In case, the researcher wants to understand the effectiveness of instructional supervision in preparatory schools, prefers this design. Best and Khan (1989) have noted that descriptive survey research design involves clearly defined problem and defined objectives. It would be obtain information concerning evaluation of instructional supervision in Government preparatory schools of the study site to describe what existed with respect to the subject of study.

According to Creswell (2003) descriptive survey design used to generate views and opinions of relatively large number of respondents and to indicate a clear picture of the situation. It was also a method that would be enabling us to obtain pertinent and precise information about the issues. A mixed method approach would employ in the study because of the advantages it offers to collect both quantitative and qualitative data and analyzed them using both quantitative techniques and qualitatively triangulate the data would obtain.

3.2 Description of the study Area

The study conducted at Bale Zone Oromia regional state. Bale Zone is located at 430 km from the capital city of Ethiopia Addis Ababa in the south East direction .The capital city of Bale Zone is Robe. Bale Zone has currently 18 Woredas: three administrative cities, 17 preparatory schools .In Bale Zone all three types of climatic conditions are there, these are; hot, moderate or medium and cold .The economic conditions of the Zone is as any Ethiopian region more than 85 % of the people

depend on the agriculture and produce cash crops like coffee and other food crops. In addition Bale Zone has two historical places called SofOumer and Dirre Shekhusen and One national park called Bale Mountains National park.

3.3 Source of Data

3.3.1 Primary Sources Of data

Primary data collected from teachers, supervisors, principals and curriculum developer. They were selected, because their day- to-day activities related to the objectives of the study.

3.3.2 Secondary Sources of Data

In addition to the primary sources of data secondary data would be collected from school supervision related documents, teachers 'professionals, action plans of supervisors ,principal and teachers minutes, checklists of supervision, guide lines available in woreda education offices, and schools.

3.4. Population, Sample Size and Sampling techniques

Population of the study would be 14 principals, 12 supervisors 115 teachers, 62non teaching staffs and 15 student council members. Regarding sample size 5 principals, 5 supervisors, 3 vice principals, $29.4\% = 5$ sample schools, teachers $50\% = 58$, non teaching staffs from each school $50\% = 31$ of them taken from their population. Sampling technique would be used to select the representative of principals, supervisor, vice principals and student council committee members would be purposive sampling technique this technique helps to take samples from the representatives selectively based on his objective. The researcher needs to have unbiased simple random sampling techniques for the teachers and non teaching staffs. In a typical simple random sample, everyone in the population has exactly the same chance of being included in the sample (Patton, 2002).The target sampled for both qualitative and quantitative comprised school teachers and non teaching staffs drawn for simple random sampling technique in this study. Whereas, researcher used available sampling techniques for principal ,supervisors, vice principals and students council, to secure maximum efficiency with relatively in short period of time and

instructional supervision problems seems observed as the researcher well familiar to the area to get professionally representative from each school. Making a total of 117 respondents was included.

Table 1: Summary of Population and Sample Size

Sample schools	Respondents types with their population and Sample size											
	Supervisors		Principals		Vice Principals		Tech		NTS		SC	
	Po.	Sam.	Po.	Sam.	Po.	Sam.	Po.	Sam.	Po.	Sam.	Po.	Sam.
		100%		100%		100%		50%		50%		100%
Agarfa	1	1	1	1	1	1	24	12	14	7	3	3
Robe	1	1	1	1	1	1	27	14	15	7	3	3
Batu	1	1	1	1	1	1	24	12	14	7	3	3
Gasara	1	1	1	1	-	-	22	11	10	5	3	3
Dinsho	1	1	1	1	-	-	18	9	9	5	3	3
Sub total	5	5	5	5	3	3	115	58	62	31	15	15
Sampling technique	Available		Available		Available		Simple random		Simple random		Purposive	

Po – Population **NTS** – Non teaching staff **V.pri** – vice principal **Pri** – principal **S.C** –Student council **Tech**–Teacher

3.5. Data Collection Instruments

3.5.1. Questionnaires

According to Somech and Lewis (2005) questionnaires enable the researcher to collect data from large amount of individuals within a short period of time, and are also easy to administer to a number of subjects in a various places at a time. In line with this both open and close ended questions used together for the study. Close ended questions used to collect data from teachers and non teaching staffs. The teachers and non teaching staffs perceive evaluation of instructional supervision, how they evaluate the importance of instructional supervision and its effectiveness's for

the teaching learning process and factors that affect the instructional supervision and the possible solution that can increase teaching staff's participation in instructional supervision.

3.5.2. Interview guide

Interview allowed getting deep filing, perception, values and views on past events that were impossible to replicate. In the light of this and to supplement the data obtained through questionnaire, the researcher conducted semi structured interview with supervisor, principals, vice principals and student councils, to get in depth information.

According to Kumer (2005) semi-structured interview makes it possible for a researcher to obtain in depth information by probing. This was also owing to its ability to allow research participants greater flexibility than the close –ended interview.

On the other hand, Cohen, et al. (2002) stated that, this live form of data collection involves recording data as the interview and that takes place or shortly after wards. The interview prepared for some members of student councils, principals, supervisors and vice principals. For student councils, I provided my interview in Afan Oromo then translated to English. This will be done to have common understanding and to avoid misunderstanding between the informant and the interviewer.

For the interview schedule, the researcher first will write letter of request briefing the purpose of interview with some possible interview questions that indicate the area on which the researcher need information and will be handed them on to the interviews week before the interview schedule. This interview would mainly address the back ground information regarding evaluation of instructional supervision; problem faced instructional supervision and solutions to increase instructional supervision.

3.5.3. Document Review

In order to find facts in the study area, the researcher analyzed different document like: school guide lines and minutes of teachers, department heads, and instructional

supervision document would be used in relation to the practices. In order to know the effectiveness of instructional supervision the researcher also used cross –check with the reality.

3.5.4. Pilot Test

Before hand to minimize the error in data collection questionnaires and interview prepared and approved by researcher's advisor and then to check the reliability of questionnaire, the researcher prepared pilot test at Ginner secondary School which was not incorporate in the final data collection. Accordingly, consistencies and weakness noted during pilot test corrected before dispatching to the study sample. In line with this Yin (2003) said the main purpose of reliability test is to eliminate bias and errors in the study. Besides, the calculated Cronbach's Alpha coefficient for this study was =0.877 at $\alpha = 0.05$. According to, Nunnaly (1978) a reliability coefficient of 0.7 or higher is considered acceptable. On the other hand, to strengthen the validity of the study the researcher used multiple source of evidence or triangulation of data.

