

**TEACHERS' AND SCHOOL LEADERS' ATTITUDES TOWARDS PRACTICES OF
INSTRUCTIONAL SUPERVISION IN SECONDARY SCHOOLS OF JIGJIGA CITY
COUNCIL, FAFAN ZONE, SOMALI REGIONAL STATE, ETHIOPIA**

MA THESIS

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**HARAMAYA UNIVERSITY
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**TEACHERS' AND SCHOOL LEADERS' ATTITUDES TOWARDS PRACTICES OF
INSTRUCTIONAL SUPERVISION IN SECONDARY SCHOOLS OF JIGJIGA CITY
COUNCIL, FAFAN ZONE, SOMALI REGIONAL STATE, ETHIOPIA**

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Master of Arts in Educational Leadership**

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As Thesis research advisors we are hereby certify that we have read and evaluated this thesis entitled Teachers' and School Leaders' Attitudes Towards Instructional Supervisory Practices in Secondary Schools of Jigjiga City Council, Somali Regional State, Ethiopia, prepared under our guidance by AbdiBilleAbdullahi, and we have recommended that it can be submitted as fulfilment of the thesis requirement.

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DEDICATION

I dedicate this thesis manuscript to my beloved wife Hinda Mohamed Ibrahim for nursing me with affection and love and for her dedicated partnership in the success of my whole life and to all my children, for their affection and love.

STATEMENT OF THE AUTHOR

First, I declare that this thesis is my genuine work and that all sources of the materials used for this thesis have been properly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for an advanced M.A. degree in Educational Leadership to Haramaya University and is deposited at the University Library to be made available to users or borrowers under the rules of the Library. I confidentially declare that this thesis has not been submitted to any other institution anywhere for the award of any academic degree, diploma, or certificate.

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BIOGRAPHICAL SKETCH

The author was born in Gode District of Shabelle Zone of Somali Regional State of Ethiopia in 1973. After completing his elementary and secondary Schools, He attended Ethiopian Civil Service College and graduated with a BA degree in Development Administration 2001. In 2012 he joined the School of Graduate Studies of Haramaya University to study Post Graduate Degree of Masters of Art in Educational Leadership. The author served in different key positions from civil servant to managerial posts and Bureau head during his career development with the Ethiopia's Somali Regional State Government.

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ABBREVIATIONS AND ACRONYMS

BPR	Business Process Reengineering
CPD	Continuous Professional Development
CRC	Cluster Resource Centre
CSA	Central Statistical Authority
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Programme
IIEP	International Institute for Educational Planning
JCC	Jigjiga City Council
JCCEO	Jigjiga City Council Education Office
MoE	Ministry of Education
NGO	Non-Governmental Organizations
REB	Regional Education Bureau
SREB	Somali Regional Education Bureau
SRS	Somali Regional State
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office

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Abstract

This research aims to examine teachers' and school leaders' attitudes towards practices of instructional supervision in secondary schools of Jigjiga City Council. The study was a descriptive survey design with both quantitative and qualitative methods. A simple random sampling technique was used to select the participants for the questionnaire and interview. Quantitative data were obtained through survey questionnaire distributed to (N=114) teachers and randomly selected from (N=3) schools, while qualitative data were collected through interviews with (N=6) school leaders (i.e N=3 principals and N=3 supervisors) selected from the survey participants. Quantitative data were analyzed through descriptive and inferential statistics, and qualitative data through narration themes. The findings show that most of teachers felt that all instructional supervision approaches were rarely applied in their schools. Positive correlation between supervision and professional development was identified. Regression analysis also showed that preferred supervision approaches and perceived professional development are the major factors contributing to teachers' and school leaders' attitudes towards instructional supervision. The study concluded, the current practice is inadequate to help teachers for better teaching. New teachers wanted collaborative supervision, while experienced teachers preferred self-directive approaches. Teachers' and school leaders' preference and perceived professional development are the factors contributing to teachers' and school leaders' satisfaction and positive attitude. The study recommends frequent use of supervision, review of the current practice and adapting flexible policies that give teachers with options in the practice, as well as developing a collaborative culture that is based on trust, respect, reflection and participative approach. Supervision should foster professional growth of teachers and supervisors through ongoing trainings. To realize teachers' and school leaders' satisfaction and create positive attitude to supervision, Jigjiga City Council Education Bureau, supervisors and principals collaboratively should give more attention to enhance skills, knowledge and attitude of school instructional supervisors and school leaders.

1. INTRODUCTION

This chapter deals with: background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study, and definitions of key terms.

1.1. Background of the Study

Education is vital instrument for fighting backwardness and poverty in a country. Nowadays, many countries have been exerting their efforts to achieve quality education. According to Derebessa (2006), empirical evidence suggests that educational investment has been one of the most important factors that contribute to economic growth in both developed and developing countries. However, bringing quality of education has been a great challenge to be addressed parallel to the expansion of educational access. Concerning the quality of education, Pigozzi (2008) enlightened that poor qualities frustrates efforts to use education as an effective device for economic growth and development in this age of accelerating globalization. Therefore, effective instructional supervisory practices are very crucial for schools to enhance the teaching-learning process since instructional supervision mainly focuses on the whole school improvement and quality of education given to the students.

According to Trait discussed in the Association for the Development of Education in Africa (ADEA, 2008), supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and learning. As in many other developing countries, in our country- Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management (Aggarwl, 2005). Furthermore, the Ministry of Education (MoE, 2010) in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to ensure the quality of teaching and learning process. The Ministry of Education (MoE, 2002) also stated supervision as a process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process.

The success of the systems of instructional supervision practices depends upon the professional competence of school leaders and the placement of efficient professional

teachers in the world of education. School leaders are regarded by many educationalists as having the center and leading role in the successful operations of instructional supervision practices. It is due to these reasons that the MoE has issued school leadership as one major components of the Six General Education Quality Assurance Package (GEQIP) which was formulated in 2006 and has begun to be implemented in 2007. This implies that the school leadership is the most visible and directly accessible representative of the school and its management for the success of instructional supervision practices to keep the quality and standards of education.

The quality of education in Ethiopia, partly through the improvement of supervision, has been a priority over the last years. With the introduction of Education and Training Policy (ETP, 1994) and subsequent Education Sector Development Program (ESDP) I and II, Ethiopia has made considerable efforts towards quantitative aspect of education but the quality of students' learning has been a challenge (MoE, 2004). Teachers were not also properly supported by supervisors in tackling instructional problems or in applying new curriculum and instructional techniques (Chanyalew, 2005). Despite this, there is on-going effort to improve the quality of education after introducing the General Education QualityImprovement Package (GEQIP, 2007). Its components include school improvement program and continuous professional development of teachers. Supervision is an interactive process that depends on the source of the instructional supervisory practices, and the teachers and school leaders. The way teachers view the supervision, their acceptance of and interaction with the supervisory practice as well as their attitudes towards the classroom supervision not only provide as a catalyst for any supervisory success but also will determine the outcomes of the supervision process(Firth, 1997). Understanding the teachers' opinions and expectations about the instructional supervision is crucial to ensure successful supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not achieve the desired outcome. So, the central theme of the study was "teachers' and school leaders' attitude (s) towards instructional supervisory practices in the secondary schools of Jijiga City Council".

1.2. Statement of the Problem

Instructional supervision is one of the processes by which school administrators attempt to achieve acceptable standards of performance and results. It is the tool of quality control in the school system and a phase of school administration which focuses primarily upon the achievement of appropriate expectation of educational system (Peretomode, 2001). Teachers, whether new or old on the job need necessary support in implementing the instructional programmes. Principals as school heads therefore, need to provide this support to teachers, they have to be involved in the implementation of instructional programmes by overseeing what teachers are doing with the students. One of the major causes of poor academic performance among students can be ineffective instructional supervisory practices. Charles, Chris and Kosgei (2012) suggests that head teachers need to effectively supervise teachers by ensuring that: they are observed regularly; lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Effective instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools

Instructional supervision aims at improving the overall teaching-learning process through promoting teachers' professional development and growth (Sullivan and Glanz, 2009). But the teachers and school leaders may perceive instructional supervision practices differently. They regarded traditional supervisors as inspectors, who visit a classroom on a fault-finding mission, hence, it was noted that less experienced teachers have more negative attitudes toward the practice of supervision than more experienced teachers (Marks, 1985; Blumberg, 1980; Oliva, 1976; Zepeda and Ponticell, 1998). In contrast, some teachers appreciate the merit of the modern supervisory program if the supervisors are democratic and fair. Teachers' perspective of the overall process of supervision emphasizes cooperative work amongst peers, constructive dialogue, mutual trust and shared expertise between the supervisor and the teacher (Cogan, 1973; Nolan & Hoover, 2008; Zepeda, 2007). In spite of radical change, the traditional views of supervision still dominate the scene (Blasé & Blasé, 2004).

A research that was conducted by Gashaw (2008), on the practices of instructional supervision in primary schools of Asossa Zone shows that the current instructional

supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by instructional supervisor; focus of supervisors on administrative matters than on academic issues

According to (Oliva, 2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults. Another the most important factors are: irrelevant of training programs to the teacher's development need, absence of adequate opportunities that help to improve teaching and learning process, improperly designed support system and lack of systematic follow up (MoE: 2002; Getachew, 2001 & Chanyalew, 2005; Alemayehu, 2008).

The research conducted by Gashaw (2008) on the practice of primary school supervisors at national level indicated; ineffectiveness of primary school supervisors in providing support to teachers. So, research conducted on the practice of instructional supervision of primary schools at national level recommended further investigations regarding the problems that impede supervisory practices (Gashaw, 2008).

In light with this, the researcher look in to the gaps that affects the improvement of quality 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 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; beginner teachers did not

In Somali region, there was inefficient and weak instructional supervision system over many years. According to SREB, (2007), the supervision department at regional education level was established in 2007 following the introduction of the improvement of services delivery

reform programs in the region. Yet, the existing instructional supervisory practices and the attitudes of the teachers and school leaders toward it in the region in general and in Jigjiga City Council in particular are inadequate to contribute to the required quality of education. Informal discussions among people and related findings suggest that poor students' performance in secondary schools of Jigjiga City Council, in part, is due to ineffective instructional supervision practices used by both internal and external school supervisors. In his study on decentralization of education services to district level, Abdulahi (2008) found that the Somali region students' achievement was low due to inefficiency of service delivery, inadequate support to help teachers improve their skills, and shortage of educational resources. Another study carried out in the region by Feintin International Centre (FIC, 2011) also reported similar problems. But since Abdulahi and FIC did not directly investigate instructional supervision practices and the attitudes of the teachers and school leaders, it still remains unclear to prove the validity of their claim.

The above mentioned problems of presents teachers' and school leaders' attitudes towards practices of instructional supervision seem to have a negative impact on teachers attitude and satisfaction with their jobs. Furthermore, if such limitation in instructional supervision continues to prevail in secondary schools of Jigjiga City Council (JCC), it can unquestionably have a negative impact on the quality of education of In Somali region particularly and in Ethiopia generally. Therefore, the aforementioned practices and problems of practices of instructional supervision and the impact they may have on the quality of education have initiated the writer of this paper to undertake a study on the teachers' and school leaders' attitudes towards practices of instructional supervision in the secondary schools of Jigjiga City Council (JCC).Research Questions

The study attempts to answer the following research questions: -

1. What are the attitudes of the teachers and school leaders towards in practices of instructional supervision in secondary schools of JCC?
2. What are the current practices of instructional supervision in the secondary schools of JCC?
3. What are factors that negatively affect attitude of teachers' and school leader's towards practices of instructional supervisionsin the secondary schools of JCC?
4. What are the roles of instructional supervision for professional development for the teachers and school leadersin the secondary schools of JCC?

1.3. Objectives of the Study

1.3.1. General objective of the study

The general objective of the study was to examine teachers' and school leaders' attitudes towards practices of instructional supervision in the secondary schools of JCC.

1.3.2. Specific objectives of the study

The specific objectives of the study were to:

1. Examine attitudes of instructional supervisees towards instructional supervision practices in the secondary schools of JCC.
2. Recognize the existing instructional supervision practices in the secondary schools of JCC.
3. To sort out major challenges of affect teachers' and school leader's attitude while implementing instructional supervisions and based on the findings to improve instruction supervision practices at school level
4. To identify the extent to which instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention
5. Find out roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC

1.3. Significance of the Study

1. It may help teachers, school leaders and other responsible officers to be aware of the extent to which instructional supervision is being implemented.
2. It may provide important information to the national and local policy makers and program designers so that they will further revise and develop appropriate programs.
3. It may also expected that the study was contributed to the school communities by initiating responsible parties in school improvement program which ultimately will end with the highest learners' achievement.
4. It may help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial measures against the challenges that primary schools faced in implementing instructional supervision.
5. It may serve as a starting point for other researchers who are interested to do their research on the title.

1.4. Delimitation of the Study

In order to make the study more manageable, the study was delimited to the investigation of teachers' and school leaders' (school leaders mean the principles, vice principals, department heads and supervisors) attitudes towards instructional supervision practices in the secondary schools of Jigjiga City Council. It was clear that conducting a broader study would have been advantageous in order to have a complete picture of teachers' and school leaders' attitudes towards instructional supervision practices in the region. However, due to time and financial constraints, the study was delimited to three selected secondary schools (9-12) of Jigjiga City Council. Jigjiga city was selected because of availability of many secondary schools and instructional supervisory practices were observed to be challenge in this city.

1.5. Limitations of the Study

The student researcher does not believe that the study was totally free of any limitation. Some of the limitations were related with respondents' willingness and in filling the questionnaires, time and finance. Some of the respondents were not cooperative as had been expected. As a result all (100%) of the questionnaire were not been collected (obtained). Again, some respondents were responded not carefully particularly in open ended questions. All these might have its own effect on the findings of the study.

1.6. Operational Definitions of Key Terms

For the purpose of this study, the following definitions were applied to the key terms:

Attitude: under this study context; an affective feelings of liking or disliking toward an object which can be basically anything that has an influence on performance employees

Supervision: under this study context; is a service provided to teachers for the maintaining and improving instruction with the student as the ultimate beneficiary.

Supervisor: is a person formally designated by the organization that includes principals, department heads, senior teachers and all level supervisors to study and monitor the curriculum and instruction of a school in order to improve the quality of learning of students.

Instructional Supervision: under this study context; the process of providing assistance or helping services to teacher in enhancing instruction, curriculum, personal and professional development of teachers.

Professional development: under this study context; Process of improving and increasing capabilities of staff through access to education and training opportunities in the workplace, through outside organization, or through watching others perform the job.

Secondary schools: refers grades 9-12, according to the current school structure of Ethiopia

Practices: under this study context; to do something repeatedly in order to improve performance through instructional supervision.

2. REVIEW OF RELATED LITERATURE

This chapter presents literature review related to the topic under study with six main sections. The first section focuses on the concept of instructional supervision. The second section discusses the instructional supervision approaches. The third section deals with teachers' and school leaders' attitudes towards instructional/classroom supervision. While the fourth section focuses on the challenges in instructional supervisory practices. The fifth section deals with the strategies to improve instructional supervisory practices. Finally, section six discusses leadership roles in improving instructional supervisory practices.

2.1. Concept of Instructional Supervision

Scholars have given different definitions and interpretations to supervision, but almost all of them centre on improving teachers' instructional practices. They have also offered numerous purposes of instructional supervision, namely improving instruction, curriculum development, professional development, helping teachers to solve instructional problems, etc. This section discusses more about the concept of instructional supervision hereunder.

