

**PRACTICES OF INSTRUCTIONAL SUPERVISION IN PUBLIC AND  
PRIVATE SECONDARY SCHOOLS OF DIRE DAWA CITY  
ADMINISTRATION**

**MA THESIS**

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Final approval and acceptance of the Thesis is contingent upon the submission of its final copy to the Council of the PGPD through the candidate's Departmental Graduate Committee (DGC).

## **DEDICATION**

I dedicate this thesis to my beloved husband: Mr Gebeyehu Akkasa, and my daughter Alpha Gebeyehu and my Son Yegeta Gebeyehu as well as for my beloved Mother Ejegayehu Abebe and my parents for giving unlimited support to my success.

## **STATEMENT OF THE AUTHOR**

By my signature below, I declare that this thesis is my own work. I have followed all ethical principles throughout the work of this thesis and all source of materials used for this thesis have been accordingly acknowledged.

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## **BIOGRAPHICAL SKETCH**

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## **ABBREVIATIONS AND ACRONYMS**

<b>BPR</b>	Business Process Reengineering
<b>B SC</b>	Balanced Score Card
<b>CPD</b>	Continuous Professional Development
<b>DD</b>	Dire Dawa
<b>DDEB</b>	Dire Dawa Education Bureau
<b>ETP</b>	Education and Training Policy
<b>ESDP</b>	Education Sector Development Program
<b>ESA</b>	Educational Standard Agency
<b>GTP</b>	Growth and Transformation Plan
<b>GEQIP</b>	General Education Quality Improvement Program
<b>MoE</b>	Ministry of Education
<b>TVET</b>	Technical and Vocational Education and Training
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

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# **PRACTICES of INSTRUCTIONAL SUPERVISION IN PUBLIC AND PRIVATE SECONDARY SCHOOLS OF DIRE DAWA CITY ADMINISTRATION**

**Wegayehu Misganaw**

## **ABSTRACT**

*The purpose of this study was to compare instructional supervision practices in public and private secondary schools of Dire Dawa City Administration. For this study, descriptive survey design was employed. Through stratified sampling technique, 5 public and 5 private secondary schools were selected. The sample size from 10 sample schools were 10 principals, 10 vice principals, 50 department heads, and 180 teachers selected by stratified random sampling. Besides to these, nine supervisors, 2 core process owners, and 3 case team coordinators from DDEB were included purposefully. The main data gathering instrument of the study was questionnaire. Interview and document analysis were also used to enrich the quantitative data. Interviews were held with nine supervisors, 2 core process owners, and 3 case team coordinators members. The quantitative data collected through the questionnaire were analyzed by using mean scores, standard deviation and t- test by using SPSS version 20. The major finding of the study indicated that regarding the practice of instructional supervisions in support planning in private and public secondary schools not effectively practiced. The same as, to assist the instruction, to applying continuous class room observation and to facilitate continuous training in each school are not practice enough. In addition to this, on the perception of instructional supervision in each school same teachers and school leaders to have negative perception. Generally, according to the above results it is possible to conclude that practice of instructional supervisions in private and public secondary schools of DDCA were inadequately practiced. Moreover, there was significant difference between private and public secondary schools. Based on the results of this study, the researcher recommended that instructional supervisors should be change their previous supervisory trend and using more time for support teaching learning activities, by conducting continuous and different approaches of classroom observation according to the situation and provide constructive feedbacks. Moreover, instructional supervisors should be emphasized on major tasks of supervision (direct assistance, curriculum development, group development, professional development, and action research). In addition to this, instructional supervisors must upgrade themselves by technology usage. Although, DDEB should be give attention to provide sufficient coaching, training and mentoring program for instructional supervisors to do in cooperate with MoE.*

## 1. INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, and objectives of the study, significant of the study, scope of the study and operational definitions of terms.

### 1.1 Background of the Study

In teaching and learning process, instructional supervision play an influential role in improving instruction by identifying and solving the problems and schools must improve their basic functions of teaching and learning process. Supporting this, De Grauwe (2001) has posited that national authorities rely strongly on the instructional supervision to monitor both the quality of schools and key measures of its success, such as student achievement. De Grauwe added that nowadays improving the quality of education has been given priority throughout the world; and to improve the quality, the national authorities are highly focusing on the instructional supervision. According to Dittmar F, Mendelsohn J, and Ward V. (2002), quality education is the provision of good education by well-prepared teachers.

Fullan (2006) has underscored importance of supervision role in high quality instruction and its systematic delivery as most necessary in order to ensure continuous improvement and ongoing academic success. According to Beach and Reinhartz (2000) in which instructional supervision needed to be viewed as a process that centers on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance.

Ndebele (2006) instruction supervision is the core of learning in the school and is the responsibility of the head with other players merely complementing his/her efforts, it seemed necessary to investigate the supervisory practices of Zimbabwe .The Ministry of Education in Uganda still maintains its supervisory roles through Education Standard Agency (ESA) whereby, supervisors are required to exhibit their competence, tactfulness, sincerity and integrity in their work (Nambassa, 2003).

According to the above different outers now a day instructional supervision was very essential for maintaining and improving the teaching-learning processes, the curriculum development, facilitates in service training, and provides professional support for teachers.

The researcher give emphases for these issues try to improve the practice of instructional supervision in Dire Dawa secondary schools.

MoE (2006) Supervisors' Responsibility to explain supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also to motivate teachers for their professional growth, to coordinate and expected to work intimately with teachers and school community for the school improvement program, monitor the curriculum development, facilitates in service training and provides professional support for teachers particularly on the basis of school improvement program and quality education .

In line with this, Education Sector Development Program IV [ESDP IV] by the MoE noted the importance of providing quality based instructional supervision to improve the quality of education (MoE, 2010) with forming school clusters. The concept of instructional supervision differs from school inspection in the sense of focuses on guidance, support and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. As well as in ESDP V give infuses for the new training course to provide both theoretical understanding and practical skills in core areas of instructional supervision and school leadership MoE (2015).

In the case of Dire Dawa apart from traditional inspection the new instructional supervision system structure had been started with the implementation of BPR (2010) by Dire Dawa Education Bureau in all urban and rural primary and secondary schools. This study focused on the practices of instructional supervision in public and private secondary schools of Dire Dawa Administration city. Thus researcher focuses on Practices of instructional supervision on the improvement of instruction of teachers because firstly, instructional supervision although long existing in our country; secondly, the weakening of these services has a lot to do with the deterioration of quality of education. So, the main purpose of the study could be to compared the practice of instructional supervision in public and private secondary schools and identify the major problems. Then, could be give recommendation for the improvement of instructional supervision in public and privet secondary school of Dire Dawa administration city.

## 1.2 Statement of the Problem

Instructional supervision is responsible for the improvement of learning and teaching process. Thus, it services at all levels of secondary school structure for the achievement of educational goals is influenced by the performance of supervisor but their implementations have so many problems.

Oliva (2005) the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, this publication revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

Kapfunde, (1990) indicate that teachers' anxieties are almost aroused when a supervisor comes to classroom as a rater or if the purpose of the supervisors' visits is unknown. These sentiments are relevance to in Zimbabwean situation where supervision is usually done to rate teachers.

Although the government of Ghana is focused on improving the supervision of instruction in schools, much still needs to be done. Research findings (Oduro, 2008; Opere, 1999) suggest that poor pupil performance in public schools, in part, is the result of ineffective supervision of teachers. Yet, there is no empirical evidence about the nature or quality of supervision of instruction in public schools. Generally, it was claimed that there is poor supervision of in public schools. In Ethiopia up to the recent there were ineffective instructional supervision and less professional support and evaluation of supervision in the Ethiopian Education system. Because the supervision system was limited to central and various levels (Ali, 1998).

Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality

education and the professional growth. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals' and teachers' professional growth, and ultimately to maximize learning achievement (MoE, 2002).

Desta (2014) research study was to investigate the prevailing practices and problems of instructional supervision in secondary schools of Nifas Silk Lafto Sub-City of Addis Ababa. Findings of the study revealed that supervisor and teacher respondents agreed on the unsatisfactory practices of the instructional supervisory skills, functions, processes, services and supports were the incompetence of supervisors improper utilization of leadership skills, lack of knowledge in facilitating in-service education and organizing workshops for professional development and instructional improvement, inadequate budget and insufficient manpower were found to be major hindrances in the practices of instructional supervision.

As revealed by the findings of Chanyalew (2005) supervisor one to two classroom observations were conducted in a semester. This was not for instructional improvement and professional development but rather for performance appraisal of teachers. In general, instructional supervision was not practiced as service and support for teachers and therefore, the program failed to attain its objectives.

In Dire Dawa the new supervision structure was designed in 2010 based on BPR and the concerned instructional supervisors were assigned by fulfilling transportation, equipment and materials to improve the existed challenges. But the major problems in the practice of supervision are training and specialization in the field of supervision and some facilities (DDEB, 2011). Due to this reason, the researcher felt that, there is a gap which needs in depth investigation about the practice of instructional supervision. In our country many study to studies on instructional supervision on public schools. But this study differ from others study to focus on compare the practices of instructional supervision in public and private secondary schools together for fill the gap of this area.

The researcher look to in detail the challenges faced on instructional supervision on own practices; so relentless efforts could be being made to alleviate the problems and others for the success of instructional supervision. Besides, from the 6 years teaching, 3 years principal and 2 and 4 years respectively in primary and secondary schools supervisor experience of the researcher. In addition, the current initiation for quality of education further rationalized

the researcher to deal in the area under discussion, as instructional supervision were a quality monitoring tool. Indeed, these circumstances initiated the researcher to conduct study on this issue.

This comparison could help to address about the practices, status, and competence, technical, procedural, attitudinal and significant difference between public and private secondary schools.

### **1.3 Research Questions**

This study could be guided by the following four basic research questions.

1. What is the current status of instructional supervision in public and private secondary schools of Dire Dawa City Administration?
2. What are the major areas of differences in instructional supervision between public and private secondary schools of Dire Dawa City Administration?
3. What are the major problems of instructional supervision in public and private secondary schools of Dire Dawa City Administration?
4. How can instructional supervision practices be improved in public and private secondary schools of Dire Dawa City Administration?

### **1.4 Objectives of the Study**

This section deals with the general and specific objectives of the study.

#### **1.4.1 General objective**

The main objective of this study was to compare the practices of instructional supervision in public and private secondary schools in Dire Dawa city Administration.

#### **1.4.2 Specific objectives**

Specifically the study was intended to:-

1. Examine the current status of instructional supervision in public and private secondary schools of Dire Dawa City Administration.
2. Identify the major areas of differences in instructional supervision between public and private secondary schools in Dire Dawa City Administration.

3. Distinguish the major problems of instructional supervision in public and private secondary school of Dire Dawa city Administration.
4. Find out alternative strategies to improve instructional supervision practices in public and private secondary schools of Dire Dawa city Administration.

### **1.5 Significance of the Study**

This study was believed to have the following importance. It could help teachers, supervisors, schools and other responsible officers to be aware the extent to which instructional supervision was implemented. It could provide important information to the local and national policy makers and program designers so that they could further revise and develop appropriate programs. It was also hoped that the study could contribute to the school communities by initiating responsible parties in school improvement program which ultimately could end with the highest learners' achievement.

It could help all school leaders and teachers to identify the strengths and weaknesses of instructional supervision activities to take remedial actions against the challenges that secondary schools faced in implementing instructional supervision. It could serve as a starting point for other researchers who could interested to done their research on the same title and drown the attention of educational Bureau of Dire Dawa, educational institutions and especially those which were involved in improving and upgrading instructional supervision training program. Moreover the study findings to address for different beneficiaries by providing hard and soft copies, giving awareness creation, workshop, consultative meeting, publishing it on internationally reputable journals.

### **1.6 Delimitation of the Study**

The study was delimited to DDAC, because of the researcher due to considering constraints of time and finance. Secondly, it was delimited to compare instructional supervision practices on support planning, assists the instruction, classroom observations, facilitate training, supervisory competence, perception about instructional supervision and limitation of supervisors practice in public and private secondary schools of DDCA.

In DDA, there were 10 Public and 10 Private Secondary Schools in urban and rural areas. Therefore, this study could be delimited to 5 public and 5 private secondary schools

selected. This study could be conducted in 10 secondary schools, five schools from public schools, namely Addisu, Afetessa, Lege hare, Medahnyalem and Melkajebdu. As well as five private schools namely: Notre Dame, Kedist mariam, Kedist Treza, Alfelaha and Luqman secondary schools.

### **1.7 Limitation of the Study**

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals, vice principals, department heads, teachers, supervisors and other respondent were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. 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**

**Instruction:** In this study teaching in a particular subject or skills taught, the act, process or profession of teaching.

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

**Instructional Supervision Practices:** In this study to do something repeatedly in order to improve performance through instructional supervision.

**Private Secondary School:** In this study means the formal schools in DD owned either by individuals or religious institutions which have the grade levels from 9 up to grade 10 or 12.

**Public Secondary School:** Means the formal schools in DD owned by public and providing the education levels from grade 9 to grade 10 or 12.

**Secondary School:** In this study it is an educational level of grade 9 -12 meaning first and second cycle secondary which is four years Prepare for university education.