3.6. Procedure of the study

The researcher went through a series of data gathering procedures to answer the basic research question raised. The data were collected from primary and secondary sources. Primary data were collected from teachers, non teaching staffs, principals, vice principals, supervisors and students council, the secondary sources were collected from school documents and guide lines available in school and Woreda Education offices. Researcher used purposive sampling technique to select sample schools and respondents from principals, vice principals, supervisors and students council. However, teachers and nonteaching staffs were selected by simple random sampling technique. The data were gathered by using questionnaires, interview and document analysis. The data gathering tools designed on the bases of review of related literature. The questionnaires and interview developed and analyzed in line with the basic question of the study. In order to maintain the validity and reliability of the questionnaires pilot test made at Ginner Secondary school at 12 teachers, and 8 non teaching staffs, the reliability test was 0.877 this indicates high performance level. On the other hand, the questionnaires examined by language teachers in order to

check error related to language. The questionnaire and interview developed and analyzed in line with the basic question of the study. In doing so, a letter of authorization was obtained from Haramaya University. For sample schools' and Woreda Education Offices for getting permission. With that, the researcher directly went to principals of respective schools for their consent. After making agreement with the concerned participants; the researcher introduced his objective. Then, the questionnaires were administered to sample teachers and non teaching staffs with in selected schools. The participants were allowed to give their own answers for each item independently. They were closely assisted and supervised by the researcher himself. The questionnaire administered with the help of department heads of the school, following the provision of the necessary orientation by the researcher. Finally, the questionnaire would be collected after week from each school. The interview was also conducted with principals, students council, vice principals, and supervisors at the right time as scheduled. The researcher after collected the data quantitative data were analyzed by using descriptive statics including frequency, percentage and mean values. Qualitative data were obtained through interview and document analysis was analyzed using narration.

3.7. Methods of Data Analysis

After the necessary data would be collected from primary and secondary sources using different data collecting instruments like questionnaires, interview and document analysis, both qualitative and quantitative data analysis method would be employed. The quantitative data collected from teachers and non teaching staffs through close - ended questionnaires would be recorded, categorized, coded, tabulated and analyzed using frequency, count, percentage and mean.

On the other hand, the qualitative data gathered from supervisor, principals ,vice principals and students council through interview with open ended questionnaires and from teachers and nonteaching staffs through open ended questionnaires and the analyzed documents were narrating and interpreting on key points that were related to the objective of the study.

3.8. Ethical Consideration

Ethical permission obtained from the respective Haramaya University; a formal letter submitted to all the concerned bodies to obtain their co-operation the interviews, which was conducted, would get written consent from the study subject prior to the study. Moreover, all the study participants informed verbally about the purpose and benefit of the study along with their right to refuse. The response except the research and the information they provided would not be used for anything other than research purpose. Researcher sincerely acknowledges the respondents. The sources of literature as much as possible and take care to avoid plagiarism, and respect the ideas of the respondents very well.

4. PRESENTATION, ANALYSIS AND INTERPRETATION

This Chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study. In this study, 58 teachers, 5 principals, 3 vice principals, 5 supervisors, 15 students' councils, and 31 non teaching staffs, from five preparatory schools of Bale Zone were included. Questionnaire was distributed to teachers and non teaching staffs. More than 95% filled and returned by groups and the other were, such as principals, vice principals, student councils, supervisors were interviewed. Therefore, analysis was made based on the data obtained from the total of 117 respondents. The data was analyzed in both qualitative and quantitative method.

4.1 Background of the respondents

Table 2 Characteristics of participants in the study

No	Variable	Category	Participants													
			T		N.T.S		S.C		Pri		V.p		Sup		To	
			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	40	68.9	17	54.8	9	60	5	100	2	66.6	5	100	78	66.6
		Female	18	31	14	45	6	40			1	33			39	33
		Total	58	100	31	100	15	100	5	100	3	100	5	100	117	100
2	Age	20-26	3	5	6	19	13	86.6							22	18.8
		27-33	11	18.9	11	35.8	2	13							24	20.5
		34-40	20	34.5	9	29			1	20	2	66.6	2	40	34	29
		40 >	24	41.4	5	16			4	80	1	33.3	3	60	37	31.6
		Total	58	100	31	100	15	100	5	100	3	100	5	100	117	100
3	Experience of teaching	1up to5														
		6-10	11	18.9	9	29									20	19.6
		11-15	6	10	1	3					1	33.3			8	7.8
		16-20	13	22.4	2	6.5					2	66.9	1	20	18	17.6
		21-25	15	25.8					3	60			1	20	19	18.6
		26-30	13	22.4	4	12.9			2	40			1	20	20	19.6
		30>			15	48							2	40	17	16.6
		Total	58	100	31	100			5	100	3	100	5	100	102	100
4	Level of education	Dipl.			17	54.8									17	16.6
		Degree	20	34.5	14	45			1	20	1	33.3	1	20	40	39.2
		2 nd degree	38	65.5					4	80	2	66.6	4	80	45	44
		Total	58	100	31	100			5	100	3	100	5	100	102	100

T=teachers N.T.S=Non Teaching Staff S.C=Student Council Pri=principal

V.p=vice principal TO=Total sup=supervisors

As it has shown in Table 2, the characteristics of the respondents were summarized by using the variable sex, age, experience and level of education.

The sex composition of participants of the study indicated that, about 66.6% of the respondents were male while the rest 33.3% were female. This suggested that, personnel and teachers in the education sector were mainly composed of male.

As regards age, in Table 2 item 2, 86.6% of the students' council was between 20-27 years old. However, the rest of all the respondents were more than 27 years.

As regards experience in Table 2 item 3, 18.9% of teachers and 29% of non teaching staffs were above 6 years experience. Except, students council the rest the majority respondents were more than 10 years experience.