2.1.1. Definitions of Instructional Supervision

Supervision is defined differently by different scholars, and as such there is no single unifying definition of supervision in the literature (Alfonso & Firth, 1990), but from the context of educational administration, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction. Wanzare and Da Costa (2000), after conducting a survey, concluded that there are many definitions of supervision in the literature, of which each unique in its focus and purpose - ranging from a custodial orientation to a humanistic orientation. From the custodial perspective, supervision can denote overseeing and controlling, managing, administering, evaluating, or any activity in which the principal is undertaken in the process of running the school. In contrary, the humanistic approach, the definition of instructional supervision refers to a multifaceted, interpersonal process that deals with teaching behaviour, curriculum, learning environments, grouping of students, teacher utilization, and professional development.

As Beach and Reinhartz (2000) noted supervision of instruction is viewed as a process that focuses on instruction by developing teachers' skill so as to improve their performance. According to Sergiovanni and Starratt (2007), the focus of this improvement could be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to

solve problems better or it could be to review his or her teaching. Such a focus on teachers' instructional improvement permits to realize higher quality of learning. In advancing this point of view, Alfonso, Firth, and Neville (1981) defined supervision as:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of education objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

Neagley & Evans (1980) defines supervision as any service rendered to teachers that eventually results in the improvement of instruction, learning, and the curriculum. They also define supervision as any leadership function that is primarily concerned with the improvement of instruction, while arguing further that modern supervision is democratic in nature.

Instructional supervision is an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning (Nolan & Hoover, 2008, p. 6). The definition of Nolan and Hoover's implies that instructional supervision is simply putting the act of working professionally with teachers to determine what works best in the classroom and what needs to be improved (Zepeda, 2007). Sullivan and Glanz (2009) also define supervision as a process of engaging teachers in instructional dialogue for the purpose of improving teaching and increasing student achievement. They argue that supervision aims to improve instruction and student learning is so inextricably tied to teacher quality, the focus on teacher learning through the supervisory process is logical. According to these scholars, instructional supervision is formative process which involves observation, artifacts of student learning, and discourse focused on improving learning for all students. This process will also encourage the teachers to take their own learning through the form of action research, peer coaching, portfolios, or peer review.

Supervision is theorized by other scholars as a combination of administrative procedures and supervision of instruction. For instance, the International Institute for Educational Planning (IIEP), a division of UNESCO, observe that supervision practices can be classified under two distinct, but complementary, tasks: to control and evaluate, on one hand, and to advise and support teachers and head teachers on the other hand (IIEP, 2007). The statement explains

that although the ultimate objective of in-school supervision is to improve the teaching-learning processes, in practice it must cover the whole range of activities taking place in the school: from the most administrative ones to the purely pedagogical ones.

As the literature review indicates, most of instructional supervision definitions focus on the improvement of instruction and teachers' professional development, and thus will in turn result enhanced students' academic performance. The work of Beach & Reinhartz (2000) and Nolan & Hoover (2008) and Sullivan and Glanz (2009) influenced the definition of instructional supervision used in this study. More particularly, the study adopts Beach & Reinhartz (2000) definition, which defines instructional supervision as a process in education, the primary purpose of which is to support and sustain all teachers in their goal of career-long growth and development, which ultimately results in quality instruction. Such growth and development rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classrooms.

2.1.2. Teachers' Supervision and Evaluation

It is important to differentiate instructional supervision from evaluation. Poole (1994) stated that instructional supervision is a formative process that emphasizes collegial examination of teaching and learning. It aims to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to achieve teachers' professional growth and educational goals and objectives at different levels.

Teacher evaluation, on the other hand, is defined as a summative process that focuses on assessing the competence of teachers (Poole, 1994; Nolan and Hoover, 2008). It involves a formal, written appraisal or rating scale to determine an individual's professional competence at specific time (Poole, 1994; Lunenburg and Ornstein, 2008). Teacher evaluations are usually mandated by the governing body with criteria to determine the merit of the teacher (Kelehear, 2006; Zepeda, 2007). In short, instructional supervision is formative whereas evaluation is summative. The formative process is designed to help teachers improve, while the summative process is a judgmental appraisal of a teacher's performance. Though different in primary purpose, supervisory and evaluative processes go hand in hand and both are essential for effective teaching and learning, student achievement, and teacher success. While

supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Wareing, 1990; Nolan and Hoover, 2008; Zepeda, 2007).

2.1.3. Purposes of Supervision

There are numerous purposes to instructional supervision, but the ultimate goal is to improve instructional practice for the benefit of student learning. Instructional supervision is primarily concerned with improving classroom practices for the benefit of pupils irrespective of what may be entailed either curriculum development or staff development (Bays, 2001). Beach and Reinhartz (2000) also stressed that the focus on instructional supervision is to provide teachers with information about their teaching with a view to enhance instructional skills that enable them to improve performance. Likewise, McQuarrie and Wood (1991) state that the primary purpose of supervision is to help and support teachers as they adapt and adopt, and refine the instructional practices they are trying to implement in their classrooms.

Another purpose of instructional supervision is professional development. According to Nolan & Hoover (2008), instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development. Zepeda (2003) also states that supervision's purpose is to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers. Teachers have different backgrounds and experiences, different abilities in conceptual thinking, and different levels of concern for others (Beach & Reinhartz, 2000; Glickman et al., 1998; Wiles & Bondi, 1996). Accordingly, supervisors must utilize a supervisory approach that matches to individual needs and expectations (Zepeda, 2007). Other scholars view the purpose of supervision is helping teachers to be aware of their teaching and its impact it might have on their students (Glickman, Gordon, & Gordon, 1997; Nolan, 1997). In support to this statement, Chanyalew (2005) asserted that supervision is crucial in order to ensure the professional development of teachers. He added, instructional supervision aimed to discover and demonstrate effective classroom techniques and teacher skill to enhance better classroom instruction. Some writers also argue that supervision is an act of encouraging human relations (Wiles & Bondi, 1996) and teacher motivation (Glickman, et al, 1998) and enabling teachers to try out new instructional techniques in a safe, supportive environment (Nolan, 1997). Supervision is believed to provide a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals (Nolan & Francis, 1992). For them, the purposes of supervision are improving

instruction; fostering curriculum and staff development; encouraging human relations and motivation; and encouraging action research and supporting collaboration.

2.2. Instructional Supervisory Approaches

There are different approaches that supervisors apply to instructional supervision. When selecting a supervisory approach, it is imperative that the supervisors consider the teacher's level of experience in instructional practices and developmental level (Glickman, 1990). It is also likely that the contexts within which a supervisor works influences his/her approach. State and national policies may also dictate procedures and approaches to be used by supervisors in their schools. Utilizing different supervisory approaches is crucial not only to give choices to teachers; but also to provide options to the administrators and schools (Kutsyuruba, 2003). The following review of commonly utilized supervisory approaches framed the instructional supervisory practices identified in this study.

2.2.1. Clinical Supervision

The Clinical supervision model emerged in the 1970s with focus on classroom behaviour for the improvement of instruction and originated from the pioneering work of Robert Goldhammer and Morris Cogan in a collaborative study of teaching through Harvard University (Miller & Miller, 1987). This was the period when the field of supervision was plagued by uncertainty and ambiguities and when the researchers were engaged a lot of effort to reform supervision (Sullivan & Glanz, 2000). As Cogan (1973) noted, clinical supervision is "in-class supervision that proves powerful enough to give supervisors a reasonable hope of accomplishing significant improvement in the classroom instruction". It also refers to face-to-face contact with teachers not only to improve instruction in the classroom but also to enhance professional growth (Sergiovanni and Starratt, 2007).

Sergiovanni and Starratt (1998) described clinical supervision is more formative in its evaluative approach to the practices of beginning teachers and its goal is not aligned with traditional evaluative system. The purpose of clinical supervision according to Snow-Gerono (2008) is to provide support to teachers and gradually to increase teachers' abilities to be self-supervising. Clinical supervision is a specific cycle or pattern of working with teachers (Sergiovanni & Starratt, 1993). Goldhammer (1969) introduced the most commonly accepted form of clinical supervision with the following five-stage process: 1) a pre-observation conference with the teacher; 2) classroom observation; 3) supervisor's analysis and

interpretation of the data collected in the observation, and planning for the post-observation conference with the teacher; 4) the post-observation conference; and 5) the supervisor's analysis of the post-observation conference.

In the pre-observational conference with the teacher, the supervisor develops a relationship with the teacher to be supervised. Pre-observational planning conferences should identify teacher interests and concerns, make the teacher comfortable with the process, and reinforce that the purpose of the observation is improvement of instruction (Glanz (2000). The supervisor will determine, through a collaborative process possibly with the teacher, the most appropriate observational tool to use during the classroom visit.

The second step in the clinical supervision is classroom observation. The supervisor observes the teacher in the classroom setting, implementing the lesson discussed in the pre-observational meeting and collects the data agreed upon during the pre-conference. The supervisor is required to record descriptions rather than interpretations of the events that take place during the observation and at the end of the observation, he will remind the teacher the time for the post-observational meeting and he give a copy of the observational tool when appropriate (Glickman, 2002).The third stage of clinical supervision process is data analysis and interpretation. During this stage the supervisor analyzes the collected data and organizes it into an understandable format to present to the teacher. Patterns and major concerns that arise are discussed in a post-observation conference, which is the fourth stage. At this conference, the teacher looks at the data and, with the assistance of the supervisor, draws conclusions from it.

The fifth and final stage is post-observation conference analysis, in which the teacher and supervisor develop a plan of action for the next cycle of supervision. These stages then repeat, at regular intervals (Goldhammer, 1969). In the process of clinical supervision, a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni&Starratt, 2007). To this end, Glickman et al. (2004) identified four primary interpersonal approaches, namely directive control, directive informational, collaborative and nondirective style that can be utilized to best meet the needs of the teacher. After all, clinical supervision is officially applicable with: inexperienced teachers, teachers experiencing difficulties, and experienced teachers who are

in need of improving their instructional performance or who are in need of learning to work with new methods and approaches in their classroom.

2.2.2. Collaborative Supervision

Collegiality and collaboration are very important in modern schools. Researchers observed that when administrators are seen as collaborators, the working environment is conducive to a collegial working environment (Johnson and Donaldson, 2007). Hence, teachers in schools with collaborative cultures have greater confidence and commitment to improvement and professional growth as well as better administrator-teacher relationship (Fullan and Hargreaves, 1996; Ingersoll, 2007). According to Burke and Fessler (1983), teachers are the central focuses of collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. These colleagues have a professional and ethical responsibility to lend appropriate types of support upon request (Kutsyuruba, 2003). In this regard, a teacher who needs collegial and collaborative support should realize that feedback from colleagues and other sources should be solicited in order to move toward improvement.

The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. Although these approaches overlap each other, they are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni&Starratt, 2007; Sullivan &Glanz, 2002). Details of each these approaches will be discussed here under.

2.2.2.1. Peer coaching

Peer coaching refers to a process where a person who has an extensive knowledge in the field helps his partners so as to achieve better performance or resolve their problem through devising “structured discussion and activities (Haileselassie, 2004). It also refers to a process whereby two or more professional colleagues work together to reflect upon current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another (Moon, 2001; Truesdale,2009). The goal of coaching as described by Sergiovanni and Starratt (2007) is to develop communities within which teachers collaborate each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students. Glatthorn (1990) noted, peer coaching seemed to be the most intensive process among all collaborative approaches. The coaching approach uses cohorts and is often coupled with clinical supervision. Since teams work collaboratively,

their emphasis is on asking questions, which serve to clarify their own perceptions about instruction and learning, hence, it fosters opportunities to distil teaching skills through immediate feedback and through experimentation with alternate strategies (Bowman & McCormick, 2000).

2.2.2.2. Cognitive coaching

The term cognitive in supervision refers to becoming aware of one's own teaching effectiveness. It is an effective means of establishing sound relationships between two or more professionals of different status. According to Neubert and Bratton, (cited in Batt, 2010), the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached. This coaching approach also refers to a nonjudgmental process in which supervisor (senior teacher) attempts to facilitate teacher learning (the one to be coached) through a problem solving approach by using questions to stimulate the teacher's thinking (Costa and Garmston, 1994). Basically, cognitive coaching is similar with peer coaching approach but the difference between the two models lies, while the peercoaching emphasis curriculum and instructional innovation, cognitive coaching mainly focuses on improving the existing practice (Showers and Joyce, 1996).

According to Beach & Reinhartz, (2000), cognitive coaching consists of three stages: the planning, the lesson observation, and the reflection. Each of the components requires enough time "to support professional growth and change in teachers through reflective discussions and analyses of the instructional behaviour in class" (Blase & Blase, 1998).

2.2.2.3. Mentoring

It refers to a process where an experienced educator (mentor) works with an inexperienced teacher (protégé) collaboratively and non-judgmentally to study and deliberate on ways in which the classroom instruction may be improved (Sullivan & Glanz, 2000). Mentoring approach differs both from peer coaching and cognitive coaching in the sense that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher (Murray & Mazur, 2009; Kutsyuruba, 2003). The main functions of mentoring described in the literature are: teaching, sponsoring, encouraging, counseling, and befriending. In order the mentoring process works effectively, mentors should be respected teachers and administrators highly skilled in communicating, listening, analyzing, providing feedback and negotiating (Hopkins-Thompson, 2000; Shapira-Lishchinsky, 2009).

2.2.2.4. Self-Reflection

Self-reflection approach refers to individualized supervision whereby a teacher assesses his own teaching then identifies his needs for improvement (Kutsyuruba, 2003). Teachers who are involved in this kind of supervision are expected to prioritize their needs, and next develop a yearly plan that includes targets or goals derived from an assessment of their own needs. Self-directed models are “mostly ideal for teachers who prefer to work alone or who, due to scheduling or other difficulties, are unable to work cooperatively with other teachers” (Sergiovanni, 1991, p,305). According to (Sergiovanni&Starratt, 2007), self-reflection approaches are also applicable to competent and experienced teachers who are able to manage their time well” (p. 276). They contend this option to be efficient in use of time, less costly, and less demanding in its reliance on others.

2.2.2.5. Portfolio

A teaching portfolio refers to a supervisory approach whereby teachers compiled collection of artifacts, reproductions, testimonials, and productions that represents the teacher’s abilities and professional growth (Riggs & Sandlin, 2000; Zepeda, 2007). A professional portfolio can serve various purposes. In addition of documenting the development of innovative and effective practices, portfolio, is a central vehicle for the growth of the teacher through self-reflection, analysis, and sharing with colleagues through discussion and writing” (Sullivan &Glanz, 2000). Portfolios can play a key role in many developmental aspects, particularly in maintaining and enriching mentoring and coaching relationships (Sullivan &Glanz, 2000); enhancing professional development (Danielson &McGreal, 2000); in peer assessment (Topping, 2009) or in differentiated supervision (Sullivan &Glanz, 2000).

2.2.2.6. Professional growth plan

Professional growth plans, according to Brandt (1996), are individual goal-setting activities, long term projects teachers develop and carry out relating to the teaching. Beach and Reinhartz (2000) stated that in order to assess teacher performance, one must consider the instructional intent, the teaching learning interactions, and the results of teachers’ efforts. It is useful for the supervisor to engage teachers in reflective writing, as well as describing the goals and objectives with their perceived results. Likewise, teachers are required to reflect on their instructional and professional goals and become more active participants in the assessment process by describing intended outcome and plans for achieving the goals. They select the skills they wish to acquire, place their plan in writing including the source of

knowledge, the type of workshop they wish to attend, the books and articles to read, and how they will set up practical activities. It also includes who will monitor them as they start the new learning program (Barkley & Cohn, 1999). Professional growth plans could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning (Fenwick, 2001).

