

**THE ROLE OF INSTRUCTIONAL SUPERVISOR IN PROMOTING INSTRUCTION,
CURRICULUM AND STAFF DEVELOPMENT: BENISHANGUL GUMUZ REGIONAL STATE
METEKEL ZONE SECONDARY SCHOOLS IN FOCUS**

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Abstract

The purpose of this study was to scrutinize the role of instructional supervisors in secondary schools of Benishangul Gumuz Regional state in Metekel Zone, and thereby suggest possible remedies for the improvement of the practice. Descriptive survey design was used to undertake the study. Empirical evidences were collected from 135 sample teachers and supervisors. The sample schools were selected from five woredas, namely Mandura, Bullen, Dibati, Manbuck and Pawe. Simple random and purposive sampling techniques were used as the main sampling procedures. Questionnaire, interview and focused group discussions were the instruments used for gathering data. Quantitative data were analyzed by using percentage and mean, whereas qualitative data were analyzed through narrations. Accordingly, the following findings were revealed: teachers were not frequently supervised by their preferred supervisors and supervisors were not adequately carrying out their roles and responsibilities in area of instruction, curriculum and staff development activities. Another most conspicuous result was that the practice was not being implemented in a way that it achieves the pillar purpose of instructional supervision. Moreover, the supervisory practice has suffered from the following problems: supervisors lack of adequate educational experience, lack of interpersonal or human relation skills, lack of technical skills, inadequate training provision for supervisors, lack of commitment, willingness, and interest; teachers perceptions such as perceiving supervision as fault finding and instrument of controlling their activities; classroom observations were merely served for appraisal and fulfilling formalities. In conclusion, the practices do not seem a positive force/motivation for teachers to benefit from it and is accompanied by many problems. In due course, it could lead to teachers' dissatisfaction towards the supervisory practice. In light of these findings the following recommendations shall be useful: firstly, open and genuine discussion between supervisors and teachers has to be made on the purpose and procedures of classroom visitations. Secondly, the classroom visitation has to be conducted as frequently as possible to bring about instructional improvement through developing mechanisms of peer supervision and hence, supervisors are recommended to initiate, arrange and facilitate conditions for undertaking peer supervision. Lastly, provision of training, orientation, guidance and awareness raising conferences shall be arranged at different level for both supervisors and supervisees to bring about improved practice.

Keywords: Curriculum development, Instructional development, Instructional supervision, Staff development

1. Introduction

1.1. Background of the study

Educational organizations have one important business, that is to instruct or educating its pupil. Everything in school system is designed for the ultimate purpose of stimulating student learning growth. Sergiovanni and Starratt (2007) points out that the essential purpose of school system is the education of all students to high level through high quality so that they use their minds well, become productive and responsible citizens. Achievement of high quality learning demands strong and combined effort of stakeholders working in the system. In this regard, supervision is destined to play key role to bring all efforts of stakeholders together to achieve their school mission. The Dictionary of education has defined supervision as the effort of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction, involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching, and the evaluation of instruction (in Harris 1963). Unruh and Turner (1970) saw supervision as a social process

of stimulating, nurturing, and appraising the professional growth of teachers and the supervisor as prime mover in the development of optimum conditions for learning for adults. Writer like Harman (in Spear 1955) found three distinguishable concept of supervision: 1) a cooperative educational service, concerned with identifying and solving problems related to teaching and learning; 2) the in-service training of teachers; and a scientific enterprise concerned with evaluating and improving the instructional program of the school. Spear (1955), further explained that a good supervisory program works for the welfare of the people, the effort is being expanded by; 1) helping teachers as individual and as group with their instructional problems; 2) coordinating the total instructional effort in to a well balanced program; 3) providing proper conditions for the continuous in-service growth of teacher, supervisor and administration, and 4) developing proper and adequate instructional materials. As can be understood from different scholars in the field the general concept of supervision can be considered as any services for teachers that eventually results in improving instruction, learning, and the curriculum. It appears to suggest that the overall emphasis of supervision

needs to be on teaching learning situation. Thus, supervision should consist of positive, dynamic, and democratic actions designed to improve instruction through the continued growth of all concerned individuals.