Concerning qualification of respondents, in Table 2 item 4, majority 65.5% of the teachers, 80% of the principals, 66.6% the vice principals and 80% of the supervisors were MA holders. Whereas, 33% of vice principals, 34.5% of teachers and 45% of the non teaching staffs were BSC/BA/BED holders. The rest 54.8% of the non teaching staffs were Diploma.

4.2 Analysis and Interpretation of Data.

The close ended questionnaires that the researcher given to the teachers and non teaching staffs had four questions each. Items scores for each category were arranged under five rating scales. The arranging rating scales were :Strongly disagree =1 ,Disagree=2,undecided=3, Agree=4,strongly agree=5

Clarification of Respondents and Instructional Supervision Effectiveness

The mean scores of each dimension used as a measure of instructional supervision for each instructional leader. Leaders effectiveness dimensions and instructional leadership effectiveness scores were considered to be a continuous variable running from lowest (1.00) to highest (5.00) with two trisection scores 2.33 and 3.66. Based on trisection scores instructional leaders were grouped in to three effectiveness levels: weak instructional leaders effectiveness =(1.00-2.33), medium instructional leaders ("on instructional supervision effectiveness" =2.34-3.66) and strong instructional

leaders (“instructional leaders effectiveness”=3.67-5.00).This interval also works for leaders effectiveness dimension(Tornsen ,2006).

4.3. Evaluate the extent to which instructional supervisors identify the strength and limitations of teachers in the classroom.

4.3.1 Table 3.Evaluate the extent to which instructional supervisors identifies the strength and limitation of teachers in the classroom.

No	Variables	Resp.	Responses										M
			SA		A		UD		D		SD		
			F	%	F	%	F	%	F	%	F	%	
1	School provides effective instructional sup.	Tea.=58	6	10	13	22	11	18.9	25	43	3	5	2.9
		N.T.S=31	3	9.6	6	19.3	4	12.9	17	54.8	1	3	3.5
		Tot=89	9	10	30	33.7	15	16.8	42	47	4	4.5	
2	Teachersarewell oriented about the activities of instructional supervision	Teacher			6	10	5	8.6	40	68.9	7	12	2
		N.T.S			9	29	3	9.6	15	48	4	12.9	2.5
		Total			15	16.8	8	8.9	55	61.7	11	12	
3	Teachers believe that instructional supervision helps to increase the improvement of students learning	Teacher	8	13	45	77.5	3	5	2	3			4
		N.T.S	6	19.3	16	51	4	12.9	4	12.9	1	3	3.7
		Total	14	15.7	61	68.5	7	7.8	6	6.7	1	1	

SA=Strongly Agree A=Agree UD =Undecided D=Disagree SD=Strongly Disagree
F=Frequency M=Mean value T=Total

According to Table 3 item 1, school provides effective instructional supervision was very low. 25(43%) of the teachers said that, instructional supervision was not effective and not practiced timely and satisfactorily.17 (54.8%) of the non teaching staffs also disagree on the effectiveness of instructional supervision, 13 (22.4%) of teachers said agree, 6(19%) of non teaching staffs also replied agree and 11(18.9%) of

teachers and 4 (12.9%) of non teaching staffs replied un decided. The average mean value of teachers' was (2.93) while, the average mean value of non teaching staffs was (3.5), this implies that, instructional supervision practice in their school was at medium level. As the results of the table and the mean value indicated, most of the teachers and non teaching staffs confirmed that instructional supervision was not effective in their school.

The school documents like teachers' minutes and teachers' action research from three schools also supported the table result. Not only this, interviews that was conducted with school supervisors, principals, vice principals but also students councils revealed that, there was not effective instructional supervision takes place in their schools. Based on the above responses, researcher concluded that, instructional supervision was not effective in the government preparatory schools of Bale Zone. However, according to Corron (1998) educational system relies on educational supervision to improve learning teaching process.

With regard to Table 3 item 3, the respondents were asked to respond whether the teachers were well oriented about the activities of instructional supervision. Their response was 40 (68.9%) of teachers and 15 (48.3%) of the non teaching staffs replied disagree. On the other hand, 5 (8.6%) of teachers 3 (9.6%) non teaching staffs were rated as undecided. The rest 6 (10.3%) of teachers and 9 (29%) non teaching staffs replied agree. The average mean value of the teachers was 2 while, the average mean value of the non teaching staffs were 2.5. As the average mean value shows almost both were at low level. This indicated that, there was not orientation given for teachers during instructional supervision.

Interviewed conducted with school supervisors, vice principals, student councils and principals also indicated that, there was not orientation taken for teachers during instructional supervision. Results from school documents /teachers 'minutes'/from majority preparatory schools also supported this idea.

From the above table result, interviews and school documents analysis researcher can concluded that, there was a lack of orientation, pre observation, observation and post observation conferences with teachers when instructional supervision takes place in

these preparatory schools. However, as Pajak (2000) said solving classroom problems has been the primary means by which clinical supervisors have sought to bring about change.

As could be noticed from Table 3 item 4, the respondents were asked to respond whether instructional supervision helps to improve students' learning. Majority of the teachers, 45 (77.5%) and 16 (51%) of the non teaching staffs replied agree. Whereas, 3 (5%) of teachers and 4 (12.9%) of the non teaching staffs were rated as undecided, the rest 2 (3.4%) of the teachers and 4 (12.9 %) of the non teaching staffs said disagree respectively. The mean value of the teachers were 4, while, the mean value of the non teaching staffs also shows (3.7) the average group mean value showed that high performance level, and this revealed that, instructional supervision is very important to improve students' learning. To support the above results the researcher as analyzed different schools minutes of teachers and teachers' CPD documents and interviewed with student councils, principals, vice principals and supervisor's, instructional supervision is very critical to improve students' learning. According to Likewise, Ladd and Zell (2000) reported the connection between effective school development and precise instructional leadership skills that will lead to improve students' learning. Based on these results, the researcher concluded that, instructional supervision is very important to help students learning in the classroom. So, we have to consider about instructional supervision for quality education.

4.3.2 To what extent supervisors help teachers to improve their instructional skills in preparatory schools of Bale Zone ?

Table 4 To what extent instructional supervision effective?

