

**PRACTICES AND OPPORTUNITIES OF INSTRUCTIONAL SUPERVISION IN
SECONDARY SCHOOL OF GUJI ZONE, OROMIA REGIONAL STATE**

MA THESIS

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DEDICATION

I dedicate this thesis manuscript to my Mother, Etalemahu Yimer and my father, Eniyew Alemu , for their unlimited effort in the success of my life.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of the Thesis. Any scholarly matter that is included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

BPR	Business Processing Re-engineering
CPD	Continuous Professional Development
CRC	Cluster Resource Center
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
Mo E	Ministry of Education
REO	Regional Education Office
SPSS	Statistics package for Social Science
TDP	Teachers Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office
ZED	Zone Education Department

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**Practices and Opportunities of Instructional Supervision in Secondary Schools of Guji
Zone, Oromia Regional State**

Tewodros Eniyew

ABSTRACT

The purpose of this study was to examine the practice and Opportunities of instructional supervision in secondary Schools of Guji Zone. To meet the objectives of the study descriptive survey research design approach were applied. The researcher incorporated (183) of the sample populations as respondents. 42 leaders (supervisors, Principals, vice principals and department heads), 129 teachers and 12 student council representatives to suggest some possible recommendations for future improvement. Simple random sampling technique was used to select, teachers, available sampling for leaders and purposive sampling technique was used to select student council. The tools of this study were questionnaires, interviews and document analyses were used for the purpose of collecting relevant data. Data obtained through questionnaires were analyzed using statistical tools like mean, average mean, and an independent sample t-test. Moreover, data gathered through interview and document analysis were considered to complement the questionnaires in narrative form. Findings of the study indicated, supervisors unable to use observation instrument to collect data on the lesson being thought, supervisors focused on administrative matter more than their activities, less contribution of instructional supervision on teachers professional development, and instructional supervisors unable to conduct further study to improve specified gaps and solve the actual instructional problems. The researcher forwarded the following conclusion; supervisor supervises without preparation and rarely conduct procedure of classroom observation, there were lacks of supervisors' knowledge and skill on supervision techniques, Instructional supervisors are poorly facilitating professional growth of teachers and instructional supervisors less concerned to conduct further study to improve specified gaps and solve the actual instructional problems. It is recommended that; the principals should change the trend of using more time for administrative than teaching learning activities, supervisors should use observational instrument to collect information from teachers, principals and education office should improve teachers' profession by conducting research, experience sharing, and giving training for teachers' professional development.

1. INTRODUCTION

This part deals with the problem and practices of instructional supervision. It includes background of the study, statement of the problem, basic research question, and objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and Organization of the study.

1.1 Background of the Study

Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping and empowering teachers to provide meaningful learning experience for students (MoE, 2007).

Education plays an important role in the economic development of a country in general producing skilled manpower for the effectiveness of organization in particular. According to Harrison (1998), “the speed and facility with which any society progresses toward solution of its political, social and economic problems are directly and positively related to the quantity and quality of education available to its people”. Indeed, the survival of the nation perhaps the whole world may be dependent on the effectiveness of the educational enterprise. Therefore, provision of effective education is necessary upon which the development of a given nation is built on. In modern schools, as social organizations, instructional leadership is becoming important aspect of supervision because it requires improving instructions. According to Bradfield (1999), instructional leadership implies supervision of instruction and supervision implies teaching improvement.

In reality, everything in a school is designed for the ultimate purpose of stimulating learning growth. Hence, supervision provides administrative and pedagogical service primarily concerned with studying and improving the condition that surround learning and pupil growth. In order to pupil growth and improved learning to take place in class situation, there should be training and improvement on the part of teachers. On top of this, pecherk and Lowie (1994), point out that supervision and training help to consolidate skills and approaches being

practiced. With increase in student enrolments, broader curriculum, lack of school facilities, changing innovations, and the like, there have been many problems in instructional improvement. Hence, teachers as front benchers for such problems unquestionably need academic assistance through instructional supervision. To this end, Tarrant and Newton (1992), point out that there is a need for those involved in supervision to integrate educative, supportive and managerial role into supervisory practice. Lucio and McNeil (1979), call for clinical supervision to focus their efforts on the teacher in the class room where new departures in curriculum and instruction are tried out and implemented

A potential instructional supervisor acquires various supervisory skills .According to Tarrant and Newton (1992), such skills include perspective skills, catalytic skills and supportive skills, Emphasizing the techniques of modern supervision to comprise skills in leadership, the aforementioned researchers unequivocally listed skills in personal administration, skills in human relation, skills in group process ,skills in evaluations and technical skills as the necessary tools in planning directing and managing complex operation in schools.

In Ethiopia, in the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools. Although quantitative progress has been made, the quality education being offered is not the desired level. The issue of quality of education is important as that of quantitative expansion. There is a great debate among educationalists at all levels about the quality of education (MoE, 2006).

According to MoE (2007), the Ethiopian government has now shifted its attention to improve quality of education. It has started quality education initiative called 'General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs are school improvement programs and continuous professional development of teachers. Quality of education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE, 2007).

In line with this, Ahmed (1998), mentioned that the effectiveness and efficiency of an organization are relied on the quality of performance of the Staff. Schools are within the

dynamic and changing social system, teachers and other staff personnels continually face new and challenging situations every time. Thus, teachers have great need to get appropriate supervisory support to become professionally competent. Effective learning of students is promoted through the provision of effective supervisory support to teachers. In supporting

the above idea, Chanyalew (2005), stated that instructional supervision is important in promoting teachers professional development as they are frequently designed to identify and exemplify various effective classroom techniques and teacher skill to promote better teaching and learning.

Similarly, supervision manual of MoE (2010), illustrated the role of supervision in school system as: “Ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation.” Instructional supervision is focusing mainly on the total school improvement and quality of education provided for the learner.

It is believed that the improvement of schools would not be accomplished without improving teachers’ education. The quality of teachers’ education is determined by the provision of adequate supervision support from supervisors. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement instructional supervision program effectively (MoE 2010).

1.2. Statement of the Problem

Instructional supervision was a long lived service there had been played vital roles in the management of educational activities. It had been useful in equipping teachers with the necessary knowledge and skills to solve educational problems by creating awareness about the dynamic methodological changes in the teaching-learning process. **In short, it had been** useful to monitor and promotion instruction by enhancing the quality of teachers and the performance of learners (Grauwe, 2007).

Supervision problems had been more influenced on teacher satisfaction with their jobs. In this regard, Gorton et al. (1988), stated that supervision was the most important job satisfaction facets, Furthermore, if such weakness in supervision was prevalent in high schools, they could unquestionable had negative impact on the improvement of high schools. There were several potential difficulties that imbedded the effectiveness of instructional supervision. These include various skills (conceptual, technical, and humanistic) obstacles related staff moral turn-over and staff diversity. Staff turnover may lead to lack of continuity in different supervisory program which is in turn exposes supervisory to the task of continually orienting and training new personnel. More the staff is diversified in the age, culture, language, the more challenges was the process of supervisory communications (Fekadu, 1992).

The Researcher like Amberber (1995) and Fekadu (1992), pinpoint Ethiopia supervisory practices face many Constraints. Some of these are, teachers have negative attitudes towards the supervisory program, supervision does not apply the principles and techniques they learnt supervisors lack skills in human relation while working with teachers and lack of the necessary facilities for supervisors is a contributory factor for the existing problems of supervising.

Research findings related to the past supervision in schools indicated that there were some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no systematic follow up and support systems were not designed properly (OREB, 2007).

In line with this different researches carried out on the practice and challenges of supervision. Negesso Amana (2016), carried out researches on practice and challenges of instructional supervision in West Arsi Zone. However the researcher tried to investigate practice and challenges of instructional supervision; but nothing was explained about the opportunities of the instructional supervision. In addition to this the researcher select the sample of Principals, vice principals, supervisors, department heads, and Teachers; but excluded important stakeholders such as student council.

BirhaneAseffa (2014), conducted research on practice and challenges on school based supervision in BenishangulGumuzKamashi zone. However the research was important at national level, but bounded only on Elementary schools and excluded important samples those had valuable information such as students and supervisors.

In Oromia regional state in general and Guji zone in particular there were issues that necessitate improvement of instruction. These challenges increase with growing student's enrolment, lack of school facilities, curriculum changes and innovation are some of them. Therefore, these challenges may cause problems in high schools instructional supervision, and impacts they might had on school improvement had initiated the researcher to undertake study on the supervisory activities. In addition, the secondary school teachers of the zone do not seem satisfied with their job which might had been contributed to the inefficient application of supervision. Furthermore, many concerned bodies at the zone express their concern about the deterioration of the quality of education which might had been related to the weakening of supervision at the zone (OREB, 2007).

Hence, after a new educational program or practice had been introduced, it is essential to undertake regular and systematic assessment on its effectiveness. Thus, it is the intention of this study to assess the practices of Instructional supervision in promoting quality education in secondary schools of Guji zone. And also the research was solving the gaps mentioned in the basic research question in order to implement the instructional supervision practice in Guji zone secondary schools.

1.3. Basic Research Questions

Thus, in order to carry out this study, attempts were made to seek answers for the following basic questions.

1. What is the current practice of instructional supervision in Secondary schools of Guji Zone?

2 What is the perception of teachers towards the supervisory practice of Instructional supervision?

3.to what extent instructional supervision contribute to the teachers' professional development in secondary schools of Guji zone?

4. What are the existing challenges and opportunities of the instructional supervision in secondary schools of Guji zone?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of these study was to assess the practice and opportunities of Instructional supervision in secondary schools of Guji zone.

1.4.2. Specific Objectives

1. To examine the current practices of instructional supervision in secondary schools of Guji zone.

2. To assess the perception of teachers towards the practices of Instructional supervision.

3. To explore the degree to which Instructional supervisory practices promote teachers Professional development in the schools under study.

4. To examine the existing challenges and opportunities of instructional supervision in secondary schools of Guji zone.

1.5. Significance of the Study

This study was very important to the improvement of instructional supervision practices in secondary schools, since it seeks to provide vital information about the contribution of instructional supervision practices in promoting quality education. These in turns would help

the school management to determine suitable ways in humanizing instructional supervision practices in school. It was also hoped that, the study had been the following significance

1. It will provided information for regional and zonal educational officials on the contribution of instructional supervision in promoting quality education and helps them to do their share to improve supervisory practice in secondary schools.
2. It also gives relevant and timely information to principals, teachers, students, department head, supervision committee members and educational officers in Guji Zone concerning the existing system and practice of instructional supervision.
3. The study enable those involved in supervisory practice to evaluate their practice.
4. It serves as a base for other researchers who were interested to do in this area.

1.6. Delimitation of the Study

The study was focused on practices and opportunities of Instructional Supervision in Secondary Schools of Guji Zone. The Zone has sixteen Woredas and 23 secondary schools. However, the researcher were delimited to six woredas and six secondary schools due to the shortage of time, finance and geographical set up. Name of the sampled woredas are Kercha, Dimtu, Dama, Uruga, Shakisso and Adola whereas the secondary schools were Kercha ,Dimtu, Dama, Uruga, Shakisso and Adola. The subjects of the study were supervisors, principals, vice principals, teachers and department heads, students' council. The researcher employed questionnaire, interview and document analysis. The intended sampling techniques were simple random sampling, available and purposive sampling techniques. Additionally, the study was also delimited to statistical tools such as, mean and t-test. The researcher selected the zone for that he knew it well as he was working for the last nine years as teacher.