**Supervision:** Means the process of helping teachers and pupils to achieve the instructional objectives of the school.

**Supervisors:** Means person in the school who is assigned to conduct supervision practices at school level.

## **2. REVIEW OF RELATED LITERATURE**

The review literature part of the research tries to discuss the major theoretical concepts related to definition and concept of instructional supervision, historical development of instructional supervision, tasks of instructional supervision, good qualities of instructional supervisor, techniques of instructional supervision, challenges against instructional supervision and strategies used for improving effectiveness of instructional supervision.

### **2.1 Concept of Instructional Supervision**

Supervision is a complex and dynamic process involving interactions at multiple levels, potentially with several individuals, subject to internal or individual characteristics and myriad external influences. It is integrated at many different levels of training and in many skill components, culminating in the capstone experience of an internship, where skill and knowledge integration is the expected outcome along with increased independent functioning (Gaziel, 2007).

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

Basically in education sector, the main purposes of instructional supervision were to improve classroom instruction and to promote improvement of teaching and learning process. Various scholars define instructional supervision differently to mention few Sergiovanni and Starratt (2002) instructional supervision as a set of activities and role specifications designed to influence instruction. Those instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance.

Instructional supervision might involve inspection but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff (Onocha, 2002). According to Ndebele (2006) since instruction supervision is the core of learning in the school and is the responsibility of the head with other players merely complementing his/her efforts, it seemed necessary to investigate the supervisory practices of Zimbabwean heads of schools.

The MoE (2005) defines instructional supervision as the management tool which is used to improve and monitor efficiency and quality of teaching and learning at all levels of educational system. Therefore, the effective functioning of schools is the result of effective school leaders that in turn is critically interdependent of quality supervision. In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors.

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

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

As could be understood from different scholars the general concept of instructional supervision can be considered as any services for teachers that eventually results in improving instruction, learning and the curriculum. Thus, supervision should consist of positive, dynamic and democratic actions designed to improve instruction through the continued support of all concerned individuals.

## 2.2 Historical Development of Instructional Supervision

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in 17th century. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision was borrowed from the industries that main purpose was to control the school plan and pupils achievements (Dull, 1981).

Over several decades great changes were observed in the philosophy, objective, function, technique and in the outcomes of supervision according to Oliva et al.(1997) these changes had happened, because supervisory behaviors and practices are affected by the political, social, religious and industrial forces existent at the time. This situation clearly to be observed when one examines the stage of development in the evolutionary process. Different authorities in the field have considered distinct periods and stage of supervision. For the sake of this research the researcher selected (Oliva et al., 1997) period. The distinct periods are stated in the table as follow.

**Table 1. Major Periods in the Historical Development of Educational Supervision**

Period	Type of Supervision	Purpose	Persons Responsible
1820-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selection, citizens' committee
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and special central-office supervision, superintendments
1930-1950	Human relations, democratic	Improving instruction	Principal, central-office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources,	Improving instruction	Principals, central office supervisors, school based

	democratic		supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central office supervisors, school based supervisors. peer/coach/mentor
1985-present	Scientific, clinical, human relations, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive, culturally responsive, ecological	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events, analyzing cultural and linguistic patterns in the classroom	School-based supervisors, peer/coach/mentor. principals, central office supervisors

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Source: Supervision for Today's Schools 1997

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

Although classifying of inspection/supervision into stages on the basis of mere changes of terminologies was not quite sound as the change of inspection to supervision and vice-versa were not based on pedagogies but were rather politically motivated. Moreover, we do not find convincing pedagogical explanation to justify the shift made in terminology. Furthermore, the shift was allegedly centered on required competence end has nothing to do with the terminology. Therefore, resorting to change in terminology does not reflect change in concept or content (Haileselassie, 2002). In this regard, Inspection/ supervision in the Ethiopian context can be divided into four stages.

1. The first period, 1934-1954 E.C. In this period the inspectorial activities were carried out by laymen. The inspectorial office was carried by a British educational expert and two

other Ethiopians. Direct inspection through visits, Curriculum related tasks and staff recruitment were the major responsibilities of inspection during this period.

2. The Second period, 1955-1973 E.C. The term inspection was officially replaced by supervision. The preparation of a handbook for supervisors, and the beginning of supervisors training programmed which was reached by an agreement between the MoE and the H.S.I.U (now A.A.U) were the major steps undertaken during this period.

3. The third Period, 1974-1980 E.C. in this period once again the change of name from supervision to inspection was being introduced. With the socialism demands of strict control, more attention being given to administrative activities then professional and pedagogical helps.

4. The fourth period, 1986 E.C. to date inspection was changed into supervision with the essence of promoting Democratic Educational Leadership. The Ethiopian Educational Training Policy of 1994 has made the educational management more decentralized. Regarding this Hailesilassie (2002) remarked that what is envisaged at present is democratic supervision which would seek the participation of all concerned in all spheres of the educational establishment items of decision-making, planning and envelopment of objectives and teaching strategies in an effort to improve teaching- learning process. Accordingly, devolution of authority to the grassroots level and decentralization of decision making process in instructional supervision were takes place. In general, we can conclude that starting from the time of its introduction until recently tremendous efforts; had been invested on instructional supervision to make it more relevant for the betterment of education.

### **2.3 Tasks of Instructional Supervision**

Jacklyn (2008) there are five essential tasks of instructional supervision. These are direct assistance, group development, professional development, and curriculum development and action research. These interrelated instructional supervision tasks can purposefully planned to increase teacher thought.

Sergiovanni and Starratt (2002) the instructional supervisors must possess and implement the five essential tasks into their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills and Conceptual

Skills. Therefore MoE(2012) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools but not part of the line managers. It is clear that instructional supervision include many activities targeted towards achieving educational objectives. The five essential tasks of instructional supervision to describe below:-

### **2.3.1 Direct Assistance**

Direct assistance to teachers is one of the crucial elements of a successful school instructional supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers and making sure they are not feeling isolated but is essential part of a team oriented staff (Glickman et al., 2004).

### **2.3.2 Curriculum Development**

The need of curriculum development is for the improvement of instruction. As Glickman et al. (2004) states, curriculum development involves the instructional supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Curriculum development has become the major function of instructional supervision in the school. As Harris (cited in Million, 2010) 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 are the components of instructional supervision.

According to Chanyalew (2005) the major responsibilities of instructional supervisors in curriculum development process are: Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; Plan and implement a well-established in-service training program; Aid in goal definitions and selections at local, state and federal level; Work closely with administrators to establish roles that are expected of consultant who are outside the school.

### **2.3.3 Group Development**

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students learning will be enhanced. Successful schools involve teachers in school wide projects through meetings (Glickman et al., 2004).

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to Jacklyn (2008) group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards.

Schools, as organizations today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, instructional supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

### **2.3.4 Professional Development**

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993) any experience that enlarges teacher's knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development. Since, the skillful teachers and competent teachers are very crucial for successful school, professional development is the major function of instructional supervision.

Harris (1998) views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development:-

Involvement of instructional supervisors in planning and delivering the program; Differential training experiences for different teachers; Placement of the teacher in an active role (generating materials, ideas and behaviors') Emphasis on demonstrations, supervised trials and feedback, teacher experience sharing and Mutual assistance; Linkage of activities to the general professional development program; Teacher self-initiated and self-directed training activities.

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in (UNESCO, 2006) teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development. Relevant activities in continuing professional development of teachers can include; improving teachers general education background as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

### **2.3.5 Action Research**

The school is the basic unit of change in an educational setting. Zepeda (2003) describes action research as a self-reflective inquiry undertaken by participant in order to improve the rationality of, their own practices, their own understanding of these practice and the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as “action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction”.

Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes and finally judge the success of their endeavors.

Ministry of Education MoE (2002) indicated that, it is the responsibility of instructional supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning

problems. Furthermore, clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, instructional supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

## **2.4 GoodQualities of Instructional Supervisor**

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For an instructional supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; in the same vein, he/she must be strong willed (Hammock & Robert, 2005).

They farther state that, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction.

Basic principles of instruction supervision forwarded by (Hailesslassie, 2002) include the following: -Supervision is Attitudinal: This principle compare that effectiveness to instruction supervision depends up on the attitude of the supervisor and constructive attitude in the co-owner.

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

It is Cooperative: This principle implies instead of directing attention only to the improvement of individual teachers, the cooperation efforts of the entire staff in the study of educational problems of schools is so important.

It is Ethically Sound: This principle emphasize sensitivity to ultimate values, aims and polices with specific reference to their adequacy, Factness and law, with special emphasis given to accuracy and change and development and methods interims of changing values,

clear aims and policies. It is Scientific: This implies that supervision should use orderly systematic and critical methods of study as well as utilizing more objectives, precise, sufficient, important and more expertly secured and more systematically organized data and conclusion within its province as well as its own materials and procedures. It should be Democratic: This suggests that supervision should provide full opportunity for cooperation and participation as well as for substation of leadership for authority.

Instructional supervisor increase their quality in order to by different skill. About these different authors says: -Major Skills of supervisory personnel: Katz in Sergiovanni and Starratt (1995) indicates three interrelated basic skill of supervisory personnel. These skills are technical, human and conceptual skill. The details of these skills presented briefly as follows: -Technical Skills: implies "an understanding of and proficiently in a specific kind of activity particularly one involving methods, processes, procedures or techniques" (Ayalew, 1991).

Jenson(2000) suggested that, benefits of supervision in smooth and good interpersonal relationships with the employees are know and respect the individual characters, talent and potentials, Help to avoid teachers frustration, can approach in which teachers fell free to express problems of concern to them, recognize good work and make use of every opportunity to complement teachers for work well done and for improvement noted, Assist teachers in devising technique for creating and maintaining good classroom discipline, encourage giving constructive in a friendly, firm and positive manner.

To conclude a supervisor endowed with human skill is said to have the skill to generating a friendly and conducive climate that may render the well-being satisfaction of all members and the organizations; he or she is approachable in such a way that teachers can fell to express problems of concern; he or she able to provide constructive criticism in a positive and friendly way; what is more he or she is able to decide the type of skills he or she develops in working with others group of teachers.

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

## **2.5 Approaches to Instructional Supervision**

The current practice is using a range of instructional supervision approaches to meet diverse needs and situations. The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni and Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

By supporting the necessity of alternative supervisory options for teachers Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency. In the same way, it is noted in (Kwong, 1992) as successful matching of options to teachers' results in enhanced professional development, increased work motivation and more effective teaching and learning. As Sergiovanni and Starratt(2002) mentioned there are at least five supervisory options those are

### **2.5.1 Clinical Supervision**

It was a type of supervision which takes place in classroom and strengthens the teaching learning process. As Cogan (1997) defined clinical supervision in the following way the rational and practice designed to improve the teachers' classroom performance. It takes its principal data from the events of the classroom the analysis of these data and the relationship between teachers and supervisors form the basis of the program, procedures and strategies designed to improve the students' learning by improving the teacher's classroom behavior. Clinical supervision is used to help teachers to modify existing patterns of teaching in ways that make sense to them. Thus clinical supervision is very useful for improving teaching learning process in the classroom.

### **2.5.2 Collegial Supervision**

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue,

curriculum development, peer observations, feedback and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment.

Other terms that describe forms of collegial supervision include mentoring, cognitive coaching and peer coaching. In this option supervisor's role was that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions.

### **2.5.3 Informal Supervision**

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

### **2.5.4 Self- Directive Supervision**

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all" and the supervisee as a seeker of help.

Other researcher Fanselow (1990) starts by exploring amore reasoned method of benefiting teachers in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self-exploration, seeing one's own teaching differently,

observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

## **2.6 Challenges of Instructional Supervision**

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

### **2.6.1 Perception of Teachers towards Supervision**

Instructional supervision aims at improving the quality of children's education by improving the teacher's effectiveness. Lilian (2007) noted the improvement of the teacher learning process is dependent upon teacher attitudes towards instructional supervision. Unless teachers perceive instructional supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

### **2.6.2 Teacher-Supervisor Relationship**

It was believed that the beginning teachers were to be closely supervised and helped by senior teachers. In line with this Pajak (2002) indicated that a good instructional 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 instructional supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect instructional supervisory practice, supervisors better to make supervisory activities

professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in (UNESCO, 2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

### **2.6.3 Lack of Adequate Training and Support**

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Rashid (2001) lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school.

Another issue of concern is whether supervisors are given enough training to provide the supervisory services properly (De Grauwe, 2001). He is expressed little doubt that advisers, supervisors and other such staff need regular training, but they seldom receive it, pattern of recruitment and promotion procedures, supervisors (advisers, supervisors or other such staff) need regular training but they are seldom provided with pre-service or in-service training.

De Grauwe note that throughout the history of supervision, training of supervisors has been considered important.

In line with this Merga (2007) pointed out, lack of continuous training system for instructional supervisors to up-date their educational knowledge and skills is obstacle of the practice of instructional supervision. Philipos (2012) shows in his finding were; lack of competence in the proper utilization of supervisory management skills, improper management of instructional supervisory behavior systems and incompetence in the

facilitation of staff development through in-service education and instructional improvement through workshop organization.

#### **2.6.4 Excessive Workload**

Instructional supervisors are responsible to carry out in-built supervision. In addition to this they are responsible for administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school instructional supervisors are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching.

De Grauwe (2001) observed that countries such as Spain, France and Guinea which separate administrative from pedagogical supervision do not experience such problems. Thus, combining administrative and supervisory duties is another challenge for instruction supervision. Therefore, in order to do an effective job, this problem should be overcome as a first priority. Supporting the above idea, Rashid (2001) in his study showed that, the supervisor's high workload, lack of cooperation work negatively affects the practice of instructional supervision.