No	Variables	Respondent s	Responses										
			SA		A		UD		D		SD		M. V
			F	%	F	%	F	%	F	%	F	%	
1	Providing sufficient professional assistance for teachers	Teachers	12	20.6	40	68.9	4	6.8	2	3.4		4	
		N.T.S	10	32	17	54.8	3	9.6	1	3		4.2	
		Total	22	24.7	57	64	7	7.9	3	3.4			
2	Organizing training program at school level for the sake of teachers	Teacher	6	10	27	46.5	5	8.6	20	34.5		3.2	
		N.T.S	6	19	21	67.7	3	9.6	1	3.2		3.8	
		Total	12	13.5	48	53.9	8	8.9	21	32.5			
3	Encourages teachers to evaluate the existing teaching texts and doing action research for quality education	Teacher	7	12	45	77.5	4	6.9	2	3.4		3.9	
		N.T.S	3	9.6	24	77.4			4	12.9		3.8	
		Total	10	11	69	77.5	4	4.5	6	6.7			
4	Conducting the classroom observation to minimize teacher's limitation in instructional process.	Teacher	6	10	48	82.7	4	6.9				4	
		N.T.S	4	12.9	27	87						4	
		Total	10	11	75	84	4	4.5					

SA=strongly agree A=Agree UD=undecided D= Disagree SD=strongly disagree F=Frequency M.V=Mean value.

To assess, the extent of instructional supervision was effective in these schools the researcher tried to collect data as follows: according to Table 4. item 1 results 40(68.9%) of the teachers and 17 (54.8%) of the non teaching staffs were rated as agree, only 2(3.4%) of the teachers and 1(3.2%) of the non teaching staffs were rated as disagree, the mean value of the teachers were 4 and the mean value of the non teaching staffs were 4.2 the average mean value showed that, high performance level. These results indicated that, instructional supervision is providing sufficient professional assistances for teachers. Effective school leaders support teachers and classroom instruction through numerous formal and in formal classrooms visiting (Hal linger, 2003).Cited on Abose Kuyise (2014).

As it indicated in Table 4, item 2 results, 27 (46.5%) of the teachers and 21 (67.7%) of the non teaching staffs were rated as agree, 5(8.6%) of the teachers and 3(9.6%) of the non teaching staffs were rated undecided, and 20(34.5%) of the teachers and 1(3.2%) non teaching staffs were responded disagree. The mean value of the teachers were (3.15) at medium level. Whereas, the mean value of the non teaching staffs were (3.77) was at high level. Based on this, the researcher concluded that organizing training programs at school level for the teachers were important, specially, about the instructional supervision. Because of, lack of training teachers had not positive attitudes and sufficient awareness towards instructional supervision. In case, instructional supervision was not effective in the schools. However, as Fraser cited in Lillian (2007), noted the improvement of the teaching and learning process is dependent up on teacher attitude towards supervision.

As could be noted from Table 4 item 3, majority respondents, 45 (77.5%) of the teachers and 24 (77.4%) of the non teaching staffs rated as agree, only 2 (3.4%) of the teachers and 4 (12.9%) of the non teaching staffs were rated as disagree. The mean value of the teachers were 3.98 and the mean value of the non teaching staffs also 3.8. Both the average mean value of the teachers and the non teaching staffs were at high performance level. This indicated that, effective instructional supervision encourages teachers to evaluate the existing teaching texts and doing action research for the quality of education. The attitude and satisfaction of teachers towards instructional supervision depends largely on several factors such as, smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' need as well as mutual trust, respect and collaboration among supervises and supervisors(Kutsyuruba,2003,Zepeda, 2007).

On the other hand, schools documents such as, supervisor checklists, teachers minutes and CPD document and the results of the interview conducted with principals, vice principals, student councils, supervisors were revealed that, if there was an effective instructional supervision teachers encourage to evaluate the existing teaching texts and doing action research for the quality of education. Based on this the researcher concluded that effective instructional supervision was important to encourage teachers to evaluate text books and doing action research to contribute for quality of education.

MoE (2004) also stated that, for instructional leadership practices, taking training in educational areas is highly considered for leaders' effectiveness.

As data shown in Table 4 item 4, response 48(82.7%) of the teachers and 27 (87%) of the non teaching staffs were responded agree, 6 (10%) of the teachers and 4 (12.9%) of the non teaching staffs also rated as strongly agree. But, only 4 (6.9%) of teachers were rated as undecided. The mean value of the teachers was (4.03) and the mean value of the non teaching staffs were (4.1) the average mean value of the teachers and the non teaching staffs were at high standard level. This revealed that, instructional supervision is very essential to minimize teachers' limitation in the teaching and learning process. The school teachers' action plan and teachers' minutes of five schools also indicated that; conducting the classroom observation is very critical for minimizing teacher's limitation in the teaching learning processes/instructional activities.

The researcher conducted interview with supervisors, principals, vice principals and students council also revealed that, classroom observation was useful to minimize teachers' limitation in the instructional activities. Based on the above results, the researcher can be concluded that, conducting instructional supervision is important to minimize teachers' limitation in all aspects. According to Sergiovanni and Starrat (2002) define instructional supervision as opportunities provided to teachers in developing their capabilities towards contributing for students academic success.

4.3.3. Assess the professional support teachers' gain from supervisors in order to improve their weakness.

Table.5. Assess the professional support teachers gain from supervisors in order to improve their weakness.

No	Variables	Respondents	Responses										M.V
			SA	A		UD	D		SD				
			F	%	F	%	F	%	F	%	F	%	
1	Instructional supervision is effective in your school	Teachers			6	10.3	6	10.3	43	74	3	5	2.25
		N.T.S			12	38.7	4	12.9	15	48.3			2.9
		Total			18	20	10	11.2	58	65	3	3.3	
2	The leaders evaluate the ongoing instructional process at each semester	Teachers			25	43			33	56.8			2.86
		N.T.S			13	41.9	1	3.2	17	54.8			2.87
		Total			38	42.6	1	1	50	56			
3	Instructional supervisors always provide feedback for teachers	Teachers					10	17	35	60	13	22.4	1.94
		N.T.S			6	19.4	2	6.4	23	74			2.45
		Total			6	6.7	12	13.4	58	65	13	14.6	
4	The instructional leaders have the Capability of evaluating teachers	Teachers			20	34.4	5	8.6	25	43	8	13.7	2.63
		N.T.S			13	41.9			18	58			2.83
		Total			33	37	5	5.6	43	48	8	8.9	

SA=Strongly Agree A=Agree UD=Undecided D=Disagree SD=strongly disagree
F=Frequency M.V=Mean value T=Total

To assess the professional support teachers gain from instructional supervision items were rated as follows: According to Table 5 item 1, result 6 (10.3%) of the teachers and 12 (38.7%) of non teaching staffs were rated as agree, 6 (10.3%) of teachers and 4 (12.9%) non teaching staffs were rated as undecided, however, 43 (74%) of the teachers and 15 (48.3%) of the non teaching staffs were rated as disagree. The mean value of the teachers was 2.25 and the mean value of the non teaching staffs was 2.9. This showed that, the mean average value was at low level. This evidence revealed that, there was not effective instructional supervision done in their schools. According

to, Kapfunde (1990) stated that teachers usually associate instructional supervision rating, and controlling them.