1.7. Limitation of the Study

It is obvious that research work cannot be free from any limitations. Hence, some limitations were also observed in this study. One apparent limitation was that, most of the secondary school teachers and principals, vice principals, secondary school supervisors were too busy to fill the questionnaires whereas some of them were also reluctant to fill properly and return the

questionnaire as per the required time. However, the researcher was able to minimize some of these problems by openly discussing on the objective of the study. The return rate of the questionnaires also maximized, because some of colleagues helped the researcher by encouraging respondents to fill in the questionnaires and return them. Another limitation was lack of relevant literature on the topic, especially on Ethiopian current contexts. There is acute shortage of books or updated related literature in the area. To minimize this, researcher used all opportunity of searching in library and internet. In spite of these short comings, however, it was attempted to make the study as complete as possible.

1.8. Operational Definition of Key Terms

Guji Zone -It is one of the zonal administrative levels of Oromia regional state

Instructional supervision- supervisory activities and practices aimed at the improvement of instruction, tackling instructional problems and for the professional growth of teachers.

Opportunities- Occasion and favorable situation to attain the success of instructional supervision.

Perception-Teachers attitude and awareness to see hear or become aware of practice and opportunities of instructional supervision.

Practices –An action rather than ideas the actual frame work of supervisor’s task.

Secondary schools- are the level of school that includes grade 9-10.

Supervision- means to guide and stimulated the activities of teachers with a view to improving them. That means teaching as well as instructional and promoting profession.

Supervisory Practice- refers to the use of different strategies of supervision, and procedures of classroom observation.

Leader: persons (supervisor, principal, vice principal and department head) that lead teams/groups in the school activities to achieve educational goals.

1.9. Organization of the Study

This study was organized into seven chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and concepts of operational key terms. The second chapter contains review of related literature pertinent to the research.

The third chapter deals about research methodology that incorporates: research design, research method, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The fourth chapter is concerned with the results and discussion on important issues. Where as chapter five present summary of findings, conclusions and recommendations of the study. Finally, chapter six and seven are the list of reference materials used for conducting the study and questionnaires , interview questions and document analysis are annexed at the end respectively.

2. REVIEW OF RELATED LITERATURE

In this chapter, a brief review of literature related to the major topic of the study. Thus, the over view of supervision, historical development, principle, approaches, function and practice of supervision is discussed.

2.1. Concepts of Supervision

The concept of supervision is different for many advocators. It is difficult to come up with single and common definition that has accepted by all scholars of the field. For this study, however, the following definitions are found to be relevant. In educational contexts, supervision is vital to the achievements of educational objectives. Some definitions cited by Dull (1999), in Haile Selassie (2010), refer the following:

Supervision is the process of bringing about improvement in instruction by working people who are working with pupils; supervision is a process of stimulating growth and means of helping teachers to help them. The supervisory program is one of instructional improvement.

The term supervision is used to describe those activities which are primarily and directly concerned with studying and improving the conditions which surround the learning and growth of pupils and teachers (Moon, 1999). Therefore, from the above definitions stated under the educational contexts, supervision possibly focuses mainly on activities that would help teachers and other school personnel to be effective in applying instructional tasks and achieve educational objectives.

Moon (1999), also defined supervision as: all efforts of designated school officials directed toward providing leadership to teach and monitor other educational workers for the improvement of instruction: involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. Supervision and teacher development go hand in hand. Principals have a responsibility to help teachers improve their practice and hold them accountable for meeting their commitment for teaching and learning. These responsibilities are usually referred to as supervision. Done well supervision enhances

teacher's development. On the other hand Moon (1999), defined supervision, as:” Supervision is a way of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development, and conducting action research.’

2.2. Overview of Supervision

2.2.1. History of Instructional Supervision

Instructional supervision, according to Beycioglu and Donmez, (2009), is defined as “an administrative inspection that lays emphasis on administrative monitoring, enforcement and control. As it is described by various writers, school supervision is generally related with external inspection aimed at monitoring and control of teachers’ performance and school improvement.

Instructional supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than instructional supervision. (Beach and Reinhartz, 2000; Tyagi, 2010).

Nevertheless, since the demand of teachers for guidance and support rendered from supervisors has increased from time to time, some countries changed the terminology and preferring the term “supervisor” over that of “inspector”. According to Grauwe (2007), some countries have recently developed more specific terminologies: Malawi, uses “education methods advisor”, and Uganda “teacher development advisor”. In line with this, Moon (2009), stated that “instructional supervision has been changing in its practice from a control mechanism which inspects and restricts teachers for not having them make errors to a practice which allows schools, especially at present, to have its members supervise themselves in collaboration and group dynamics. This suggests the paradigm shift from the concept and

practice of general instructional school supervision (external inspection) to instructional (in-school) supervision in various countries. Instructional supervision is defined by various authors as a type of school-based (in school) supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which rely on the system that is built on trust and collaborative culture (Beach & Reinhartz, 2000; Tyagi, 2010)

According to the MoE, Instructional Supervision Manual (1987), Educational inspection started for the first time to Ethiopian school system in 1934. It was mentioned that inspection was needed because of the increasing number of teachers demanded Coordination and helping them in their teaching. Starting from 1937, a central inspectorate office was established headed by a British national named Lt. command John Miller, assisted by two Ethiopians. Their job was to keep record of number of students, teachers, classroom, as well as visit some school in the provinces and write reports.

In 1943 the first program for training inspectors was started in Addis Ababa Teachers Training School. The reason behind this was that more and more schools were opened, the number of teachers increased and student population grew significantly and generally the educational activities became more and more complex beyond the competence of former three inspectors. Hence, a total of twenty four inspectors were trained 1943-1946. They were assigned to inspect educational programs as well as financial accounts (MoE, 1987).

Accordingly; educational supervision was replaced by inspectional. Thus, the main goals and activities of the inspection program were monitoring and evaluation of the policy, directives and planned programs and strategies as per job description at each level of education system (MoE, 1999). With the introduction of education and training policy in 1986, a shift from inspection to supervision was again witnessed. New departments of supervision of educational program have been established at federal and regional level with branches up to Woreda level. That is helping teachers for the improvement of educational achievement of students.

Based on the information obtained from supervision manual of OREB Instructional supervision approach has been introduced since the beginning of 2007 as part of implementing business processing re-engineering (BPR) in schools of the region. The task force composed of educational experts and supervisors from regional and zonal education office, and instructors from teachers training college of the region had organized. Then the task force discussed the issue of supervision, collect information from all stakeholders in their views on supervisory practice in schools and conduct study on the problems of supervisory practices in schools of the region (OREB, 2007).

The task force prepared school instructional supervision training manuals for guide and implementation of supervision practice in schools. The training was carried out for experts, supervisors and heads of education office from woreda and zone as well as principals of secondary schools at regional level. Later, short term instructional supervision workshop carried out for primary school principals, vice principals, CRC supervisors and educational officials at woreda level (OREB, 2010). Thus, based on the number of teaching staff instructional supervision committee assigned in all schools of the region. The committee members are filled by vice principal, unit leaders, department heads and teachers who are recruited and selected among best and experienced teachers.

According to Oromia Education Bureau supervision manual the number of committee vary in accordance with number of teaching staff. For instance, for school which have 61 and above teaching staff, 12 supervision committee members are assigned. The manual further ordered instructional supervision committee members to have only 10 teaching load (periods) per week. This helped them to provide supervisory service to teachers sufficiently. According to instructional supervision manual of the region (OREB, 2007), the following responsibilities and duties are given to Instructional supervision committee.

These are: 1. Promoting qualitative improvement in the teaching learning process in the classroom with cooperation, active involvement and participation of all teachers serving in the schools, 2) Providing supervisory service through different strategies of instructional supervision such as induction, mentoring, clinical supervision, collegial supervision, informal

supervision, and self-directed supervision and in service training, 3. Helping teachers to have the necessary instructional skills, experience and knowledge for the grade level in which they teach, 4. Building the confidence of teachers and upgrade their pedagogical skills and competence, 5. Increasing enrollment, attendance and learning achievement of students in the school by mobilizing local community to participate in management of schools, 6. Developing strategies to improve the functioning of the professional development of teachers, 7. Creating opportunities for mutual sharing of experience and holding discussion with individual teacher concerning classroom organization, lesson plan and media preparation, 8. Conducting pre-class observation conference, classroom observation and post observation conference with teachers as well as supporting different committees established in the school, 9. Evaluating and controlling the implementation of curriculum and standards of the whole education system, 10. Identifying specific training need and preparing and organizing professional trainings, workshops, seminars for teachers.

2.3. Principles of Instructional Supervision

The principles are the fundamental rules refined to satisfy better achievement of goals. They are general guides that individual members know very well and are convinced to put into practice. Principles of instructional supervision guide the thinking and action of supervisors toward the desired fruitful end. All supervisory personnel should be fully aware about the basic principles of their profession. As indicated in the manual for education supervision in Ethiopia MOE (2007), some basic principles of supervision refer to the following.

2.3.1. Supervision is Co-operative

The main purposes of supervision are professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teachers, department heads, unit leaders, a vice directors, directors and administrators at the school level. At the various education offices, there are also supervisors, education program officers, bureau heads and administrators cooperatively participate in supervision. The efficiency and effectiveness of supervision depends on the cooperative effort put together.

2.3.2. Supervision is Creative

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

2.3.3. Supervision should be Democratic

This implies that supervision as a cooperative and creative work, it has to be democratic where every member has the right to try and express her/his ideas with freedom. The institutional hierarchy should exercise authority for favorable end result. It should not be used to show superiority.

2.3.4. Supervision is Attitudinal

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

2.4.5. Supervision is evaluative and Planned Activity

This principle emphasizes that supervisors should move and observe what is going on in the school system. They should talk to teachers, students, parents and school administrators to gather data. They should plan for improvement in cooperative with school personnel.

2.5. Approaches and Functions of Supervision

2.5.1. Approaches of Educational Supervision

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

supervision which provide every teacher the opportunity to play their roles and functions. These are:

2.5.1.1. Collegial Supervision

Supervisors need to develop a collegial relationship with teachers so as to be effective and improve the instructional program. The authors define it as “a process by which teachers agree to work on a team basis for their own professional growth”. As a result, teachers are expected to observe each other’s classrooms so as to give feedback for each other, share ideas on professional concerns. Collegial supervision helps teachers and instructional supervisors to discuss about educational issues like: preparing lesson plans, curriculum development, peer coaching and action research (Sergiovanni and Starrat, 1996).

2.5.1.2. Self-Directed Supervision

In self-directed or individualized supervision teachers working alone assume responsibility for their own professional development. They assess their own teaching and identify need for improvement. After prioritizing their needs, they develop a yearly plan that includes targets or goals derived from an assessment of their own needs. Teachers do have freedom to set the plan in the way they like it to be but supervisors should be responsible for ensuring that the plan and selected improvement targets are provide some sort of documentation (Sergiovanni and Starrat, 1996).

2.5.1.3. Informal Supervision

Informal supervision is another form of supervisory strategy which is characterized by unplanned, accessional supervisory act sees how teaching is going on. “It is casual encounter by supervisors with teachers at work and is characterized by frequent but brief and informal observation of teachers. Typically no appointments are made and visits are not announced” (Sergiovanni, 1999). In this strategy, the authors view that the school principals and other Instructional supervisors work as equal instructional partners of the teachers. Thus, they also suggested that the supervisors can in turn have the opportunity to invite teachers on the process of instructional supervision as their partners.

2.5.1.4. Inquiry Based Supervision

It is a supervisory strategy, which brings teachers to work collaboratively to solve problems as in the form of action research. Therefore, the teacher is expected to work closely with the instructional supervisory in identifying problems and developing a strategy for its solution and in sharing the findings and conclusions. Emphasizing this Leeper (2010), point out that "supervision and action research are the indispensable guardians of teachers growth". Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers' professional skill in dealing with these problems instructional supervision is a preferable approach to employ together with the other approaches of supervision.