Chanyalew (2005) in his study the supervisors further confirmed that, this single, classroom observation was not carried out for the purpose of improving classroom instruction; rather for final performance appraisal purpose. In general, the instructional supervision was not perceived as a helping endeavor by the supervisees and the program failed to attain the objective because of the supervisors in routine works.

### **2.7 Strategies Used For Improving Effectiveness of Instructional Supervision**

The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, and performance counseling and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own

unique way. In general, instructional supervisors ought to be skilled and knowledgeable about the task elements of their school work.

A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).

According to Stadan (2000) a good instructional supervisor should be approachable, good listener, very patient and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

On Edo Journal of Counseling enaigbe A. P, (2009) are Strategies for improving supervisory skills for effective primary education in Nigeria. Strategies for improving supervisory skills:-Training and retraining of instructional supervisor: the training of new supervisors and the retraining of old ones should be taken seriously. Morale Boosting: the relationship between motivation and performance of skills, If instructional supervisors are properly motivated with available work materials, Employment of instructional supervisors with higher educational qualifications: Supervisors with higher qualifications are more likely to perform better in the field than those with lower qualification.

According to Okoro (2004) education personnel with higher qualifications display more confidence in their workplace. International and inter-state exchanges and Improved Selection Criteria for instructional Supervisors: instructional supervision is a technical task that requires meticulous, firm and objective assessment.

According to Obanya (2005) stimulates confidence, which is a necessary ingredient for skill acquisition and performance, disciplinary action against unprofessional or unethical conduct or performance, reward for Performance. Sullivan & Glanz (2000) they suggest that teachers must be able to rely on instructional supervisors for instructional assistance, moral boosting and curriculum planning. They also suggest that supervisors should be honest to their teachers and be open to discussions. They finally propose that supervisors must have a

working knowledge of the curriculum and pedagogy and be a master teacher, Listening: listening to and hearing the needs of teachers are one of the responsibilities of supervisors.

Blasé & Blasé (1999 and 2004) Planning for lesson observation: Proponents of instructional supervision such as Cogan and Gold hammer advise that supervisors mutually plan lesson observation with teachers, rather than supervisors entering the classroom unexpectedly and with pre-determined rating items.

Instructional supervisors frequent visit classrooms (walk-through) make their presence felt in the school (Blasé & Blasé, 2004; Rous, 2004). Such visits are usually not planned, but to put teachers on the alert to ensure that they (teachers) make good use of instructional time and chip in support to teachers when necessary. Rous (2004) reported that lack of contact between teachers and instructional supervisors in her study negatively affected instructional practices. Observing lessons: Lesson observation has been seen as a major tool instructional supervisors use to assess the content knowledge of teachers and their competency in instructional strategies and practices, so as to provide the necessary assistance to improve instruction.

Holland (2004)visiting classrooms and providing feedback to teachers is considered one of help them reflect on what actually took place in the teaching-learning process. Teaching resources: It is widely believed that teaching-learning resources can improve instruction. An empirical research study has shown that some instructional supervisors ensured that teachers were provided with and assisted to select appropriate teaching materials and resources to improve instruction (Rous, 2004).

Professional development: In-service training in the form of workshops, conferences and symposia as well as distributing literature about instruction, equip teachers with expertise as a form of professional development (Blasé & Blasé, 1999; Glickman, 2003). Promoting collaboration: instructional supervisors provide time and opportunities for teachers to collaborate with one another to improve their instructional strategies and skills (Sergiovanni & Starratt 1993). Promoting collegiality (collaboration) among teachers has been argued that collaboration results in teacher motivation, self-esteem, efficacy and reflective behavior such as risk taking, instructional variety and innovation/creativity.

### 3. RESEARCH DESIGN AND METHODOLOGY

This section deals with the research design, description of the study area, type of data sources, sampling techniques, the data collection methods and data analysis methods used and ethical considerations taken in conducting the study.

#### 3.1 Description of the study area

Dire Dawa City Administration is one of the two chartered cities in Ethiopia. It is located in the eastern part of the country enclosed by the Somali Regional State and the Oromia Regional State. It is found at a distance of 515 Kilo Meters from Addis Ababa and 311 Kilo Meters from Djibouti. It has 9 urban and 38 surrounding rural kebeles. The administration has an estimated area of 128,802 hectares and a population of 427,000. It is grouped into Kolla and semi-kolla climatic zones (<http://www.dire-dawa.gov.et/>).

The north eastern part of Dire Dawa is relatively sparsely populated lowland exhibiting agro-pastoral and pastoral system, and the south eastern part of the administration comprises of the escarpment with mixed farming system. It lies between 1000 to 2000 meters above sea level. The average monthly temperature is 24.8 degree Celsius. Average annual rainfall amounts to 604 mm (<http://www.dire-dawa.gov.et/>).

In the Education bureau, there are a total of 9 work processes of which 4 are core process owners (main department) and 6 support processes. Under the bureau, there were 68 primary, 10 secondary and preparatory government schools, and 33 primary and 10 secondary private schools. Generally in Dire Dawa 590 Teachers and 13,717 students were educated in public and private secondary schools (DDEB, 2008).

In Dire Dawa, there are different formal and non-formal institutions including DD University, TVET College, Rift valley and Lucy university colleges, Addis Ababa and Dire Medical College are formal but St. Merry and Alpha university colleges are non-formal. However in DD there are so many institutions that give short term trainings to certify students in different skills.

## **3.2 Research Design**

In this study, descriptive survey research design was employed. Because the major goal of this study was to compare the practice of instructional supervision in public and private secondary schools of DDCA as it exists at the present. It was also relevant to gather detailed information concerning status of the practice of instructional supervision in schools.

Similarly Cohen (1994) describes that this research design helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions could be compared or determining the relationship that exist between specific events.

In this study both a quantitative and qualitative data, were collected (Frankel and Wallen, 2004). Quantitative approach was selected because it is best to show situations as they currently exist and responses obtained by questionnaire could be analyzed quantitatively. Then, the researcher also reports only what was happened. Qualitative approach was used to discover themes and relationship at the case level (Gall, Gall and Borg, 2007). This helped to analyzed data obtained through interview, open ended question and document analysis. Data on its natural settings and more clarification enabled the researcher to interpret the phenomena and findings.

## **3.3 Sources of Data**

The study used primary and secondary sources of data.

### **3.3.1 Primary Sources of Data**

Primary data was collected from teachers, department heads, vice principals, principals, and supervisors and from education bureau core process owners and case team coordinators by using open and closed ended questionnaires and interviews.

### **3.3.2 Secondary Sources of Data**

The secondary data sources were BSC and BPR plan, performance reports, school reports and documents of supervision, minutes and supervisory reports.

### 3.4 Population, Sample and Sampling Techniques

According to Dire Dawa administration education bureau, in 2015/16 there were 10 public and 10 private secondary schools. The researcher selected 5 from public and 5 from private by using stratified random sampling technique. The target population was considered as follows. In public and private schools there were 361 teachers, 50 department heads, 10 vice principals, 10 principals from public and private schools, 9 supervisors, 4 core process owners and 5 case team coordinators take from education bureau which are the total population of the study.

Purposive sampling technique was employed to incorporate 2 core process owners and 3 case team coordinators. Available sampling technique was used to obtain 9 supervisors, 10 principals, 10 vice principals and 50 department heads from ten sample public and private schools. 50% of teachers were selected from each sample public and private schools by stratified random sampling technique and for interview 2 core process owners and 3 case team coordinators and 9 supervisors to ensure that a proportional number of samples were obtained.

**Table2: Sample of the study from the total population.**

Population	N	n	Percentage Of the sample size	Sampling techniques
Core process owners	4	2	50%	Purposive
Case team coordinator	5	3	60%	Purposive
Supervisors	9	9	100%	Available
Secondary school	20	10	50%	Stratified Random Sampling
Principals	10	10	100%	Available
Vice Principals	10	10	100%	Available
Department heads	50	50	100%	Available

Teacher	361	180	50%	Stratified Random Sampling
<b>TOTAL</b>	<b>469</b>	<b>274</b>	<b>58%</b>	

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*Key: %=Percentag, N= population size, n= Sample size*

### **3.5 Instruments of Data Collection**

Data were collected from the selected sample schools in order to acquire the required information by using questionnaires, interview and document analysis and to increase the validity.

#### **3.5.1 Questionnaires**

Questionnaire was used because it was the most appropriate tool to obtain both qualitative and quantitative data relative to other types of instruments and it was standardized to reach a large number of respondents. It was also better for respondents' to reduce ambiguity and effects of biased conclusion and interpretation (Kothari, 2004).

Closed and open-ended items were designed in English and framed in a five point likert scale which ranges from very high to very low. The questionnaire addressed the basic question of the study. The researcher developed the same questionnaires by herself under close guidance of the advisors and distributed them to public and private secondary school teachers, department heads, vice principals and principals. This was because the questionnaire could contain a lot of open and closed ended questions which could take time at least 1 hour so that the respondents could be able to respond to it even at home and could be collected by the support of other data collectors.

A pilot study was conducted to check the reliability and validity of the data collecting instruments and to conduct before the questionnaires could be administered. The validity of the instrument was carried out with the English teachers of Afetesa secondary school and the guidance of advisors. Moreover, reliability test was performed to check the consistency

and accuracy of the measurement scales by Cronbach's coefficient alpha ( $\alpha$ ). As suggested by Cronbach (cited by Tech-Hong & Waheed, 2011), the reliability coefficients above 0.70 were generally found to be internally consistent.

Pilot test was conducted at Dire Dawa comprehensive and Dire Betel secondary schools which were not part of the sample schools. The participants were 2 principals, 3 vice principals, 2 supervisors, 6 department heads and 20 teachers selected by using available sampling methods. This process helped the researcher to determine reliability. The analysis of the data was done by using SPSS version 20 and the reliability of the instrument was computed in Cronbach's coefficient alpha ( $\alpha$ ) and found to be 0.876. This value indicates that the instrument is very good to measure the intended objective of the study.

Similarly, for the study data was gathered from a total of two hundred seventy four (250) respondents. That was ten (10) school principals, ten (10) vice principals, fifty (50) department heads, and one hundred eighty (180) teachers. To these effects two hundred fifty (250) questionnaires were distributed to all respondents and filled out properly and returned respectively. The analysis of the data was done by SPSS version 20 and the reliability of the all instrument was computed in Cronbach's coefficient alpha ( $\alpha$ ) and found to be 0.853 and the validity value KMO = 0.910, Sig=0.000. This value indicates that the instrument is excellent to measure the intended objective of the study.

**Table: 3Reliability Test**

No	Description of item	N of Items	Cronbach's Alpha
1	Compare difference instructional supervision was being practiced in Private and Public Schools.	18	.902
2	On the major problems of instructional supervision in Private and Public Schools..	15	.804
	<b>Average</b>	<b>33</b>	<b>.853</b>

### **3.5.2. Interview**

Interview involves oral communication between the researcher and the interviewees. In order to counter check the relevance of the information already obtained as well as the data that were not included in the questionnaire questions were included in interview and they were administered. Interview questions were prepared in English by the researcher and translated to in Amharic by language experts for the betterment of communication for 9 supervisors, 3 case team coordinators and 2 core process owners.

For this purpose, interview guide questions were developed and employed. Therefore, the participants were exploited to give in depth responses related to their experiences and to express views in their own words. The interview was carried out by the researcher as per the guideline of interview at the work place of the subjects.

### **3.5.3 Document Analysis**

Documents which deal with educational concern were used as important sources of data. These include annual BPR and BSC plan and reports, school performance report and minutes, supervisor BSC plan, monthly reports and checklist. These secondary data were obtained from Dire Dawa education bureau, secondary schools and hand of supervisors.

## **3.6 Data collection procedures**

The respondents were contacted by the researcher in person to make them aware about the purpose of the study and then copies of 250 questionnaires were distributed to respective subjects at their work places. In addition, the purpose of the study was explained on the first page of the research questionnaires. After few days, the data was collected. The interview was carried out by the researcher based on the permission and willingness of respondents at their work place. Finally, document investigation was made by the researcher herself. Then, using statistical tools, analysis was made. Eventually, some possible recommendations were forwarded.

### **3.7 Methods of Data Analysis**

The data was analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions were tallied, tabulated and filled into SPSS version 20 and interpretation was made in terms of percentage, mean, standard

deviation and t-test. The percentage was used to analyze the background information of the respondents, whereas, the mean and standard deviation were derived from the data as they served as the basis for interpretation of the data as well as to summarize the data in simple and understandable way.

Interpretations were made for all five point scale measurements based on the following mean score results (Aron et al., 2008): 1.00 – 1.49 = strongly disagree, 1.50 – 2.49 = disagree, 2.50 – 3.49 = undecided, 3.50 – 4.49 = Agree, 4.50 – 5.00 = strongly agree. Apart from this, t- test was used to test statistically significant difference between the mean scores of the public and private schools. The existing response differences were tested at 0.05 level of significance. On the other hand, the data that were obtained from the document analysis and interviews were analyzed qualitatively. Then, data was coded to make the analysis easy. Also the results were triangulated with the quantitative findings by narration. Finally, conclusions were made and recommendations were forwarded.