Especially, in a situation where the staff members are not adequately qualified, experienced and where instructional and curricular materials are scarce, the role of supervisors becomes very important. In line with this, Mohanty (1990) indicated the supervisory services are destined to play an important function in deciding the nature and content of curriculum materials, in selecting the school organizational patterns and learning materials, in facilitating teaching, in giving guidance for professional growth of teachers and making new experiments, and in evaluating the entire educational process. In addition, Glickman et al. (2004) points out that without a strong, effective, and adequately staffed program of supervision an effective school is, unlikely to result. Supervision of instruction is seen as the glue to successful school. The glue is the process by which some person or group of people that is responsible for providing a link between individual teacher needs and organizational goals so that individuals in the school can work willingly in harmony with the vision of what school should be (in Gentry 2002).

There are three large domains or territories within which supervision of instruction works, such domains are instructional development, curriculum development, and staff development and the four primary roles of the supervisor within those domains are coordinator, consultant, group leader, and evaluator. Instructional development involves what teachers perform in the instructional process and the leadership role that supervisors should exercise to help teachers perform their tasks of teaching effectively. Emphasizing this, Mohanty (1990) indicated that supervisors are mainly responsible to help teachers plan their instruction, supervises the actual classroom teaching, methods followed, audio visual aids used to make teaching interesting and effective, and evaluates the efficiency of teachers as well as the progress and standards of students. Curriculum constitutes all the educative experience that comes under the direction and control of the school. Curriculum development as defined by Harris (1963) is therefore, a task of supervision directing activities towards designing or re-designing that which is to be taught, by whom, when, where and in what pattern. Glickman et al. (2004) defined curriculum development as the revision and modification of the content, plans, and materials of classroom instruction.

Staff development involves well organized in-service programs like seminar, workshop, conference and school based discussions. In this regard, Glickman et al. emphasized that any experiences that enlarges a teacher's knowledge, appreciation, skills and understanding of his/her work falls under the domain of professional development. The role of instructional supervisor here, therefore, is much more to initiate staff members, plan, and facilitate conditions making appropriate decisions and deliver effective staff in-service programs.

Despite the fact that instructional supervision has a paramount role in improving instructional processes, the effectiveness of supervisory practices has been hampered by many factors in school. For instance, Goldhammer et al. (1980), concluded "teachers dislike being subject of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of a threat. Therefore, the perception of teachers toward instructional supervision is one major factor that determines the effectiveness of supervisory practices. Glickman et al. (2004) in his part has indicated, for those in supervisory role, the challenge to improving students learning is to apply certain knowledge, interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach

in collective and purposeful manner. Furthermore, researchers like Amberber, 1975, Fekadu, 1992 and Zawdneh 1987 (in Haile, 2010) pinpointed the following problems that Ethiopian supervision practices faces. Some of the problems are: teachers have negative attitude toward the supervisory program, supervisor do not apply the principles and techniques they learned, supervisor lack skills in human relationships while working with teacher, and lack of necessary facilities for supervisors. Having all this issue in mind, this study was therefore, designed to scrutinize the extent of the role of instructional supervisor in enhancing instruction, curriculum and staff development in secondary schools.

1.2. Objective of the Study

The purpose of this study was to investigate the current practice of instructional supervisors' in secondary schools of Metekel zone in Benishangul Gumuz regional state. The study has the following specific objectives.

- To examine the frequency of supervisory support and teachers preferences of by whom they want to be supervised
- To identify teachers view toward the current supervisory service rendered to them with respect to promoting three domains (instruction, curriculum and staff development).

- To scrutinize the views of supervisor in evaluating their supervision practice in relation to three domains (instruction, curriculum and staff development).
- To identify the major problems encountered in rendering supervisory services.