2.5.1.5. Clinical Supervision

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

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

2.6. Major Contribution of Supervision

Many scholars like Harris (1999), and others have listed down contribution of supervision. They have identified three main contribution of supervision: instructional improvement, professional development and curriculum development.

2.6.1. Instructional Improvement

Most educators agreed on the improvement of teaching-learning is fundamental to school reform. Likely Barr and Button (1998), noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the supervisors' works in close collaboration with the school for bringing about improvement in teaching learning process As stated by Pajak (1999), the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decisions through workshops and trainings at school level.

In service program, teachers should get help to cope with the greater student diversity and, thus, to bring about improvement on the students' achievements. Improving teaching learning process is the basic task of educational supervision. Singhal et al. (2010), noted that one of the most embarrassing explanations for the current poor reputation of schools, and the presumed failure of many excellent innovations, is that teachers have not had adequate, well informed, and direct supervision to help, understand and implement new practice.

According to M.bamba (1999), the purpose of instructional supervision is to offer personal leadership improvement of educational expertise for pupils; at the same time it emphases on the improvement of professional techniques and procedures. Alike this Rue and Byars (2010), stated that "a person who receives supervisory feedback will at least know what he must do to improve instruction". This show that lack of supervisory feedback usually creates frustration in teachers and this frustration often has negative impact on teachers' performance or instructional improvement.

In order to bring instructional improvement in the education system, teachers whether they are experienced or not they have to get pedagogical assistance from their supervisors. Similarly, Mohanty (1999), explained that, all teachers need supervisory assistance of varying kinds and amounts. Some needs it more than others, but it is well accepted assistance of the proper nature is needed by teachers at all levels and would be sought if it were considered helpful by teachers and if it were ready in evidence.

Instructional supervision is thus, responsible for assisting teachers with the improvement of instruction; the supervision must know what is being done and how it is done so as to bring instructional improvement.

2.6.2. Professional Development

The other basic task of supervision is the continuous professional development of teachers. This means helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill. Professional development program for teachers should not be something imposed by outsiders. Because, teachers are recipients of their professional learning, they should have a great deal of input and ownership in terms of the planning, development and implementation of the staff development program. In short professional development endeavor should be taken as a joint responsibility.

In line with this, UNESCO (2010), targeted school heads, department heads and senior teachers (instructional supervision committee members) are responsible for professional development training program. Continuous professional development practice on the other side is concerned with staff collaboration, broadening of pedagogical and subject matter knowledge, strengthening relationships between scholars and research institutions, minimizing the gap between professional requirements and limitations in pre-service teachers training and focuses on capacity building up to the required standards. It emphasizes on empowerment and responsiveness to local needs and demand for higher quality of education.

In general, at school level professional development should meet the need of both the individual teacher and the educational system. Professional development at school level is

highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

2.6.3. Curriculum development

Curriculum development has become the major function of instructional supervision. According to Harris (1995), as cited pertains to designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units and instituting new courses are examples of this task area. Spears (1999), also pointed out that, improving every phases of educational program like curriculum revision is the major function of supervisor.

Another task of instructional supervisor with regard to curriculum development is to provide support and service directly to teachers to help them improve their performance. Such a support enables teachers and supervisors to examine plans for instruction and analyze instruction with reference to what was planned, what happened and what results were achieved.

Similarly, Dull (1999), suggested the major responsibilities of supervisors in curriculum development process: assist individual teacher's in-determining more appropriate instructional objectives; aid in goal definitions and selections at local state and federal levels; plan and implement a well-established in service training program; and produce evidence as to the soundness of the innovation in relation to the aims of the school. In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

2.7. Instructional Supervision in promoting quality of education.

The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and

outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives. More comprehensive views are also found, and interpretation of quality may be based on an institution's or program's reputation, the extent to which schooling has influenced change in student knowledge, attitudes, values, and behavior, or a complete theory or ideology of acquisition and application of learning (Adams, 2010).

Schools, teachers, and communities, working together in a supportive policy environment, are recognized as the primary engines of quality. Schools are the mission centers where the actual teaching and learning process takes place. Hence, making supervision a continuous responsibility at this level is crucial. Supervision within the school can be delivered by principals, deputy principals, unit leaders, department heads and senior teachers. Instructional supervision committee is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2010).

The tasks regarding school Instructional supervision may be performed by teachers themselves when opportunities allow them to undertake joint planning, to observe each other's lessons, individual and group meeting, workshops, projects, study groups, coaching and team works are facilitated (Ahmad,1998) supervisors have to work effectively for effective implementation of the school supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out, its purpose and effect on the teaching learning process. Whatever, attempt made at any level outside the school regarding supervision; the attempt will be meaningless unless supervisory activities are strengthened at school level.

Similarly, Hailesellassie (1997), pointed out that, the functional and true sense of educational supervision depends on the supervisory operation made at the grass root school level. Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, within the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of Instructional supervision. Hence, the

contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

2.7.1. Instructional Supervision Practice in Teachers Professional Development.

Supervisors have to work effectively for effective implementation of the Instructional supervision. They need to know how supervision at school level best be implemented, by whom it will be carried out, its purpose and effect on teaching learning process. Supervision within the school can be delivered by the school principals, deputy principals, unit leaders, department heads and senior teachers. According to the MoE (2010), supervision has the duties to help teachers to improve professionally organizes training programs and gives induction orientation to new teachers. Teachers professional development practiced through the exposure of new information and techniques and are varied based on its requirement of the time and place.

Thus, different supervisory approaches should be available for teachers to work towards their professional growth and improvement of students' learning. The most commonly used are presented below.

2.7.1.1 Induction

According to McBirdge (1999), initial teacher training is aimed at developing teachers' initial competences; induction is aimed at helping new deployed teachers, develop professionally, identify and come up with an appropriate repertoire of actions and finally to structure their self-directed professional development. The importance of teachers' induction is for both the beginner teachers and the schools. For the very fact that it contributes avoiding unnecessary tension and future malfunction. Adequate induction program can aid beginner teachers to tackle effectively the problems they meet and hence to cope with reality-shock they experience. So induction is useful for new qualified teachers. School supervisory committee and concerning officials need to plan appropriate induction programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback.

2.7.1.2. Mentoring

It is a form of collegial supervision, which is aimed at orienting new or beginner teachers by well experienced teachers in the schools. As of the authors “a mentor is a person, usually another teacher, interested in tutoring, educating and guiding another person who is typically new to teaching or new to a given school. Hence, it is suggested that the mentor teacher is responsible to acquaint the new or beginner teacher to the school culture, to the classroom situations and to the overall work.

In this context, we consider mentoring of beginning teachers as a part of the supervision of instruction: that means an element in the supervisory service of schools. Mentoring aimed at stimulating the enhancement of quality of educational teachers’ performance as well as that of the organization of the school as a whole. Mentoring is a multi-faceted concept.

Another view of mentoring recognizes that growth in teaching is a process over time. A mentor focuses on learning rather than teaching and engages in co-inquiry to encourage reflection on a teaching as a process. Mentoring is also useful for the development of beginner teachers as well as senior teachers. It is the most useful relationship between the Mentor and Mentee. It is hard to teach without Mentoring (Moon, 2009).

From these conceptual expressions, what we can understand is that, Mentoring is the process of continuous supervisory support of professional development activities by the experienced teachers who are volunteering to help the beginner teachers during normal school life. Mentors play vital role in the development of the teachers. People selected as mentors should be good models and skillful (McBride, 1999). Expected role of Mentors are leading Mentees to reflect practices and student achievement, administrating model teaching, helping mentees in planning and analyzing lessons and in classroom management, help in efficient ways of resource utilization (McBride, 1999).

To act these effectively, a mentor must have to master a wide range of interpersonal behaviors and know how to much these behaviors to institutions. It will be clear that mentors to be

selected carefully. Also after selection, they will still need substantial training to be able to effectively as mentors in order to promote quality of education.

2.7.1.3. Peer Coaching

Peer coaching is a process where a person with expertise in the field assist colleague through structured discussions and activities on how to solve their problems or performance tasks better than they would do it without this assistance .Similarly, Robbins (1999), defines peer coaching as “a confidential process through which two or more professional colleagues work together to reflect on current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another. As Robbins (1999), peer coaching may include out of class activities and in class activities. Out-of-class activities and in class activities include planning, study groups, problem solving and curriculum development. In class-forms of coaching typically involve teachers observing one another teaching.

The forms of coaching that will be beneficial according to the points discussed above depend on the needs of particular teachers. If teacher’s need is changed, the form of coaching will also be changed. However, peer coaching requires human interpersonal relationships, collegial atmosphere and collaboration.

2.8. Factors that Affect Instructional Supervisory Practice

Instructional supervision is a supervision that takes place at the school level to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. Instructional supervision is considered highly beneficial for self-managing schools intending to increase its effectiveness. There are different factors that could affect the supervisory practice in schools. The major ones can be discussed in this study as follows.

2.8.1. Teachers Perception towards Supervision

Most of the time, the perception of teachers towards supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because these and other reasons supervision is not a positive experience for teacher. Supporting this

idea, Gold Hammer (1999), said that “Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat”. This indicates that teachers perceive supervisors as those who control and evaluate them.

Consequently, teachers, do not perceive the supervisors as an outside authority coming to inspect and find fault, but as someone who is directly concerned with guiding the teachers and improving their performance. Integration of supervision with support service to teachers has helped to raise the confidence of the teachers and has also created a feeling of security. Generally supervisors must be both skillful and fair minded.

The other factor to develop negative opinion towards school supervision is the question of trust. Teachers and supervisors should have a trust between them to develop effective instructional supervision. Otherwise, when the trust level is low group members will be dishonest and inconsiderable in their communication (Johnson, 2009). Therefore, teachers have a trust for their supervisors to develop positive views towards instructional supervision. When teachers cannot trust their supervisors their ability to deliver quality instruction is seriously impaired.

To sum up, teachers’ perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers’ competence, it is important to consider teachers’ perception of supervision.

2.8.2. Training

Supervisors have to keep himself up date in order to provide guidance and counseling to their subordinate. Dull (1999), said that, training is not an exercise in how to manipulate workers to many supervisors; it will be the most considerable piece of further education they have never received, from which will be developed a systematic approach to work planning, handling of emergencies and inspection of work. Training with effective planning and administration enhances the capabilities of the supervision.

Training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

2.8.3. Communication between Supervisors and Teachers

It is believed that the beginning and the new teachers are to be closely supervised and helped by senior teachers. In line with this Pajak (1999), indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching learning process the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. For effective instructional supervision there should be good relation between the teacher and supervisor.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of instructional supervision which is a device to help teachers to improve the teaching learning activities.

2.8.4. Availability of Educational Resources

It is difficult to think effective supervisory practice in absence of resources. In this case resources could be financial, human, material and workload. In adequacy of resources hamper the supervisory practice. In line with this idea, MoE (2010), explains that the problems of supervision in relation to our context: the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one.

Supporting the above idea, Anberber (2011), stated that one of the factors that causes problem in supervision is lack of adequate and competent supervisors to shoulder responsibility. Supervisors lack ability to apply the principles and techniques of supervision.

2.9 Procedures of Instructional supervision

Scholars in the field have differences on the procedures of classroom instructional observation, but all follow the same basic pattern except the differences in naming the process or steps, Hopkins (1998), organized classroom observation into planning conference, classroom observation and feedback conference. On the other hand Haileselassie (1997), educational supervision teaching material classified classroom observation into pre-classroom observation conference, classroom observation and post classroom observation conference, therefore, instructional supervisors need to be acquainted with the three phases procedures of supervisory practice in carrying out classroom instructional observation.