2.3. Teachers' and School Leaders' Attitudes towards Instructional Supervision Practices

The way teachers view the supervision that they are undergoing and think about it, their acceptance of and interaction with the supervisory practice as well as their attitude towards supervision not only provide the catalyst for any supervisory success but also will determine the outcomes of the supervision process (Firth, 1997). Despite classroom supervision is useful mechanism in improving teaching and learning situation through fostering teachers' competence, teachers may conceive it in different ways. While some teachers may view classroom supervision as a positive force for programme improvement, others may consider it as a threat against them. Yet, another group may regard it as a source of inspiration and support (Wiles and Lovell, 1975; Bouchamma, 2005; Kramer, et al 2005).

The concept of supervision has evolved over the years. Supervision was historically viewed as inspection aimed at monitoring and controlling teachers' performance. This notion makes teachers feel unsafe and threatened when they experience any form of supervision (Glickman, et al, 2004). According to Sullivan and Glanz (2000), the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision. Teachers regarded traditional supervisors as inspectors, who came to the teacher's classroom on a fault-finding mission (Marks, 1985; Blumberg, 1980; Oliva, 1976; Zepeda & Ponticell, 1998).

In Ethiopia, many teachers have negative perception towards instructional supervision; hence, they fear to be supervised due to the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 1997). For example, study on the practice and problems of instructional supervision in the secondary schools of KembataAlabaTembaro zone, Philipos found that teachers revealed negative attitude towards the supervisory system practiced in their schools. He reported, failure to provide the support they need was the major factor attributed to the teachers' misconception towards instructional supervision (Philipos, 2001). In his study of the practices and problems of subject-area instructional supervision in

secondary schools of Addis Ababa, Alemayehu (2008) also reported that the subject-area of instructional supervision practiced in Addis Ababa secondary schools exposed with multiple problems such as, inadequate support given to beginner teachers, lack of frequent classroom visits and peer coaching, little emphasis on academic role, lack of mutual trust between supervisors and teachers, etc. Alemayehu concluded that all these and other problems are linked with the negative perception of teachers towards instructional supervision.

When teachers and supervisors perceive supervision differently there is bound to be friction (Acheson & Gall, 2003). In contrast when a supervisor and a teacher look at data objectively together as colleagues, there is mutual agreement on decisions made. Teachers' perspective of the overall process of supervision emphasizes cooperative work amongst peers, constructive dialogue, mutual trust and shared expertise between the supervisor and the teacher (Cogan, 1973; Nolan & Hoover, 2008; Zepeda, 2007).

2.4. Instructional Supervisees Attitudes Towards Instructional Supervision

School leaders face many challenges as they carry out their instructional roles in the schools. The challenges range from the material resources, professionalism, management of staff and interrelationships. Lack of required skills by the principals for carrying out supervision process contributes to the challenges. Instructional Supervisors face challenges in development and implementation of approved curriculum and instruction. Nyandiko (2008) carried out a research on head teachers' instructional supervisory challenges in secondary schools in Keumbu division, Kisii Central District Nyanza Province. The study established that school leaders face challenges in management of classrooms, laboratories and libraries. Other challenges include management of teaching staff personnel such as attending to teachers personal and professional needs.

The major challenges facing school leaders are lack of time for instructional supervision, because of work overload caused by many other responsibilities that school leaders carry out in schools. Leaders do also face resistance to supervision by veteran teachers who consider themselves experts as a result of their long time experience. As a result, school leaders face challenges presented by increased stress on teachers to be accountable to students' academic achievement (Nzabonimpa, 2009).

(Otunga, Serem and Kindiki, 2008) Lack of resources is a dilemma faced by school heads in Africa. Teachers work under deplorable conditions, are overworked, underpaid and as in some countries not paid at all for months. There is also lack of enough teachers (Otunga et al, 2008) to handle the various subjects. Added to that is the fact that in developing countries, teachers work in overcrowded and under furnished classrooms coupled with poor means of communication (Kitavi et al, 1997).

Head teachers in developing countries face the problem of parents' inaccessibility (Kitavi et al, 1997). Due to poverty, most parents in Africa are busy most of the time either working for the next meal of the day or next terms school fees. Bomett (2011) indicates that the principals may be faced with lack of support from parents who have no respect for teachers and the education system. Kitavi (1997) talks of ignorance of the importance of parental involvement in their children's education. Students riots which causes destruction to property, increased costs on parents and guardians lead to poor examination results is another challenge (Bomett, 2011). Examination performance and curriculum supervision will be low unless a systematic and consultative way of solving student's problem is practiced. Otunga et al (2008), say that violence disrupts the smooth running of schools in Africa and this also has an impact on the effectiveness of school leaders.

Teachers' lack of commitment and uncooperative attitudes, coupled with lateness and alcoholism which affects the output negatively is a challenge for head teachers (Kusi, 2008) Students' absenteeism is another challenge caused by the factors such as sexual maturity of especially the girl-child. A study on needs assessment done by Girl Child Network (2010) on gender equity and equality, established that a girl is absent from school due to menses for 4 days in 28 days. Majority of girls in Secondary Schools are already menstruating. Other challenges include overloaded curriculum, such that students could not get through all the syllabus, comparison and statistical valuing where comparative benchmarking is used especially for secondary schools results (UNESCO, 2004).

2.5. Strategies to Improve Instructional Supervisory Practices

School leaders have an influence on teachers' instructional practices. School leaders use the following leadership strategies to change teachers' instructional practices: (a) communicating goals (Blase & Roberts, 1994), (b) supervising instruction (Blase & Blase, 1998), (c) promoting professional development (d) providing resources (Appleton & Kindt, 1999), and (e) providing incentives (Sheppard, 1996).

2.5.1. Communicating Goals and Change in Instructional Supervision Practices

Principals communicate school goals in many different ways. They often do it through faculty meetings and departmental chair meetings. They communicate them through individual meetings such as follow-up conferences to classroom observations. Teachers perceive their principals to be strong instructional leaders when they communicate school goals through (a) interacting with them on their classroom performance, (b) being accessible to discuss instructional matters, (c) allowing teachers to try new instructional strategies by letting them know that it is okay to take risks, and (d) clearly communicating a vision for the school (Smith & Andrews, 1989). Communicating school goals was found to positively affect the type of instruction teachers delivered (Blase & Roberts, 1994; Sheppard, 1996).

Communication of school goals by the principal has a significant, positive relationship with teacher classroom innovativeness (Sheppard, 1996). Classroom innovativeness is the teacher's willingness to try new and various instructional approaches. At the high school level, Sheppard found that communication of school goals by the principal accounted for the largest amount of variance in classroom innovativeness. He discovered that communicating school goals, framing school goals, and promoting professional development together accounted for 57% of the variance in classroom innovativeness. Sheppard reported that framing school goals accounted for the largest amount of variance out of the three, but did not report the specific amount of variance.

2.5.2. Professional Development and Change in Supervisory Practices

Professional development of a staff is essential to cope with changing needs of the job. In the school situation, instructional supervision has a major purpose of enriching the educational opportunities of students through professional development of teachers and other staff members. This leads to both personnel and organizational growth (Lucio and Mc Neil, 1979).

Modern professional development has a variety of purposes beyond skill training including facilitation of teachers' self efficacy, cognitive development and career development, as well as teacher collegiality and the improvement of the school culture. The broadening of professional development has been accompanied by an expanding body of literature on

effective development programs, including original research and reviews of research and best practice (Glickman and Others, 2004).

Professional development is thought to be a key to improving teacher instruction (Elmore & Burney, 1999). Administrators at the district and school levels are responsible for providing teachers with quality professional development (Desimone, Smith, & Ueno, 2006). Principals accomplish this through alerting teachers to professional development opportunities and organizing in-service activities at their schools that focus on specific instructional goals (Hallinger & Murphy, 1985). Principals promote professional development by using supervisors and colleagues to train teachers on instructional strategies, giving teachers' time for independent studies, and using external sources such as college courses, district-level workshops, and consultants who are experts in a particular area (Duke, 1987). The promotion of professional development by principals increases teachers' use of higher-order instructional strategies when they receive professional development on a particular strategy (Desimone et al., 2002).

The promotion of professional development by principals increases teachers' use of reflectively informed behaviours, including innovative ideas and instructional risk-taking (Blase & Blase, 1998). They provided a list of strategies principals used to promote professional development that increased teachers' use of reflectively informed behaviours: (a) emphasizing the study of teaching and learning, (b) supporting collaboration among educators, (c) developing coaching relationships among educators, and (d) applying principles of adult learning to staff development. King (1991) found that the participation of principals in curriculum work with teachers was a key to the implementation of higher-order thinking skills by these teachers.

2.5.3. Providing Resources in Instructional Supervision Practices

Principals influence classroom instruction by supplying teachers with necessary resources. Providing resources includes more than just monetary resources and materials. According to Duke (1987), providing resources includes "(a) scheduling, (b) developing the school calendar, (c) hiring and correctly placing teachers, (d) adopting textbooks, and (e) purchasing necessary materials to support instruction." Principals influence student achievement through helping teachers acquire necessary resources to support instruction (Heck, Larsen, & Marcoulides, 1990). The lack of resources may be a barrier to the use of some instructional

strategies by teachers. The lack of science equipment and reference materials was found by Appleton and Kindt (1999) to dictate how teachers taught their students. Schools did not have the necessary resources to support certain instructional strategies and activities. Providing resources is viewed by teachers as effective leadership by principals (McGhee & Lew, 2007). Teachers perceived that principals improved their writing instruction by providing resources such as technology, Smith and Andrews (1989) discovered that a majority of strong instructional leaders were given positive ratings as resource providers when they were seen as (a) promoting staff development activities for teachers, (b) possessing knowledge of instructional resources, (c) mobilizing resources and district support to achieve academic goals, and (d) the most important instructional resource in the school. Teachers perceived the most important strategies principals engaged in as resource providers were promoting professional development and providing teachers with support through instructional resources.

2.5.4. Providing Incentives in Instructional Supervision Practices

Organizations use incentives such as praise, good working conditions, material rewards, pride in work completed, and emotional attachment to the organization, and positive working relationships with colleagues to motivate employees (Barnard, 2000). Principals provide incentives by giving formal awards and using public or individual praise for teachers (Hallinger & Murphy, 1985).

2.5.5. Other Strategies Used by Head Teachers in Instructional Leadership.

2.5.5.1. Technical approaches

A variety of other approaches to improving the quality of teaching and learning have been encountered in literature but three technical approaches stood out.

2.5.5.2. Modeling

Among them is modeling, with heads using their own teaching, and even assemblies, as an example, and working alongside staff in classrooms. Harris (1999) calls it “walking the talk” through the consistency and integrity of their actions, they modeled behavior that they considered desirable to achieve education. According to Southworth (2002) school leaders

giving thought to develop 'learning schools' may wish to reflect on what he calls Learning by doing. He focuses on the view prevalent among school leaders that they learn most by 'doing the job. Brown and Bourne (1995) the supervisor is asked to become more of a practice teacher or mentor. Mentors are skilled performers - they can be observed, consulted and their actions copied. Weindling (1999) states that head teachers in the United Kingdom indicated that the most important thing contributing to instructional leadership was the fact that all continued to teach for an average of about 20 percent of the week. Harden's (1988) research outlines why this is important; To have credibility, principals need to work closely with students, developing teaching techniques and methods as a means for understanding teacher perspectives and for establishing a base on which to make curricular decisions.

2.5.5.3. Professional dialogue

Southworth (2002) argues that new heads are likely to benefit more from opportunities to discuss and learn from their own work than from courses with 'new' content by taking all opportunities in staff meetings, developing curricular, policies, reviewing pupil data, probing teachers' assumptions and promoting ideas. Gensante (1994) says that while expertise in instructional supervision is not required, understanding the change process and organizational dynamics are important. Rather than requiring teachers to submit written lesson plans one week in advance, the superintendent might convene a discussion group of teachers to explore ways to work together on instructional improvement issues. Bernd (1992) indicates that increased teacher involvement in school decisions are effective tools for focusing the staff on students' outcomes. Hallinger (1989) speaks of leadership teams at the secondary level to help carry out the critical functions of curriculum and instructional coordination and supervision. Cooper (1989) states that schools need to create models of shared leadership which incorporate the talents and energy of principals, teachers, students, and parents.

2.5.5.4. Monitoring

This approach deals with heads looking at teachers' weekly plans and pupils' work, and reviewing test data (Southworth, 2002). Teachers are the active participants in organizational change. The principal can facilitate change through class observation by providing legitimate, descriptive feedback for the teacher to consider and reflect upon. Keeping in mind that it is better to allow teachers to make their own judgments and reach their own conclusions through a descriptive type of observation than through an interpretive one (Chell, 1995).

Explicit efforts to manage professional knowledge in the school through audits of teachers' strengths, skills and needs (Southworth, 2002).

2.6. Improving Instructional Supervisory Practices

Effectiveness in any role is a key to the achievement of the goal of that particular role. The effectiveness of principals' instructional supervisory role determines to a great extent the academic achievement of students. In well performing schools, principals employ different strategies and reinforce those which bear good results in teachers' classroom instruction. Principals are slowly to discover among the three instructional supervisory methods of direct, collaborative and non-directive approaches, work well for teachers. In the following discussion, empirical studies related to effectiveness of principals' instructional supervisory roles were reviewed. The findings of studies carried out by Blaise and Blaise (1999) showed that in effective principal-teacher interactions, there were processes such as inquiry, reflection, exploration and experimentation. These processes helped teachers build repertoires of flexible alternatives rather than collecting rigid teaching procedures and methods. Principals talked with teachers to promote reflection and professional growth. The Supervisors at their various levels focus on regulations and their observances Tyagi (2010). Principals who are qualified with long experience and have had leadership training through in-service prove to be good instructional supervisors. Moraa (2010) investigated the effectiveness of instructional supervision by secondary school head teachers for curriculum implementation in Kajiado North District in Kenya.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter described research methodology used in this study. The research design, sources of data, sampling techniques and procedures, population and sample size, variables of the study, procedure of data collection were presented. Furthermore, the data gathering instruments that were used and their reliability and validity of these tools were discussed. Finally, a brief description of techniques of data analysis used and ethical consideration were also provided.

3.1. Description of the Study Area

The study was conducted in selected secondary schools of Jijiga City Council. The Jijiga City Council borders Kabribayahworeda to the East, Goljanoworeda to the South, BabileWoreda to the West and TuliguledWoreda to the North all these Woredas comes under Fafan Zone of the Somali Regional State. The Council consists of 30 kebeles. Jijiga city is the capital city of the Somali Regional State and mostly populated city among the 6 city councils in the region. According to the Central Statistical Agency (CSA, 2012), the total population of the Jijiga City council is about 197, 438(male 86,347 and female, 111, 091) (CSA, 2011).

According to JCCEO (2015) annual report, there are 6 secondary schools namely, Ahmed Gurey, Sheikh Abdisalam, Hussein Geeri, Wilwal, Jijiga and Wanow Secondary Schools in the city with 5,762. (Male3,763 and female 1, 959)students currently enrolled from grade 9-12 while the number of teachers are 409 including principals and vice principals.