1.3. Significance of the Study

This study could be beneficial to all school stakeholders particularly in the study area. Woreda education office, supervisors, school boards, principals and faculty members could be the beneficiaries from this study. Firstly, the study help enable those involved in supervision practice to evaluate their practice; secondly, it could help supervisors to know the needs and expectations of teachers in professional support, and hence, adjust their practice in line with the needs and expectations of teachers; thirdly, it could be useful for woreda education office, supervisors, school boards, principals and faculty members in their efforts to improve instruction may be by facilitating and organizing need based trainings, workshops and seminars. Finally, this study may encourage others to study the issue in detail and wider scope.

2. Research Methods

Descriptive survey design was used to deal with the research questions in the study. The major objective of the study was to investigate the current practice of instructional supervisors' in secondary schools. Hence, it was believed that this design could provide a description of current practices, trends, attitudes or opinions about the issue under investigation.

2.1. Population, Sampling Procedure and Sample Size

The target populations of the study were all teachers and supervisors in secondary school of Metekel Zone Benishangul Gumuz Regional State. Metekle zone has seven woredas. From these woredas the researcher selected five woredas as the sample of the study through random sampling. In these sample woredas there are twelve (12) secondary schools, of which (8) were included in the study through random sampling. Teacher and supervisor participants were selected through simple random and purposive sampling techniques respectively from the sample schools. The distribution of population and sample of the study in each selected sample secondary school is show here below.

Table 1: The distribution of population and sample population in each selected sample secondary school.

No	Sample schools	No of teachers	Sample population		
			50% Teachers	Supervisors	Total
1	Bullen prepara. and secondary school	46	20	6	26
2	Dibati prepara. and secondary school	34	14	6	20
3	Mandura secondary school	18	6	6	12
4	Pawe k2v2 secondary school	14	4	6	10
5	Pawe k2v7 secondary school	30	12	6	18
6	Pawe Prepara. and secondary school	34	14	6	20
7	Manbuck prepa and secondary school	26	10	6	16
8	Gallessa prepa. and secondary school	21	8	6	13
	Total	223	87	48	135

Note: Supervisors are those involved in rendering supervision services including principals, vice principals, department heads, and unit leaders. Those involved in supervision were not taken in to account while selecting teacher participants.

2.2. Instruments

The major instruments used in gathering the data in the study were questionnaire, interview, and focused group discussions. Questionnaire comprising both open and closed ended items were used in this study. Part one of the questionnaire section dealt about participants' demographic background information and research question one. In part two of the questionnaire, questions using five point likert scale were developed so as to answer research question two, three, and four to elicit evidences about how the role of instructional supervisors were carried out in promoting instructional, curriculum and staff development, and major problems related with supervision practices. Open ended questions were prepared to allow

participants to express their general perceptions, understandings and views toward instructional supervision in enhancing instructional, curriculum and staff development and problems related to instructional supervision practice. Semi structured interview was conducted so as to elicit an in-depth information about the participants point of view, thoughts, reasoning and feelings about the issues under the study. Interview was held with 6 principals and 16 department heads. Focus group discussion was used to generate rich understanding of the issues under study. In focus group the researcher used the same questions used in the interview and open ended questions. Focus group discussion was made with 21 teachers.

2.3. Data Analysis

Tabularizations and charts were used as the medium of data presentation. Descriptive statistical computations such as percentage and mean were used to analyze the data obtained from closed ended questionnaire. Data obtained from interview and focused group discussions were analyzed qualitatively to substantiate questionnaire data.

the analysis and interpretation of data obtained through questionnaire. Respondents characteristics were examined in terms of sex, age, experiences and qualifications based on the response to the request for personal background information. The analysis and interpretations are presented in the table here under.