### **3.8 Ethical Considerations**

Ethics is usually defined as codes and conducts which the investigator should follow in research and are linked with norms, values and corporate social responsibilities. An investigator should consider ethical issues in the research, because they relate directly to the integrity of the research and it is a way to do the work honestly and with responsibility.

In line with this, questionnaire and interview respondents were requested for their voluntariness by informing the objectives and outcomes of the research before embarking on the real data collection process. The researcher first informed the purpose of the study to the respondents and assured them that the information obtained from them will be used for educational purpose only. Appointment was made as per suitability and access of the respondent and sufficient time was given in order to prepare them for the interview. Moreover, respondents were provided with all kind of confidentiality concern and as per their permission, their identity was kept anonymous.

#### **4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This section deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, and document analysis. It consists of two major parts. The first section deals with the characteristics of all those who took part in the study. The second section presents the analysis and interpretation of the main data.

The data was gathered from a total of two hundred seventy four (250) respondents. That is, a total of, ten (10) school principals, ten(10) vice principals, fifty(50) department heads, and one hundred eighty (180) teachers. To this effect, two hundred fifty (250) questionnaires were distributed to all respondents and they were filled out properly and returned respectively. But, (237) 95 percent of the total and (13) 5 percent of were not returned. The data was analyzed in both quantitative and qualitative methods. The qualitative part was used as complementary to the quantitative data.

Two core process owners, three case team coordinators, and nine secondary school supervisors, generally 14 respondents took part in the interview and this data was supported by document analysis. The demographic characteristics of participants in the study are presented in table and are summarized by using the variables school type, sex, age,



On Table 4, 136 (82.4 %) were from public and 102 (17.6%) from private school 238 respondents in total. The sex composition of participants of the study indicates that about 85.3% of them are male and 14.7% are female from private school and about 80.1% of them are male and 19.1% are female from public. Totally 82.4% are male and the rest are female. The same as for the interview respondents which consists a total of 14 respondents from which 78.6% were male and the rest were female.

This implies that female personnel in education need special encouragement and motivation to be as many as male counterparts. Moreover, the sex composition to compare between private and public schools the data to implicate about 5% difference. Thus, in private schools the participation of female personnel less than from public schools. This result to show in private schools needed special encouragement and motivation for female.

The private school respondents were found to be in the age range of 20-30 years, 53.9 % and 21.6 % of the respondents were 31-40 and above 41 years respectively. On the other hand, 31.6% of the public school respondents were found to be in the age range of 20-30 years, 51.5% and 16.9% of the respondents were in the age range of 31-40 and above 41 years respectively.

In general, majority 71.4% of the respondents were above 31 years old, which implies that most of the respondents were matured enough to provide data needed for the study. Moreover, the age composition to compare between private and public schools the data indicate that not more difference between the ages of respondents.

On the whole, interviewee core process owners, case team coordinators, and supervisors had about 90 percent of the participants are above the age of 30 implying that most had the maturity level required to provide comprehensive data. On the other hand, out of those respondents 70 percent were male while the rest were female. This indicates that the participation of female in leadership position was very low.

As item 3, regarding the respondents work experiences, it was found that in private schools those in between the service year range of 1-15 years were, 73.6% and 18.6% are from 16-30 and 1.5% above 31 years. Whereas those between the service year ranges of 1-15 were 71.3% and 27.2% of them were in the range of 16-30 and 1.5% were above 41 years respectively in public schools.

About educational level 82.4% of private school respondents were undergraduates and 17.6% of them were MA/MSc holders. Similarly, in public schools 83.8% of the total respondents were first degree holder and 16.8% of them were MA/MSc holders. Majorities 83.1% of the total respondents were at undergraduate level and the remaining of them were MA/MSc holders.

With respect to interviewees 60 percent were undergraduate level and the remaining 14 percent of them were MA/MSc holders. This data shows that the education sector of Dire Dawa should give a chance to join MA/MSc programs to upgrade its personnel.

So, this shows that all of the respondents were from the education sector and they are core people for conducting the study and to provide data needed since most had the maturity level required to provide comprehensive data.

## 4.2 Practice of Instructional Supervision in Private and Public SS of DDCA

Under this to compare the practice and difference of instructional supervision by support planning, assists the instruction, classroom observation, and facilitate training in private and public secondary schools.

### 4.2.1 Support Planning

**Table 5: Views of Respondents on Support planning**

No	Items	School Type	Mean	SD	Average	
					Mean	SD
1	Have own plan and reporting system.	Private	2.85	1.60	3.16	1.4
		Public	3.46	1.19		
2	Help schools in formulating shared strategic and school improvement plan.	Private	3.24	1.48	3.42	1.29
		Public	3.60	1.09		

3	Support teachers consistently giving constructive feedbacks on the implementation of annual and weekly lesson plans.	Private	3.29	1.43	3.38	1.28
		Public	3.46	1.13		
4	Support schools giving constructive feedbacks on the implementation of department plans.	Private	3.06	1.53	3.29	1.32
		Public	3.52	1.12		
5	Support schools giving constructive feedbacks on the implementation of co- curriculum plan.	Private	2.68	1.52	3.06	1.31
		Public	3.43	1.09		

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**Key:** *SD=Standard deviation*

On Table 5, item 1, the respondents were asked to rate on instructional supervisors have own plan and reporting system. Accordingly the computed mean value (2.85, SD= 1.60) of private schools and (3.46, SD=1.19) of public schools indicated undecided respectively. But, this issues well practiced in public schools than private schools.

Moreover, the data obtained through interview also reveals, instructional supervisors prepared own plans drawn from BPR and to prepared BSC plan, implement in all schools and have reporting system. But, most of the interviewees' are agree on the implementation and quality of this plan not enough significant and not bring pronounced change on the schools.

Similarly, the data obtained from the document on hand of supervisors confirmed the above result. That means, instructional supervisors have own plans and implementation reports. But, the public school supervisors have plan and shows implementation reports but not in private supervisors reporting system. Generally, the interview and document analysis shows this practice their implementations not bring effective change on the schools objectives and it is at lower implementation.

On Table 5, item 2, the respondents were asked to rate on instructional supervisors help schools in formulating shared strategic and school improvement plan. According to the computed mean value (3.24, SD= 1.48) of private schools and (3.60, SD=1.09) of public schools indicated undecided and agree respectively. In addition to this, the average mean value = 3.42, SD = 1.29 this result indicated the implementation at moderate performance. Similarly, this issues well practiced in public schools than private schools.

On the other hand, the data obtained from interview result shows that there were instructional supervisors help schools in formulating shared strategic and school improvement plan by giving training for school improvement plan committee on the guideline of school improvement plan on the preparation of this plan and help up to finishes the plan. But private schools not prepared strategic plan and the quality of plan is challenge for instructional supervisors.

Moreover, during the document analysis the private and public schools principals were asked there document and minuets in relation to formulating shared strategic and school improvement plan. On the school minuets shows the instructional supervisor to discuss and give training for school improvement plan committee on the guideline of school improvement plan about the preparation of strategic and school improvement plan. Although, public schools to have strategic and school improvement plan but private schools not preparation of strategic plan.

Generally, the interview and document analysis shows this practices it have different implementation in private and public schools but not bring enough change on school goal.

On Table 5, item 3, the respondents were asked to rate on the practice of instructional supervisors support teachers consistently giving constructive feedbacks on the formulating and implementation of lesson plan. According to the computed mean value (3.29, SD= 1.43) of private schools and (3.46, SD=1.13) of public schools result indicated undecided respectively. According to mean value, this issue well practiced in public schools than from private schools.

In addition, one interviewee said, “It is known that each teacher was submitting his/her daily and weekly lesson plan of the coming week to his/her the department head every Friday; then the department head signed and send it to the vice principal on the same day. Lastly, each teacher was collecting the approved daily and weekly lesson plans from the vice principal’s office on Monday”.

Besides to this, during the document analysis, it has been tried to see the teacher’s lesson plan on hand of teachers and it has been found a checklist was prepared to follow whether the teacher has prepared his/her lesson plans every week and supervisors to support this step. From this, it can be infer to that supervisors were giving constructive feedbacks on weekly and daily lesson plans of the teachers. But same teachers not accepted the comment and not get attention on the

preparation of lesson plans. Because, of this not bring effective change on the quality of teachers lesson planning system.

On Table 5, item 4, the respondents were asked to rate on the practice of instructional supervisors support schools giving constructive feedbacks on the formulating and implementation of department plans. According to the computed mean value (3.06, SD= 1.53) of private schools and (3.52, SD=1.12) of public schools result indicated undecided and agree respectively. According to mean value, this issue well practiced in public schools than from private schools.

On Table 8, item 5, the respondents were asked to rate on the practice of instructional supervisors support schools giving constructive feedbacks on the formulating and implementation of co- curriculum activity plans. According to the computed mean value (2.68, SD= 1.52) of private schools and (3.43, SD =1.09) of public schools result indicated undecided respectively. According to mean value, this issue well practiced in public schools than from private schools.

Moreover, the data obtained from the document result shows that private and public schools principals were shows there document and minuets in relation to instructional supervision to support planning of department and co-curriculum activity. On the minuets shows the instructional supervisor to discuss on planning and implementation of department and co-curriculum activity with school principals and department head frequently. But the quality of plan and the implementation not effectively support the curriculum according to expected standards.

**Table 6: Comparison of the views of the respondents on supporting planning in Private and Public SS**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
In school instructional supervisors to	Private school	102	15.12	3.02	0.000	236	0.005
	public school	136	17.47	3.49			

## support planning

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*Key: N= Sample Size, SD=Standard Deviation and Df=degree of freedom*

On Table 6, the respondents were asked to rate their agreement levels on the practice of instructional supervision in support planning in private and public school. Accordingly, the private school respondents result (Weighted mean=15.12, SD=5.44). Similarly, the public schools respondents result (Weighted mean=17.47, SD=4.05). According to mean value, this issue well practiced in public schools than from private schools. Moreover, the significant t-test ( $t = .005$ ,  $df = 236$ ,  $p = .000 < 0.05$ ) indicates that there is statistically significant mean difference in both schools on the practice of instructional supervisions in support planning. This implies that the practice of instructional supervision in support planning in both types of schools is at different standard.

Moreover, the idea found out from the interview of core process owners, case team coordinator and supervisors shows that instructional supervisors prepared their own plans drawn out from BPR and prepared BSC plan and implement in all schools and have reporting system. Thus, instructional supervisors depends up on BSC plan to help schools planning and support teachers on giving constructive feedbacks on lesson planning, and department, co- curriculum activity and school improvement program planning. But, all of the interviewees' are agree on the implementation of support planning not enough significant and not bringing pronounced change it is at lower standard.

Similarly, the documents revealed available in Dire Dawa Education Bureau BPR and instructional supervisors BSC plan to explain about how instructional supervisor to support each plan of schools. Moreover, during the document revealed the private and public schools principals were asked there document and minutes in relation to support planning on the instructional supervision practices of their schools.

On the school minutes shows the instructional supervisor to discuss about school improvement planning, lesson planning, department and co-curriculum activity are only three time in this academic years but in public school shows in different schools frequent discussions minutes and shows implementation reports but not in private school reporting system. Generally, the interview and document analysis shows this practices it is at lower implementation.

Thus, it is possible to infer that in order to make the instructional supervision practices in support planning in private and public school in different standard. But it was not implemented properly in all schools to the expected level of instructional supervision responsibility. In light of this the MoE (2006) states Supervisors' responsibility to explain supervisor as an expert who supports teachers and other educational experts for the improvement of teaching learning activities.

#### 4.2.2 Assisting instruction

This section to present six questions to compare the practice of instructional supervision in public and private secondary schools.

**Table7. Views of respondents on assist the instruction**

No	Items In our school, instructional supervisors:-	School Type	Mean	SD	Average	
					Mean	SD
1	Assisting teachers in using student center techniques which enhance learning.	Private	3.64	1.24		
		Public	3.54	1.14	3.59	1.19
2	Assisting teachers to using available teaching materials and laboratory.	Private	3.45	1.30	3.47	
		Public	3.49	.98		1.14
3	Help teachers in formulating appropriate continuous assessment implementation.	Private	3.66	1.21		
		Public	3.70	.98	3.68	1.04
4	Improve teachers' skill in class room management.	Private	3.63	1.22		
		Public	3.46	1.19	3.54	1.21
5	Assist teachers to conduct action research.	Private	3.04	1.33		
		Public	3.02	1.13	3.03	1.32
6	Assist teachers to evaluate curriculum.	Private	3.25	1.31		
		Public	3.15	1.19	3.2	1.25

*Key: SD=Standard deviation*

On Table 7, item 1, the respondents were asked to rate on the practice of instructional supervisors assisting teachers in using student center techniques which enhance learning.

According to the computed mean value (3.64, SD= 1.24) of private schools and (3.54, SD

=1.14) of public schools rated agree respectively. According to, mean value this issues well practiced in private school than from public schools.

On Table 7, item 2, the respondents were asked to rate on the practice of instructional supervisors assisting teachers to using available teaching materials and laboratory. According to the computed mean value (3.45, SD= 1.30) of private schools and (3.49, SD =.98) of public schools rated undecided respectively. According to, mean value this issues practiced in public school than from private schools.

On Table 7, item 3, the respondents were asked to rate on the practice of instructional supervisors help teachers in formulating appropriate continuous assessment implementation. According to the computed mean value (3.66, SD= 1.21) of private schools and (3.7, SD =.98) of public schools rated agree respectively. According to, mean value this issues same what practiced in public school than from private schools.