3.2. Research Design

In order to carry out the study, descriptive survey design was employed to conduct the study. To draw representative sample from Population and to collect data from selected respondents at single point of a time based on purpose (Quirk 1979:45). It is found helpful to obtain enough information about teachers' and school leaders' attitudes towards practices of instructional supervision in secondary schools and to study the general situation of the problem broadly and convenient to describe the existing situation of topic was studied particularly. The study was a descriptive survey designs are well suited for identifying general trends in populations (Gall, Borg, & Gall, 1996).

Mixed research method was employed to conduct this study. When combined both quantitative and qualitative data, these two types of data provide a comprehensive understanding (Creswell 2012:535). Quantitative approach focuses on data that is principally numerical scientific method of inquiry that is embodied in the problem-solving process (Gay, et al., 2009). Therefore, this study used quantitative method to get some reviews on teachers' attitudes towards the current practice of instructional supervision at their schools and finally to draw a valid conclusion. Likewise, the use of qualitative approach enabled the researcher to develop an understanding of individuals and events in their natural settings, taking into account the relevant context. Thus, the study aimed at establishing teachers' and school leaders' attitudes towards practices of instructional supervision in the secondary schools of JCC. Therefore, the respondents were asked to discuss their everyday experiences relating to instructional supervision.

3.3. Sources of Data

Primary and secondary sources of data were used to obtain information about the subject under the study. Primary data were collected from school leaders (principles, v/principles, department heads and supervisors) and teachers in the secondary schools of JCC through interviews and questionnaires. Moreover, official documents such as REB school reports, minutes which detailing teachers' and school leaders' attitudes towards practices of instructional supervision in the secondary schools of JCC.

3.4. Population, Sample Size and Sampling Techniques

The determination of the target population and sample schools had been undertaken based on the 2014/15 Annual Statistical Report of the SREB. As noted before, there are 6 secondary schools. Out of these, 3 secondary schools which represent (50%) were selected using a purposive sampling technique. These schools are: Jigjiga, Wilwal and Sheikh Abdisalam Secondary Schools. The rationale behind the use of a purposive sampling technique is that these selected schools "they are key informants" (Cohen et al. 2007:102) than the remaining schools. In Short, the proximity, the number of students and teachers and the accessibility to the schools have been taken as the main criteria for selecting those 3 schools. The selected schools were found to be representative because they have a combination of large and medium size range and characteristics of both urban and rural settings. Hence, these schools were selected from five different kebeles of the city council.

The target populations for this study were 234 teachers, six principals and six supervisors. Out of these 234 teachers, 114 teachers which represent approximately 50%, were selected as a sample using stratified random sampling technique. Though the sample size may be small, it is quite representative. Hence, increasing it would raise the cost of the study. Thus, the researcher employed stratified random sampling based on two strata: gender (male and female) and experience (new ≥ 3 years and experienced above three years) of teachers in order to ensure wide representation of not only the overall population but also subgroups. A stratified random sampling technique was used to determine the number of respondents to be included from each stratum (Ary, Jacobs, & Sorenson, 2010). Besides, out of six principals and six supervisors, 3 from each assemblage were selected by using simple random techniques. They were selected by this technique because; this technique enables to select randomly the required number of sample by giving equal chance. While 29 teachers and school leaders in Ahmed Gurey Secondary school were used for piloting purposes. Table 1 below show further details.

Table 1: Target population, sample size and sampling techniques

S/N	Description	Target population	Sample size	Sampling techniques
1	Secondary schools	6	3	Purposive sampling techniques
2	Principals and vice principals	6	3	Simple random sampling techniques
3	Supervisors and department heads	6	3	Simple random sampling techniques
4	Teachers	234	114	Simple random sampling techniques
	Total	246	120	

Table 1. Sample distribution among the selected schools

Secondary Schools	Teacher Population				Sample Population			
	Gender		T	S	Gender		Experience	
	M	F			M	F	Exp.	Beg.
Jijiga	100	24	124	61	39	22	32	29
Wilwal	57	15	72	35	22	13	18	17
Sheikh Abdisalam	29	9	38	18	12	6	7	11
Total	186	48	234	114	73	41	57	57

Key: M=Male, F= Female, T=Total, S=Sample, Exp.=Experienced teacher and Beg.= Beginners teachers

As shown in Table 2, participants of the study were selected from 3 secondary schools of Jijiga city council. Due to the difference in school size, proportional stratified random sampling technique was applied to select teachers from each sample school. Accordingly, 61 respondents were selected from Jijiga secondary school and 53 respondents from the other 2 secondary schools.

3.5. Data Collection Instruments

In this research, data were mainly collected through the use of questionnaire and interview tools, which are commonly employed in educational research, and typically inquire about the feelings, motivations, attitudes, accomplishments, and experiences of individuals (Gall et al., 2007). In addition, document analysis, particularly, literature study also provided theories on the research topic and clarifies some of the educational implications of the topic.

3.5.1. Questionnaire

The questionnaires prepared for and administrated on (n=114) teachers. The questionnaires consisted of five sections. The first section collected general background information from each of the participants. The second section had focused on teachers' attitudes of instructional

supervision approaches, Section three sought data on teachers' attitude towards instructional supervisory practices and challenges to the instructional supervision practices. Finally, section four focuses on data on the strategies and leadership roles to improve instructional supervision practices. In relation to this, Kothari (2004:100) states "questionnaires are definite, concrete and pre-determined questions and designed to expected respondent to answer from given alternatives. The questions are presented with exactly the same wording and in the same order to all respondents." Open ended questions allow for free responses in the respondents' own words and prepared by expecting to get more information from respondents (Best and Khan, 2003). The questionnaire designed by student researcher by English and directly distributed to respondents .No need of translation because of the assumption that secondary school teachers can understand English well.

3.5.2. Interview Guide

Interview is a qualitative approach and it mainly focuses on the participants' perspectives of the topic under study. In essence it seeks the insight of the topic under study rather than generalization (Babbie, 2005; Mertens, 2005).The interview is more commonly used in qualitative research, as it permits open-ended exploration of topics and elicits responses that convey unique meaning of the respondents' words (Gall et al., 1996). A literature study provides theories on the research topic and clarifies some of the educational implications of the topic. The qualitative data was obtained through the use of semi-structured interviews that incorporated with open-ended questions to acquire specific answers to questions referring to teachers' and school leaders' attitudes towards instructional supervision practices. Because semi-structured interview is flexible method (Gall, et al. 2007) and; it was not only helpful to the researcher in exploring the areas on which participants were able to expand their ideas but also allowed the participants freedom to express their ideas on a variety of issues relating to teachers' and school leaders' attitudes, not raised or was limited in the survey.

The researcher developed the interview guide which covers teachers' and school leaders' attitudes towards instructional supervision practices, the challenges of instructional supervisions, and strategies and leadership roles in strengthening and improving instructional supervision practices. Six school leaders interviewee were interviewed. Three were principals from each three school and three supervisors from the same selected schools

3.6. Validity and Reliability

Prior the actual collection of data, a pilot study was launched. The questionnaires and interview guides were piloted to check whether they can generate the expected information and to identify any issues that may arise during the data collection process. A pilot test were conducted to check whether the prepared tools can generate the desired information (validity) and to judge its internal consistency (relevance). This is because to identifying difficult and/or vague questions and concepts and to make change based on the results of the tests. Festingeretal. (2005:158) has stated that “to increase the accuracy and usefulness of findings by eliminating or controlling as many confounding variables as possible, which allows for greater confidence in the findings of a given study.” To these in effect the researcher also conducted pilot study 27 teachers and 2 school leaders at Ahmed Gurey secondary school, which was outside the selected sample schools. Thus, the researcher administered the questionnaire and interview instrument to a group of 27 teachers and 2 school leaders which were selected for piloting purpose.

The result of the pilot test shows that the reliability alphas for teachers’ and school leaders’ attitudes towards practices of instructional supervision in secondary schools

The result of the test shows that the reliability of cronbach’s alpha was 0.93. & alpha fails at acceptable range (Muij 2004:73).

Content Validity checked by face validity by same respondents; as assumption they are going to judge whether the instruments looks ok to them (muij 2004:66). Finally, the content validity edited and corrected by adviser’s and respondents’ comments as follows. Firstly, based on the comments wording & terminology were edited and unclear issue omitted. Secondly, vocabulary modifications were made on interview guideline. Interviews were prepared in English for teachers’ and school leaders’. In short, the questionnaires and interview guides were appropriately altered to reflect the results of the pilot study.

3.7. Procedures of Data Collection

A literature review was conducted to identify previous researches on the topic and establish to a theoretical framework. From this review, questionnaires were developed. These questionnaires were prepared in English with the assumption that respondents could understand English. Student researcher then contacted **Jigjiga City Council, Fafan Zone, Somali Regional State**. Upon contact, Student researcher explained the aim of the study and got permission to collect data.

3.8. Methods of Data Analysis

The data gathered through questionnaires and semi structured interviews. The data was processed using the Statistical Package for the Social Sciences (SPSS V.20). The data gathered through questionnaires and semi structured interviews. The data was processed using the Statistical Package for the Social Sciences (SPSS V.20). Major inferential and descriptive statistics tools were used to analyze data such as Percentage, Frequencies, Mean, Standard deviation, weighted mean, mean differences and Independent-Samples T test, were used to guide the analysis and interpretations of the findings. White (2005) noted descriptive statistics as a mathematical technique for organizing, summarizing and displaying a set of numerical data. In addition, the data analysis involved review of documents, and responses gathered by means of interviews made with teachers and school leaders in qualitative terms. The qualitative data after being collected were edited and organized based on the necessity the research required. There was a systematic and intensive data analysis phrase by phrase of field notes for interviews and to identify common themes that ran through the research. The documents analysis was conducted on overall records of documents like portfolio, short and long term plan and reports, feedback, guidelines, modules and manuals by using structured check list. The main purpose of doing this was simply to cross check information from various sources and to obtain information that is not reveal using questionnaires and interview. This was supported the researcher to consolidate and complement information gathering through different means.

3.9. Ethical Considerations

The researcher gives particular consideration to ethical principles developed by this and other scholars, particularly to ensuring and informing consent and developing confidentiality, maintaining anonymity and other related ethical issues. Cohen et al. (2007) have stated “in research full attention should be given for moral and ethical issues.” To give due concern for respondents moral and ethical issue, student researcher receiving an official letter of cooperation from Haramaya University, Department of Educational Planning and Management, the researcher appropriately communicated with all participating institutions and individual participants under SRSEB and JCCEO. Per procedure, consent was secured after explaining the purpose of the study and by emphasizing its significance. Finally,

researcher assured participants' freedom from any harm. Participants were ensured that their participation was confidential and strictly for academic purposes.

CHAPTER FOUR

4. PRESENTATION, ANALYSIS AND INTERPRITATION OF DATA

The first part of this chapter discusses the demographic characteristics (e.g. gender, age, service years) of the participants. The second part of the chapter presents analysis and interpretation of the collected quantitative and qualitative data as described in Chapter three.

3.10. General Characteristics of the Respondents

This section provides a descriptive overview of the demographic information of the teachers and school leaders in secondary schools of Jijiga City Council who participated in this study. A total of 114 copies of questionnaires were distributed to 114 teachers with return rate of 110 (96.7%), and thus made satisfactory for the research objectives. Moreover, six school leaders were interviewed.

Table 2: Respondents according to gender and the year of experiences

Sex of the respondents							
Years of experiences	Male		Female		Total		
	N	%	N	%t	N	%	
1-2 years	35	50.7	20	48.9	55	50.0	
3-6 years	9	13.0	4	10.6	13	12.1	
7-9 years	16	21.7	8	19.1	24	20.7	
More than 10 years	11	14.5	7	21.3	17	17.2	
Total (N=110)	71	100.0	39	100.0	110	100.0	

The demographic characteristics of the teachers and school leaders in the study included: gender and years of experiences. The demographic data is presented in table 3. Accordingly, 71 of the respondents were male and 39 were females. Half of the respondents were in their first and second year of teaching, whereas 12% had 3-6 years of teaching experience. About

21% of the respondents had served as a teacher and school leaders for 7-9 years, whereas 17% had more than 10 years of teaching experiences.

4.1. Attitudes toward Instructional Supervisory Practices

As specified in Table 4 further down, the respondents were asked their views on attitudes toward Instructional Supervisory Practices. To assess the results recorded and compare mean of the groups and standard deviation, the scale values organized by equal interval such Mean 1 strongly disagree, 2 disagree , 3 neutral, 4 agree and 5 strongly agree

Table 3. Respondents' attitudes towards instructional supervisory practices

Attitudes towards instructional supervisory practices	Novice teachers (N=55)		Experienced teachers (N=55)	
	M	SD	M	SD
I am convinced on the need of supervision	3.86	.888	4.38	1.006
Every teacher can benefit from supervision	3.98	.737	4.31	.863
Supervision should be collaborative effort between teacher and supervisor	4.17	.704	4.41	.726
Supervision should promote professional growth among teachers	3.93	.814	4.16	.670
Supervision should promote trust among teachers	4.24	.757	4.43	.819
Time should be given to the implementation of any supervision method	4.14	.981	4.40	.674
Teachers should be involved in the planning of supervisory process	3.97	1.123	4.43	.797
Supervisory practices should consider the development	3.95	1.206	4.31	.922

stage of the teacher				
Supervision should focus on	4.59	.497	4.79	.409
the need of the teacher				

Note: M=Mean, SD= Standard Deviation, t=test and df= difference

The responses of the analysis of the teachers' and school leaders' attitude towards instructional supervisory practices indicate that both new and experienced teachers and school leaders are convinced of the need for instructional supervision and believed that every teacher can benefit from instructional supervision. The need for instructional supervision was also raised during interviews. Over 80% of the interviewed teachers and school leaders regarded supervision as important, necessary and beneficial for improving their instructional practices. With this regard, there is consensus in the literature that instructional supervision has the goal of improving practice, improving student learning and achievement, reflection and improving the overall school (Donaldson, 2007; Jenkins, 2009; Yost, Vogel, & Rosenberg, 2009).

Most of the respondents agreed that supervision should be collaborative, promote professional growth and trust among teachers. About 75% of interviewed teachers and school leaders perceived that supervision should be collaborative, promote professional growth and trust among teachers. Commenting on those issues, some teachers and school leaders stated as follows:

Supervision can work better when there is collaborative effort between the teacher and the supervisor. Collaborative supervision is also important to build trust between the teacher and supervisor. I think the goal of supervision is to help teachers for effective education. This can be achieved only when there is trust between the supervisor and teacher (TB7).

The other informant said that:

Supervision should promote professional growth and trust among teachers. That is what I want. The supervisory process ought to be democratic and encourage teachers to share their views with the supervisor (TB4).

Researchers observed that teachers and school leaders' perspective of the overall process of supervision emphasizes cooperative work amongst peers, constructive dialogue, mutual trust, and shared expertise between the supervisor and the teacher (Cogan, 1973; Nolan & Hoover,

2008; Zepeda, 2007; Reepen & Barr, 2010). Hence, instructional supervision is a way to support professional growth and competency and has been identified as an integral component of staff development (Nolan & Hoover, 2008).

Moreover, the respondents advocated that time should be given for the implementation of any supervisory method. The issue of time was much concern during the interviews. The respondents stressed that there was not enough time for school leaders to conduct supervision of the new teachers. Particularly, they noted lack of adequate preplanning and pre-conferencing in the supervisory process. Glatthorn (1990) mentioned lack of time for planning, supervision and interaction with colleagues as challenges for new teachers. Blase and Blase (2004) contended the paramount importance of giving more time is a way to support professional growth and change in teachers.