3. Results of the Study

3.1. Demographic Characteristics of Respondents

The data presented were collected through questionnaire, interview and focus group discussion method. One hundred thirty five (135) copies of questionnaires were distributed for respondents, 87 for teachers and 48 for those involved in supervision (principals, vice principals and department heads). Out of these, 82 and 45 teachers and supervisors respectively were returned the questionnaire. Information gathered through interview, open ended questions, and focused group discussions were used to substantiate

Table 2: Characteristics of respondents

Variables	Characteristics	Respondents			
		Teachers (N=82)		Supervisors (principles, vice principals and department heads) (N=45)	
		N	%	N	%
Sex	M	74	85.05	39	81.25
	F	8	9.19	6	12.5
	Total	82	94.23	45	93.75
Age in year	< 25 Years	25	28.73	8	16.66
	26-30 years	35	40.22	15	31.25
	31-40 years	14	16.09	16	33.33
	41-49 years	7	8.04	6	12.5
	50 and above	1	1.14	—	—
	Total	82	94.23	45	93.75
Work experience in current position	< 5 years	38	43.67	26	54.16
	6-10 years	25	28.73	16	33.33
	11-20 years	13	14.94	3	6.25
	21-30 years	4	4.59	—	—
	31 and above	—	—	—	—
	Total	82	94.23	45	93.75
Qualifications	Certificate	—	—	—	—
	Diploma	4	4.59	1	2.8
	First Degree	78	89.65	43	89.58
	Second Degree	—	—	1	2.08
	Total	82	94.23	45	93.75

3.2. Actual and preferred supervisors in schools

The figure below depicts out of 82 sample teachers, 46(56 percent) of respondents were usually supervised by the head of departments. During interview and focus group discussion, it was revealed the availability of department heads nearer to department teachers and his duty of managing the department staff were the reasons for being

usual supervisors in schools. The study also showed 10 percent, 12 percent, 12 percent and 10 percent of the sample teachers were usually supervised by senior principals, Woreda Education Office supervisors, senior subject teachers and vice principals respectively.

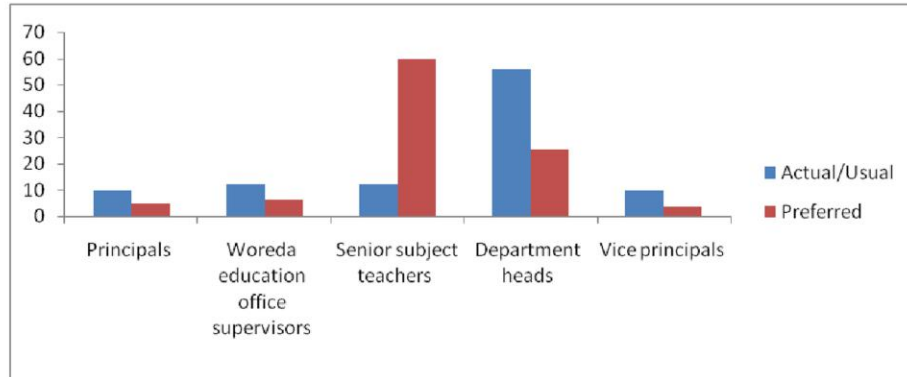


Figure 1: Actual/usual and preferred instructional supervisors in schools

On the other hand, 49(60 percent) of sample teachers indicated that they preferred senior subject teachers to supervise them. In this regard, the reason for their preference was discovered in the open ended question. Respondents preferred senior subject teacher because they knew more about teaching methodology and subject matter at that particular level than any other involved in supervision practice in schools. They believed that the senior subject teachers are equipped with good experience in his/her previous years of teaching about subject matter, teaching methodology as well as classroom management. However, 26 percent of teachers indicated they preferred to be supervised by the department heads. While 5 percent, 6 percent and 4 percent of teacher respondents were revealed they preferred to be supervised by senior principals, Woreda Education Officesupervisors and vice principals respectively.

3.3. Preferred and Actual Frequency of Supervision of instruction in schools

The figure below shows supervision of instruction was being done in the schools but frequency varies. Accordingly, out of 82 sample teachers, 41(50 percent) and 28(34 percent) of teachers indicated they preferred to be supervised more than four times per year and twice per semester respectively. It was also revealed 13 percent of teachers' respondents indicated they preferred to be supervised once per semester. However, 33(40 percent) of sample teachers revealed the actual frequency of supervision practice being done once per semester. Similarly, 19(23 percent) of sample teachers indicated that supervision of instruction was being done four times per year respectively.