From the interviews and the open-ended question, the response of both groups shows instructional supervisors assistance provided for teachers in terms of in using student center techniques, using available teaching materials and laboratory and in formulating appropriate continuous assessment implementation and most supervisors claimed that they provided assistance mostly while most teachers not accepted and implemented.

The interviews held with case team coordinator and curriculum process owners suggested that the level of support provided for teachers by supervisors could not be taken as significant enough to contribute to the professional development of teachers. The presence of conflicting responses compelled the researcher to check for evidence of appropriately stated objectives in lesson plans, locally available sources used for teaching and learning, and the number and types of continuous assessment. Results indicate that may not bring radical change in implementation of school goals in regard to assist teachers in improve teaching techniques which enhance learning.

On Table 7, item 4 shows, the respondents were asked to rate on the practice of instructional supervisors improve teachers' skill in class room management. According to the computed mean value (3.63, SD= 1.22) of private schools and (3.46, SD =1.19) of public schools rated agree respectively. According to, mean value this issues practiced in private school than from public schools.

On Table 7, item 5, the respondents were asked to rate on the practice of instructional supervisors assist teachers to conduct action research. According to the computed mean

value (3.04, SD= 1.33) of private schools and (3.02, SD =1.13) of public schools rated undecided respectively. According to, mean value this issues practiced in private school than public schools.

On Table 7, item 6, the respondents were asked to rate on the practice of instructional supervisors assist teachers to evaluate curriculum. According to the computed mean value (3.25, SD= 1.31) of private schools and (3.15, SD =1.19) of public schools rated undecided respectively. According to, mean value this issues more practiced in private school than public schools.

In addition, the participants of the interview held revealed that instructional supervisors were encouraging and some are gives training for teachers to conduct action research. Besides to this, during the document analysis, it has been tried to see same action research which had conducted by teachers in public schools but no conducted in private school. From this, it is possible infer to that the instructional supervisors were insufficient to encourage the teachers to conduct action research. However, MoE (2002) indicated that, it is the responsibility of instructional supervisor to facilitate situations in order to exist the respecting and assistance of teachers offer professional support how to solve teaching learning problems.

**Table 8: Comparison of instructional assistance provided by supervisors in Private and Public SS**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
Supervisors are assists the instruction	Private school	102	20.67	3.44	.001	236	.740
	public school	134	2.36	3.39			

*Key: N= Sample Size, SD=Standard Deviation and Df=degree of freedom*

On table 8, the respondents about instructional supervisions to assists the instruction were asked to rate their agreement level from each school. According to, the private school respondents the (Weighted mean=20.67, SD=3.44). Similarly the (Weighted mean=20.36, SD=3.39) rated the public schools respondents. So, this mean result to shows instructional supervisions to assists the instruction more practiced in private school than public schools.

Moreover, the significance t-test ( $t = .740$ ,  $df = 236$ ,  $p = .001 < 0.05$ ) indicates that there was statistically significant mean difference between the opinion of the two groups on the practice of instructional supervisions to assists the instruction. Thus, it can be said that the

practice of instructional supervisions to assist the instruction in both school are in different standard. So, the experience sharing on this issue between two groups is very essential.

Moreover, interviews also support the above finding the practice of instructional supervision to assist the instruction to guide teachers in using student center techniques, to using available teaching materials and laboratory, in formulating appropriate continuous assessment implementation, improve class room management, to conduct action research, and to evaluate curriculum to assist. But the level of support provided for teachers by instructional supervisors could not be taken as significant enough to contribute to the professional development of teachers at lower standard.

Additionally, researcher was checked the documents for evidence instructional supervision to assist the instruction. The documents were available in hands of teachers, school documents and minutes and checklist shows that instructional supervisors to assist the instruction. Moreover on the checklist of classroom observation was show signature of teacher, vice principals, and instructional supervisor discuss about how to implement continuous assessment, using student centered approaches, to using available teaching materials and laboratory, class room management, and to evaluate curriculum to assist.

According to the document evidence the implementation of instructional supervision assist the instruction in private schools better than from public school. But, could not be taken as significant enough to contribute improve teaching learning practices. Instructional supervisors had not got attention assist the instruction through systematic manners. This made the schools to have different implementations so as to achieve the intended objectives thus the plan which compresses routine activities and prepared in systems may not bring radical change in implementation of school goals in regard to assist teachers in selecting teaching techniques which enhance learning.

Generally, the interview and document analysis shows this practices it have lower implementation. In line with this, MoE (2010) the instructional supervision focuses on guidance, support and continuous assessment provided to teachers for their professional development and improvement in the instruction.

#### **4.2.3 Classroom observation**

This section to present four questions to compare the practice of instructional supervision in public and private SS.

**Table 9: Views of Respondents classroom observation provided by instructional supervisors**

No	Class room observation -In our school Instructional supervisors :-	School Type	Mean	SD	Average	
					Mean	SD
1	Support teachers by conducting continuous and using different approaches of classroom observation.	Private	2.08	.96	2.26	1.12
		Public	2.43	1.28		
2	Discuss with teachers and provide constructive feedbacks about classroom observation.	Private	2.21	1.02	2.36	1.11
		Public	2.51	1.32		
3	Identify any limitations of teachers, school leaders.	Private	2.34	1.09	2.36	1.18
		Public	2.38	1.27		
4	Evaluate school performance so as to give feedback for improvement.	Private	2.17	.98	2.43	1.15
		Public	2.69	1.32		

*Key: SD=Standard deviation*

On Table 9, item 1, the respondents were asked to rate on the practice of instructional supervisors support teachers by conducting continuous and using different approaches of classroom observation according to the situation. According to the computed mean value (2.08, SD= .96) of private schools and (2.43, SD =1.28) of public schools rated disagree respectively. According to mean value, this issue well practiced in public schools than from private schools.

On Table 9, item 2, the respondents were asked to rate on the practice of instructional supervisors discuss with teachers and provide constructive feedbacks after classroom observation. According to the computed mean value (2.21, SD= 1.02) of private schools and (2.51, SD =1.32) of public schools rated disagree respectively. According to mean value, this issue well practiced in public schools than from private schools.

From the interview and the open-ended question, the response shows that the instructional supervisors did not identify teachers' instructional limitations during regular classroom observation. As a result, the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools' goal achievement.

Regarding the frequency of classroom observation provided for individual teachers, the obtained data from the open-ended items of the questionnaire and the interviewee supervisor revealed that classroom observation was carried out one or two times per semester for each teacher. In relation to this, the supervision coordinators also explained that even if the office had a plan with supervisors to visit schools and support teachers 3 times per year (at the beginning of the year, at the end of the first semester and at the end of the academic year), due to various constraints could not support the schools adequately. As a result, they visit the secondary schools twice a year.

*In light of the above analysis, the finding of the study conducted in Ukraine showed that, teachers were observed at least five times per year (Benjamin, 2003). Conducting classroom observation once cannot lead to identify the teachers' appropriate implementation of teaching learning activities in the class.*

In relation to this, MoE (1994) in its supervision manual indicated, the necessity of continuous classroom observation in enabling teachers to evaluate their routine tasks and helps to improve their poor performance. Similarly, by supporting the above idea, Sergiovanni and Starratt (2002) revealed that, a continuous observation or formative observation should be undertaken for teachers before a final assessment.

On Table 9, item 3, the respondents were asked to rate on the practice of instructional supervisors identifying any limitations of teachers, school leaders, students and other school stakeholders and support. According to the computed mean value (2.34, SD= 1.09) of private schools and (2.38, SD =1.27) of public schools, they respectively disagreed. In addition to this, according to the mean value, this issue was practiced more effectively in public schools than in private schools.

On Table 9, item 4, the respondents were asked to rate on the practice of instructional supervisors evaluating school performance so as to give feedback for improvement. According to the computed mean value (2.17, SD= .98) of private schools and (2.69, SD

=1.32) of public schools rated disagree and undecided respectively. According to, mean value this issues same what to practiced effectively in public schools than from private schools.

**Table 10: Comparison of classroom observation by instructional supervisors in Private and Public SS**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
Class room observation	Private school	102	8.8	2.2	.000	236	.045
	public school	136	10.01	2.5			

*Key: N= Sample Size, SD=Standard Deviation and Df=degree of freedom*

On Table 10 item 1, respondents was raised instructional supervisors to applying continuous classroom observation. The respondents were rating their agreement level. According, to the private school respondents (Weighted mean=8.8, SD=2.2) and the public school rated (Weighted mean=10.01, SD=2.5). So, mean value of this issue indicated same what to practice effectively in public schools than from private schools.

Moreover, t-test value ( $t=.045$ ,  $df= 236$ ,  $p=.000 < 0.05$ ) indicates that there was statistically significance mean difference between the opinion of the two groups on the practice of instructional supervision to applying continues classroom observation. So, it can be said that the practice of instructional supervisions to applying continues classroom observation in both school are in different standard.

As the interview result shows one of the interviewee (case team coordinator) explain: *“Instructional supervisors assist teachers in classroom observation according to their plan. They are doing classroom observation individually and with supervisors’ team one or two time in semester”*.

In addition to, the idea found out form the interviewee and open ended questions are support the above idea. Generally, instructional supervisors were made classroom observations for each teacher one or two per a semester but it was not applying continues. Similarly, same supervisors explained that even if they have a plan and checklist to conduct

classroom observation of each teacher 4 times per year due to various constraints could not be done.

But must conduct classroom observation for each teacher was observed twice or three times a year, after observation discuss with teachers and provide constructive feedbacks about their limitations, and evaluate school performance so as to give feedback for improvement. However, the above interview result shows instructional supervisors was conducted classroom observation one or two per a semester for each teachers are not enough and ineffective to improve the instructions and teacher performances.

In addition to that, researcher was checked the documents for evidence instructional supervision to conduct continuous classroom observation and give feedback. So, the documents were available in school and checklist shows that instructional supervisory to conduct classroom observation and give feedback for some teachers two time and for others three time. Moreover on the checklist of classroom observation was show signature of teacher, vice principals, and instructional supervisor discuss about how improve their teaching learning process.

According to the document evidence the implementation of instructional supervision supervisory to conduct classroom observation in private and public schools in different standards. From the result of the finding, it is possible to say continues class room observation practices were not properly implemented and almost there was significant difference between the private and public secondary schools of DD and not bringing significant change on the classroom instruction and the performance in lower standard.

According to, Chanyalew (2005) in his study further confirmed that, single classroom observation was not carried out for the purpose of improving classroom instruction; rather for final performance appraisal purpose. Similarly, Sergiovanni and Starratt (2002) those instructional supervision is designed to supervise, support and influence instructions of teachers in the classrooms instructional activities to develop students' performance.

*Additionally, MoE (2005) In Ethiopia, instructional supervision has often been seen as the main vehicle to improve teaching and learning in schools, with the help of different stakeholders as instructional supervisors. Taking this reality, practices of instructional supervision have genuine*

*significances for the improvement of teachers' pedagogical and methodological skills.*

#### 4.2.4 Facilitate Training

This section to present four questions to compare the practice of instructional supervision in public and private secondary schools.

**Table 11: Views of Respondents on instructional supervisors to Facilitate training**

No	Item In our school instructional supervisors :-	School Type	Mean	SD	Average	
					Mean	SD
1	Facilitates and assists teachers and school leaders on continuous professional development.	Private	1.83	1.01	2.13	1.16
		Public	2.42	1.30		
2	Identify any limitations of teachers and school leaders in order to facilitate and give planed trainings.	Private	1.75	.91	1.85	1.11
		Public	2.19	1.31		
3	Evaluate current teaching learning practice and support teachers to improve their teaching practice by facilitate and give planed trainings.	Private	1.97	1.13	2.1	1.23
		Public	2.22	1.33		

*Key: SD=Standard deviation*

On Table 11, item 1, the respondents were asked to rate on the practice of instructional supervision facilitates and assists teachers and school leaders on continuous professional development. According to the computed mean value (1.83, SD=1 .01) of private schools and (2.42, SD =1.30) of public schools rated disagree respectively. According to, mean value the above issues well practiced in public schools than private schools.

On Table 11, item 2, the respondents were asked to rate on the practice of instructional supervisors identify any limitations of teachers and school leaders in order to facilitate and give planed training. According to the computed mean value (1.75, SD= .91) of private schools and (2.19, SD =1.31) of public schools rated disagree respectively. According to, mean value the above issues well practiced in public schools than private schools.

On Table 11, item 3, the respondents were asked to rate on the practice of instructional supervisors evaluate current teaching learning practice and support teachers to improve their teaching practice by facilitate and give planed trainings. According to the computed mean value (1.97, SD=1.13) of private schools and (2.22, SD =1.33) of public schools rated disagree respectively. According to, mean value the above issues well practiced in public schools than private schools.

According to, interview point of view majority of respondent, supervisors have in a better position to identify group development needs at school creating peaceful school environment in the teaching learning process. Support teachers to improve their teaching practice by facilitate and give planed trainings. But these are not implemented effectively.