Majority of the respondents also agreed to the statements that teachers should be involved in the planning processes of supervisory practices, as well as supervision should consider the development stage and the need of the teacher. Concerns on teachers' and school leaders' attitudes towards supervisory practices were also raised during the interviews. Over 80% of interviewed teachers and school leaders stressed the importance of involving teachers in the planning of supervisory processes and due regard should be given to the need of the teacher. In their comments about these issues, the respondents emphasized the following points:

It is crucial that teachers to be involved in the planning process of supervision and the individual needs of the teachers should be taken into consideration. In the planning process of supervision, the supervisor should consult with the teacher, identify his/her area of interest and take decision accordingly (TB3).

These findings are in line with the various published researches. Sergiovanni & Starratt 2007 observed that effective supervisors must employ a framework that is most appropriately matches the strategies to the context and personal characteristics of the teachers. They further noted that matching supervisory approaches to individual need has great potential for increasing teachers and school leaders' motivation and commitment at work

Table 4 t-test analysis on teachers' attitudes on instructional supervisory practices

Attitudes towards instructional supervisory practices	Novice teachers (N=55)		Experienced teachers(N=55)		T value	df	Sig.
	M	SD	M	SD			
I am convinced on the need of supervision	3.86	.888	4.38	1.006	2.937	114	.004**
Every teacher can benefit from supervision	3.98	.737	4.31	.863	2.199	114	.030*
Teachers should be involved in the planning of supervisory processes	4.17	.704	4.41	.726	2.574	114	.011*
Supervision should focus on the need of the teachers	4.59	.497	4.79	.409	2.449	114	.016

Note: ** Difference is significant at the 0.05 level (2 tailed), * Difference is significant at the 0.05 level (2 tailed). M=Mean, SD= Standard Deviation, t=test and df= degree of freedom.

In comparing group responses, experienced teachers and school leaders rated higher in aal items regarding teachers and school leaders' attitudes (see table 2). The initial findings indicate significant differences between the scores of the two groups in four items (see table 3). Experienced teachers and school leaders (M = 4.38) significantly scored higher for the need of instructional supervision than the new teachers and school leaders (M = 3.86), $t(114) = 2.937$, $p < 0.01$. They also (M = 4.31) rated higher to the statement that teachers and school leaders should be involved in the planning of supervisory processes than new teachers and school leaders (M=3.97). This difference was significant, $t(114)=2.574$, $p < 0.05$. Finally, senior teachers and school leaders (M = 4.79) perceived significantly that supervision should focus the need of the teacher than novice teachers (M =4.59), $t(114) = 2.449$, $p < 0.05$.

The same finding is evident from the data obtained through interviews. That is, some of the interviewed new teachers and school leaders had shown negative attitude towards instructional supervision. They felt that their individual needs were overlooked, and thus perceived instructional supervision as evaluation of teacher's performance rather than helping teachers. For instance, two of the interviewed new teachers commented as quoted hereunder:

Frankly speaking supervisors use supervision as a tool to control teachers' pedagogical activities. They simply visit the classroom, sometimes without notice and they left with negative criticism (TB5).

I do not think that supervision can help teachers. I feel unsafe when the supervisor visits my classroom because he collects my week points and records them in my performance evaluation file (TB11).

These results reflect the findings of previous researches. Thomas (2011) conducted a study on supervisory practices in non-formal educational settings as perceived by agricultural education teachers. He found that teachers with more experienced had shown significantly more positive attitude towards supervision than those with less experienced teachers. Supervision was historically viewed as inspection aimed at monitoring and controlling teachers' performance. This notion makes teachers feel unsafe and threatened when they experience any form of supervision (Glickman, Gordon and Ross-Gordon, 2004).

Moreover, for many new teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni&Starratt, 1998; Kayaoglu, 2012). It is believed that the attitude of teachers and school leaders depends on the approach that is used to supervision or type of supervision offered (Acheson and Gall, 2003). The inspectoral fault-finding, evaluative approach is likely to result in teachers viewing supervision negatively and lacking trust.

Table 5: t-tests on teachers' attitudes towards supervision by levels of experiences

	Novice teachers (N=55)		Experienced teachers (N=55)		T value	df	Sig.
	M	SD	M	SD			
Aggregated results							
Overall attitudes of instructional supervision	36.83	5.384	39.62	4.308	3.085	114	.003**

Note: ** Difference is significant at the 0.01 level (2 tailed), M=Mean, SD= Standard Deviation, t=test and df= degree of freedom.

Based on the initial findings mentioned above, in order to examine whether new and senior teachers and school leaders were significantly differed in the overall responses (scores)

regarding attitude towards instructional supervision practices, the result was aggregated and independent sample t-test was conducted again (see Table 6). Accordingly, the findings indicate significant deference between the mean scores of the two groups. Thus, experienced (M= 39.62) had shown more positive on overall attitude towards instructional supervisory practice than new teachers and school leaders (M= 36.83). Hence, this difference was significant, $t(114)= 3.085$, $p<0.01$.

These findings are supported by and consistent with previous research and publications. Paul (1998), in his study of Teachers' and school leaders Attitudes towards instructional Supervision in Primary Schools in Bahati Division of Nakuru District, Kenya found that teachers and school leaders with more experienced had shown significantly more positive attitude towards instructional supervision than those with less experienced teachers and school leader. Likewise, in a study on teachers' perception of supervisory roles of primary Schools in Osun state of Nigeria, Yusuf (2011) found that experienced teachers and school leaders were significantly deferred in their understanding of supervision than new teachers and school leaders. Glickman et al., (1998) stated that "teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience" (p. 21). Hence, recent studies show that new teachers' and school leaders perception of inadequacies of the amount and quality of instructional supervision develop into the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011).

Regarding this issue, in his study on instructional supervision and its relationship with professional development, Tesfaw and Hofman (2012) found moderate, positive and significant correlations existed between teachers' attitude and their perceived supervisory approaches.

4.2.Satisfaction with the Process of Instructional Supervision

To scrutinize the level of satisfaction with the quality and amount of supervision, the respondents were asked to respond to two items using a 5 Likert scale range: 1= Not Satisfactory, 2= less satisfactory, 3= undecided, 4= satisfactory and 5= highly satisfactory. The third item focused on the respondents' attitudes on whether supervision had met their professional needs. Mean scores and standard deviations were calculated for each question and the summarized data are shown in Table 6.

Table 6: Mean scores regarding respondents' satisfaction with supervision

instructional supervisory practices	Novice teachers (N=55)		Experienced teachers (N=55)	
	M1	SD1	M2	SD2
Satisfaction with the amount of supervision	2.86	.926	3.17	.976
Satisfaction with the quality of supervision	2.83	.976	3.16	1.005
Supervision I receive meets my professional development needs	2.81	.945	3.31	1.143

Note: M = Means, SD = Standard Deviation, t-test and df = degree of freedom

As Table 6 indicates, the majority of the respondents expressed neutral points of view in their satisfaction with supervisory processes. When the respondents were asked on whether they were satisfied with the amount of supervision, most of the new teachers and school leaders (M= 2.86) revealed neutral views, whereas experienced (M=3.17) were either neutral or expressed moderate satisfaction. Likewise, respondents' level of satisfaction with the quality of supervision was represented by the mean of 2.83 for new teachers and school leaders and 3.16 for experienced teachers and school leaders implying that most of respondents revealed doubt about the issue. Finally, whether supervision had met their professional development needs, majority of the new teachers and school leaders (M = 2.81) were neutral, while most of experienced teachers and school leaders (M = 3.31) were either neutral or moderately agreed about the issue.

In face to face interview, most of the respondents, particularly new teachers and school leaders revealed low level satisfaction with the quality and the quantity of supervision they receive, as well as whether supervision had met their needs. Typical comments of some respondents are quoted as follows:

I do not think the supervision I have experienced met my needs. As a new teacher I would be much appreciated if I were supervised more often, because I was rarely supervised. Supervisors did not give much attention to supervise teachers. Perhaps they were busy on administrative matters (TB7).

In our school, teachers had been supervised once per year and this did not help us much to improve our instructional practice. So I can say the supervision I have experienced from my school did not meet my individual needs (TB3).

In short, some of the respondents, in their comments or interviews suggested that they would have benefited more from the supervisory process if their needs for more preparation time, resources, advice, and help were better met.

This result is consistent with contemporary research findings. Ari and Sipal (2009) analyzed factors affecting job satisfaction with a sample of 100 teachers. According to these authors majority of teachers who participated in their study revealed low satisfaction.

Among other things, insufficient assessment, lack of support from administration, and lack of professional development opportunities were reported as major factors attributed to the teachers low satisfaction with the practice of their schools. Similarly, Kayaoglu (2012) investigated the supervisory process for language teachers of Turkey schools. He noted that supervision failed to meet individual needs and expectations, and as such teachers participated in his study revealed low satisfaction with the supervision practiced in their schools.

Table 7: t-test on teachers' satisfaction with supervision by level of experience

Scale	Novice teachers (N=55)		Experienced teachers (N=55)		T value	df	Sig.
	M1	SD1	M2	SD2			
Teachers overall level of satisfaction with supervision	8.50	2.644	9.64	3.007	2.164	114	.033*

Note: ** Difference is significant at the 0.05 level (2 tailed), M=Mean, SD= Standard Deviation, t=test and df= degree of freedom

In order to determine if new and experienced teachers and school leaders were differed in their scores on overall level of satisfaction, t-test was calculated. The findings show significant difference between experienced and new teachers and school leaders (see Table

7). In other words, experienced teachers ($M= 9.64$) were slightly higher but significant on overall level of satisfaction with supervisory practices than new teachers ($M= 8.50$), $t(114)=2.164$, $p<0.05$. In his study on teachers' attitudes on supervisory roles of primary schools in Osun state of Nigeria, Yusuf (2011) observed that experienced teachers were significantly higher in their understanding and the level of satisfaction with supervision than new teachers. Likewise, in a study on teacher satisfaction with evaluation and supervision, Arp (2012) found that less experienced teachers had shown significantly lower satisfaction with the instructional supervision than more experienced teachers.

4.3. Supervision and Professional Development

This section focuses on the respondents' attitudes regarding the connection between instructional supervision and professional development. It also examines their perceived relationship of satisfaction with the quality of supervision to professional development. Primarily, mean scores and standard deviations were calculated to examine the respondents' attitudes regarding the connection between instructional supervision and professional development.

4.4.1 Instructional supervision and professional development

Teachers were asked to give their level of agreement using a 5 point scale on five statements designed to elicit their attitudes on the connection between instructional supervision and professional development. Mean scores and standard deviations were calculated and the summarized results are presented in Table 8.

Table 8: Respondents relation with supervision and professional development

	Novice teachers (N=55)		Experienced teachers (N=55)		T value	df	Sig.
	M	SD	M	SD			
Professional Development							
Supervision has a clear connection with professional development	3.90	1.195	4.22	.839	1.709	114	.090
Supervisors have the	2.79	1.104	3.05	1.395	1,107	114	.271

knowledge and ability to select professional activities for the teachers								
New teachers and school leaders participates in professional development as a result of supervision	3.19	1.083	3.26	1.292	.312	114	.756	
Professional development opportunities should be chosen by the teachers	3.86	1.050	4.03	.816	.987	114	.326	
My classroom instruction has improved as a result of supervision	3.12	1.077	3.62	1.268	2.289	144	.024*	

Note: * Difference is significant at the 0.05 level (2 tailed), M=Mean, SD= Standard Deviation, t=test and df= degree of freedom.

Both new (M = 3.90) and experienced (M = 4.22) teachers and school leaders agreed that supervision has a clear connection with professional development.

According to Zepeda (2007), there must be a clear connection of instructional supervision to professional development. Sullivan & Glanz (2009) also support this fact, stating that instructional supervision aims at improving the overall teaching-learning process through promoting teachers' professional development and growth.

In contrast, majority of experienced (M = 3.05) and new (M= 2.79) either disagreed or fairly neutral that supervisors have the knowledge and ability to select professional activities for teachers.

Philipos in his study on the practice and problems of instructional supervision in the primary schools of KembataAlabaTembaro zone concluded that due to "lack of qualification and training on the part of supervisors" teachers did not get the support they need (Philipos, 2001, p.92). Supervisors should have professional responsibility, knowledge and skills necessary to provide effective supervision for their teachers. Supporting this point of view, Glickman et al. (2007) stressed that supervisors must be knowledgeable about and responsive to the development stages and life transitions of teachers. Moreover, as Beach and Reinhartz (2000)

emphasized, the challenge for supervisors is to integrate their knowledge in supervision into a process that helps remove obstacles in working with teachers to foster their professional growth and effectiveness. Supervision is a process in which learning should occur for teachers and supervisors alike.

With regard to the third item, both new ($M = 3.19$) and experienced teachers and school leaders ($M = 3.26$) were neutral to the statement that new teachers participate professional development activities as a result of supervision. During interviews, most of respondents expressed their willingness to participate in variety professional development activities but felt rarely existed in their schools. They mentioned the need to participate in-service training, workshops, discussion forums, and other activities that can foster the improvement of teachers' instructional practice. This can be taken as a reason why teachers did not fully agree that new teachers participate in professional development activities as a result of supervision. Regarding this issue, some teachers commented as follows:

We attended a very few trainings for the past two years. The school administrators have to arrange us more professional development activities such as short term trainings, seminars and discussions that specifically focusing on how to teach better (TB9).

Sergiovanni and Starratt (2007) stated that supervision as a process is designed to help teachers and school leaders learn more about their practice, and use their knowledge and skills to make the schools a more effective learning community. Thus, to help teachers improve their abilities and skills they need to participate in variety of professional development activities.

The mean scores ($M = 4.03$) and ($M = 3.86$) for experienced and new teachers and school leaders respectively indicate that majority of respondents agreed to the statement that professional development opportunities should be chosen by the teacher. Similar finding was observed during interviews. In other words, over 80% of the interviewed respondents stressed that professional development activities should be chose by the teacher.

The fact that teacher and school leaders should play key role in deciding the direction and nature of their professional development, was supported by Sergiovanni (2009). Likewise, Glickman et al. (2007) contended that teachers as individuals should have a variety of

learning opportunities to support the pursuit of their own personal and professional career goals.

Finally, most of the new ($M = 3.12$) had shown a neutral point of view to the statement that whether their classroom improved as a result of supervision, whereas experienced teachers and school leaders ($M = 3.62$) were moderately agreed or expressed a neutral attitudes about the issue. This difference was significant, $t(114) = 2.289$, $p < 0.05$.

The reason why the respondents particularly new once did not fully agree to the statement that their classroom improved as a result of supervision seems because of absent of the support they need. With regard to this, in his study on the school based instructional supervision in West Arsi secondary schools, Million (2008) reported inadequate support given to new teachers, lack of frequent classroom visits, absence of adequate professional opportunity, lack of mutual trust between supervisors and teachers, etc. He concluded, all these and other problems are linked with the negative attitudes of teachers and school leaders towards instructional supervision. Various scholars stressed that more effort should be put into the supervision and professional development new teachers to achieve instructional improvement (Kutsyuruba, 2003; Sergiovanni&Starratt, 2007).

4.4. Attitudes with Supervision and Evaluation

This section discusses teachers' and school leader's attitudes with supervision, evaluation, and school policies pertaining to these practices.