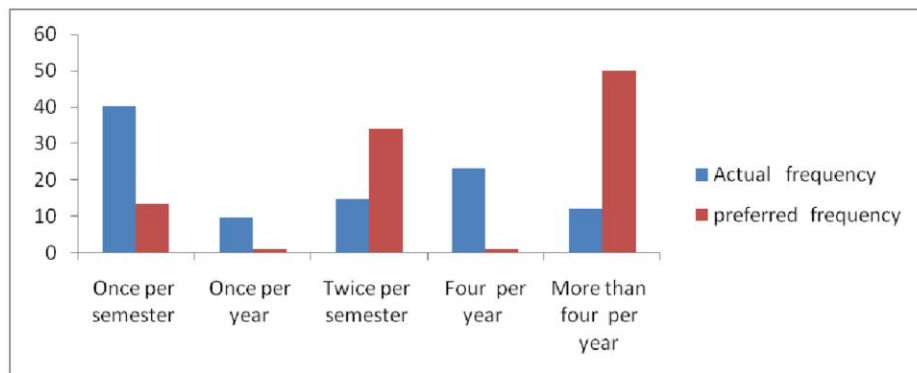


Figure 2: *Actual and preferred frequency of supervision of instruction in schools*

3.4. Role of Instructional Supervision in Instruction development

The two groups of respondents were asked to indicate the extent of practice in helping teachers to develop competences in lesson planning. In this regard, the data revealed the supervisory endeavor was found to be somewhat sufficient. This was revealed by the actual mean values of 3.06 and 3.44 for teachers and supervisors respectively. Concerning the supervisory practice in helping teachers to set up experimental classroom and evaluating it for improvement, the actual mean score for teacher respondents was 2.96. On the other hand, the actual mean value for supervisor respondents was 2.71. The mean value of the respondents indicates the practice was found to be below expected mean. The study also revealed the extent to which supervisory practices helps teachers to develop skills of applying different

assessment and measurement techniques. In this regard, the supervisory endeavor seems somewhat sufficient with the actual mean values of 3.09 for teachers and 3.48 for supervisors' respondents respectively. Moreover, teacher and supervisor respondents indicated the extent of practice in helping teachers in the selection of appropriate resource like teaching aids. In this regard, the mean scores were 2.97 and 3.35 for teachers and supervisors respectively. Pertaining to extent to which supervisors provide immediate feedback during lesson observation, the mean scores were 2.93 and 3.48 for teachers and respondents respectively

Table 3: Views on the endeavor of supervisory practices to promote instructional development

No	The extent to which practice	Teacher respondents (N=82)						Supervisor respondents (N=45)					
		V.S	S	S.S	R.S	N.S	$\bar{X}$	V.S	S	S.S	R.S	N.S	$\bar{X}$
		%	%	%	%	%		%	%	%	%	%	
1	Help develop competencies in lesson planning	22	23.2	13.41	22	19.51	3.06	17.77	40	20	13.33	8.88	3.44
2	Help set up simple experimental classroom.	15.89	20.73	23.17	24.39	15.85	2.96	11.11	17.77	28.88	17.77	24.44	2.71
3	Help develop skills of applying different assessment techniques	22	20.73	22	20.73	14.63	3.09	20	33.33	28.88	11.11	6.66	3.48
4	Help in selection of appropriate resource like teaching aid	12.19	12.19	30.45	26.82	18.29	2.98	17.77	42.22	24.44	11.11	4.44	3.35
5	Enable obtain immediate feedback in lesson observation	12.19	25.60	19.51	29.26	13.41	2.93	20	44.44	15.55	6.66	13.33	3.48
		Grand mean						3.00					

Note: V.S= Very Sufficient, S= Sufficient, S.S= Somewhat Sufficient, R.S=Rarely Sufficient,