As could be noticed in Table 5 item 2, results 25 (43%) of teachers and 13 (41.9%) of non teaching staffs were rated as agree, only 1(3.2%) non teaching staffs were rated undecided 33 (56.8%) of teachers and 17 (54.8%) of non teaching staffs were responded disagree. The mean value of teachers' showed 2.86 and the mean value of non teaching staff were 2.87. This result indicates that, the mean average value of both respondents were at moderate level. This implies that, the leaders were not evaluating the ongoing instructional process in each semester. Based on the above results the researcher concluded that, the leaders didn't evaluate the ongoing instructional supervision at each semester. However, according to (Glathorn in Mhama, 1992) verified that, instructional supervision is "a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired."

As data revealed in Table 5 item 3, for the questionnaire instructional supervisors always provide feedback for teachers. Only 6(19.4%) of the non teaching staffs rated as agree, 10(17%) of teachers and 2(6.4%) non teaching staffs were rated as undecided, the rest 35(60%) of teachers and 23(74%) non teaching staffs rated as disagree. The teachers mean value was 1.95 and the mean value of non teaching staffs was 2.45. This showed that, the average mean value of both were at low level. From this result, the researcher can be concluded that, instructional supervisors were not always providing feedback for teachers.

Regarding significance of feedback, Hunsanker and Hunsaker (2009), assert that providing structured feedback through formal performance appraisal process can increase productivity and morale, decrease absenteeism and staff turnover in organization, Cited in Netsanet Kassahun (2014).

As data shown in Table 5 item 4, 20(34.4%) of teachers and 13(41.9%) non teaching staffs responded as agree, only 5(8.6%) of teachers responded that undecided, the rest 25(43%) of the teachers and 18(58%) of non teaching staffs responded as disagree. The mean value of teachers' showed 2.63 and the mean value of the non teaching

staffs was 2.83. Since the mean value of both respondents indicated at moderate level, this revealed that, instructional supervisors had not the capabilities of evaluating teachers. Based on the above result; the researcher concluded that, instructional leaders have lack of capabilities of evaluating teachers in the classroom.

However, as MoE (2012) stated school supervisors should show the specific performance outcomes, skills, knowledge and attitude required the overall professional development of the schools supervisory tasks and play the professional leadership role expected of them around schools as per the required or set standard level. Cited on Netsanet Kassahun (2014)

4.5. Identify how instructional supervisors evaluate instructional process.

Table 6; **identify how instructional supervisors evaluate instructional process.**

No	Variables	Respondents	Responses										
			SA	A	UD		D		SD		M.V		
			F	%	F	%	F	%	F	%		F	%
1	The leaders often visit the classroom to ensure classroom instructional aligns with school goals.	Teachers			44	75.8	4	6.8	10	17.2			3.58
		N.T.S			26	83.9	5	16					3.83
		Total			70	78.6	9	10	10	11			
2	The leaders arrange pre observation and post observation conference with teachers	Teachers			24	41.3	2	3.4	32	55			2.86
		N.T.S			11	35.4			20	64.5			2.7
		Total			35	39.3	2	2.2	52	58.4			
3	The leaders observe teachers for professional development instead of evaluation	Teachers			16	27.5			42	72.4			2.55
		N.T.S			9	29	2	6.5	18	58	2	6.5	2.6
		Total			25	28	2	2.2	60	67.4	2	2.2	
4	The instructional supervisor encourage teachers to improve students' learning out comes	Teachers			51	87.9			7	12			3.75
		N.T.S			28	90.3			3	9.7			3.8
		Total			79	88.7			10	11.2			

SA=Strongly Agree A=Agree UD =Undecided D=Disagree SD=Strongly Disagree
F= Frequency M.V=Mean value

Regarding, evaluation of instructional supervision four questionnaires was identified in the study. According to Table 6 item 1, 44 (75%) of teachers and 26 (83.9%) of non teaching staffs responded as agree, 4 (6.8%) of teachers and 5 (16%) of non teaching staffs rated as undecided, only 10 (17%) of teachers replied as disagree. The mean value of the teachers was 3.58 while, the mean value of the non teaching staffs was 3.83. From this fact, the researcher concluded that, supervision is essential to improve instructional process.

As data indicated in Table 6 item 2, results 24 (41.3%) of teachers and 11 (35.4%) of non teaching staffs responded as agree, 2 (3.4%) of teachers responded as undecided, the rest 32 (55%) of the teachers and 20 (64.5%) of the non teaching staffs responded as disagree. The mean value of teachers was 2.86 whereas, the mean value of non teaching staffs showed 2.7. The average mean value of both respondents indicated at moderate level. Based on the above result researcher can be concluded that, the leaders did not arrange pre observation, observation and post observation conference with teachers. Yet, cooperation of teachers primarily needs servants' leadership (Harries and Muijis, 2005). cited on Abose Kuyise (2014).

As data shown in Table 6, item 3, result 16 (27.5%) of teachers and 9 (29%) of non teaching staffs responded agree, only 2 (6.5%) of nonteaching staffs responded undecided, the rest 42 (72.4%) of teachers and 18 (58%) of non teaching staffs rated as disagree. The mean value of the teachers was 2.55 and the mean value of the non teaching staffs was 2.6. The averages mean value show at medium level. From this fact, researcher concluded that, the leaders observe teachers not for professional development rather for evaluation. According to HaileSelassie (1997) stated in Ethiopian many teachers fear being supervised because the history of supervision which has always been biased toward evaluation.