4.4.1. Frequency and time of supervision and evaluation

Respondents were asked on the average time that teachers were supervised and evaluated. To help the respondents clarify this notion; supervision was defined in the survey as a planned developmental process that is intended to support the career-long success and continuing professional growth of each teacher. Teacher evaluation, on the other hand, was defined as a planned, summative process that involved a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time. The results of actual frequencies for teacher supervision and evaluation are summarized in tables 9&10,

Table 9: Respondents attitudes toward the frequency of supervision and evaluation

Frequency	Supervision				Evaluation			
	New teachers		Experienced teachers		New teachers		Experienced teachers	
	N	%	N	%	N	%	N	%
0 times per year	9	15.5	17	29.3	3	5.2	11	19.0
Once per year	27	46.6	28	48.3	38	65.5	28	48.3
2-4 times per year	18	31.0	9	15.5	16	27.6	15	25.9
5 or more times per year	4	6.9	4	6.9	1	1.7	4	6.9
Total (N=110	55	100.0	55	100.0	55	100.0	55	100.0

The majority of the new teachers and school leaders (46.6%) and experienced teachers and school leaders (48.3%), felt that they were supervised Once per year. Hence, 31% of the new teachers and school leaders and 15.5% of experienced teachers reported that they were supervised 2-4 times per year, whereas, 29.3% of experienced teachers and 15.5% of the new teachers felt that they were supervised zero times per year.

Regarding the average time of evaluation, two-third of the new teachers and nearly half of experienced teachers responded that they were evaluated once per year. About 27.6% of the new teachers and 25.9% of experienced teachers reported that they were evaluated 2-4 times per year.

To confirm the authenticity of the data got through the questionnaire, the researcher conducted interviews with 12 teachers and school leaders. Over 66% of the interviewed teachers and school leaders openly reported that they have been supervised or evaluated once per year.

This clearly indicates the average time for supervision of teachers was not adequate. This finding is supported by Thobega and Miller (2003) in their study of the relationship between instructional supervision and job satisfaction of Iowa agricultural education teachers. They concluded “a significant number of agriculture teachers in Iowa were neither supervised nor evaluated during a complete academic year” (p. 64). Researchers suggested the need to supervise teachers and school leaders more frequently, especially for new teachers and school leaders to help them improve for better instructional practice (Kutsyuruba, 2003; Glatthorn, 2007; Thomas, 2011; Kayaoglu, 2012). In spite of difference in primary purpose, supervision and evaluation are essential for effective teaching and learning, student achievement, and teacher success (Nolan and Hoover, 2008; Zepeda, 2007). While supervision is necessary for teacher growth, evaluation is necessary to determine this growth and teacher effectiveness (Nolan and Hoover, 2008; Zepeda, 2007).

Individuals mostly identified as supervisors and evaluators

Instructional supervision and evaluation of teachers can be conducted by a variety of individuals. Table 6 contains the information about individuals most frequently identified as supervisors of teachers’ instruction and those identified as evaluators of teachers’ performance.

Table 10: Individuals mostly identified as supervisors and evaluators

Individuals	Supervision				Evaluation			
	New teachers and school leaders		Experienced teachers and school leaders		New teachers and school leaders		Experienced teachers and school leaders	
	N	%	N	%	N	%	N	%
Principal	7	12.3	11	19.3	11	19.3	13	22.8
Vice Principal	4	7.0	4	7.0	8	14.0	10	17.5
Department Head	25	43.9	11	19.3	26	45.6	19	33.3
Supervisors	17	29.8	21	36.8	9	15.8	9	15.8

Others	4	7.0	10	17.5	3	5.3	6	10.5
Total (N=82)	75	100.0	6	100.0	75	100.0	6	100.0

44% of all the new teachers and 19% of experienced teachers said they were being supervised by the department head. Almost 30% of new teachers and 36% of experienced teachers were supervised by the supervisor, whereas, about 19% of the experienced teachers and 12% of new teachers reported that, their supervision was conducted by the school principal. Equal proportion number from the two groups (7%) reported vice-principal as their supervisor of their teaching, while around 17.5% of experienced teachers and 7% of junior teachers reported that, they were supervised by all of them.

With respect to the evaluation, majority of the new teachers (45.6%), in comparison to 33% of experienced teachers reported that they were evaluated by the department head, whereas, nearly 23% and 19% for experienced and new teachers respectively mentioned the school principal as their evaluator. Nearly, 18% of experienced and 14% of the new teachers revealed being evaluated by the vice-principal, whereas equal proportion number (15.8%) of the two groups reported that, they were evaluated by the supervisor. Five percent and 10.5% for new and experienced teachers respectively felt that they were evaluated by all of them.

During interviews, when the respondents were asked about the individuals who have been involved in teachers' supervision and evaluation, majority of teachers responded either the head of department or the supervisor. Some of them commented as follows:

Supervision of my instruction is usually conducted by head of department. He also evaluates my performance. Sometimes the school supervisor occasionally visits my classroom to check how well I am teaching (TB7).

In nutshell, 7 respondents out of the 12 interviewed teachers responded that their supervision and evaluation are conducted by the principal, department head or the supervisor. This implies that, the principal, department heads and supervisors are involved in supervising and evaluating teachers more often than the vice-principals and others.

Similar findings were reported by Kutsyuruba (2003), Philipos (2001), and Tesfaw and Hofman (2012). For instance, Kutsyuruba (2003) observed that, principals, heads of

department and supervisors were involved in supervising and evaluating of Ukrainian teachers.

School policies on supervision

To determine teachers' and school leaders attitudes regarding the school instruction supervisory policies, respondents were asked to express their level of agreement on whether their school policies allowed them to choose their own type of supervisory approaches. Mean scores, standard deviations, and t-test were calculated to see teachers' level of agreement on the statement, and whether teachers and school leaders had shown significant difference in their attitudes (see Table 11).

Table 11: Respondents Attitudes on school policies on instructional supervisory

	Novice teachers (N=55)	Experienced teachers (N=55)	T value	df	sig.
Supervisory practices					
	M1	SD1	M2	SD2	
School policies allows me to choose my type of supervision	2.34	.890	2.79	.987	2.570 114 .011*

As shown in Table 10, majority of new teachers perceived that school policies did not allow them in choosing their own type of supervision ($M = 2.34$) while experienced teachers were neutral ($M = 2.79$). The result of independent t-test shows that the mean difference was significant, $t(114) = 2.570$, $p < .05$. This means that experienced teachers believe that the school policies have somewhat allowed them to choose their type of supervision than the beginner teachers. Concerns on school policies were raised during the interviews. Most of interviewed teachers stated that their secondary schools do not have clear supervisory policies and guidelines. For instance, 4 of the interviewed respondents reported that their school policies did not give them options with supervisory practice. In addition to, 2 respondents contended that their schools do not have instructional supervision policies, still 3 other interview participants revealed doubt whether their schools have flexible policies for supervising teachers and school leaders.

This finding is consistent with previous research findings. In his study on the attitudes of Canadian and Ukrainian teachers and schools leaders, Kutsyuruba (2003) found that schools policies did not allow Ukrainian teachers and school leaders to choose their type of supervision. Various scholars advocated that schools policies should provide teachers and school leaders with choices in instructional supervisory approaches. Sergiovanni and Starratt (2007) stated that contemporary schools need to provide teachers and school leaders with options in instructional supervisory approaches, which may differ for teachers and school leaders. Nolan & Hoover (2008) also noted that secondary school principals have a variety of models available for supervising teachers. Implementing different models of supervisory practices is intended to give options not only to the teachers, but also school leaders (Kutsyuruba, 2003).

4.5. Importance and Adequacy of Supervision

This section deals with the supervisory attitudes of the respondents regarding the importance of supervision, and the frequency and adequacy of the amount of time for supervision of the teachers.

The respondents were asked to describe their attitudes in terms of the importance of supervision, using a Likert scale that ranges from (1) not at all important through (3) neutral to (5) highly important. Frequency count and percentage were calculated to examine teachers' and school leaders' attitudes on the importance of supervision and the summarized data is presented in Table 7.

Table 12: Respondents attitudes toward the importance of instructional supervision

Scales	Frequency	Percent	Cumulative Percent
Not important	1	0.9	0.9
Less important	3	2.6	3.4
Undecided	8	6.9	10.3
Important	64	57.8	68.1
Highly important	34	31.9	100.0
Total	110	100.0	

As shown in Table 11, the majorities of respondents (89.7%) were either agreed or highly agreed the importance of instructional supervision, whereas almost 7% expressed a neutral

point of view about the issue. Interestingly, only 4 respondents (3.4%) had shown disagreement to the importance of instructional supervision.

In order to see whether teachers and school leaders differ in their attitudes towards the importance of supervision, t-test was also employed and result is presented in Table 14.

Table 13: t-test analysis on respondents' attitudes on the importance of supervision

Supervisory practices	Teachers (n=110)		school leaders (n=6)		T-value	df	sig.
	M1	SD1	M2	SD2			
School policies allows me to choose my type of supervision	4.02	.761	4.33	.685	2.308	114	.023*

The result depicted in Table 11 shows that the majority of the teachers ($M = 4.02$) and experienced teachers ($M = 4.33$) agreed the importance of supervision. However, t-test findings indicate the mean difference between the new teachers and experienced teachers, which is statistically significant, $t(114) = 2.308$, $p < .05$. This implies that teachers were in higher level of agreement to the importance of supervision than the new teachers.

During interviews, most of the respondents stressed the importance of instructional supervision and underlined that it plays a great role in improving their instructional practices. In contrast, two of the interviewed respondents indicated disagreement about the statement. They perceived that supervision mainly focuses on the evaluation of teachers' performance rather than classroom improvement. The following quotations provide an insight into how those respondents felt about the issue.

I know when the supervisors visit the classroom that they are collecting information about my weak points. They spent in the classroom 15-20 minutes and usually they leave the classroom with criticism of the instructional practice (TB11).

The result of this study is parallel with other research findings. Tesfaw and Hofman (2012) conducted a study on instructional supervision and its relationship with professional development. More particularly, they investigated the attitudes of private and government secondary school teachers in Addis Ababa and they administered a survey to 200 teachers.

These authors found significant difference between new teachers and experienced in their attitudes towards the importance of instructional supervision. Likewise, in a study on teachers' attitudes of supervisory roles in primary schools in Kiambu District in Kenya, Biwot (2011) reported that school leaders significantly deferred in their understanding of supervision than teachers.

In short, 7 respondents which represent 58% of the interviewed teachers stressed the need for more frequent use of supervision. In contrast, 5 respondents disagreed with the frequent use of supervision. Since these teachers, according to themselves, do not see any benefit from instructional supervision, they become apathetic in supervision and do not want to hear anything about supervising them.

Teachers' perspective of supervision was understood as what teachers think supervision is all about with regard to one's attitude toward supervision. As regards supervision of teacher performance, evaluation creates negative attitude. This finding is in line with what Kramer et al. (2005) found in their study. Kramer and his co-researchers (2005) found that there is a significant difference between the teachers in their perception towards supervision. They noted that teachers who understood supervision as evaluation did not like more frequent supervision. Similarly, Habimana (2008), study findings showed a conflict of participants' understanding and varied attitudes toward supervision. That is, head teachers, teachers and students do not have the same point of views in regard to supervision, and this may have a significant effect on the success of supervision.

Time a supervisor should spend in the classroom

Respondents were asked to choose an approximate length of time that a supervisor should spend working with a teacher per classroom visit. The finding is presented in Table 12.

Table 14: Time in class observation spend by the Supervisor

Frequency	Supervisor			
	New Teachers		experienced teachers	
	N	%	N	%
One quarter or less period	9	15.5	5	8.6
One half class	14	24.1	19	32.8

period				
One full class	32	55.2	28	43.0
period				
More than a	3	5.2	6	10.3
full class period				
Total (N=110)	55	100.0	55	100.0

More than half of respondents reported that supervisors should spend one full class in classroom observation, whereas one-quarter of new teachers and one-third of the experienced teachers reported a half class as the preferred time for the supervisors classroom observation. More than, 15.5% of new teachers' and 8.6% of experienced teachers felt one quarter or fewer periods as the preferred time the supervisor should spend per classroom observation. Over 60% of the interviewed teachers supported that the supervisors should spend one full class period in per visit classroom observation.

Kutsyuruba (2003) reported that most of Ukrainian teachers were advocated that the school supervisor to spend in classroom supervision at least one full class session. Similar finding was reported by Thembinkosi (2013), in his study on teachers' attitudes towards classroom instructional supervision conducted in Nkayi District in Zimbabwe.

4.6. Teachers and school leader's attitudes on the use of selected instructional Supervisory Practices

This section deals with the respondents' attitudes of the frequency of the use of selected instructional supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective or self-directed development, portfolios, and professional growth plans. These practices were defined in the questionnaire, hence, five points scaling was used as 1=never, 2= rarely, 3= occasional, 4= often, and 5= always.

4.6.1. Frequent Use of Selected Supervisory Approaches

The findings of teachers and school leaders in their attitudes of the frequency of some selected instructional supervisory approaches are summarized in Table 13.

Table 15: Frequent use of some instructional supervisory approaches

Supervisory	Never	Rarely	Occasional	Often	Always	Mean
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approaches	N	%	N	%	N	%	N	%	N	%	
Clinical	25	21.6	45	38.8	39	33.6	6	5.2	1	9	2.25
Cognitive	19	16.4	57	49.1	32	27.6	7	6.0	1	9	2.26
Coaching											
Mentoring	26	22.4	34	29.3	47	40.5	9	7.8	0	0	2.34
Reflective	23	19.8	44	37.9	35	30.2	13	11	1	9	2.35
Portfolios	25	21.6	42	36.2	34	29.3	15	12	0	0	2.34
Profess	25	21.6	46	39.7	33	28.4	8	6.9	4	3.4	2.31
Growth plan											
Peer	18	15.5	47	40.5	43	37.1	7	6.0	1	9	2.36
Coaching											

When teachers were asked on how often clinical supervision was practiced in their schools, majority of them (60.4%) reported it had never occurred, or it was rarely applied, while 33.6% felt that it was occasionally practiced.

Regarding peer coaching, 56% of respondents reported it was never occurred, or it was rarely applied, while 37.1% of them reported that it was occasionally applied.

When respondents were requested about the frequency of cognitive coaching, 65.5% of them responded it had never been applied at all, or it was rarely applied, while 27.6 reported cognitive coaching was occasionally applied.

With respect to mentoring approach, 51.7% of respondents reported it was never occurred at all, or felt that it was rarely practiced, while 40.5% believed that mentoring was occasionally applied.

When the teachers were asked on how often reflective approach was really practiced in their schools, 57.7% of them reported rarely, or never occurred, 30.2% felt it was occasionally applied, and 13.1% reported that reflective approach was occurred more often or always in their schools.

The respondents were requested to indicate their perceptions of the frequency within which portfolios were occurred in their schools, 57.8% of teachers responded rarely, or never at all,

whereas about 29.3% reported portfolios were occasionally applied. In contrast 12.9% of respondents felt that portfolios had been practiced more often in their schools.

Regarding the frequency of professional growth plans, majority of respondents (61.3%) perceived never occurred or that they were rarely experienced. In contrast, 28.4% reported that they were occasionally practiced, while 10.3% of the participants were in opinion that professional growth plans were applied more often or always in their schools.

In face to face interview, majority of respondents (60%) felt that all the selected supervisory approaches are applied less frequently in their schools, and as such they did not receive adequate supervision to help them improve their instructional supervision.