N.S= Not Sufficient at all, $\bar{X}$ =Mean Value

3.5. Role of Instructional Supervision in Curriculum Development

The table 4 depicts the extent of supervisory practice in promoting curriculum development activities. As seen in the table, the curriculum activity with regard to the extent to which supervisors initiate teachers to find curriculum and instructional problem, was revealed by mean values of 2.78 and 3.6 for teachers and supervisors respectively. Two groups of respondents were asked about the extent to which supervisors assists teachers in curriculum innovation. It is important for teacher to be acquainted with new changes. So supervisors are expected to supply teachers with the many type of necessary resource help in innovation. In this regard, the evidence shows that there was difference between the opinions of the two groups. The mean scores indicate this difference with 2.02 and 3.97 for teachers and supervisors respectively.

Supervisory endeavor in leading curriculum committees during the development of teaching guide or guideline for instruction as curriculum development activity effort was considered. In this regard, empirical evidence shows that supervisors were rated they perform the activity positively whereas teachers were evaluated the practice not sufficient with the mean score of 2.48 and 3.57 for teachers and supervisors

respectively. This implies the existence of differing opinion between the two groups. Concerning the extent to which supervisors' serves teachers and schools in locating and disseminating curriculum materials, books and other instructional materials, no respondent of supervisors respond their endeavor to this activity as rare and not sufficient at all. Some teachers and majority of supervisor respondents viewed the practice rarely sufficient and sufficient with the mean scores of 2.60 and 4.15 for teachers and supervisors respectively. It is clear supervisors are expected to provide time, facilities and resource when teachers perform their task of curriculum development unless curriculum development activities may lead to failure. In this regard, the mean scores of the two groups of respondents were 2.42 and 3.51 for teachers and supervisors respectively, indicating the practice was found to be rarely sufficient as perceived by teachers and somewhat sufficient as perceived by supervisors.

Table 4: Views on the supervisory practice to promote curriculum development

No	The extent to which practice	Teacher respondents (N=82)						Supervisor respondents (N=45)					
		V.S			S			V.S			S		
		%	%	%	%	%	%	%	%	%	%	%	%
1	Initiate teachers to find curriculum and instructional problems	9.75	21.95	24.39	24.39	19.51	2.78	20	44.44	20	6.66	8.88	3.6
2	Assist in curriculum innovation, for example describing change and supplying resource help necessary	7.31	13.41	28.04	28.04	23.17	2.02	28.88	40	31.11	-	-	3.97
3	Lead curriculum committees in the development of teaching guide or guideline for instruction	2.43	12.19	36.58	29.22	19.51	2.48	20	33.33	33.11	15.55	-	3.57
4	Serve in locating and disseminating curriculum materials, books and other instructional materials	6.09	19.51	24.39	29.82	20.73	2.60	37.77	40	22.22	-	-	4.57
5	Coordinate curriculum team with necessary materials and resources	4.87	10.97	23.17	32.92	28.04	2.42	20	33.33	3.33	4.44	8.88	3.51
		Grand mean						2.46					
								3.84					

Note: V.S= Very Sufficient, S= Sufficient, S.S= Somewhat Sufficient, R.S=Rarely Sufficient, N.S= Not Sufficient at all, =Mean Value

3.6. Role of Instructional Supervision in Staff Development

Conducting teachers in-service need identification is very essential to define the gap that exists between the current level of teachers' competencies and the desired ends. Accordingly supervisory practice pertaining to this activity was found to be rarely sufficient with actual mean score of 2.64 and 2.95 for teachers and supervisors respectively. The involvement of teachers in planning and implementing in-service program like conferences, short term seminars, workshops and training sessions is also very essential. In this regard, respondents were asked to indicate the extent to which supervisors hold conferences with teachers, and superintendents while planning in-service program. Consequently, the mean value of teacher respondents was 2.43. On the other hand, the mean score of supervisors was 3.24. Sharing of experiences with different schools is among very indispensable activities in schools. Supervisors are expected to facilitate conditions and assist teachers to share good experiences of one school with others. In this regard, respondents were asked to indicate their view. The respondents from the two groups revealed the current performance of supervisors with actual mean scores of 2.96 and 3.57 for teachers' and supervisors respectively.