According to Table 6 item 4, result 51 (87.9%) of the teachers and 28 (90.3%) of the non teaching staffs were responded as agree, only 7 (12%) of teachers and 3 (9.7%) of the non teaching staffs responded disagree. The mean value of teacher's showed 3.75

and the mean value of the non teaching staffs also indicated 3.8. Based on this result, the researcher can be concluded that, supervision is essential to encourage teachers morale and improve students' learning out comes.

According to Nolan and Hoover (2008), instructional supervision is an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning, Cited in Girmachew Adimasu.

4.6. Identify the major problems of instructional supervisors face while evaluating instructional process.

Table 7. Identify the major problems of instructional supervisors face while evaluating instructional process.

No	Variables	Responses	Responses									
			SA		A		UD		D		S	
			F	%	F	%	F	%	F	%	F	%
1	Supervision helps to improve instruction	Teachers	15	25.8	41	70.6	2	3.4				4.2
		N.T.S	11	35.5	20	64.5						4.4
		Total	26	29	61	68.5	2	2				
2	Supervision focuses only on limitation of teachers	Teachers	7	12	38	65.5			13	22		3.6
		N.T.S	5	16	24	77			2	6.5		4
		Total	12	13.5	62	69.6			15	16.8		
3	Now a time supervisory activities are practices as expected	Teachers	3	5	10	17			45	77.5		2.5
		N.T.S	2	6.5	4	12.9			25	80.6		2.5
		Total	5	5.6	14	15.7			70	78.6		
4	Supervision is a means for controlling teachers	Teachers	4	6.9	21	36			33	56.9		2.9
		N.T.S	-		10	32			21	67.7		2.6
		Total	4	4.5	31	34.8			54	60.6		

SA=Strongly Agree A=Agree UD =Undecided D=Disagree SD=Strongly Disagree
F= Frequency M.V=Mean value

To evaluate, whether supervision helps to improve instruction, four questionnaires were identified in the table. According to Table 7 item 1, results showed, 41 (70.6%) of teachers and 20 (64.5%) of non teaching staffs responded agree. while, 15 (25.8%) of teachers and 11(35.5%) of non teaching staffs rated as strong agree. The rest, only 2(3.4%) of the teachers responded as undecided. The mean value of teachers was 4.2 whereas, the mean value of non teaching staffs was 4.4. The average mean value of both showed that, high performance level. Based on the above result, the researcher concluded that supervision is very important for teaching and learning process. According to (Guthrie and Reed, 1991) considered educational supervision as “The function of leadership concerned with improving, enhancing, and reinforcing teaching effectiveness.”

As noticed from Table 7 item2, 38 (65.5%) of teachers and 24 (77.4%) of non teaching staffs were replied as agree .The rest 13 (22.4%) of teachers and 2 (6.5%) of non teaching staffs were rated as disagree. The mean value of teachers was 3.6 whereas, the mean value of the non teaching staffs indicated 4. As a result, the researcher concluded that, instructional leaders use instructional supervision for controlling teachers i.e. for administrative purpose rather than, to evaluate instruction. The document analyzed from 5 schools and the interviewed result also showed supervision focuses only on limitation of teachers. However, according to HaileSelassie (1997) quoted clinical supervision refers to face to face contract with the supervisor and the teacher intent of improving instruction for increasing professional growth.

As data shown, in Table 7 item 3, 45 (77.5%) of teachers and 25 (80.6%) of the non teaching staffs were responded disagree. The 10 (17%) of teachers and 4 (12.9%) of the non teaching staffs were rated as agree. The mean value of teachers were 2.5 while, the mean value of the non teaching staffs were 2.5. This implies that, supervisory activities were not practiced as expected.

Finally, Table 7 item 4, result indicated that, 33 (56.9%) of teachers and 21 (67.7%) of the non teaching staffs, were responded disagree. 21 (36%) of the teachers and 10 (32%) of the non teaching staffs were rated as agree. The mean value of teachers was 2.9 and the mean value of the non teaching staffs was 2.6. The documents like teachers action research, school guide lines and teachers CPD analyzed from three schools and the interview conducted with principals and vice principals also indicated that, Supervision was not a means for controlling teachers, rather, a means of improving teachers limitation in the teaching learning process. However, most of the time, school instructional leaders used instructional supervision for controlling teachers. But, according to Glickman (2001), said supervisors must work with teachers, in a non- threatening way, to move instruction from what it is in effective to what it should be effective.

5. SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter includes summary, conclusion, and recommendation. First it presents summary of the findings, then it outlines the major conclusions drawn from the findings, and at last, it provides recommendations on the basis of the conclusions and findings.

5.1 Summary of the study

The study was intended to investigate evaluating the effectiveness of instructional supervision in government preparatory schools of Bale Zone. To achieve the objective; the researcher formulates the following five research questions.

1. Do instructional supervisors identify the strength and limitation of teachers in the classroom?
2. To what extent supervisors help teachers to improve their instructional activities?
3. Do instructional supervisors design various interventions to assist teachers to minimize their limitations?
4. How instructional supervisors do to link schools /clusters/with various organizations and community groups to improve quality of education.
5. What are the major problems that face instructional supervisors while evaluating instructional process?

In order to find out answer for the research questions, sample of 58 teachers,31 non teaching staff,5 supervisors,3 vice principals,15 student councils, and 5 principals were selected by using simple random and purposive sampling techniques.

Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings.

To collect data from respondents self-developed questionnaire was used to comprising both open and close ended item questions were distributed to the targeted groups. To triangulate the information data were collected from teachers, and non teaching staffs through questionnaires and data were collected from supervisors, principals, vice

principals and students councils were through interviews and document analysis also made for further investigating action.

The data gathered were analyzed by using descriptive statics means, percentage, mean, count and frequency. The data obtained from interviews and document analysis was qualitatively analyzed with the quantitative data according to their relevance.

The number of male school teachers, supervisors, principals, vice principals were much greater than that of females and both the instructional process and supervision were dominated by males in the schools of the Zone under the study.