So, the supervisors must search on in this kind of good condition for the future. Related to skills one school Principal said

*Teachers were acquired new knowledge and skill through short term trainings, summer courses, observing others, using mentoring, coaching and by reading different books in the library.*

**Table 12: comparison of the views of respondent on instructional supervisors to Facilitating training in Private and Public SS**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
Facilitate training	Private school	102	5.55	1.85	.000	236	.000
	public school	134	6.83	2.27			

*Key: N= Sample Size, SD=Standard Deviation and Df=degree of freedom*

On Table 12 item 1, respondents were raised on the practice of instructional supervision to facilitate planed and continuous training to rate their agreement levels from each school. According, to the private school respondents were (Weight mean=5.55, SD=1.85) and the (Weight mean=6.83, SD=2.27) in public school. Moreover, the significant t-test ( $t=.000$ ,  $df= 236$ ,  $p=.000$  less than 0.05) indicates that there was statistically significance mean difference between the opinion of the two groups on the practice of instructional supervisors to facilitate regular training. So, the result shoes that the practice of instructional supervisors to facilitate training in both school are in the different level.

Furthermore, the public schools more practiced from the private school. So, this shows it has facilitate experience sharing between two groups.

Moreover, the idea found out from interviewee instructional supervisors to facilitate training and give two or three time in a year but there is no regular training schedule because of lack of budget. So, the level of facilitate and give continues trainings for all stakeholders according to their limitation and interests by supervisors could not be taken as significant enough to contribute to the professional development.

In addition to, the researcher to check for evidence from documents is available in hands of supervisors and school documents and minuets. On the minuets of same public schools showed that instructional supervisors to facilitate and give trainings for school stakeholders three times on this academic years on different topics but in private school only one time. But, could not be taken as significant enough to contribute improve the teaching learning practices

According to, document evidence and response of respondents the implementation of instructional supervisors to facilitate and give training for school stakeholders in private and public schools in different standard.

Generally, the above results to indicate instructional supervisors had not got attention facilitate and give planed and regular trainings through systematic manners. the supervisors to have different implementations so as to achieve the intended objectives thus too busy in routine activities, lack of budget, and prepared in systems may not bring radical change in implementation of regard to facilitate and give trainings for all stakeholders in selecting techniques which enhance learning, according to their limitation and interests of school stakeholders.

According to, Desta (2014) findings of the study revealed lack of knowledge in facilitating in-service training and organizing workshops for professional development and instructional improvement, inadequate budget were found to be major hindrances in the practices of instructional supervision. However, MoE (2012) the instructional supervisors for the professional development of teachers were facilitating training on teaching and practices, providing short term training at school level.

### 4.3 Problems of instructional supervision in public and private SS in DDCA

Under this section to present three major theme questions to identify the major problem of instructional supervision practice on supervisors' competence, perception and weakness of supervisors practices in private and public secondary schools of DD.

#### 4.3.1 Supervisors' Competence

This section to present four questions to compare the practice of instructional supervision in public and private secondary schools.

**Table 13: View of respondents on Supervisors' competence in public and private SS**

No	Item	School Type	Mean	SD	Average	
					Mean	SD
<b>In our schools instructional supervisors:-</b>						
1	Are competent enough to help other teachers.	Private	2.30	1.12	2.29	1.21
		Public	2.28	1.30		
2	Have relevant qualification in supervision.	Private	2.40	1.21	2.39	1.23
		Public	2.38	1.25		
3	Have taken planed and continuous relevant trainings.	Private	2.26	1.15	2.35	1.21
		Public	2.44	1.26		
4	Are always updating themselves by getting short term training opportunities in relation to supervision practices.	Private	2.23	1.16	2.21	1.22
		Public	2.18	1.27		

*Key: SD=Standard deviation*

On Table 13, item 1, the respondents were asked to rate on instructional supervisors are enough competent to help other teachers. According to the computed mean value (2.30, SD=1.12) of private schools and (2.28, SD =1.30) of public schools rated disagree respectively.

On Table 13, item 2, the respondents were asked to rate on all instructional supervisors have relevant qualification in supervision. According to the computed mean value (2.40, SD=1.21) of private schools and (2.38, SD =1.25) of public schools rated disagree respectively.

On Table 13, item 3, the respondents were asked to rate on instructional supervisors have taken planned and continuous relevant trainings. According to the computed mean value (2.26, SD=1.15) of private schools and (2.44, SD =1.26) of public schools rated disagree respectively.

On Table 13, item 4, the respondents were asked to rate on the instructional supervisors are always updating themselves by getting short term training opportunities in relation to supervision practices. According to the computed mean value (2.23, SD=1.16) of private schools and (2.18, SD =1.27) of public schools rated disagree respectively.

Similarly, the response collected from the interviewed case team coordinator also confirmed that there were no regularly organized training programs given for instructional supervisors. In the same way, the interview with supervision coordinators revealed that due to financial constraint and lack of vehicles they couldn't offer regularly relevant training programs and sufficient support for supervisors at school level. Also, core proces owner declared that the equal status in educational level of instructional supervisors with secondary principals and teachers also made them lack of confidence to assist teachers.

The response from supervision coordinator revealed that there were no adjustments made to train instructional supervisors organized way of developed their profession. As mentioned by the same interviewee, lack of skilled manpower and inadequate number of experts, lack of budget, and lack of in-service training for themselves in turn to assist others were among the hindrances made to train instructional supervisors and provide adequate assistance for secondary schools.

Hence, data obtained from interview, it is possible infer to that lack of enough competent and experienced supervisors in secondary schools negatively influence the supervisory activities in the study area. The result also revealed that instructional supervisors were overloaded with routine tasks and were not well trained to conduct supervision in upgrading their supervisory responsibilities and support teachers effectively.

**Table 14: Comparison of the views of respondents on Supervisors' Competence in Private and Public SS**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
Supervisory competence	Private school	102	9.19	2.29	0.908	236	0.750

Public school	136	9.28	2.32
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*Key: N= Sample Size, SD=Standard Deviation and Df= degree of freedom*

On Table 14, respondents were asked their agreement level on the supervisors' competence to rate from each type of school. Accordingly, the result from private school respondents (Weight mean=9.19, SD=1.85) and the (Weight mean=9.28, SD=2.32) in public schools. Moreover, the t-test ( $t=0.750$ ,  $df= 236$ ,  $p\text{-value}=0.908 > 0.05$ ) indicates that there is no statistically significant mean difference between the opinion of the two groups about instructional supervisors competence. So, it can be said that instructional supervisors' competence in both types of schools are in the same standard.

In the interview session the researcher discussed with core process owner, case team coordinator, and supervisors held about all instructional supervisors are enough competence to help other teachers, relevant qualification in supervision, and taken continues relevant trainings, updating them by getting short term training opportunities in relation to instructional supervision practices.

*One interviewee said: Now same instructional supervisors are not qualified by supervision or educational leadership. But now DDEB for supervisors to give chance of long term (MA) and short term training by leadership and updating themselves but not enough.*

Other interviewee said that: *"Most of experienced teachers in schools are not interested for hiring as supervisors because of them fear as they might not paid adequate salary in respect to their experiences"*.

The open ended question participants from private secondary schools said that DDEB provided short term trainings only to the supervisors, principals, vice principals and department heads of the public schools not give attention for private schools. This is affected the competence of educational personals.

Hence, data obtained from interview, it is possible infer to that lack of enough competent and experienced supervisors in secondary schools negatively influence the supervisory activities in the study area. The result also revealed that instructional supervisors were overloaded with routine tasks and were not well trained to conduct supervision in upgrading their supervisory responsibilities and support teachers effectively. According to Desta (2014) findings of the

study revealed on the unsatisfactory practices of the instructional supervisory skills, services and supports were the incompetence of supervisors’.

#### 4.3.2 Perception about instructional supervision

This section to present five questions to compare the practice of instructional supervision in public and private secondary schools.

**Table 15: the views of respondent on Perception of instructional supervision in public and private SS.**

No	Items	School Type	M e a n	SD	Average	
					M e a n	SD
1	Teachers and school leaders don't have enough understanding about the advantage of instructional supervisors for the improvement of instruction	Private	1.97	1.00	2.16	1.16
		Public	2.38	1.31		
2	Teachers are resistant against the instructional supervisory activities.	Private	2.02	1.13	2.27	1.22
		Public	2.51	1.31		
3	instructional supervisors are fault finders rather than assisting teachers	Private	2.07	1.13	2.24	1.21
		Public	2.41	1.30		
4	School teachers are ready to accept their instructional limitations.	Private	2.27	1.21	2.48	1.29
		Public	2.68	1.37		
5	School teachers are ready to accept their instructional limitations.	Private	2.20	1.16	2.44	1.24
		Public	2.68	1.32		

Key: *SD=Standard deviation*

On Table 15, item 1, the respondents were asked to rate on teachers and school leaders don't have enough understanding about the advantage of instructional supervisors for the improvement of instruction. According to the computed mean value (1.97, SD=1.00) of private schools and (2.38, SD =1.31) of public schools rated disagree respectively. So, according to mean value public schools respondents have more understanding about the advantage of instructional supervisors for the improvement of instruction from private schools peoples.

On Table 15, item 2, the respondents were asked to rate on teachers are resistant against the instructional supervisory activities. According to the computed mean value (2.02, SD=1.13) of private schools and (2.51, SD =1.31) of public schools rated disagree and undecided respectively. So, according to mean value public schools respondent teachers are resistant against the instructional supervisory activities from private schools.

However, the data gained from the interviewee supervisors said *“some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because; they suspect supervisors as they find out poor performance of teachers”*.

Thus, from the above analysis, it could be inferred that negative perception of teachers towards instructional supervision adversely affects the practice of supervision in secondary schools.

On Table 15, item 3, the respondents were asked to rate on instructional supervisors are fault finders rather than assisting teachers. According to the computed mean value (2.07, SD=1.13) of private schools and (2.41, SD =1.30) of public schools rated disagree respectively. So, according to mean value result public schools teachers are resistant against the instructional supervisory activities from private schools peoples.

From the interview held, it is known that there was no fault finding practice. They emphasized that fault finding practice is not appropriate for the improvement of the teaching-learning process; rather it affects the school goal achievement. In addition, in the open ended question, the respondents from revealed that there was no such fault finding practice in their schools.

On Table 15, item 4, the respondents were asked to rate on school teachers are ready to accept their instructional weakens. According to the computed mean value (2.27, SD=1.21) of private schools and (2.68, SD =1.37) of public schools rated disagree and undecided respectively. So, according to mean value result public schools teachers are ready to accept their instructional weakens from private schools peoples.

During the interview held, some of the supervisors and case team coordinators said that some teachers were resistance, and refused to accept suggestions. Besides to this, they said that there were some teachers failed to either admit their faults, or accept suggestions, or take advice. They remarked that some teachers in their respective schools did not welcome lesson observation, while some became annoyed when they were being observed.

On Table 15, item 5, the respondents were asked to rate on instructional supervisors are establishing open and trustful relationships with teachers in the school. According to the computed mean value (2.20, SD=1.16) of private schools and (2.68, SD =1.32) of public schools rated disagree and undecided respectively. So, according to mean value result public schools instructional supervisors are establishing open and trustful relationships with teachers in the school from private schools.

As interview held with case team and supervisors asserted *that they had harmonious relationship between staff and deal with teachers openly and fairly but they were stressed that most of the time they were busy by schools administrative activities and others activities which are related with academic issues.*

**Table16: Comparison of the views of respondent on perception toward instructional supervision in Private and Public SS**

Items	Respondent s	N	Weighte d mean	SD	P-valu e	Df	T-valu e
Perception towards instructional supervision	Private school	102	10.52	2.11	0.050	23	0.000
	Public school	134	12.66	2.53			

*Key: N= Sample Size, SD=Standard Deviation and Df= degree of freedom*

Similarly, on Table 16, respondents were asked to rate their agreement level on the perception of instructional supervision in each school. Results from the private school respondents with Weighted mean=10.52 and, SD=2.11 indicates that the majority of the

respondents agree about the negative perception of instructional supervision. Similarly the Weighted mean =12.66, and SD=2.53 shows that most of the respondents in public school rated agree. Thus, the result shows that respondents of public school on existence of the negative perception about instructional supervision than from private school.

Moreover, the significance t-test ( $t=.000$ ,  $df=236$ ,  $p=.05 > 0.05$ ) indicates that there is no statistically significance mean difference between the opinion of the private and public schools on the perception of instructional supervisors.

As the interview result shows one of the interviewee (core process owner):

*Same teachers, school leaders, and other educational stakeholders they have negative perceptions about instructional supervisors. Because of some stakeholders they have not understanding about the advantage of instructional supervisors; some teachers' instructional supervisors it seems fault finders; some stakeholders claimed that supervisor competence and so on. Generally the respondent by different reasons they have negative perception about instructional supervisors.*

From the above analysis, it could be inferred that negative perception of teachers towards instructional supervisors adversely affects the practice of instructional supervision in secondary schools. Lilian (2007) noted the improvement of the teacher learning process is dependent upon teacher attitudes towards instructional supervision. Otherwise, the supervisory exercise will not have the desired effect. Similarly, Oliva (2005) the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of instructional supervision process.

#### 4.3.3 Weak supervisory practice

Under this section six questions were present to compare the practice of instructional supervision in public and private SS.