2.9.1. Pre-classroom Observation Conference

This is the face to face talk between supervisor and teacher to discuss and settle about what to do next prior to the supervisor's visit while the teacher is teaching in the classroom. It is very important stage; because it is at this stage that framework of supervisor's observation is developed and agreement is reached about how to proceed thereafter. In clinical supervision, the visit is made on resettled time; and the observation is made by the supervisor to identify problems and render help as a trained, skilled colleague, supervisors have to facilitate, to collaborate, consult and help; they have to mentor and coach teachers in clinical supervision.

In line with this, Lucio and McNeil (1979), described that pre-observation conference is the improvement cycle where the teacher presents to the supervisor the instructional objectives and techniques of evaluation he or she intends to use in the lesson to be observed. Most teachers and appraisers believed that the ideal supervisor is the one who has close contacts with teachers work; whom the teacher regard as creditable and experienced and who assumes management responsibility. Besides a research evidence has shown that a supervisory process which involves more than one supervisor; that is the principals and delegates peers (West and Bollington, 1990). To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, procedures, instruments and follow up activities prior to the actual classroom observation.

2.9.2. Class room Observation Conference

Classroom observation demands a high level of technical and analytical skills. The supervisors must have the skill of what to look for, how to note, analyze and interpret the data. It involves discovery, verification, explanation, interpretation and evaluation. Each classroom observation is a unique new situation; classroom interactions are never the same. Thus the supervisors need to be alert to watch events as they are happening. In line with this, Pajak (1999), more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviors are seen to occur.

In similar way, Harris (1963), as cited in Chanyalew (2005), noted that classroom observation is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career. In short, the most important aspects of school are the quality of teaching and learning in the classroom. Hence, supervisors should get prepare before classroom observation and list important elements during the classroom observation so as to improve the teacher proficiency.

2.9.3. Post Observation Conference

Post observation or the follow-up conference of the supervisor with teacher is the most difficult and the most important of the entire cycle.

The major purpose of the post observation conference is to give feedback to the teacher about her/his performance. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation (Harris, 1963 as cited in Chanyalew, 2005). When post observation conference properly designed and systematically carried out, it can help to achieve various developmental purposes. Primarily it provides the teacher with the opportunity to express openly his feeling about his post-performance, revealing the obstacles. He had encountered in accomplishing tasks.

By doing so, the supervisor together with the teacher can identify any training need of the teacher and they determine and agreed on the aspect to be improved. Some instructional

supervisors may hold post observation conference; but since they lack relevant training and do not analyses, synthesized and evaluate in advance the performance data they might have gathered, they simply focus too much on weakness and little on strength of teachers (Pajak, 1999). The most effective way of improving performance is to inform teachers of their strengths and weakness during post observation conference.

In general, the post observation can be seen as a vital component of supervisory approach that contributes to the effective and efficiency of the program or the system. Thus, supervisor and teacher can have an opportunity to examine observational data, evaluate findings and make plans for the future in an open supportive and rewarding climate.

2.10. Current Practice of Educational Supervision in Ethiopia

Supervision, as a technical service cooperatively done, is incorporated all levels of education system. A comprehensive and coordinated approach needs to be established between all those educational sectors (That means Educational institution and offices from central to woreda and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and instructional organization of supervision (Chanyalew, 2005).

Out of school organization, supervision is combined with department of educational programs and supervision at federal MoE level; Regional Education Bureau level; Woreda Education Office level and CRC level. Outside the school, the main functions of educational supervision focus on professional and technical support to maintain quality and standard. Similarly the major tasks of supervision department at regional level are enumerated as Developing the capacity of regional supervisors and providing technical support; Ensuring implementation of federal and regional policies related to education program; monitoring and evaluating all education programs of the region (Abiy, 1999).

The Woreda Education Office is the closest administrative organ to schools where the practical teaching actual takes place. Most of the supervisory work is expected at this level. The major supervisory tasks at woreda level include: a) Check, follow up, monitor and

evaluate school teaching learning activities in order to maintain expected quality and standard,

b) Ensure that educational programs inclined to local conditions and community needs,

c) Organize and demonstrate appropriate teaching methods to teachers, d) Organize in-service training programs through seminars, workshops, conference etc. to school based supervisors and teachers, e) Conduct periodic planned visits to schools to render support at the spot, f) Prepare reports to woreda education office on issues and problems for school which are beyond capacity of the schools (Chanyalew, 2005).

External supervisors have a role to play in supervision. However, due to time constraints, this may not be possible on a regular basis. Realistically, external experts may only observe lessons and appraise teachers practice once a year, and not every teacher in every school.

3. RESEARCH DESIGN AND METHODOLOGY

This part includes description of the study area, design of the study, sources of data, sample size and sampling techniques, instruments used for data collection, procedures of data collection and the methods of data analysis.

3.1. Description of the study Area

The study was conducted in the selected government secondary schools of Guji Zone. Guji Zone is one of the zones in Oromia regional state which encompasses fifteen different woredas. The zone was found southern part of Oromia and 610 km from Addis Ababa. The number of educational institutions in the zone are 23 secondary schools, 13 preparatory schools and one Teacher Training College. Its astronomical location is 50° 06' 23'' North latitude and 40° 40' 15'' East longitudes. The zone Shared boarders with Somali region on east, Genale River which separates it from Bale on North, SNNPR on west and Borena zone in south. Based on the 2007 census conducted by the Central statistical agency of Ethiopia (CSA), the total population is 1,389,800 and 702,580 of them are men and 687,220 are women with an area of 18,577.05km². Basically, the natures of woredas in Guji zone are geographically separated in three area as desert (pastoralist area), highland area and Semi pastoralist. To avoid any influence that may come as a result of climatic condition and way of life and to get fair distribution of population among all strata as well as to get clear picture of the situation, samples of secondary schools from all clusters were seen in the study. The economic activities of the area is mainly pastoralist, mixed farming (livestock herding and crop, coffee) and trade.

3.2. Research Design

The descriptive survey design was employed in the study. It is designed to be used, because the design can provide precise information concerning the existing situation practice of instructional supervision in promoting quality education in the study area. Concerning this different researchers state that to collect data from a relatively large sample for the purpose of describing the nature of the existing conditions or determining the relationship that existing between specific events, descriptive method is appropriate. The major purpose of the

descriptive research design is a description of the state of affair as it exists at present (Best and Kahn, 2002) and (Kothari, 2003).

In addition to the above ideas Abiy, et al. (2009), states that descriptive method is used to gather data of a particular point in time with intention of describing the nature of the existing conditions or identifying standards against which existing conditions can be determined, or determining the relationships that exist between specific events. Besides, both qualitative and quantitative research approach was employed to the study with the information gained from respondents

3.3. Sources of Data

In conducting this research, data was obtained from both primary and secondary sources.

3.3.1 Primary sources

The primary sources of data for this study was collected from human subjects such as students' council members, teachers, department head, supervisors, principal and vice principals

3.3.2. Secondary sources

The secondary sources of data used for this study was interview document analysis. Assessment of documents related to the study had been done at the school level. The reviewed documents were supervision plan, report and checklist of supervisory activities, evaluation of school and teacher and previous supervision records of 2016-2017 was assessed to support the findings of the study.

3.4. Population, Sample Size and Sampling Techniques

3.4.1. Target Population

The study was conducted on secondary schools of Guji Zone. The zone has fifteen woredas and 23 government secondary schools. The target population of the study were secondary school teachers, student council, vice principal, principal, supervisors and department heads

3.4.2. Sample Size

However, there are fifteen woredas in the zone, six of them were selected using simple random sampling. Six government secondary schools were selected. Name of the selected secondary schools were Kercha, Dimtu, Shakisso, Dama, Uruga and Adola. Number of the selected subjects were 129 teachers, 6 supervisors, 6 vice principals, 6 principals, 24 department heads and 12 student council.

3.4.3. Sampling Techniques

The sampling techniques used for the study were simple random, available and purposive sampling. Accordingly, the woredas and secondary schools were selected using simple random sampling techniques. In addition, the teachers were selected using simple random sampling particularly the lottery method with the assumption that it gives all respondents an equal and independent chance of being selected whereas leaders (supervisor, principal, vice principal and department heads) were selected using available sampling techniques. The researcher used purposive sampling techniques to select Students' council representatives.

Table 1: Summary of Sample size and sampling technique

N	Sample schools	Sample Population																				
		Teachers			S/S/Supervisor						Principal			Vice Principal			Department Head			Student Council		
		N	S	%	N	S	%	N	S	%	N	S	%	N	S	%	N	S	%			
1	Kercha	32	19	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
2	Dimtu	21	13	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
3	Shakisso	42	25	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
4	Adola	60	36	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
5	Uruga	31	19	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
6	Dama	28	17	60	1	1	100	1	1	100	1	1	100	4	4	100	5	2	40			
	Total	214	129	60	6	6	100	6	6	100	8	8	100	24	24	100	30	12	40			
	Sampling technique	Simple random Sampling			Available sampling						Available sampling			Available sampling			Purposive Sampling					

Note: N=Total Population, S=Sample size, %=Percent's, S/S/S=Secondary school supervisors
Leader (school supervisor, principal, vice principal and department head)

3.5. Instruments and Procedure of Data Collection

To gather the necessary data for the study, the selected data gathering tools were questionnaire, interviews and document analysis.

3.5.1 Questionnaire

Questionnaire was used commonly to gather data for descriptive survey (James et al. 1999). Both open and closed ended questionnaires was prepared and distributed to teachers and leaders (Supervisor, vice principal, principal, department heads). Hence, questionnaires were prepared in English language and administrated to all participants with the assumption that they could understand the language.

The quantitative data were analyzed by descriptive statistics such as mean, and percentages were used to describe the background of the respondents and information that were obtained through level of agreement. Accordingly, 5 point likert scales The Cronbach's alpha five scale measurement decision point were 1-1.50= strongly disagree; 1.51-2.50=disagree; 2.51-3.50=undesided ; 3.51-4.50=agree and 4.51-5 strongly agree. And an average point interchangeable used for scale of very high, high, medium , Low ,Very low respectively Because it is more suitable for large scale surveys as they are quick for respondents to answer and are easy to analyze using statistical techniques, enabling comparisons to be made across groups. In addition to this, open-ended questionnaires were employed in order to give opportunity to express their feelings regarding challenges and opportunities of instructional supervision practice in promoting quality education in the schools.

A pilot study was conducted as a preliminary step to avoid errors. ElaDima secondary school was selected for pilot test. 24 teachers, 7 leader (1 supervisor, 1 principal, 1 vice principal, 4 head departments) selected. To determine the reliability of the evidence gathered through the scales Cronbach alpha, one of estimating test's reliability, was used in the study.

The respondents of the pilot test were not included in the main study. In the testing area, the researcher provided explanation about the objective of the study and how to respond the questionnaires for the respondents. The result of the pilot testing was statistically computed by using the SPSS (V20) software. The Cronbach's Alpha model was used for analysis. The Cronbach's alpha value for pilot test was 0.747 which was satisfactory, indicated questions in each construct were measured a similar concept. As suggested by Cronbach cited by Tech-Hong & Waheed, (2011), the reliability coefficients between 0.70–0.90 are generally found to be internally consistent. Accordingly, the output result of cronbach alpha was indicated in the following table.