From the on-going discussion it is clear that the existing supervisory system did not contribute much to help teachers improve for better teaching, and this could have impact on student learning. This is evident from findings of previous studies. In Ethiopia, according to MOE, the quality of students' learning has been a challenge (MoE, 2004). Likewise, Chanyalew (2005) noted that teachers were not properly supported by supervisors in tackling instructional problems or in applying new curriculum and instructional techniques. Abdulahi (2008) who conducted a comparative study (Somali region versus SNNPR) also concluded that the Somali region students' achievement was lower than that of SNNPR. He reported inefficiency service delivery, inadequate support to help teachers improve their skills, and shortage of educational resources were the major factors attributed to such poor performance of students. Therefore, it can be concluded that the current instructional supervisory practices in secondary school of Jijiga City Council is inadequate to help teachers improve their instructional practice.

4.7. Factors Contributing to the Teachers' and school leaders satisfaction and attitude towards Instructional Supervisory Practices

In order to identify factors contributing to teachers' and school leaders' satisfaction and attitude towards instructional supervision practices, regression analysis was used. Initially three separate regression models were conducted to see how each of the variables is predicting teachers' and school leaders' satisfaction and attitude towards instructional supervisory practices while controlling for teachers and school leaders covariates (see Table 17).

Table 16: Regression model of teachers' satisfaction & attitude on supervision

Supervisory Approaches						
Model		Un- standardized Coefficient		Standardized Coefficients		
		B	Std- Error	Beta	t	P
(Constants)	sex	35.059	3.822		5.388	.000
	of the respondents	.388	1.084	.027	.032	.975
	experience of	3.385	1.064	.243	3.336	.001*
	supervisory approaches	.782	.115	.521	2.901	.004*

Note: R =.380, R2 = .144, R square Change = .064, significant Variables indicated in asterisk. The model as a whole is significant (F (3.112) = 6.296, p<.005).

Using professional Development						
Model		B	Std- Error	Beta	T	P
(Constants)	sex of	24.296	2.665		9.115	.000
	the respondents	.064	.949	.005	.067	.966
	experience of	2.496	.943	.179	2.646	.009*
	supervisory approaches	1.094	.113	.655	9.656	.000*

Note: R =.706, R2 = .498, R Square Change = .418, significant Variables indicated in asterisk. The model as a whole is significant (F (3.112) =37.025, p<.005).

The findings of the separate regression analyses show that after controlling gender and experience, all the two scales are positively related to teachers' satisfaction and attitudes towards supervisory practices. On the other hand, supervisory approaches (Beta = .521, p <.001), and professional development (Beta =.655, p< 001) had shown a strong positive relationship with perceived satisfaction and attitudes towards supervisory practice. Hence, in all separate analyses teachers' years of experience had shown positive and significant correlation with teachers' satisfaction and attitude towards supervision.

Similar finding is evident from the literature. In their study on factors affecting job satisfaction, Ari and Sipal (2009) found that the preferred type of supervision could have positive effect on teachers' satisfaction. They also observed positive and significant association existed between perceived professional development and teachers' satisfaction with supervisory practice. This finding is in line with the previous findings. Various researchers claimed that the attitude of teachers and their satisfaction toward supervision of instruction depends on many factor, notably availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Kutsyuruba, 2003; Thobega and Miller, 2003; Zepeda, 2007; Tesfaw and Hofman, 2012). In their study on instructional supervision and its relationship with professional development, Tesfaw and Hofman (2012) observed positive but moderate significant between perceived professional development and teachers' satisfaction and attitude towards supervision. They further reported a positive association between professional development and teachers years of experience. Thus, they reported that experienced teachers had more positive perception of how supervision contributes to their professional development than new teachers. Likewise, Sergiovanni & Starratt (2007) observed contextual factors and personal characteristics that are essential for effective supervision. They concluded matching supervisory approaches to individual needs has great potential for increasing teachers' motivation and commitment to work. Therefore, understanding the teachers' opinions and expectations about the instructional supervision is crucial to ensure successful supervision.

4.8. Suggestion for Improvement of Supervisory Practice

There was an open-ended question at the end of survey intended to collect further information from the respondents. More particularly, respondents were asked to share their comments on how instructional supervisory practices could be improved. Out of 116 participates, 42 respondents which account for 36% gave their comments. Thematic and narrative qualitative techniques were employed to analysis data obtained through open-ended item. Accordingly, responses have been grouped into three thematic areas:

Instructional supervision process, teachers' attitude, and supervisors' behaviour. The frequencies of responses in each thematic area appear in (see Table 18).

Table 17 Suggestions for improvements of instructional supervision

Suggestions for improvements of instructional supervision	Freq(N)	%
Frequency of Supervision	8	19
<ul style="list-style-type: none"> • The need for more frequent supervision 		
Supervisory processes	9	21
<ul style="list-style-type: none"> • The need to help teachers through fostering their growth & development • The need for constructive and immediate feedback 		
Teachers and school leaders attitudes towards instructional supervisory	13	31
<ul style="list-style-type: none"> • Importance of collaborative effort between supervisor and teacher • Choices should be available for the teachers • Time should be given for the implementation of any supervisory methods • Supervision should promote professional growth and trust among teachers 		
Professional Development	12	29
<ul style="list-style-type: none"> • The need for more in-service training, workshops, seminars, discussion forums • Supervisors to increase their skills to supervise the teachers effectively 		
Total N	42	100

In their comments about the frequency of supervision, teachers expressed a variety of viewpoints. Some of the respondents stated that supervision they received was not enough and stressed the need for more frequent supervision.

I didn't receive any supervision since last two years. I would be appreciated if I were supervised. No, supervision has been given to me since I was recruited. I need more frequent supervision to improve my classroom instruction (TA19).

The literature supports supervising teachers, especially novice teachers more frequently. In a study on teachers' attitudes towards classroom instructional supervision, Thembinkosi (2013) found that teachers who participated in this study preferred more frequent use of supervision. Similarly, Glatthorn (2007) argued that teachers, particularly beginning teachers required more intensive supervisory assistance.

With respect to instructional supervisory processes: Respondents suggested that supervision should be collaborative in nature, help teachers, and should be directed toward improving teaching-learning through fostering their professional growth. Respondents also commented the need for constructive and immediate feedback that should be given for teachers after classroom observation through post-observation conference:

Constructive feedback is very important as soon as the post-conference observation is finalized because feedback enables the teacher to improve his instructional practice and immediate feedback can help teachers to deliver effective classroom teaching (TB16).

Glatthorn (2007) argues that supervision is a process of facilitating the professional growth of a teacher, primarily by giving the teacher feedback about classroom instructional supervision. This is also supported by Kutsyuruba (2003). He observed that some Ukrainian teachers who participated in his study had complained lack of immediate feedback and he stressed the paramount importance of providing teachers with the necessary feedback. This was also supported by Kayaoglu (2012).

With respect to teachers' attitude toward the supervisory practices, respondents recommended that supervisory processes should be collaborative effort between supervisor and teacher. They further stressed that supervisory choices should be available for teachers, and time should be given to the implementation of instructional supervision. Respondents also suggested that supervision should promote professional growth and trust among teachers. Typical comments representing this view were as follows:

It is crucial to have a supervisory system that emphasis collaborative relationship between the teacher and supervisor. Collaborative supervision is required to help new teachers. The objective of supervision should not be fault finding in the course of classroom observation. The supervisor should give constructive feedback and advice so that the teacher will improve his ability to deliver better classroom instruction (TB17).

These findings reflect the contemporary view of supervision. Researchers contended effective supervision requires collaborative effort between the supervisor and supervisee, trust, shared expertise and mutual understanding between the supervisor and the teacher (Cogan, 1973; Nolan & Hoover, 2008; Zepeda, 2007; Reepen & Barr, 2010). Hence, instructional

supervision is a way to support professional growth and competency and has been identified as an integral component of staff development (Nolan & Hoover, 2008).

Respondents raised concern on the role of instructional supervision in promoting professional development and growth among teachers. The following instances are among the area that the respondents were stressed.

Teachers should be given the choice to identify his needs. The teacher knows his need better than anyone else. Supervision has a direct relationship with professional development and I urge that every teacher should know this fact (TB11).

The goal of instructional supervision is to foster teachers' professional development to help them improve their instructional practices. According to Zepeda (2007), there must be a clear connection of instructional supervision to professional development. Sullivan & Glanz (2009) also support this fact, stating that instructional supervision aims at improving the overall teaching-learning process through promoting teachers' professional development and growth.. Effective supervision should result in growth and learning by the teacher (Nolan & Hoover, 2008; Beach and Reinhartz 2000).

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with summary of the major findings, the conclusion drawn from the findings and recommendations of the study. In the first section, brief summary, on the general study and the major findings were presented. Then, conclusions drawn from the findings were made. Finally possible recommendations were given based on the major findings of the study.

To state once more, the main objective of this study is to examine teachers' and school leaders' attitudes towards practices of the instructional supervisory in the secondary schools of Jijiga City Council. The specific objectives of the study are

1. Examine attitudes of instructional supervisees towards instructional supervision practices in the secondary schools of JCC.
2. Recognize the existing instructional supervision practices in the secondary schools of JCC.
3. To sort out major challenges of affect teachers' and school leader's attitude while implementing instructional supervisions and based on the findings to improve instruction supervision practices at school level
4. To identify the extent to which instructional supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention
5. Find out roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC

These objectives aided in the creation of the following basic research questions:

1. What are the attitudes of the teachers and school leaders towards practices of instructional supervision in secondary schools of JCC?
2. What are the current practices of instructional supervision in the secondary schools of JCC?
3. What are factors that negatively affect attitude of teachers' and school leader's towards practices of instructional supervisions in the secondary schools of JCC?
4. What are the roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC?

To answer these basic questions, the researcher employed descriptive survey method and a mixed research design. Thus, extensive data was collected and used to confirm findings from different data sources through triangulated data sets and consequently to validate the generalizability of the study. The quantitative data was collected from total of 114 respondents of the teachers. The qualitative data were collected using interviews from the six school leaders (three principals and three supervisors). Finally, documents which were taken as primary data from educational projects were incorporated to triangulate the study. descriptive and inferential statistics and SPSS v. 2.0 computer software were adopted. To analyze quantitative data, following statistical tools such as percentage, frequencies, mean, standard deviation, weighted mean, mean differences, and independent samples T test, were used to guide the analysis and interpretations of the findings. Moreover, the qualitative data were interpreted and analyzed by specific themes. Documents collected from teachers and school leaders were analyzed to cross-check information from various sources and to obtain information that may not have been reveal using questionnaires and interview. Finally, based on the analysis and interpretation, the following findings can be summarized within the scope specified for this study. The return rate was 110 (96.7%). Data analyses were conducted by using SPSS software. The qualitative data were obtained through interviews conducted with six school leaders selected from the survey participants

5.1 SUMMARY

Finally, based on the analysis and interpretation, the following findings can be summarized within the scope specified for this study.

I. General Characteristics of the Respondents

The characteristics of the respondents by their sex revealed that 71 of the respondents were male and 39 were females. Half of the respondents were in their first and second year of teaching, whereas 12% had 3-6 years of teaching experience. About 21% of the respondents had served as a teacher and school leaders for 7-9 years, whereas 17% had more than 10 years of teaching experiences. A total of 114 copies of questionnaires were distributed to 114 teachers with return rate of 110 (96.7%), and thus made satisfactory for the research objectives. Moreover, six school leaders were interviewed.

II. Attitudes of the teachers and school leaders towards practices of instructional supervision in secondary schools of JCC

The results indicate that majority of respondents felt that the selected supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, reflective approach, portfolios and professional growth plans) were rarely applied in their schools though new teachers felt cognitive coaching occurred more often than experienced teachers. Respondents were supervised and evaluated once or zero time per year by the head of department or the supervisor. They showed low satisfaction with the quality and quantity of supervision. Regression analysis also showed that preferred supervision approaches and perceived professional development are the major factors contributing to teachers' and school leaders' attitudes towards instructional supervision. The majority of respondents expressed positive attitudes towards instructional supervisory practices. However, they suggested supervision for new teachers to be conducted 2-4, or 5 and more times per year and the supervisor to spend one full-class period in class observation. Thus, significant difference between new and experienced teachers was observed on overall scores of attitude towards supervisory practices.

III. The current practices of instructional supervision in the secondary schools of JCC

Instructional supervisory practice has suffered from the following problems: problems related with supervisors such as lack of adequate supervisory experiences, lack of interpersonal or human relation skills, lack of technical skills, inadequate training provision by supervisors, school principals and teachers, lack of commitment, willingness, and interest on the side of supervisors, principals and teachers and also less emphasis were given for supervision activities; problems related with teachers perception such as fault finding, viewing supervision as instrument of controlling their activity, viewing supervision as simple merely for appraising classroom performance of teachers and fulfilling formality, and lack of interest on the side of teachers to be supervised

IV. Factors that negatively affect attitude of teachers' and school leader's towards practices of instructional supervisions in the secondary schools of JCC

The findings of the multiple regressions indicate two factors that make a statistically significant contribution in teachers' satisfaction and positive attitude towards supervision. In order of importance they are: professional development, preferred ideal supervisory approaches, and teachers' years of experience. Neither perceived supervisory approaches nor

sex of respondents made unique contributions in predicting teachers' satisfaction and attitudes towards supervisory practices. Instructional supervisors' lack of adequate educational experiences on the part of supervisors and lack of giving constructive feedback for teachers on the part of supervisors were found to be very high as observed from the total. The great number of school leaders' respondents noted that they moderately agree on the issue that instructional supervisors encourage teachers to work cooperatively towards their professional growth. The information obtained from the interviewed supervisors also manifested that collegial, inquiry based and self-directed supervisions are not known by the entire teachers as techniques of supervision, even not called by name as options of supervision by supervisors.

V. The roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC

The results of findings revealed that a positive correlation between supervision and professional development was identified. Regression analysis also showed that preferred supervision approaches and perceived professional development are the major factors contributing to teachers' and school leaders' attitudes towards instructional supervision. Respondents generally agreed that supervision has a clear connection with professional development. But significant differences were found between the new and experienced teachers in their attitudes to whether their classroom improved as a result of supervision. The extent to which instructional supervisors contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies was found to be low. The extent to which instructional supervisors assist the training need of teachers was low. The extent to which instructional supervisors help teachers to share a best practice from different schools was found to be low. The extent to which instructional supervisors organize and provide orientation programs for new teachers was low. The extent to which instructional supervisors give feedbacks to teachers was found to be low.

5.2 CONCLUSIONS

Depending on the major findings of the study the following main conclusions were drawn:

The results of findings indicated on attitudes of the teachers and school leaders towards practices of instructional supervision in secondary schools of JCC that teachers were supervised and evaluated once or zero time per year by the head of department or the supervisor. They showed low satisfaction with the quality and quantity of supervision it can

be concluded that the current practices of instructional supervisory practices in the secondary school of JCC is inadequate to help teachers improve their teaching-learning practices. Some underlying reasons mentioned by respondents include shortage of technological materials, absence/lack of competence by supervisors and rigid school policies.

Regarding current practices of instructional supervision, problems related with teachers perception such as fault finding, viewing supervision as instrument of controlling their activity, viewing supervision as simple merely for appraising classroom performance of teachers and fulfilling formality, and lack of interest on the side of teachers to be supervised. Therefore for it possible to conclude that current practices of instructional supervision paying attention on fault findings of the teachers rather than helping, clinical supervision, peer coaching, cognitive coaching, mentoring, reflective approach and professional growth plans

In concerning factors that negatively affect attitude of teachers' and school leader's towards practices of instructional supervisions in the secondary schools of Instructional supervisors' lack of adequate educational experiences on the part of supervisors and lack of giving constructive feedback for teachers on the part of supervisors were found to be very high ,practices of instructional supervision focus only fault findings, teachers on average were supervised and evaluated once per year. This study found that the majority of respondents were supervised less frequently. Teachers on average were supervised and evaluated once per year, and a vast number of teachers reported that they have never been supervised or evaluated. As such, majority of teachers had shown low level satisfaction with the current instructional supervision practiced in their schools. Thus, it possible to conclude teachers were not motivated, not encouraged and not working with full of passion because of they are not getting timely guidance, support, help from their supervisors.