**Table 17: Views of respondent on Weak of Supervisors practices in Schools**

No	Items	School Type	Mean	SD	Average	
					Mean	SD
<b>In our schools instructional supervisors :-</b>						
1	Are not overloaded by administrative and routine tasks than continuous classroom activities.	Private	2.07	1.22	2.34	1.30

		Public	2.60	1.38		
2	Are not concerns with improvement of the teaching and learning process?	Private	1.91	.95	2.15	1.06
		Public	2.39	1.17		
3	Support the teachers by conducting continuous class room observations.	Private	2.06	1.07		
		Public	2.44	1.23	2.25	1.15
4	The teachers give in different methods of students learning assessment mechanisms.	Private	1.93	1.02		
		Public	2.32	1.19	2.13	1.19
5	Give planed and continuous training for teachers according to their limitations.	Private	1.99	1.15		
		Public	2.68	1.42	2.34	1.29
6	Skillful in applying different techniques of supervision according to the situation.	Private	1.76	.97		
		Public	2.27	1.20	2.06	1.09

Key: *SD=Standard deviation*

On Table 17, item 1, the respondents were asked to rate on the instructional supervisors are not overloaded by administrative and routine tasks than continuous classroom activities. According to the computed mean value (2.07, SD=1.22) of private schools and (2.60, SD =1.38) of public schools rated disagree and undecided respectively.

On Table 17, item 2, the respondents were asked to rate on instructional supervisors are not concern with improvement of the teaching and learning process. According to the computed mean value (1.91, SD=.96) of private schools and (2.39, SD =1.17) of public schools rated disagree respectively.

On Table 17, item 3, the respondents were asked to rate on the instructional supervisors support the teachers by conducting continuous class room observations. According to the computed mean value (2.06, SD=1.07) of private schools and (2.44, SD =1.23) of public schools rated disagree respectively.

*Moreover, the information explored from interviewed supervisors showed that they were conducting supervision on more of administrative activities which was done by schools rather than to conduct direct class room observation so as to support teachers on their academic issues.*

*One supervisor said Really I am not conducting classroom observation in this academic year more than two time because I am given four schools and most of works were pushed down to supervisors and also I engaged with*

*urgent routine work these and others issue made me very busy therefore in this situation it is difficult to support teachers so as to Improve their academic performances.*

On Table 17, item 4, the respondents were asked to rate on all supervisors in school support the teachers give in different methods of students learning assessment mechanisms. According to the computed mean value (1.93, SD=1.02) of private schools and (2.32, SD =1.19) of public schools rated disagree respectively.

On Table 17, item 5, the respondents were asked to rate on the instructional supervisors give planed and continuous training for teachers according to their limitations. According to the computed mean value (1.99, SD=1.15) of private schools and (2.68, SD =1.42) of public schools rated disagree and undecided respectively.

On Table 17, item 6, the respondents were asked to rate on the instructional supervisors skillful in applying different techniques of supervision according to the situation. According to the computed mean value (1.76, SD=.98) of private schools and (2.72, SD =1.21) of public schools rated disagree and undecided respectively.

Idea during an interview session with majority of respondents explained:

*Instructional supervision has an influential factor on teachers to apply effective teaching methodology and improved students' achievement. However, regarding improving teachers' individual skill and knowledge through direct class room observation was limited*

Moreover, supervisors by them self-get an administrative duties than direct assistance of teachers thus these influence teachers to perceive supervision as it has not helpful for their teaching and professional development. That is, supervisors and teachers do not have the same point of views in regard to supervision, and this may have a significant effect on the success of supervision.

**Table 18: comparison of views of the respondent on weak supervisors practice in schools.**

Items	Respondents	N	Weighted mean	SD	P-value	Df	T-value
Weak supervisory practice	Private school	102	11.72	1.95	0.050	236	0.000
	Public school	134	14.7	2.45			

Key: N= Sample Size, SD=Standard Deviation and Df=degree of freedom

On Table 18, respondents were asked to rate their agreement level on the weak supervisory practice in each school. According to, the private school respondents with the (Weighted mean=11.72, SD=1.95) and the (Weighted mean=14.7, SD=2.45) public school respondents. Thus, the respondents of public school were agreed about the weak supervisory practice than private school respondents. Moreover, the t-test value ( $t=0.000$ ,  $df=236$ ,  $p=.001 < 0.05$ ) indicates that there is statistically significance mean difference between the opinion of the two groups on the weak supervisory practices in schools.

Similarly, The idea that found out from the interview of core process owners, case team coordinator and supervisors revealed that the instructional supervisors were overloaded by administrative and routine tasks than continuous classroom activities; not regularly support the teachers give in different methods of students learning assessment mechanisms; not give planed and continuous training for teachers according to the individual limitations and interest; and not enough skillful in applying different techniques of supervision according to the situation because of different concentrate. This affects improvement of the teaching and learning process. Based on the above indicators, instructional supervisors have different limitations.

Moreover, the document on the hand of supervisors could not be organized as significant enough to contribute to the professional development of teachers and not bring radical change in implementation of school goals. All result of the study shows all respondents to agree on the limitation of the instructional supervisors.

In line with this, Practice of instructional supervision on secondary schools has many problems while providing support service effectively and efficiently to their staff members due to lack of training on supervision principles and skills, excessive workload, supervisors attitudinal, procedural and guidance that are required to perform the complex functions of their position as cited in educational supervision manuals MoE, (2006).

#### **4.4 Strategies Used to Improve Instructional Supervision Practices in Public and Private Secondary Schools of DDAC**

On this issue ask to open ended question for all public and private secondary schools respondents. Even though some participants didn't answer the question, the responses of the majority of the respondents have been summarized.

According to the data obtain from open ended question, the practice of instructional supervision can be implemented effectively if short term training is provided continuously about technique of instructional supervision for supervisors so as to update and empowered; supervision guideline is available on hands of supervisors; reward is given to for the model instructional supervisors; instructional supervisors to gives power.

In addition to this, the instructional supervision program is made to be known in advance; the instructional supervisors to recruitment have been high experienced, qualified by instructional supervision and well trained person to placed; the instructional supervision practice should not only be carried out for the evaluation of teachers, which is conducted one or two time per a semesters, rather it should be for the objectives to improve the teaching learning process which needs to be take place regularly according to the situations and teachers limitations.

Moreover, instructional supervisors should be ready themselves to make good relationship and try to communicate closely to teachers and solve the problem by directly contact and discusses with teachers; work collaboratively and create team work among all stakeholders; they give constructive feedback; must knowledgeable, empower, always update, adopt and adapt themselves with technologies, has to love his(her) profession and heart full to do his (her) work confidently; give and facilitate continues training on different issues for the improvement of instruction for all school stockholders according to their limitation and interest and so on.

Besides to these, they had mentioned that: - DDEB should give attention for the effective implementation of instructional supervision practice; be the teachers as well as the instructional supervisors should be given training on the importance of instructional supervision practice; the objectives of instructional supervision should be clear for the teachers for the fruit fullness of the supervision practice and senior teachers should be involved.

During interview with core process owners, case team coordinators and supervisors the respondents shared various views on how instructional supervision can be improved to help teachers for the improvement of instruction.

One interviewee (case team coordinator) said in the practices of instructional supervision there are so many challenges that affect supervision service. If all

responsible bodies work together to alleviate those challenges and creating a strong supporting, monitoring and evaluation system from federal ministry of education up to each secondary schools”.

Other interviewee (supervisor) said instructional supervision professionals need to support and assistance of others to grow professionally. They want to see and participate in supervisory practices that inform them both of their strengths and weaknesses. Supervisors when their power to exert influence on educational practices is recognized by others.

In general, from the above findings, it is possible to inferred that the respondents from both groups believe that supervisory practices contribute toward for the improvement of instructional supervision when the supervisory practices are participatory and have clarity of requirements, develop their skill, approachable, good listener, very patient and be a strong leader; they have high expectations about how to identify problems and devise ways of overcoming them in future.

## **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The major purpose of this study was to compare the practices of instructional supervision in private and public SS in DDCA. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of the findings.

## 5.1 Summary of the major Finding

This parts of the study deals with the summary of the major finding on the practices of instructional supervision in the public and private SS of DDCA are forwarded for all concerned academic staffs bodies.

Therefore, the purpose of this study was identifying the practices of instructional supervision in public and private SS DDCA and recommending possible solutions. The study also tried to answer the following basic research questions:-

1. What is the current status of instructional supervision in public and private SS of DDA?
2. What are the major areas of differences in instructional supervision between public and private SS of DDCA?
3. What are the major problems of instructional supervision in public and private SS of DDCA?
4. How could instructional supervision practices be improved in public and private SS of DDCA?

To this effect, the study was conducted in DD public and private secondary schools. Using 10 vice principals, 10 principals, 50 department heads and 180 teachers were included using available sampling and stratified random sampling techniques respectively. Questionnaire was the main data gathering tool. Interview and document analysis were conducted to substantiate the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviation.

The similarity of the response was checked by comparing the mean scores of the two groups of the respondents by using t- test. Percentage was also used during the analysis of the background information of the respondents. The qualitative data collected through interview and document was analyzed qualitatively by narration in line with quantitative data.

The findings reported in chapter four summarized along the four major themes that reflect the research questions. The practice of instructional supervision is important to provide pedagogical and professional support to teachers by bringing in-school instructional supervision. Thus, instructional supervision is responsible to provide support, evaluate, and

improving the teaching learning process. However, it is indicated that, instructional supervision are not performing as expected standards due to different reasons.

Based on the results from the data analysis, the following major findings were summarized below.

- Findings related to the characteristics of respondents:
  - Regarding sex, totally from public and private schools 196(82.4%) is male and the rest are female. This result implies that female personnel in education sectors need special encouragement and motivation to be as many as male counterparts.
  - Regarding age, in general from public and private schools 68.4% and 75.5% respondents were above 31 years old respectively. Which implies that, most of the respondents were mature enough to provide data needed for the study.
  - About work experience, in general from public and private schools more respondents, 142(59.7 %) had more than 10 years' experience. This data show more of them are very experienced person who participate in the study.
  - In relation with educational level, from public and private schools majority (83.2%) from total respondents were undergraduate levels and the remaining (14.3%) of them were MA/MSc holders.
- Current status of instructional supervision
  - The respondents were asked to rate their agreement level on the practice of instructional supervisions in support planning in private and public school respondents not satisfied. In general, it is found that the instructional supervisions in support planning were not appropriately practiced in the secondary schools of DD. Moreover, the interview and document analysis shows this practices it is at lower level.
  - The respondents were asked to rate their agreement level on the practice of instructional supervisions to assists the instruction from private and public schools rated undecided. Moreover, the interview and document analysis shows this practices it was at lower implementation. So, instructional supervisions to assists the instruction were not appropriately practiced.

- On the practice of instructional supervisors to applying continuous classroom observation in each of the private and public schools respondents were disagree with the issue. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.
- On the practice of instructional supervisions to facilitate planned and continuous training the respondents from private and public schools disagree about the issues. The above results to indicate instructional supervisors had not got attention facilitate and give planned and regular trainings through systematic manners. Because, the supervisors too busy in routine activities, lack of budget, and prepared in systems may not bring radical change in implementation of regard to facilitate and give trainings for all stakeholders.
- Differences between public and private secondary schools in instructional supervision practice
  - On the practice of instructional supervisions in support planning in private and public schools the respondents' were rated undecided. Moreover, t-test values ( $t=.005$ ,  $df=236$ ,  $p=.000 < 0.05$ ) indicates that there was statistically significance mean difference in both schools on the practice of instructional supervisions in support planning. This implies that the practice of instructional supervisions to support planning in both schools on different standard. So, the experience sharing on this issue between them is very important.
  - On the instructional supervisions to assists the instruction the respondents were rated undecided. Moreover, t-test values ( $t=.740$ ,  $df=236$ ,  $p=.001 < 0.05$ ) indicates that there was statistically significance mean difference between the opinion of the two groups on this issues. Thus, it possible to say that the practice of instructional supervisions to assists the instruction in both schools is in different standard. So, the experience sharing on this issue between two groups is very essential.
  - On the instructional supervisors to applying continuous classroom observation the respondents were rated disagree. Moreover, t-test values ( $t=.045$ ,  $df=236$ ,  $p=.000$ )

$<0.05$ ) indicates that there was statistically significance mean difference between the opinion of the two groups. So, it can be said that the practice of instructional supervisions to applying continues classroom observation in both school are in different standard. So, the experience sharing on this issue between two groups is critical.

- On the practice of instructional supervision to facilitate planed and continuous training the respondents were rated disagree. Moreover, t-test values ( $t=.000$ ,  $df=236$ ,  $p=.000$  less than  $0.05$ ) indicates that there was statistically significance mean difference between the opinion of the two groups on the practice of instructional supervisors to facilitate training. So, the experience sharing on this issue between two groups is very important.
- Major problems of instructional supervision
  - The majority of respondents agree on the incompetence of instructional supervisors respectively. Moreover, t-test values ( $t=0.750$ ,  $df=236$ ,  $p\text{-value}=0.908 > 0.05$ ) indicates that there is no statistically significance mean difference between the opinion of the two groups. So, it can be said that supervisors competence in both school are in the same standard.
  - The majority of respondents to agree on the existence of the negative perception about instructional supervisors' in each type of school. Moreover, t-test values ( $t=.000$ ,  $df=236$ ,  $p=.05 > 0.05$ ) indicates that there is no statistically significance mean difference between the opinion of two groups on the perception of instructional supervisors. So, the perceptions on instructional supervisors in both schools are on the same standards.
  - Regarding to the limitations of instructional supervisors in private and public schools the respondent rated agreed respectively. Moreover, t-test values ( $t=0.000$ ,  $df=236$ ,  $p=.001 < 0.05$ ) indicates that there is statistically significance mean difference between the opinion of the two groups.  
  