Table 2 Reliability test result

No	Variables	No.Itoms	Cronbach's Alpha
1	the current practice of instructional supervision in Secondary schools of Guji Zone	10	.984
2	the perception of teachers towards the supervisory practice of Instructional supervision	7	.875
3	to what extent instructional supervision contribute to the teachers' professional development in secondary schools of Guji zone?	8	.762
4	The existing challenges and opportunities of the implementation of instructional supervision in secondary schools of Guji zone?	7	.860
	Total reliability coefficient	31	.885

3.5.2 Interview guide

The interview permits greater depth of response which is not possible through any other means James et al. (1999), Semi-structured interview was designed to gather data from student council since their number is small and manageable and their position is important in describing practices and opportunities of instructional supervision in promoting quality

education in the schools. Thus, the purpose of the interview is to collect more supplementary opinion, so as to stabilize the questionnaire response.

3.5.3. Document analysis

To see what was being done on the real ground, the researcher used document analysis of data gathering instrument. Hence, the school annual plans, the minutes of instructional supervisors, check lists and formats checked during classroom observation. The documents was used to triangulate one of the approaches to ensure the trustworthiness of the study.

3.6. Procedures of data collection

In the procedures of data collection, the researcher designed questions for interview, questionnaire and document observation in details. On the other hand, the negotiation letter was written to sampled schools. Then, the participants were informed about the objective of the study to secure their cooperation. Before collecting the actual data from sampled schools, the pilot test was conducted to assure the reliability of the questionnaire. After the reliability of the questionnaire had been checked, it was distributed to the actual sampled schools' respondents and the data was gathered accordingly.

3.7. Methods of Data Analysis

The researcher collected both a quantitative and qualitative data from sample respondents. Document analysis was made to check the practices and opportunities of instructional supervision in secondary schools of the target areas. Supporting this Best and Khan, (2003) have noted that document analyses are important and relevant sources of data, useful in yielding information, and exploring educational practice. The data collected through closed ended questionnaires were tallied and tabulated. The interpretations was made with the help of mean and percentage. The SPSS (V.20) was used for obtaining values of mean scores. T-test was used to show statistical difference between the respondents at 0.05 level of significance. In this respect, Best and Kahn (2003), have argued that, mean is probably the most satisfactory measure for characterizing a group. Finally, the data collected through interview, open ended questionnaires and document analysis was presented and analyzed

qualitatively by supplementing the data gathered through close ended questionnaires, and categorized and discussed in line with close ended questionnaires.

3.8. Ethical Consideration

The study was started after fully discussed with the woreda's Education office heads and school principals during the sensitization and mobilization trip on the issue of study and reached on consensus that the data or information from the study was available for the development of the woreda.

4. RESULT AND DISCUSSIONS

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from the sample schools in line with the objective of the study. It contains two sections; the first section presents characteristics of respondents. The second section deals with the results of findings from the data gathered through the questionnaire, interview and document analysis. Accordingly, the data gathered from teachers, Leaders (supervisors, principals, Vice principal and Department head) and student council were presentation and analyzed.

The questionnaires was distributed to 129 teachers and 42 Leaders. Accordingly, it was filled and returned completely. Data obtained through close ended questionnaire was presented in tables and analyzed by quantitative counts, percentage and comparing mean scores of responses. Mean score and independent t-test values (t-value and p-value) were computed to show the distribution and statistical response difference of main body of the data. Data obtained from open-ended questionnaire, interview and documents were organized and presented through narrative descriptions. In addition, to supplement the information gathered through interviews and document analysis was used to triangulate the data obtained.

4.1. Characteristics of Respondents

This part deals a limited amount of information related to personal and professional demographic characteristics of respondents. The respondents were asked to indicate their background information through questionnaires. Accordingly, the variables like sex, age, work experience, academic qualification and the current position were identified and summarized in table below.

Table 3. Information related to respondents background

No	Variable	Variable Category	Respondents			
			Teachers		Leaders	
			F	%	F	%
1	Sex	M	112	68.82	36	85
		F	17	13.17	6	15
		T	129	100	42	100
2	Age	20-25	52	40.31	7	16.7
		26-30	39	30.23	15	35.7
		31-35	24	18.6	6	24.3
		36-40	10	7.75	3	7.1
		41 and above	4	3.1	2	4.8
3	Service Year	1-5	79	61.24	17	40.5
		6-10	33	25.58	15	35.7
		11-15	15	11.62	8	19.0
		16-20	2	1.55	2	4.8
		21-25	-	-	-	-
4	Academic Qualification	Diploma	6	4.65	-	-
		First Degree	110	85.27	30	71.4
		Second Degree	13	10.07	12	28.6

The above table 3, item 1 shows that 112 (68.82%) and 17 (13%) of teachers respondents were males and females respectively. Among 42 Leaders, 36 (85 %) of them were males whereas 6 (15 %) of them were females. From this, one can summarize that the number of females in teaching profession and the in the leading position are by far lower than males in the sampled schools.

As table 3 item 2 shows regarding their ages, 52 (40.31%) of the teachers respondents were 20-25 years, 39 (30.23 %) of them were in between 26-30 years, 24 (18.6%) of them were in

the ranges of 31-35 years, 10 (7.75 %) of them in the ranges of 36-40 and 4(3.1%) of them were found in the ranges of 40 and above years.

Regarding in the ages of leaders, 7 (16.7 %) of them were in the ranges of 20-25 years, 15 (35.7%) of them were found in the ranges of 26-30 years, 6 (24.3 %) of them were found in the ranges of 31-35 years, 3 (7.1 %) of them were found in the ranges of 36-40 years and 2 (4.8 %) of them were in the ranges of 41 and above years old. This indicated that more young people are joining the teaching profession and shouldering the responsibility of teaching and caring students at secondary schools of the zone.

As table 3 of item 3 shows, concerning teachers' service year, 33(25.58%) of them were in between 1-5 years, 15 (11.62 %) of them were in between 6-10 years and 2 (1.55%) of them were in between 21-25. Regarding the leaders service year, 917(40.5%) of them were in between 1-5 years , 15(35.7 %) were in between 6-10 years, 8 (19) of them were in between 11-15 years and the remaining 2 (4.8%) of them were in between 16-20 years. Therefore, this indicated that both teachers and leaders respondents are not matured enough to provide reliable information with regard to the issue under study.

Regarding the educational level of teachers 6(4.65%) of teachers has diploma level, 105 (81.39%) of teacher had first degree and 18 (13.95%) teachers had first degree. As well as 32 (84.21%) of

As shown in table 3 item 4, 110 (85.527%) of the teacher and 30(71.4.9%) of leaders respondents were BA degree holders whereas 6(4.65%) of teachers diploma holders and 13(10.07%) of teachers and 12(28.6%) of leaders respondents were MA degree holders. Therefore, a considerable number of teacher's and leaders standard set by the MOE (1996) which requires at least MA for secondary school leaders and BA or MA degree teachers of secondary schools.

4.2. Instructional supervision practice in Secondary schools

Concerning practices of class room visitation, ten items that describe the extent of implementation of the supervision techniques were presented to the group of teachers and leaders analyzed under Table 4A and Table 4B.

Table: 4 A. Current practice of instructional supervision in Secondary schools

N (T) =129 N (L) =42

No	Items	Respondent	Mean	Av.mean	t-test	P value
1	Pre- observation					.
		Leaders	1.73	1.73	.076	
	Supervisors and teachers discuss on the content, objective and methods of teaching before observation.	Teachers	1.72			.94
2	Supervisor acquaints you with the schedule lesson plan that will be visit when they visit the class room	Leaders	1.53	1.54	.41	
		Teachers	1.56			.68
3	The supervisor informs and discusses with you teaching problem	Leaders	1.53	1.49	.79	
		Teachers	1.45			.43

Significant level =0.05, t-critical value =1.96, N (T)= Number of Teachers , N (L)=Number of Leader, A mean values 1-1.50= very low; 1.51-2.50=low; 2.51-3.50=neutral; 3.51-4.50=high and 4.51-5 very high .

As it can be seen from item 1 of table 4A, regarding supervisors and teachers discuss on the content, objective and methods of teaching before observation; the items presented for teacher and leader's mean value scored 1.72 and 1.73 respectively with grand mean 1.72. This result felt under low scale of implementation of instructional supervision practices in pre observation stage. The computed t-value (0.076) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. From this it can be understood that both teachers and leaders rarely conduct pre-discussion of observation. In addition to analysis from interviews

most students replied there were not satisfied in class room environment. Because the class physical environment is not interesting (student class room ratio ,student text book ratio is not as proportional) and the schools did not fulfilled educational facilities like laboratories, with equipment's ,reference books and also teachers were not motivated to teach us voluntary

As it can be seen from item 2 of table 4A, the respondents were asked if Supervisors acquaints with the schedule lesson plan when they visit the class room. The items presented for teacher and leader's mean value scored 1.56 and 1.53 respectively with grand mean 1.54. The computed t-value (0.41) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups.. This felt under low scale of implementation of instructional practices in pre observation stage. From this it can be understood that both teachers and leaders had lack of acquaints with the schedule lesson plan when they visit the class room in pre observation stage.

In addition to this during document analysis, the researcher seen plan of supervision to conduct regular clinical supervision but there was no implementation evidence on the report materials of instructional supervision as per their plan. Therefore, from the above findings it can be concluded that, instructional supervisors' practices in conducting clinical supervision were irregular, which means inconsistent in its application in the schools under study area.

In item 3 of the same table 4A, the respondents were asked if the supervisor informs and discusses with teachers about teaching problem before supervision. The items presented for teacher and leader's mean value scored 1.45 and 1.53 respectively with grand mean 1.49. The computed t-value (0.79) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This felt under very low scale of implementation of instructional practices in pre observation stage. This implies that communication of teachers and supervisors in pre observation stage is inadequate. In addition to this analysis from interview in most schools the teachers use lecture method as most students of the schools replied. This approach of teaching only is not effective to address teaching learning process. There might be students with individual difference those understand slow learners.

In line with this clinical supervision, the visit is made on resettled time; and the observation is made by the supervisor to identify problems and render help as a trained, skilled colleague, supervisors have to facilitate, to collaborate, consult and help; they have to mentor and coach teachers in clinical supervision. In line with this, Lucio and McNeil (1979), described that pre-observation conference is the improvement cycle where the teacher presents to the supervisor the instructional objectives and techniques of evaluation he or she intends to use in the lesson to be observed.

Table: 4 B. Current practice of instructional supervision in Secondary schools.

N (T) = 129, N(L)=42

	During Observation	Respondents	Mean	Av.mean	t-test	P- value
1	Supervisors use observation instrument to collect data on the lesson being thought	Leaders	1.53	1.54	.41	.68
		Teachers	1.56			
2	Supervisors are giving sufficient time to observe the lesson in detail	Leaders	1.60	1.60	.02	.98
		Teachers	1.60			
3	Have you confirmed that the supervisors collected relevant data as per the agreed upon issues.	Leaders	1.65	1.61	.89	.37
		Teachers	1.57			
4	Post Observation					
	The supervisor develop a plan for the post observational meeting	Leaders	1.40	1.42	.50	.61
		Teachers	1.45			
5	Supervisor Compare the anticipated and actual behavior happen in the real classroom situation	Leaders	1.73	1.725	.07	.94
		Teachers	1.72			
6	Receiving any contractive feedback from the observer	Leaders	1.40	1.42	.50	.65
		Teachers	1.45			
7	Provide necessary feedback based on the actual observation for future improvement	Leaders	1.53	1.54	.33	.74
		Teachers	1.55			

Significant level =0.05, t-critical value =1.96, (N(T)=Number of Teachers , (N (L)=Number of Leader, A mean values 1-1.50= very low; 1.51-2.50=low; 2.51-3.50=neutral; 3.51-4.50=high and 4.51-5 very high of implementation of the items.