Finally, the findings of the study in relation with the basic questions were obtained as follows:

With regard to teachers' perception about the effectiveness of instructional supervision, majority of the respondents, 25 (43%) of teachers and 17 (54.%) of non teaching staffs disagree that the effectiveness of instructional supervision.

Regarding the extent to supervisors help teachers to improve the instructional activities, most of the teachers 40 (68.9) and 17 (54.8%) of non teaching staffs replied agree. In case the findings proved that, instructional supervision is providing important professional assistance for teachers and encourages teachers to evaluate text books and doing action research.

Regarding to evaluation of instructional supervision the study indicated that, most of the respondents 44 (75%) of the teachers and 26 (83.9%) of non teaching staffs were agreed that, the leaders observe teachers in the classroom not for professional development, rather for controlling the teachers.

5.2 Conclusion

Based on the above major findings the following conclusions are made:

Supervisory practices were not well organized in the study site. The schools were not providing effective instructional supervision, because the instructional supervisors were more focus on administrative activities, rather than, instructional process. This implies that, instructional supervisors did not support teachers and other educational activities properly to solve their limitation. From this fact the researcher can be concluded that instructional supervision was not effective and teachers' perception towards instructional supervision was not so much.

The task of instructional supervisor is helping teachers to solve instructional problems in the instructional process and minimize teacher's limitation. However, the practical contribution of instructional supervision to the teachers was in effective. This implies that, in adequate abilities of supervisors in technical, human and conceptual skills causing for in effective professional assistance of instructional supervisor. From this fact it can be concluded that teachers did not get adequate assistance from instructional supervisors.

It is evident that, most of the school leaders were entirely engaged in administrative activities than in educational supervisory services. This implies that, school leaders did not help teachers and other educational activities to solve instructional problems. From this fact, it can be concluded that teachers attitude towards instructional supervision was not positive.

Instructional leaders couldn't able to carry out the tasks of instructional supervision to enhance quality of education. The findings of the study stated that, most school leaders more occupied on routine administrative activities than, teaching and learning process. In different meeting in the woredas education office was discussed that, the primary role of school leaders should be emphasized on instructional activities and staff development rather than, administrative works. However, school leaders showed instructional process as a secondary job. From this fact, it can be concluded that, the school leaders didn't supervise the school in two semesters regularly; they were not

shouldering their responsibility to provide effective instructional supervision in the study site.

The main barriers for the effectiveness of instructional supervision was instructional supervisory activities were affected by lack of commitment of school leaders, less experience of instructional supervision among the school leaders, Lack of awareness, lack of budget, lack of ability, lack of time, and lack of clear guide lines for instructional supervision. In case, school teachers did not have positive attitude towards instructional supervision. From this fact it can be concluded that, there were many problems faced the supervisory activities.

5.3 Recommendation

Based on the summary of the finding and conclusion drawn the following possible recommendation is forwarded:

- ✓ school supervisors should closely do with teachers, so that the human relations skills, technical and conceptual skills that school leaders and senior teachers render to teachers will be effective in instructional supervision and school leaders must apply each skill systematically according to their professional knowledge and back ground of the school community,
- ✓ The result of the study indicated that, school leaders were not conduct effective instructional supervision .i.e. The school leaders did not supervise classroom activities timely, they couldn't have sufficient knowledge about instructional supervision, they couldn't support and initiate teachers to select educational resources and choices of different method of teaching. It is advisable that, school instructional supervisors observe classroom activities timely as scheduled.
- ✓ Besides, instructional supervisors focus only on limitation of teachers, they used supervision for controlling teachers, they didn't organize training programs at school levels for the sake of teachers, it is recommended that, instructional supervisors should be focus on pedagogical issues by making professional development and organize training programs at school level.

- ✓ Instructional supervisors need to provide an opportunity to promote teachers effectiveness and efficiency in instructional supervision in the school. They should be support teachers to deal with suitable instructional practices.
- ✓ Synchronize the instructional supervision program and it needs strong coordination, training, and regular and continuous instructional supervision within the school, unless it is difficult, to observe the necessary changes what is expected from instructional supervision.
- ✓ The zonal and woreda education office should monitors and evaluate whether the instructional supervision is being implemented and provide the needed changes for quality of education for the learners.
- ✓ To extend the professional development of school leaders', department heads and senior teachers on the job and help they keep up with modern trends of supervision. It is advisable that the schools organize short training, seminars, sharing of experience among schools to enhance supervisory activities.
- ✓ The school leaders need to change, the trend of using more time for administrative activities, than instructional issues. It is advisable that, supervise the classroom instruction at least two times in a semester or one time in a quarter.
- ✓ It is advisable that, instructional supervisor should be able to see the limitation of teachers, closed the professional gaps of teachers and providing effective instructional supervision and creates good relationship with teachers.

REFERENCES

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According to Lovels and Wiles (1983) pre observation of teacher in the classroom situation has been taken.

Acheson and Gall (1997) agree that the selection of observation instrument will help sharpen the teacher thinking about instruction.

Allan Glathorn in Sergiovanni (1995) the term of supervision ranges from clinical supervision to enhance the individual's Motivation

Allen (1998) defined conceptual skills as involves the formulation of ideas; understand abstract relationship and problem solving.

As Dawson (2002) link schools with the community.

As stated by Corron (1998) educational systems rely on educational supervision.

Aselef (2012),in Diredawa indicated that, there are some problems with the status of instructional supervision practice.

Assuring and enhancing the quality of teaching and learning become a major concern all over the world (Firdisa,2009).

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Effective school leaders support teachers and classroom instruction through numerous formal and informal classrooms visiting (Hal linger, 2003)

Evaluation of instructional supervision important in implementing successful supervision (Abdulkereem, 2001).

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Instructional supervision is the link between teacher needs and school goals (Glick man, 1990).

Jenson (1967) suggested that, benefits of supervision in smooth and good inter personal relationships with the employees.

Jones (2004) staff accepts responsibility for students learning of schools essential curriculum goal.

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MoE (2012) stated school supervisors should show the specific performance out comes, skills, knowledge and attitude.

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Nolan and Hoover (2008), instructional supervision is an organizational function concerned with teacher growth.

Oliva and Pawl (1997) coaching is served as option supervision mechanism in which teachers help each other develop new teaching strategies.