As regards of the roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC;the results of findings revealed that positive correlation between supervision and professional development was identified. Regression analysis also showed that preferred supervision approaches and perceived professional development are the major factors contributing to teachers' and school leaders' attitudes towards instructional supervision. The extent to which instructional supervisors contribute to enhance professional competence of teachers by providing the latest information on the teaching theories and strategies was found to be low. The extent to which instructional supervisors assisting the training need of teachers was low. Therefore it is possible to

conclude that even though the assumption of instructional supervision is fundamental for development of teachers, but the reality practices at the study schools totally inverse of it.

5.3 RECOMMENDATIONS

The following recommendations are offered in an effort to improve teachers' and school leaders' attitudes towards the practices of instructional supervision in the secondary schools of Jijiga City Council:

1. There are also problems related with teachers' attitudes, school leaders and working environment. In this regard, it is good to recommend all concerned bodies such as **Somali Regional state** Education Bureau, Jijiga City Council, school principals, department heads and teachers to be aware of the problems facing instructional supervision practice. Therefore, provision of trainings, orientations and awareness raising conferences need to be arranged at different level. For instance, principals and supervisors can possibly conduct awareness raising conference at school and department level to discuss on teachers attitudes related and work environment related problems. Similarly, **Somali Regional state** Education Bureau can provide short term training for those involved in supervision to higher up their knowledge and skills in supervision.
2. As the finding of the study revealed on current practices of instructional supervision in the secondary schools of JCC; assisting teachers to reduce their limitations in secondary schools of JCC were impeded with many problems. Therefore, it is recommended that instructional supervisors in secondary schools of JCC must; arrange induction training for beginner teachers; assist teachers in lesson planning; facilitate experience sharing between teachers; assist teachers in developing/selecting instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research on the specified pedagogical/instructional limitations of teachers. The **Somali Regional state** Education Bureau supervision and MOE supervision manuals pointed out that school based instructional supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.
3. The findings revealed on factors that negatively affect attitude of teachers and school leaders towards practices of instructional supervisions in the secondary schools of JCC is that, teachers did not gain effective and constructive professional support to improve their instructional skills. Therefore, it can be suggested that, instructional supervisors must;

support teachers on the preparation of instructional materials for teaching learning effectiveness; advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom and create competition among teachers by coordinating evaluation programs on the matter of pedagogical skill gaps of teachers. In addition, the result of the study showed, instructional supervisors did not link schools with various organizations, community groups and others. It is suggested that, instructional supervisors must link their schools with the community to solve different problems observed from ongoing teaching-learning processes; must link schools with the local NGOs to solve financial and material problems; must aware the whole stakeholders about the failure and progress of the school; must successfully organize different committees and make them active; must recognize by using reward those model parents and NGOs and generally instructional supervisors must play roles to all the listed recommendations.

4. As the finding of the study revealed that on roles of instructional supervision for professional development for the teachers and school leaders in the secondary schools of JCC; Positive correlation between supervision and professional development was identified. Regression analysis also showed that preferred supervision approaches and perceived professional development are the major factors contributing to teachers' and school leaders' attitudes towards instructional supervision. it was noted that teachers perceived professional development and preferred instructional supervisory approaches as the major factors that contribute to the teachers' satisfaction and positive attitude towards supervisory practices. Therefore, policy makers and school leaders advised to recommend they have to pay special attention to improve these two job dimensions to realize teachers' satisfaction and positive attitude towards supervisory practices. Instructional supervisors are expected to perform various tasks so as to ensure better learning environment. The major tasks are related with provision of leadership role in areas of instruction, curriculum and staff development activities. However, as the finding of the study revealed that the current performance of supervisors pertaining to these three major tasks was found to be not sufficient enough. Moreover, the finding revealed that supervisors were tending to emphasis on other school routine activities. To this end, it is needed to recommend both sub city education office and those involved in supervision activities. Therefore, sub city education office would provide appropriate support like short term training provision to acquaint teachers with appropriate knowledge and skills

of supervisory tasks. Supervisors are also supposed to perform supervisory activity willingly, carefully, and with commitment and devotion

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VII. APPENDIX

7.2 Teachers Questionnaires Form

Teachers and School Leaders' Attitudes towards Instructional Supervisory Practices in Secondary Schools of Jigjiga City Council

TEACHERS' QUESTIONNAIRE FORM

SECTION 1: General Information

For each of the following items, please put a tick (✓) beside the choice that best describes you.

1. Gender

Male

Female

2. Years of experience (Please include current year)

1-2 years

3-6 years

7-10 years

More than 10 years

3. On average I am formally supervised:

0 times/year

Once/year

2-4 times/year

5 or more times/year

4. Supervision of my teaching is conducted by:

Principal

Vice-principal

Department head

Supervisor

Other

(specify) _____

5. On average I am formally evaluated:

0 times per year

once per year

2-4 times per year

5 or more times per year

6. Evaluation of my teaching is conducted by:

Principal

Vice-principal

Department head

Supervisor

Other

(specify) _____

7. For how long a supervisor should spend his time when conducting a supervisory observation?

One quarter or less class period One half class periods
 One full class period more than a full class period

For the following questions, please circle the appropriate number on the scale.

8. My opinion toward supervision is:

(1)	(2)	(3)	(4)	(5)
Not Important	Less Important	Undecided	Important	Highly Important

9. In my attitudes toward instructional supervision is:

(1)	(2)	(3)	(4)	(5)
Very bad	bad	Undecided	normal	good

10. In my opinion the *amount* of supervision being provided in my school is:

(1)	(2)	(3)	(4)	(5)
Not Satisfactory	Less Satisfactory	Undecided	Satisfactory	Highly satisfactory

11. In my opinion the *quality* of supervision being provided in my school is:

(1)	(2)	(3)	(4)	(5)
Not Satisfactory	Less Satisfactory	Undecided	Satisfactory	Highly satisfactory

12. The supervision I receive meets my individual needs:

(1)	(2)	(3)	(4)	(5)
-----	-----	-----	-----	-----

Strongly Disagree **Disagree** **Undecided** **Agree** **Strongly Disagree**

13. The school policies allow me to choose my type of supervision:

(1) (2) (3) (4) (5)
Strongly Disagree **Disagree** **Undecided** **Agree** **Strongly Disagree**

SECTION 2: AttitudestowardsInstructional Practices

The questions in this section are intended to provide information regarding your past experiences with instructional supervision and how the **instructional supervision practices** should be. . Please, keep in mind that you are asked to respond to these questions according to **how you feel at this time** in your career.

For each of the following statements about types of supervision, please **circle the number** that indicates the frequency of supervisory practices:

Never **Rarely** **Occasionally** **Often** **Always**
(N)=1 **(S) = 2** **(OC) =3** **(O) =4** **(A) =5**

Types Supervisory Practices	N	R	OC	O	A	N	S	OC	O	A
1. Clinical Supervision	1	2	3	4	5	1	2	3	4	5
It is a process for the improvement of professional growth, which usually consists of several phases, such as conference, observation by a supervisor, and post-conference.										
2. Peer Coaching	1	2	3	4	5	1	2	3	4	5
Refers to a process of supervision in which teachers work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction.										
3. Cognitive Coaching	1	2	3	4	5	1	2	3	4	5
Refers to a nonjudgmental process built around a planning conference, observation, and a reflecting conference, in which supervisor attempts to facilitate teacher learning through a problem solving approach by using questions stimulate the teacher's thinking.										

4. Mentoring	1	2	3	4	5	1	2	3	4	5
It is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved.										
5. Reflective Approach	1	2	3	4	5	1	2	3	4	5
It is a process by which a teacher systematically plans for his or her own professional growth in teaching.										
6. Portfolios	1	2	3	4	5	1	2	3	4	5
It a process of supervision with teacher-compiled collection of artifacts, testimonial, reproductions, and student work that represents the teacher's professional growth and abilities.										
7. Professional Growth Plan	1	2	3	4	5	1	2	3	4	5
Refers to individual goal-setting activities, long-term projects teachers develop and carry out relating to the teaching.										

Any other supervisory practices

=[

SECTION 3: Reactions to Instructional Supervision

For each of the following statements, please circle the number that indicates your level of agreement. The scales are: 1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree (A), and 5= strongly agree (SA).

Items	SD	D	N	A	SA
1. I am convinced of the need for instructional supervision.	1	2	3	4	5
2. Every teacher can benefit from instructional supervision.	1	2	3	2	5
3. Supervision should be a collaborative effort between teacher and supervisor.	1	2	3	4	5
4. Supervision should promote professional growth among the teachers	1	2	3	4	5
5. Supervision should promote trust among the teachers.	1	2	3	4	5
6. Time should be given to the implementation of any instructional supervision method.	1	2	3	4	5
7. Teachers should be involved in the planning of the supervisory process prior to supervision.	1	2	3	4	5
8. Supervisory practices should consider the developmental stages of individual teachers.	1	2	3	4	5
9. Supervision should focus on the needs of the teacher.	1	2	3	4	5

Please write any other reactions/suggestions you have about Instructional Supervision

SECTION 4: Instructional Supervisory and Professional Development

For each of the following statements about professional development, please circle the number that indicates your level of agreement, *based on your own experience*. The scales are:

1= strongly disagree (SD), 2= disagree (D), 3= neutral (N), 4= agree (A), and 5= strongly agree (SA).

Items	SD	D	N	A	SA
1. Supervision has clear connection with professional development	1	2	3	4	5
2. Supervisors have the knowledge and ability to select professional activities for teachers.	1	2	3	4	5
3. Teachers should participate in professional development activities as a result of supervision	1	2	3	4	5
4. Professional development opportunities should be chosen by the teachers.	1	2	3	4	5
5. My classroom instruction has improved as a result of the Supervision	1	2	3	4	5

Suggest ways in which instructional supervision could be improved (use the blank space at back of the page if necessary)

Thank you for your cooperation

7.2 APPEDIX. 2. Cover Letter for Questionnaires

Dear Respondent,

I am a post graduate student at the Haramaya University, currently undertaking a study on **Teachers' and School Leaders' Attitudes towards Instructional Supervision Practices in Secondary Schools of Jigjiga City Council**. I am inviting you to participate in this research study by completing the attached survey (questionnaire).

The purpose of this survey is to examine teachers' and school leader's attitudes towards instructional supervisory practices in the secondary schools of Jigjiga City Council. It is my hope that the study will have potential benefits to improve the supervisory system of the secondary schools of Jigjiga City Council.

Participation in this survey is completely voluntary and you may refuse to participate at any time without consequence. If you consent to participate, it will require approximately 10-15 minutes of your time to complete the questionnaire. Please answer all questions as honestly

as possible and return the completed questionnaire promptly to the researcher with enclosed envelope.

There are no identified risks from participating in this research and the information you provide will be treated as confidential and will only be used for the purpose of this study. To ensure anonymity, please do not put your name on the document. Completion and return of the questionnaire will indicate your willingness to participate in this study. If you have any questions regarding this study, please do not hesitate to contact me, at (0915741075)
Thank you for your consideration. Your support in this research is greatly appreciated.

Sincerely,

Abdi Bile Abdullahi

Mobile: 0915741075; E-mail:madaxmadow@gmail.com

7.3 APPENDIX3: InterviewProtocol

Teachers and SchoolLeadersAttitudestowards Instructional SupervisoryPracticesin the Secondary Schools of Jigjiga City Council

INTERVIEW QUESTIONS

Instructional Supervision Practices

1. What does instructional supervision mean to you?
2. What various practices to instructional supervision have you experienced?

Developmental Supervision

3. Describe the professional context of your school.
4. Describe collaborative culture in your school. Do teachers and administrators collaborate in supervision?
5. What can be done in schools to improve instructional supervision practices?

Supervisory Practices

6. What supervisory practice(s) do you consider to be the most effective for you?
Explain, please.
 - a) What positive characteristics are there in the practice you prefer?
 - b) Give examples, please.
7. What supervisory practice(s) do you consider to be the least effective for you?
Explain, please.

- a) What negative characteristics are there in the practice you selected?
- b) Give examples, please.

Professional Development

8. How do you think supervision influenced your professional development?
9. How do you feel you have grown as a result of your supervision process?
10. Is there anything else you would like to share from your experience with supervisory practices?

Attitudes of the Teacher's and school Leaders towards Instructional Supervision

Practices

11. How did you feel about the existing instructional supervision practices?
12. Are the current instructional supervision practices supportive or problematic?
13. What did you think are the factors that have contributed to your attitudes towards instructional supervision practices?
14. Is there anything else you would like to share from your experience about the existing instructional supervision practices in your school?

Challenges of Instructional Supervision Practices

15. What did you think are the challenges of the instructional supervision practices in your school?
16. What did you think are the best way to overcome those instructional supervision practices challenges in your school?

Thank you for your Cooperation.

7.4 Appendix 4: Application to Conduct Research

Somali Regional Education Bureau

Dear Sir,

Subject: Application to Conduct Research

I am a student at Haramaya University, currently studying **Masters of Educational Leadership**. The purpose of this letter is to obtain permission to conduct research in 3 Secondary Schools (Jigjiga, Wilwal and Sheikh Abdisalam Secondary Schools) in Jigjiga City Council (JCC).

The study is titled: **Teachers' and School Leaders' Attitudes towards Instructional Supervisory Practices in SS of JCC**. The aim of the study is to analyse attitudinal factors affecting instructional supervision and provide Regional and City level authorities with basic data on the current status of instructional supervision and help them in improving supervisory practices in secondary schools. It will also give pertinent and timely information to principals, teachers, and other school leaders in JCC regarding the current Instructional Supervisory systems and practices. Knowledge about the existing instructional supervision systems and practices and what the teachers think will help supervisors to evaluate themselves, and reconsider their ways of implementing supervision. Likewise, the study will be an opportunity for the secondary school communities to engage in professional reflection regarding the attitudes and understanding of instructional supervision in the secondary schools.

The information collected will be compiled, analyzed, and aggregated, and direct quotations may be used. All data collected will be securely stored by the researcher throughout the study. Hence, the participation of these individuals would be on a voluntary basis and I can assure you that their responses would be treated as confidential and anonymous. If you have any questions regarding this study, please do not hesitate to contact me, at (0915741075). Thank you for your consideration. Your support in this research is greatly appreciated.

Sincerely,

Abdi Bile Abdullahi

Mobile0915741075. E-mail: madaxmadow@gmail.com

7.5. Appendix 6: Cronbach's Alpha Coefficient for Pilot Test Study

		N	N			Cronbach's
	Range			M	(SD)	
Scales	(Sample)	(Items)				Alpha
<hr/>						
Attitude of instructional Supervisory Approaches	1-5	26	7	22.54	(4.918)	.776
Attitudes towards Supervisory Processes	1-5	26	9	34.58	(5.756)	.846
Satisfaction with Supervision	1.5	26	3	9.85	(3.307)	.817
Supervision and Professional Development	1-5	26	5	17.58	(3.396)	.704