As it can be seen from item 1 table 4B, the respondents were asked whether during class room observation stage Supervisors use observation instrument to collect data on the lesson being thought. The rating mean value of 1.56, teachers and 1.53, leaders respectively with grand mean 1.54. The computed t-value (0.41) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This implies that respondents confirmed that supervisors rarely use observation instrument to collect data on the lesson being thought during observation stage.

As it can be seen from item 2 of table 4B, the respondents were asked if the Supervisors are giving sufficient time to observe the lesson in detail, The mean rating of the respondents was 1.60 and 1.60 respectively with grand mean 1.60. The computed t-value (0.018) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This felt under low scale of implementation of instructional practices during observation stage. This implies that school leaders rarely follow procedures of collecting the relevant data during instructional supervision. This indicated that supervisors are rarely giving sufficient time to observe the lesson in detail.

The tasks regarding school Instructional supervision may be performed by teachers themselves when opportunities allow them to undertake joint planning, to observe each other's lessons, individual and group meeting, workshops, projects, study groups, coaching and team works are facilitated (Ahmad,1998) supervisors have to work effectively for effective implementation of the instructional supervision.

As it can be seen from item 3 of table 4B, the respondents were asked if the supervisors collected relevant data as per the agreed upon issues. The respondents mean were rated 1.57 and 1.65 by teachers and school principals respectively with grand mean 1.6. The computed t-value (0.89) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that,

there was no statistically significant mean variation among the responses of two groups. This felt under low scale of implementation of instructional practices during class room observation stage. This implies that the supervisors inadequately collect relevant data as per the agreed upon issues.

In line with this, (Pajak, 1989) more briefly depicted that observation is the phase in which the supervisor records instances when the intended behaviors are seen to occur. In similar way, Harris (1963), as cited in Chanyalew (2005), noted that classroom observation is a technique to help teachers improve by identifying specific needs to satisfy their personal and professional career.

As it can be seen from item 4 of table 4B, the respondents were asked if the supervisor develop a plan for the post observational meeting. The mean value of the respondents was 1.45 and 1.40 respectively with grand mean 1.42. The computed t-value (0.502) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups .This felt under very low scale. This reflects that the supervisor develop a poorly organized plan for the post observational meeting.

As it can be seen from item 5 of table 4B, it was checked that if supervisor compare the anticipated and actual behavior happen in the real classroom situation. The mean value of the respondents was 1.72 and 1.73 respectively with grand mean 1.73. The computed t-value (0.076) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups.This felt under low scale of implementation of instructional practices in during post observation stage. This implies that Supervisor poorly compare the anticipated and actual behavior happen in the real classroom situation.

As it can be seen from item 6of table 4B, it was checked that if they receive any constructive feedback from the observer. The item presented for teacher and leaders mean value scored 1.45 and 1.40 respectively with grand mean 1.42. The computed t-value (0.50) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically

significant mean variation among the responses of two groups. This felt under very low scale of implementation of instructional practices in during post observation stage. This implies that teachers and leaders ineffective receiving contractive feedback from the observer in the post classroom situation. .

As it can be seen from item 7 of table 4B, it was checked if supervisors provide necessary feedback based on the actual observation for future improvement. The items presented for teacher and leader's mean value scored 1.53 and 1.55 respectively with grand mean 1.54. The computed t-value (0.33) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This felt under low scale of implementation of instructional practices in during post observation stage. This implies that .supervisors provide insufficient feedback based on the actual observation for future improvement. In addition to this From document analysis in sample schools, it was found that, all schools (100%) have their own checklists to collect data on the lesson being taught so that, school-based supervisors observe and jot down important points that indicate strength for discussion with teachers during post observation conference

The major purpose of the post observation conference is to give feedback to the teacher about her/his performance. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback other teacher and other appropriate activities growing out of observation (Harris, 1963 as cited in Chanyalew, 2005). Primarily it provides the teacher with the opportunity to express openly his feeling about his post-performance, revealing the obstacles. He had encountered in accomplishing tasks.

As analyzed of open ended questionnaire from teacher and leader instructional supervision, they should follow the following: preparing check list, what to be supervised, informing teachers when the supervision is to begin and giving immediate feedback should be given. In addition to this the supervisory procedure should functional at the beginning of the class room instruction and at the end. In line with this different researchers forwarded as follows.

Haileselassie (1997), educational supervision teaching material classified classroom observation into pre-classroom observation conference, classroom observation and post classroom observation

conference, therefore, instructional supervisors need to be acquainted with the three phases procedures of supervisory practice in carrying out classroom instructional observation.

In addition to this From document analysis in sample schools, it was found that, all schools (100%) have their own check lists to collect data on the lesson being taught so that, school-based supervisors observe and jot down important points that indicate strength for discussion with teachers during post observation conference

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4.2. Teachers Perception towards instructional supervision

Table: 5. perception of teachers towards the supervisory practice of Instructional supervision

N (T) = 129 , N(L)=42

No	Items	Respondent	Mean	Av.mean	T-test	Pvalue.
1	Supervisors should have good knowledge and skills of supervision techniques.	leaders Teachers	1.48 1.65	1.56	1.76	.80
2	Supervision affects the teachers' regular activity	leaders Teachers	1.73 1.68	1.70	.38	.70
3	Supervisor should focus on administration matters	leaders Teachers	1.65 1.62	1.63	.30	.76
4	Teachers should be observed by others	leaders Teachers	1.45 1.48	1.46	.24	.807
5	Instructional supervisors motivate teachers during class supervision	leaders Teachers	1.68 1.72	1.7	.53	.59
6	Teacher positively perceive instructional supervisors on their support	Leaders Teachers	1.38 1.64	1.51	1.66	.098
7	the capacity of a supervisor is solving of teachers' problem	Leaders Teachers	1.58 1.58	1.58	.03	.97

Significant level =0.05, t-critical value =1.96, (N(T)=Number of Teachers , (N (L)=Number of Leader, A mean values 1-1.50= strongly disagree; 1.51-2.50=disagree; 2.51-3.50= undecided; 3.51-4.50= agree and 4.51-5 stronglyagree implementation of the items.

As indicated in table 5 item 1, the respondents were asked whether supervisors have enough knowledge and skills of supervision techniques. The teachers and leaders with mean scores 1.65 and 1.48 respectively with average mean 1.56. The computed t-value (1.76) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. Therefore, based on average mean score, it is possible to conclude that teachers and leaders disagreed on the item. This result indicates teachers and leaders have lack of knowledge and skills towards supervision techniques.

Findings from interview question analyzed as follows: the respondents replied their opinion towards instructional supervision as they do not know the role of supervisors. As they suggested sometimes they report a problem to the supervisors and no change was up on the teachers and leaders.

As indicated in table 5 item 2, it was check if the Supervision affects the teachers' regular activity. The mean value of the respondents were rated 1.68 and 1.73 by teachers and leaders respectively with average mean 1.7. The computed t-value (0.38) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This result implies that the respondents agreed on the Supervision affects the teachers' regular activity.

As indicated in table 5 item 3, it was checked if the Supervisor should focus on administration matters. The mean value of respondents were rated 1.62 and 1.65 by teachers and school leaders respectively with average mean 1.63. The computed t-value (0.30) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that supervisor rarely focus on administration matters.

Supporting this idea, Gold Hammer (1999), said that "Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat". This indicates that teachers perceive supervisors as those who control and evaluate them.

As indicated in table 5 item 4, the respondents were asked if the teachers were observed by others. The mean value of respondents were rated 1.48 and 1.45 by teachers and leaders respectively with average mean 1.46. The computed t-value (0.24) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicates that the respondents strongly opposed the item. Therefore, from the finding one can conclude that there was a poor perception of teachers and leaders on teachers being observed by others. They believe that teachers cannot be observed as far as they are equipped enough on teaching.

As indicated in table 5 item 5, the respondents were asked if teachers positively perceive the instructional supervisors for their constructive support. The mean value of the respondents were rated 1.72 and 1.68 by teachers and leaders respectively with average mean 1.7. The computed t-value (0.53) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that teachers negatively perceive the supervision conducted in the class.

As indicated in table 5 of item 6, the respondents were asked if teachers positively perceive instructional supervisors. The respondents mean value were rated 1.64 and 1.38 teachers and leaders respectively with average mean value 1.51. The computed t-value (1.66) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This shows that the respondents disagreed on teachers positively perceive instructional supervisors as for support. They negatively perceived the supervisor.

As it can be seen item 7 in the above table 5, the respondents were asked if capacity of a supervisor is solving problem of teachers in the process of supervision. The mean value of the respondents were rated 1.58 and 1.58 by teachers and leaders respectively with average mean 1.58. The computed t-value (0.03) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that there was inadequate capacity of supervisor to support teachers.

As open ended question analyzed from respondents, most leaders and teachers explain that the supervisory service was not effective at school level supervisory service. Supervisors were rarely supervising the school according to the schedule they prepared. They do only the seek of education office not for educational progress. As a result most teachers perceived them as fault finder and did not perceive them positively. In addition to this as some teachers expressed their opinion the recruitment process of supervisors also had its own draw back and they were not recruited based on their qualification.

4.3. Contribution of instructional supervision for teachers professional development

Table: 6 the instructional supervision contribute to the teacher.

N(T)=129 ,N(L)=42

No	Items	Respondent	Mean	Av.mean	t-test	P
1	The skill of supervisor facilitate opportunities where teachers increased their professional development	leaders	1.58	1.6	.68	.49
		Teachers	1.65			
2	The supervisor seeks to develop a social and educational climate	leaders	1.88	1.8	1.19	.23
		Teachers	1.73			
3	the skill of supervisor help teachers in techniques of the instruction process	leaders	1.63	1.68	.87	.38
		Teachers	1.73			
4	Facilitating professional growth of teachers through short term training at school level	leaders	1.70	3.2	1.21	.22
		Teachers	1.55			
5	facilitate experience sharing programs between teachers	leaders	1.68	1.7	.73	.46
		Teachers	1.73			
6	Assisting teachers in identifying locally available teaching and learning resources	leaders	1.43	1.45	.65	.51
		Teachers	1.48			
7	assisting teachers in selecting teaching techniques which enhance learning	leaders	1.75	1.67	1.32	.187
		Teachers	1.59			
8	Helping teachers in organizing co-curricular activity.	leaders	1.73	3.3	1.38	.169
		Teachers	1.57			

Significant level =0.05, t-critical value =1.96, (N(T)=Number of Teachers , (N (L)=Number of Leader, A mean values 1-1.50= strongly disagree; 1.51-2.50= disagree; 2.51-3.50= undecided; 3.51-4.50= agree and 4.51-5 strongly agree implementation of the items.

In item 1 of table 6, the respondents were asked whether the skill of supervisor facilitate opportunities for teachers' professional development. Teachers and supervisors with mean scores 1.58 and 1.65 respectively with average mean 1.61 rated disagree. The computed t-value (0.68) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups.

This indicated that the supervisors capacity is not facilitating for teachers professional development. In addition to this findings from document analysis instructional supervisors did not perceive the task of organizing induction course for beginner teachers as it is their responsibility. They always argue that, it is principals and CPD coordinator responsibility to organize induction program for beginner teachers. In addition, most of them do not have knowledge and skills on the procedures and principles of how to organize, plan and deliver induction course because there was lack relevant training for school supervisor on induction practice.