Pajak (2000) said solving classroom problems has been the primary means by which clinical supervisors have sought to bring about change.

Pierce and Rowell (2005) define supervision as a developmental process designed to support practices, Role specification specially designed to influence instruction.

Promote their staff how to analyze and use students' assessment in their overall teaching and learning process (Murphy,2007).

Quality has different meanings depending on the kind of organization and the customer served (Certo,2006 :7).

Sergiovanni (1998:225) express clinical supervision as “the purpose of clinical supervision is to help teachers to modify the existing patterns of teaching.

Sergiovanni (1998:225) express clinical supervision, Student's achievements, is viewed as coaching supervisor and the teacher intent of improving instructions, tasks of Supervision, the field of Supervision and the teachers.

Sergiovanni and Cerner (1980) human relation skills should be verified

Sergiovanni and Starrat (1983) define educational supervision as a set of activities

Sergiovanni and Starred (2009) coaches are interested in offering critiques and serving as models of effective teaching practices.

Teachers and school leaders are not qualified enough they need support from supervisors (Gloradano, 2008:11).

Teaching is an intellectually and morally complex work (Ball and Wilson 1996).

Terry (1983) reveals that human skill includes the ability to work with others.

The implementation of supervision had passed phases before it arrives the current activities on this point (Lucoo and MCNeil, 1979).

The more recent concept of teaching is based on the assumption that knowledge is constructed and dynamic (Nelson,1996).

The national authorities highly depend on the school supervision (De Grauwe,2001).

There was no properly designed systematic follow up and support systems (Getachew,2001 and Chaniyalew,2005).

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Understand group process and awareness of values and skills in achieving them (Faunae1955).

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APPENDICES

APPENDIX A

HARAMAYA UNIVERSITY

Post Graduate Program Directorate

College Of Education

And Behavioral Science

Department Of EDPM, School Leadership Program

Questionnaire: to be filled by Teachers and Non Teaching Staff.

The main purpose of this questionnaire is to gather relevant data to evaluate the effectiveness of instructional supervision in government preparatory schools of Bale Zone.

The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Assurance: I hereby assure that your responses will not be used for another purpose.

Thank you in advance for your cooperation.

Instructions:

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

*Read all the instructions before attempting to answer the questions.

*Don't write your name on the questionnaire.

*Please give appropriate response based on your school experience.

*There is no need to consult others since there are no right or wrong answers and the scores in no way represent your performances.

*Please don't leave the questions unanswered.

Direction A: General Information and Respondents Personal Data.

Please put "X" mark in the box for your response or give short answer on the blank space.

1. School: _____
2. Sex Male ☐ Female ☐
3. Age 20_26 ☐ 27-33 ☐ 34_40 ☐ above 40 ☐
4. Service year in teaching 1_5 ☐ 6_10 ☐ 11_15 ☐ 16_20 ☐
 26_30 ☐ above 30 ☐
5. Level of Education: Dipl ☐ Degree ☐ 2nd degree ☐ Other specify ☐
6. Current work position: teacher ☐ Dept.head ☐ unit leader ☐
 senior teacher ☐

Appendix B

Part.1.Evaluate the extent to which instructional supervisors identify the strength and limitations of teachers in the classroom.

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

N O	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	The school is providing effective instructional leadership?					
2	Teachers are well oriented about the activities of instructional supervision.					
3	Teachers believe that instructional supervision helps to increase the improvement of students learning.					

Appendix C

Part. 2. To what extent instructional supervision effective.

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

N O	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Providing sufficient professional assistance for teachers.					
2	Organizing training programs at school level for the sake of teachers.					
3	Encourages teachers to evaluate the existing teaching texts and doing action research for quality education.					
4	Conducting the classroom observation to minimize teachers' limitation in instructional processes.					

Appendix D

Part 3: Assess the professional support teachers' gain from supervisors in order to improve their weakness.

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

N O	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Instructional supervision effective in your school					
2	The leaders evaluate the ongoing instructional process at each semester					
3	Instructional supervisors always provide feedback for teachers					
4	The instructional leaders have the capabilities of evaluating teachers					

Appendix E

Part 4= Identify how instructional supervisors Evaluate Instructional process.

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

NO	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	The leaders often visits the classroom to ensure classroom instruction aligns with school goals					
2	The leaders arrange pre observation and post observation conference with teacher					
3	The leaders observe teachers for professional development instead of evaluation.					
4	The instructional supervisors encourage teachers to improve students' learning out comes					

Appendix F

Part 5=Identify the major problems of instructional supervisors face while evaluating instructional process.

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

NO	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Supervision helps to improve instruction					
2	Supervision focuses only on limitation of teachers					
3	Now a time supervisory activities are practice as expected					
4	Supervision is a means for controlling Teachers					

Part=7 APPENDIX G

HARAMAYA UNIVERSITY

Post Graduate Program Directorate

College Of Education and Behavioral Science

Department EDPM, School Leadership Program

Guides to Interview Conducted with Supervisors, Principals and vice-principals

Dear Respondents: This Interview is a part of the study to collect relevant data about the topic “Evaluating the Effectiveness’ Of Instructional Supervision in Government Preparatory Schools of Bale Zone “So, your response for all parts of the direction would be kept confidential.

Direction 1: General Information and personal data

School_____ Woreda_____

Personal Information

1. S male ☐ female ☐

2.A 20 -25 ☐ 26_30 ☐ 30-35 ☐ 36_40 ☐ above 40 ☐

3. Qualification_____

4. Experience: AS a Vice Principal _____

As a supervisor_____

AS a principal_____

Direction 2: Give your response to the questions in short and be precisely

1. What is your perception about the Practices of instructional supervision?
2. How to evaluate the current instructional supervision in your school?
3. What are the problems encountered during the evaluation of instructional supervision in Preparatory school of your cluster?
4. What major significances' do you think instructional supervision has to the quality of education?
5. What do you suggest to overcome the effectiveness's of instructional supervision problems?
6. How can those instructional supervisors design various interventions so as to assist teachers' limitations?
7. How can instructional supervisors identify the strengths and weaknesses of teachers in the classroom in order to design appropriate intervention?
8. How instructional supervisors evaluate the effectiveness of instruction in the classroom?

Sincerely,

Negussie Bogale, March 2018.

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