So, the limitations of instructional supervisors' practices in both schools are in the different standard.
- Strategies for improving instructional supervision practices

- The practice of instructional supervision can be implemented effectively if short term training is provided continuously about instructional supervision for supervisors so as to update and empowered; supervision guideline is available on hands of supervisors; reward is given to for the model instructional supervisors; instructional supervisors to gives power.
- The instructional supervision program is made to be known in advance; the instructional supervisors to recruitment have been high experienced, qualified by instructional supervision and well trained person to placed; the instructional supervision practice should not only be carried out for the evaluation of teachers which is conducted one or two time per a semesters, rather it should be for the objectives to improve the teaching learning process which needs to be take place regularly according to the situations and teachers limitations.
- Instructional supervisory should be ready themselves to make good relationship with teachers; work collaboratively and create team work; give feedback; always update, adopt and adapt themselves with technologies; give and facilitate planed and continues training on different issues for the improvement of instruction. Besides to these, they had mentioned that: - DDEB should give attention for the effective implementation of instructional supervision practice.

## 1.2 Conclusions

Based on the findings of the study the following conclusions are drawn:-

- 1.2.1 The practice of instructional supervisors in support planning, to assist the instruction, applying continuous classroom observation and continuously facilitates training in both types of schools. Respondents' results indicate that instructional supervision practices were not at a satisfactory status in the study area.
- 1.2.2 The practice of instructional supervisors in support planning, to assist the instruction, applying continuous classroom observation and continuously facilitates training from both schools. Respondent results indicate that there was a statistically significant mean difference between them. So, conclude these results on the implementation of the above four major questions in both schools on different standards. Thus, between two groups, experience sharing is very important.
- 1.2.3 On the supervisors' competence, about weaknesses of supervisors, and on the perception of instructional supervision from both types of schools, respondents agree on the problem. Moreover, the responses of two groups indicate that there is no statistically significant mean difference between the opinions. So, it can be concluded that on the above three problems in both schools are in the same standard.
- 1.2.4 Instructional supervision was not implemented properly due to different limitations. So, instructional supervisors recruited have been highly experienced, qualified by instructional supervision and well-trained persons to be placed; the instructional supervision practice should not only be carried out for the evaluation of teachers, which is conducted one or two times per semester, rather it should be for the objectives to improve the teaching-learning process which needs to take place regularly according to the situations and teachers' limitations. Moreover, the

instructional supervisors empower and well equipped themselves by different mechanism.

DDEB should give attention for the effective implementation of instructional supervision practice; to give continues training and workshop on the objectives and importance of instructional supervision practices. Generally, conclude that from the above results if all educational stakeholders to implemented the above strategies and to do collaboratively to improve the practice of instructional supervision.

### 5.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations were forwarded to improve the practice of instructional supervision in secondary schools of DDCA.

- The practice of instructional supervisions in support planning was not found at a satisfactory level. So that, the researcher recommended that instructional supervisor should provide necessary support in instructional planning process as well as should make sure that annual, weekly and daily plan were properly prepared and utilized in the school.
- The practice of instructional supervisions to assists the instruction in private and public schools was implement in low performance and not effective. So that, the researcher recommended that all of instructional supervisors should be needed to change their privies trend. To do effectively by knowing different technique of instructional supervision, using different strategy of supervision positively, using the guideline and continuously to assists the instruction according to the situations.
- Instructional supervision is a requirement in schools as a means to meet the individual needs of the teachers for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teacher. To this end, it is recommended for instructional supervisors to create an opportunity for teachers in implementing various supervisory options in relation to the individual teacher's needs.

- The practice of instructional supervisions to applying continues classroom observation in target schools respondent agree on low performance and not effective. So that, the researcher recommended that all of instructional supervisors should be needed to change their privies trend. Instructional supervisors should be work closely with teachers in order to bring technical, conceptual and human relation skills and using more time for teaching learning activities than administrative work; bring frequent classroom observations for teachers based on professional development level.
- The private and public schools should be to create opportunities for the implementation of frequent classroom observations as much as possible to facilitate conducive environment and consult the teachers to accept the advantage of classroom observations and try to implement feedback of instructional supervisors.
- The practice of instructional supervisors' to facilitate and giving training continuously in private and public schools couldn't get the maximum contribution. So that, the researcher recommended that instructional supervisors should be needed change their privies trend. There for, instructional supervisors are their responsibility and accountability to facilitate continuous training and give to cooperate with schools and DDEB based on the limitation of school stakeholders.
- The respondents of in private and public schools were agreed on some teachers and leaders have negative perception about instructional supervisors from different means. So, recommended for the schools to make strong efforts in order to improve the perception of teachers, by conducting regular meetings with supervisors and also to create an opportunity for experience sharing to change their perception.
- The DDEB and the schools should allocate adequate budget for the successful implementation of instructional supervision based on their financial capabilities. They should create budget sources by organizing the community, the non- governmental organization and private investors.

- DDEB should give attention to providing instructional supervisors to be sufficient coaching, in short and long term training and mentoring program. So that, they are equipped in a way they are supposed to do and in order to enable them carry out their responsibilities more effectively.

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## **7. APPENDICES**

### **Appendix A**

HARAMAYA UNIVERSITY

Postgraduate Program Directorate

Department of Educational Planning and Management

**Questionnaire to be filled by Teachers, Department heads, Vice Principals and Principals.**

**Dear Respondents**

The purpose of this questionnaire is to collect information on "Instructional Supervision Practices in Public and Private Secondary Schools of Dire Dawa City Administration" Thus, to have valuable information on the issue understudy; you are kindly requested to offer your genuine response. It is for the partial fulfillment of MA theses on school leadership. The researcher has a strong believe that your contribution is highly indispensable for the success of this study. To this end, the researcher would like to assure you that all of your responses will be kept confidentially, and will be used for this research purpose only.

**N.B:-**

- No need to write your name.
- Read all of the questions before attempting to answer the questions.
- No correct answer or wrong answer.
- There is no need to consult others to fill the questioner.
- Give your answer for the open ended items in the space provided.
- Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.

**Thank you in advance for your cooperation!!!**

**Part One: General information and personal data**

Indicate your response by using "√" or "X" in the box provided below.

1. School -----
2. Sex: - Male  Female
3. Age    A) 20-25  B) 26-30  C) 31-35  D) 36-40   
          E) 41 or above
4. Work experience: - 1-5 years  6-10 year's  11-15 years  16-20 years   
                                  21-25 years  26-30 years  31 and above years

5. Educational background: Certificate (TTI)  Diploma  First degree  MA degree

6. Current work position: -----

**Part Two:** Practice of instructional supervision.

**Direction:** Indicate your responses for the following Likert scale items using "√" or "X" mark put the mark in the box corresponding to your responses on the current status of secondary schools instructional supervision .

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A),

5=Strongly Agree (SA)

No	Items	SA	A	U	D	S D
		5	4	3	2	1
1	In our school, instructional supervisors:-					
1.1	Have own yearly plan and reporting system.					
1.2	Help schools in formulating shared strategic and school improvement plan.					
1.3	Support teachers consistently giving constructive feedbacks on the implementation of annual and weekly lesson plans.					
1.4	Support schools giving constructive feedbacks on the implementation of department plans.					
1.5	Support schools giving constructive feedbacks on the implementation of co- curriculum activity plans.					
2	Assists the instruction					
	In our school, instructional supervisors:-					
2.1	Assisting teachers in using student center techniques which enhance learning.					
2.2	Assisting teachers to using available teaching materials and laboratory.					

2.3	Help teachers in using appropriate continuous assessment implementation.					
2.4	Improve teachers' skill in class room management.					
2.5	Assist teachers to conduct action research.					
2.6	Assist teachers to evaluate curriculum.					
3	Class room observation					
	In our school, instructional supervisors:-					
3.1	Support teachers by conducting continuous and using different approaches of classroom observation					
3.2	Discuss with teachers and provide constructive feedbacks after classroom observation.					
3.3	Identify any limitations of teachers, school leaders, students and support.					
3.4	Evaluate school performance so as to give feedback for improvement.					
4	Facilitate training					
	In our school, instructional supervisors:-					
4.1	Facilitates and assists teachers and school leaders on continuous professional development and group development.					
4.2	Identify any limitations of teachers, school leaders, in order to facilitate.					
4.3	Evaluate current teaching learning practice and support teachers to improve their teaching practice give planed trainings.					

Please, describe briefly if you have any additional idea in relation to how instructional supervision is being practiced in your school.

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**Part Three:** The major problems of instructional supervision.

**Direction:** Indicate your responses for the following Likert scale items using "√" or "X" mark put the mark in the box corresponding to your response on the major problems of instructional supervision in secondary schools.

1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A),

5=Strongly Agree (SA)

No	Items	SA	A	U	D	SD
		5	4	3	2	1
1	Supervisory competence					
	In our school, instructional supervisors:-					
1.1	He is competent enough to help other teachers.					
1.2	Have relevant qualification in supervision.					
1.3	Are taken planed and continuous relevant trainings.					
1.4	Are always updating themselves by getting short term training opportunities in relation to supervision practices.					
2	Perception about instructional supervision					
2.1	Teachers and school leaders don't have enough understanding about the advantage of instructional supervisors for the improvement of instruction					
2.2	Teachers are resistant against the instructional supervisory activities.					
2.3	Instructional supervisors are fault finders rather than assisting teachers.					
2.4	Teachers are ready to accept their instructional limitations.					
2.5	Instructional supervisors are establishing open and trustful relationships with teachers in the school.					
3	weak supervisory practice in Schools					

3.1	The instructional supervisors are not overloaded by administrative and routine tasks than continuous classroom activities.					
3.2	Instructional supervisors are not concern with improvement of the teaching and learning process.					
3.3	The instructional supervisors support the teachers by conducting continuous class room observations.					
3.4	Supervisors in school support the teachers give in different methods of students learning assessment mechanisms.					
3.5	The instructional supervisors give planed and continuous training for teachers according to their limitations.					
3.6	The instructional supervisors skillful in applying different techniques of supervision according to the situation.					

3.7. Please, describe briefly if there are other major problems for the instructional supervisors activities in your school.

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3.8. Please, describe briefly if there are other challenges for the instructional supervisors activities in your school.

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-----3.9. What solution do you suggest to improve the instructional supervision?

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**Appendix B**  
**HARAMAYA UNIVERSITY**  
**Postgraduate Program Directorate**  
**Department of Educational Planning and Management**

**Guide line to conduct Interview with supervisors, core process owners and case team coordinators.**

**Dear respondents,**

This interview is part of the study designed to collect relevant data about the topic on "Instructional Supervision Practices in Public and Private Secondary Schools of Dire Dawa City Administration". So your responses for all parts of the directions would be kept confidential.

**Thank you in advance for your cooperation!!!**

**Direction I: General information and personal data**

1. Sex -----                      2.Age -----      3.Qualification-----  
 4. Current work position -----      5.Experience on this position -----

**Direction II: Give your response to the questions in short and make it precise.**

1. To what extent does "Instructional Supervision program" organized? With respect to man power, technology, skills, structural uniformity to construct controlling and evaluation systems on planning and implementation.

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2. To what extent does instructional Supervision Practices and promotions are done in schools by supervisors?

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3. Are supervisors placed in the position qualified by Supervision?

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4. To what extent do prepare continues capacity building programs for instructional supervisors about the improvement of their performance?

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5. To what extent do instructional Supervisors assist teachers constantly by continues class room observations, give constructive feedback and planed and continues training for the improvement of instruction by devoting enough time?

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6. To what extent do teachers and other educational stakeholders perceive supervisors as a resource-person or information person regarding to provision of instructional Supervision services?

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7. What are academic, administrative, human, financial, materials, and attitudinal etc. challenges affecting instructional supervision services? What should be done to alleviate these challenges and what the improvement strategies should make?

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**Thank you!**

## **Appendix C**

**HARAMAYA UNIVERSITY**

**Postgraduate Program Directorate**

**Department of Educational Planning and Management**

### **Check list for document analysis in relation to practices of Instructional Supervision**

Document Observation Guideline

This guideline is part of the study designed to collect relevant information about the topic on "Instructional Supervision Practices in Public and Private Secondary Schools of Dire Dawa City Administration". So, all parts of the directions would be kept confidential.

Name of the School \_\_\_\_\_

Ownership \_\_\_\_\_

Date of observation \_\_\_\_\_

1. BPR, BSC documents from DDEB.
2. Do School instructional supervisors have supervision, annual and weekly plan, check lists and reporting systems? Do they have an organized document?
3. Do School instructional supervisors have supervision schedule? Do they have an organized document?

- 4. How could instructional supervisors identify typical focused teachers? Do they have check lists and Minutes to follow them up?
- 5. Do trainings which are prepared by instructional supervisors at school level are focused on teaching learning process? Do they have an organized document?
- 6. Do instructional Supervisors assist teachers constantly by continuous class room observations and give feedback for the improvement of instruction so as to give enough time? Do they have an organized document?
- 7. Do instructional supervisors support and give feedback in the overall school activity for the improvement of instruction? Do they have an organized document?
- 8. What are the challenges instructional Supervisors have in the implementation of supervision? What are the improvement strategies?

**Thank you!**

**APPENDIX D**

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