Likely Barr and Button (1998), noted that the aim of supervision is the improvement of the teacher, the growth of the pupil and the improvement of the teaching learning process as a whole. It refers that the supervisors' works in close collaboration with the school for bringing about improvement in teaching learning process As stated by Pajak (1999), the principal mechanism by which supervisors nurture the norm of collective responsibility for the improvement of instruction is by involving teachers in discussions and decisions through workshops and trainings at school level.

Item 2 in the table 6, was concerned the supervisor seeks to develop a social and educational climate. In this case teachers and leaders rated "disagree" with mean value 1.73 and 1.88 respectively with average mean 1.8. The computed t-value (1.19) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically

significant mean variation among the responses of two groups. This result indicates that both teacher and leaders the supervisor highly not seeks to develop a social and educational climate.

In table 6 above, item 3, the respondents were asked the skill of supervisor help teachers in techniques of the instruction process. The most of teachers and leaders seem to disagree with the statement that the skill of supervisor helps teachers in techniques of the instruction process. The rest teachers disagree that the skill of supervisor help teachers in techniques of the instruction process. The mean value of the respondents were rated 1.73 teachers and 1.63 leaders respectively with average mean. The computed t-value (0.87) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This result indicates that both groups of respondents were not agreed on affect staff morale. In addition to this teachers and leaders seems to have common believe on this school leaders issue.

Schools are the mission centers where the actual teaching learning takes place. Hence, making supervision a continuous responsibility at this level is crucial. One has to know how supervision at school level best be implemented, its purpose and effect on teaching learning process. Whatever attempt made at any level outside school regarding supervision the attempt will be meaningless unless supervisory activities are strengthening at school level (OREB, 2007 and MoE, 1995).

Item 4 of table 6, the respondents were asked if short term trainings were facilitated for teachers' professional growth. In this case, teachers and leaders rated below the average with mean 1.55 and 1.70 respectively with average mean 1.62. The computed t-value (1.21) at $\alpha= 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups.. This indicated that trainings on teachers' professional growth were rarely facilitated. In addition to this findings from document analysis shows that there was lack of training given for teachers which is related to teachers' professional development

In line with this, UNESCO (2010), targeted school heads, department heads and senior teachers (instructional supervision committee members) are responsible for professional development training program

In item 5 of table 6, the respondents were asked if the Experience sharing programs facilitated among teachers. In this case teachers and leaders mean 1.73 and 1.68 respectively with average mean 1.7. The computed t-value (0.73) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that experience sharing are rarely facilitated among teachers.

In item 6 of table 6, the respondents were asked if assisting given for teachers in identifying locally available teaching and learning resources. In this case teachers and leaders mean 1.48 and 1.43 respectively with average mean 1.45. The computed t-value (0.65) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that both teachers rarely assisting teachers in identifying locally available teaching and learning resources.

In item 7 of table 6, the respondents were asked if assisting teachers in selecting teaching techniques which enhance learning. In this case teachers and school leaders mean value 1.59 and 1.75 respectively with average mean 1.67. The computed t-value (1.32) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicated that teachers and leaders inadequately assisting teachers in selecting teaching techniques which enhance learning.

In item 8 of table 6, the respondents were asked if teachers are helped in organizing co-curricular activity. In this case teachers and leaders mean 1.57 and 1.73 respectively with average mean 1.65. The computed t-value (1.38) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicates that teachers are rarely supported in

organizing co-curricular activity. In addition to this open ended question from respondents analyzed replies most respondents suggested their instructional supervision is not effectively implemented as expected to contribute .Because there was no change as had seen from students result. In addition to this CPD program had not brought, No researches were conducted and no improvement on students achievement progress.

Many scholars like Harris (1999), and others have listed down contribution of supervision. They have identified three main contribution of supervision: Instructional Improvement, Professional Development and Curriculum Development. Many scholars like B.M. Harris (1999), and others have listed down contribution of supervision. They have identified three main contribution of supervision: Instructional Improvement, Professional Development and Curriculum Development.

4.4. Challenges and opportunities of instructional supervision

Table: 7. challenges and opportunities of the of instructional supervision

No	Items related to challenges	Respondent	Mean	Av.mean	t-test	P value
1	Supervisors lack of skill in applying techniques of supervision	leaders	3.93	3.97	1.01	.31
		Teachers	4.01			
2	Teachers perceive instructional supervision as evaluative than supportive activities	leaders	4.08	4.11	.70	.48
		Teachers	4.15			
3	Department heads and senior teachers, do not have proper training in the field.	leaders	4.30	4.28	.32	.74
		Teachers	4.27			
4	Related to opportunities Instructional supervisors create opportunity for experienced and competent teachers to practice self-directed supervision	leaders	4.08	4.1	.85	.39
		Teachers	4.15			
5	Instructional supervisors conduct further study (research) to improve specified gaps and solve the actual instructional problems	leaders	4.35	4.34	.16	.87
		Teachers	4.34			
6	Instructional supervision encourages teachers to use all ranges of active learning methods in the classroom	leaders	3.85	3.93	1.62	.11
		Teachers	4.01			
7	Instructional supervision support create conducive learning teaching environment	leaders	4.20	4.2	.15	.88
		Teachers	4.21			

In item 1 of table 7, the respondents were asked if supervisor's lack of skill in applying techniques of supervision was the factor affect instructional supervision. The responses mean value were 4.02 and 3.93 for teachers and leaders respectively with average mean 3.97. The computed t-value (1.01) at $\alpha= 0.05$ level of significance is less than the critical value 1.96

indicate that, there was no statistically significant mean variation among the responses of two groups. This showed that supervisors lack of skill in applying techniques of supervision.

For item 2 in the same table 7, the respondents were asked that if the way teachers perception supportive activities was one of the factors in instructional supervision. The responses mean value 4.15 and 4.08 teachers and leaders respectively with average mean 4.11. The computed t-value (0.70) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This showed that teachers perceive instructional supervision evaluative than supportive activities.

In item 3 of table 7, the two respondents were requested if lack of adequate training can affect instructional supervision. The respondents' mean value 4.27 and 4.30 teachers and leaders respectively with average mean 4.28. The computed t-value (0.32) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups.. This showed that respondents agreed on department heads and senior teachers rarely get proper training in the field.

In item 4 of table 7, the two respondents were requested if lack of creating opportunity for teachers to practice self-directed supervision. The respondents' mean value 4.15 and 4.08 teachers and leaders respectively with grand mean 4.1. The computed t-value (0.85) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This showed that instructional supervisors cannot create opportunity for experienced and competent teachers to practice self-directed supervision.

Emphasizing this Leeper (2010) point out that "supervision and action research are the indispensable guardians of teachers growth". Hence, it is suggested that if supervision is to help solve instructional problems, and improve the teachers' professional skill in dealing with these problems instructional supervision is a preferable approach to employ together with the other approaches of supervision.

In item 5 of table 7, the two respondents were requested if instructional supervisors conduct action research to improve specific instructional gap. The respondents' mean value 4.34 and 4.35 teachers and leaders respectively with grand mean 4.34. The computed t-value (0.16) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This shows that instructional supervisors rarely conduct further study (action research) to improve specified gaps and solve the actual instructional problems. In addition to this during the analysis of documents of sample schools, the researcher did not find any record regarding action research that conducted by teachers to solve the actual instructional problems. This indicates that, teachers were not well encouraged and supported by their respective school based supervisors to conduct research and develop problem solving skills to enhance better instruction for pupils.

According to McBirdge (1999), initial teacher training is aimed at developing teachers' initial competences; induction is aimed at helping new deployed teachers, develop professionally, identify and come up with an appropriate repertoire of actions and finally to structure their self-directed professional development.

In item 6 of the same table 7, the two respondents were requested if instructional supervisors encourage teachers to use all ranges of active learning methods in the class room. The respondents' mean value 4.01 and 3.85 teachers and leaders respectively with grand mean 3.93. This showed that instructional supervision rarely encourages teachers to use all ranges of active learning methods in the classroom. The computed t-value (1.62) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. In addition to this analysis from interview replies in most schools large amounts of teachers assess students by giving test and mid exam. These methods were not enough to assess student's level of understanding formative assessment techniques had to used. As most students forwarded their idea in most schools supervisors contact students at the end of the month and may be when conflict between individuals occur. This implies that there were not clinical supervision at all.

In item 7 in the same table 7, the two respondents were requested if instructional supervisors create conducive learning environment. The respondents' means 4.21 and 4.20 teachers and leaders respectively with grand mean 4.2. The computed t-value (0.15) at $\alpha = 0.05$ level of significance is less than the critical value 1.96 indicate that, there was no statistically significant mean variation among the responses of two groups. This indicates that there is no statistical significance difference between teacher and school leaders on issues. This shows that there was a less attempt of supervisors to create conducive learning environment.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of major findings, the conclusion drawn from the findings, recommendations that the researcher suggests, forward strategies to improve the status of instructional supervision practices and opportunities in government secondary schools of Guji zone in Oromia region.

5.1 Summary

The main purpose of the study was to assess the practices and opportunities of instructional supervision in government secondary schools of Guji zone, in Oromia Regional state. An attempt has been made to assess the practice of instructional supervision, procedure of class room visitation, the contribution of instructional supervision, perception of teachers, opportunities and challenges in instructional supervision.

Finally, the study made an effort to come up with suggestions and recommendations. In order to achieve the objectives the following basic research questions was raised:

1. What is the current practice of instructional supervision in Secondary schools of Guji Zone,
2. What is the perception of teachers towards the supervisory practice of Instructional supervision?
3. To what extent instructional supervision contribute to the teachers' professional development in secondary schools of Guji zone?
4. What are the existing challenges and opportunities of the implementation of instructional supervision in secondary schools of Guji zone were stated and answered.

To dig out the problems, the researcher used descriptive survey research design approach. The related literature was reviewed and documented. In order to get answers for the above basic questions, among 23 secondary schools found in Guji zone, the study was carried out on 6 secondary schools those which were selected by simple random sampling techniques to the study. There were 23 school supervisor and 721 teachers in the zone.

Totally 183 respondents were sampled for the study. These were 129 teachers were selected by simple random sampling technique, 42 leader (6 school supervisor, 6 principal, 6 vice principal and 24 Head Department) were selected by available sampling technique and 12 representative of student councils were selected by purposive sampling. In addition, two groups of respondents (school leader and teachers) were asked open ended questionnaires.

To gather data the researcher used mixed approach. The aim of the questionnaire, interview and document analysis were to elicit information regarding: to assess practices of instructional supervision, the roles of teachers and school leaders in instructional practices, the perception of teachers and school leaders about instructional supervision, the major challenges and opportunities that affects instructional supervisory practices and the possible efforts being made to improve the potential problems. The major findings of the study are as follows.

Regarding Current practice of instructional supervision the data gathered from respondents revealed that the practice of instructional supervision perceived as less effective. The average mean for this is 1.56. It laid between the intervals 1.50 – 2.49, this indicates disagree.

In general the major findings are: Respondents rated on supervisors compare the anticipated and actual behavior happen in the real class room situation mean average for this item is 1.73 which indicates the problem existence.

On supervisors use observation instrument to collect data on the lesson being thought the average mean value is 1.72 which represents disagree and on have you confirmed that supervisors collected relevant data as per agreed upon issues the respondents rated with mean value 1.62 shows disagreement on the study area.

The respondents rated on supervisors are giving sufficient time to observe the lesson in detail the average mean is 1.6 which shows there is a problem. Respondents expressed on supervisors are giving sufficient time to observe the lesson with mean average 1.54 this shows there is a problem.

As presented in the findings of this study shows that, teachers and leaders with the total mean score (1.62).this indicated that perception of teachers towards supervisory practices of instructional supervision is less.

The major findings of these are: the respondents rated on supervision affects the teacher's regular activities with mean value 1.7 which lies between 1.50 - 2.49 that rated as disagree. Similarly, instructional supervisions irritate teachers by focusing only on week point of the teachers, respondents rated with mean value 1.7 which indicates the problem.

Furthermore, respondents replied on supervisors focus on administrative matter, the respondents mean average value is 1.63 which indicates one of the problem in the study area.

On the other hand the two groups rated on supervisor should have knowledge and skills of supervision technique with mean average 1.56, which shows supervisors lack knowledge and skill.

Regarding contribution of instructional supervision on teachers professional development, the findings shows, the two groups rated on the supervisors seeks to develop social and educational climate with mean average 1.8, this lies between 1.50 – 2.49 this indicates the existence of the problem. In addition, respondents rated on supervisor rate on experience sharing programs between teachers. The two groups rated with mean average 1.705 which lies between 1.50 – 2.49 and indicates disagreement.

On the other hand the respondents rated on the skills of supervisors help teachers in technique of the instructional process and the mean average of the two groups is 1.68, this shows there is lack of supervisors support. Moreover, the two groups expressed on assisting teachers in selecting teaching techniques which teachers enhance learning with mean value 1.67 which lies 1.50 – 2.49 this shows disagree.

Regarding Challenges and opportunities of the instructional supervision the data gathered from respondents revealed that the two groups expressed their opinion on instructional supervisors on an able to conduct further study to improve specified gaps and solve the actual instructional problems the mean value is 4.3 and it lied between 3.5 – 4.49 which indicates

agree on the problem and respondents rated on department heads, senior leaders and teachers don't have proper training in the field the mean value is 4.28 which indicates agree on the problem.

Concerning instructional supervisory practice less supported to create conducive learning teaching environment. The mean value is 4.23, which shows the existence of the problem; and whether instructional supervisors create opportunity for experienced and competent teachers' self-directed supervision or not the mean value is 4.11 which shows agree on the problem.

5.2 Conclusion

Based on the findings and the summary made so far, the following conclusions were made:

Regarding Current practice of instructional supervisors this study found out that poor implementation of instructional supervision practice in pre observation stage and pre observation discussion were rarely conducted, there were lack of acquaints of supervisors with the lesson plan while visiting classroom in pre observation stage, supervisors rarely use observational instrument to collect information on the lesson being thought during observation, supervisors did not give enough time to observe the situation in detail and supervisors incapable to compare the anticipated actual behavior happening. From this we can conclude that a supervisor supervises without preparation and rarely conduct procedure of classroom observation.

Concerning major problems on perception of teachers towards practices of instructional supervision; there were lacks of supervisors' knowledge and skill on supervision techniques, supervisors rarely focus on administrative matters, there was poor assumption of teachers towards classroom observation, teachers negatively perceive class observation, there was inadequate capacity of supervisors to support teachers. Therefore, this study concluded that supervisors lacks know how of the supervision knowledge and skills. Thus, supervisors are unable to function instructional supervision. Therefore, supervisors are the causes for negative perception of teachers'.

Regarding contribution of instructional supervision towards teacher's professional development: this study revealed that less contribution of supervisors for teacher's professional development, supervisors unable to seeks to develop social and educational climate, they are not functional on experience sharing between teachers, supervisors lack skills to help teachers in technique of the instructional process, instructional supervisors less concerned in helping teachers in organizing co-curricular activity. Instructional supervisors are poorly facilitating professional growth of teachers through short term training at school level. This indicates that, supervisors are in efficient in doing on professional development of teachers.

With regard to challenges and opportunities of instructional supervision, instructional supervisors less concerned to conduct further study to improve specified gaps and solve the actual instructional problems, senior leaders and teachers don't have proper training in the field, instructional supervisors unable to support in creating conducive learning teaching environment, instructional supervisors do not create opportunity for experienced and competent teachers' self-directed supervision, Teachers negatively perceive instructional supervision as fault finding than evaluative and supportive activities. Therefore, supervisors are unable to contribute for instructional supervision and teachers. This indicates that supervisors are less concerned to facilitate instructional opportunities.

5.3. Recommendations

Based on the major findings and conclusions the following possible recommendations are forwarded.

1. This study found out that there is problem of following procedure of classroom observation. Therefore, it is department heads; principals, supervisors and the woreda education office should employ pre observation, during observation and post observation by preparing checklist for teachers.

2.This study revealed that supervisors rarely focus on administrative matters. The principals should change the trend of using more time for administrative than teaching learning activities. It is possible to delegate routine administrative activities to subordinates.

3.This study identified supervisors rarely use observational instrument to collect information on the lesson being thought during observation. It is recommended that supervisors should use observational instrument to collect information from teachers such as by checking student result.

5.The researcher found out that instructional supervisors unable to support in creating conducive learning teaching environment, instructional supervisors do not create opportunity for experienced and competent teachers' self-directed supervision and they are less concerned in helping teachers in organizing co-curricular activity. Therefore, principals, department heads and teachers should provide teachers to be self-directed and actively participate in co-curricular activity by creating conducive learning environment.

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7. APPENDICES

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLEGE OF EDUCATION AND BEHAVIORAL SCEINCE

Department of Educational Planning and management

7.1 Questionnaire to be filled by School Leaders (Supervisor, Principal, Vice principal and Department Head) and Teachers

General instruction

The main objective of this study is to investigate the practice and opportunities of instructional supervision in government secondary schools of Guji Zone. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Remark

1. No need of writing your name.
2. Mark sign X in front of alternatives
3. When it is found necessary, you can give more than one answer.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. Name of your woreda _____
2. School _____
3. Sex: Male Female
4. Age: 20-25 26-30 31-35 36 -40 41 and above
5. Work experience: 1-5 years 6-10 year's 11-15 year's 16-20 years
21-25 years 26-30 years 31-35 years 36 and above years
6. Educational background: Diploma First degree MA degree
7. Your position at the school: Teacher School principal vice principal
Supervisor Department head
8. If other specify _____
- 9 Current work position _____

SECTION I. Current practice of instructional supervision

Indicate your responses to the following items by making “X” mark in the box which indicates the extent to which your agreement or disagreement 5= (SA: strongly) 4=(A: agree) 3= (N: Neutral), 2=(dis agree) , 1=(strongly disagree)

NO	Items	Scale				
		1	2	3	4	5
	Before observation stage					
1	Supervisors and teachers discuss on the content, objective and methods of teaching before observation					
2	Supervisor acquaints you with the schedule lesson plan that will be visit when they visit the class room					
3	The supervisor informs and discusses with you teaching problem					
.	During classroom Observation					
4	Supervisors use observation instrument to collect data on the lesson being thought					
5	Supervisors are giving sufficient time to observe the lesson in detail					
6	Have you confirmed that the supervisors collected relevant data as per the agreed upon issues.					
7	Post Observation					
	The supervisor develop a plan for the post observational meeting					
8	Supervisor Compare the anticipated and actual behavior happen in the real classroom situation					
9	Receiving any contractive feedback from the observer					
10	Provide necessary feedback based on the actual observation for future improvement					

What supervisor procedures do the instructional supervisors should follow in conducting school supervision_____

SECTION II.To assess the perception of teachers towards the practice of instructional supervision

Please use one of the following Likert scales to indicate your response 1= Strongly Disagree (SDA) 2= Disagree (D), 3=Undecided (Un) 4= Agree (A) 5=Strongly Agree (SA) Use „√“ or “X” mark to write in the box corresponding to an action given

No	Items	Scales				
		1	2	3	4	5
1	Supervisors should have good knowledge and skills of supervision techniques.					
2	Supervision affects the teachers' regular activity					
3	Supervisor should focus on administration matters					
4	Teachers should not be observed by others					
5	Instructional supervision irritates teachers by focusing only on weak points of the teachers					
6	Teachers perceive instructional supervisors as fault finders than assisting them					
7	the capacity of a supervisor is solving of teachers' problem					

How do teachers view the supervisory service in the school? Are they interested and perceive a positives way?

SECTION III. The Contributions of Instructional Supervision in Professional Development of Teachers

Please use one of the following Likert scales to indicate your response

1= Strongly Disagree (SDA) 2= Disagree (D), 3=Undecided (N) 4= Agree (A) 5=Strongly Agree (SA) Use „√“ or “X” mark to write in the box corresponding to an action given

No	Items	Scales				
		1	2	3	4	5
1	The skill of supervisor facilitate opportunities where teachers increased their professional development					
2	The supervisor seeks to develop a social and educational climate					
3	The skill of supervisor help teachers in techniques of the instruction process					
4	Facilitating Professional Growth Of Teachers Through Short Term Training At School Level					
5	Facilitate Experience Sharing Programs Between Teachers					
6	Assisting teachers in identifying locally available teaching and learning resources					
7	Assisting teachers in selecting teaching techniques which enhance learning					
8	Helping teachers in organizing co-curricular activity.					

To what extent the instructional supervision has contributed to student performance and quality of Education in your school?

SECTION IV.Views on challenges and Opportunities of implementing instructional supervision.

Items related to the “Challenges affecting the practice of school-based supervision” are indicated below in the table. You are kindly requested to show your level of agreements by making a tick (X)

Key: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SDA)

No	Items related to chalenges	Scales				
		1	2	3	4	5
	Challenges					
4.1	Supervisors lack of skill in applying techniques of supervision					
4.2	Teachers perceive school-based supervision as evaluative than supportive activities					
4.3	Department heads and senior teachers, do not have proper training in the Field.					
	Items related to opportunities					
4.4	Instructional supervisors create opportunity for experienced and competent teachers to practice self-directed supervision.					
4.5	Instructional supervisors conduct further study (research) to improve specified gaps and solve the actual instructional problems					
4.6	Instructional supervision encourages teachers to use all ranges of active learning methods in the classroom					
4.7	School-based supervisory support created conducive learning teaching environment					

What are your points about the major problems that may hinder the effectiveness of instructional supervision activity?

Appendix-II

**HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

Department of Educational Planning and Management

Interview guides to be conduct with Student Council.

Dear respondents: The main purpose of this interview is to collect relevant data regarding “Practices and Opportunities instructional supervision in Secondary Schools of Guji Zone”. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the interview questions is of great importance, and your responses to the interview would be kept confidential. Thank you in advance for your cooperation!

Part I: General Information and Personal Data

1) School _____ 2) Sex _____ 3) Age _____

Part II: Give your response to the questions in short, and be precise

1. What is your opinions with regard to teacher’s instructional preparation based on student needs?
2. Are you satisfied with the general classroom environment? If you are not satisfied what improvements should be made to improve the condition?
3. Do your teachers use different methodology of teaching? If yes, what are they?
4. How do your teachers evaluate you whether the subject is clear to you or not?

Hint. Giving quiz, giving test, mid exam, assignment

5. How often do supervisors contact you to assess your learning progress? a, at the beginning of the class b, at the end of first semester c, at the end of the year

d, I do not know

Appendix-III

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLEGE OF EDUCATION AND BEHAVIOR

Department of Educational Planning and management

Program: MA School Leadership

Document Review Questions

Woreda _____

Name of School _____

1. Is there a report of instructional supervision concerning procedures of classroom observation?
2. Does this school have functional instructional supervision plan that developed by school supervision committee members?
3. Is there any research conducted by supervisors or teachers“ to solve instructional problems in this school?
4. How could supervisors“ identify typical focused teachers? Do they have check lists and Minutes to follow them?
5. Do supervisors have working manual and preparing training? Do they have organized documents?
5. Does training which prepared at school level are focused on teachers professional development need and do teachers participate on the development or construction?

Thanks in advance for your time and concern.