Provision of induction for new teacher is very essential to help him/her to cope up with the new working environment. But what is viewed by majority of teacher respondents seemed not promising with mean scores of 2.52 and 3.4 for teachers and supervisors respectively. Teachers may undergo staff development activity as they practice skills in teaching and learning, and discuss different instructional techniques and problem in various ways with their colleagues. Pertaining to this activity, the respondents were asked to indicate their views. Accordingly, the mean score were 2.39 and 3.08 for teachers and supervisors respectively. For the successful accomplishment of the in-service program, involvement of teachers in identifying, evaluating and in various activity is very important. In this regard, what the study revealed was not really sufficient in school which is with mean score of 2.5 as viewed by teachers. This reveals that the current role of supervisors was not sufficient enough. This may ultimately leads to teachers' dissatisfaction with the in-service program.

Table 5: Views on supervisory endeavor to promote staff development activity

No	The extent to which practice	Teacher respondents (N=82)						Supervisor respondents (N=45)					
		V.S	S	S.S	R.S	N.S	$\bar{X}$	V.S	S	S.S	R.S	N.S	$\bar{X}$
		%	%	%	%	%	%	%	%	%	%	%	%
1	Conducts survey to identify teachers in-service need	7.31	19.51	26.82	23.17	23.17	2.64	8.88	28.88	24.44	24.44	13.33	2.95
2	Holds conference with teachers in connection with planning of in-service program	4.87	17.07	34.14	26.82	17.07	2.65	6.66	33.11	33.11	24.44	6.66	3.06
3	Helps to share the good things one school doing with other	24.39	9.75	23.17	23.17	19.51	2.96	33.44	22.22	24.44	17.77	4.44	3.57
4	Provides orientation program for new teachers	12.19	15.85	13.41	29.26	29.26	2.52	33.44	17.77	22.22	17.77	11.11	3.4
5	Sets up conferences or workshop training in school	10.97	13.14	13.41	28.04	34.14	2.39	6.66	33.11	42.22	4.44	15.55	3.03
6	Invites teachers to involve in evaluating in-service program	7.31	15.85	15.85	31.70	24.39	2.5	15.55	22.22	40	15.55	6.66	3.24
7	Ensures the delivery of effective in-service program	7.31	20.71	20.75	24.39	19.51	2.71	13.33	33.33	33.33	20	2.22	3.35
Grand mean							2.62	3.22					

Regarding the extent to which supervisors ensure the delivery of effective staff in-service program through ongoing assessment, the mean score of respondents were 2.71 and 3.35 for teachers and supervisors respectively. This reveals that the current supervisory practice pertaining to this activity was found to be rarely sufficient as viewed by the teacher group. However, conducting in-service program without ensuring its effectiveness is meaningless. The ongoing assessment of in-service program is very necessary and it has to be in very constructive and sufficient way.

3.7. Major Problems Related with Supervision Practice

In table six below, the respondents were asked to indicate the extent to which teachers perceive supervision of instruction as instrument for controlling their activity. In this regard, mean score of 3.12 and 3.71 for teachers and supervisors respectively showed respondents from the two groups were viewed supervision of instruction as means of controlling teachers' activity. However, now a day, supervision of instructions is providing assistance to teachers with the ultimate benefit of learners. Thus, it might be difficult to say that instructional supervision was serving its very purpose of assisting teachers.

With respect to the extent to which teachers perceive supervision as fault finding activity, the study showed the two groups of respondents' viewed with mean scores of 2.92 and 3.02 for teachers and supervisors respectively. Majority of supervisors were indicated as teachers were perceiving supervision of instruction as fault findings. Similarly some teachers were viewed this concept similarly. From this, we can infer that instructional supervision was not been really practiced in such way that it assist teachers to improve instruction.

No	The extent to which teachers	Teacher respondents (N=82)					Supervisor respondents (N=45)				
		S.A	A	UN	D	S.D	S.A	A	UN	D	S.D
		%	%	%	%	%	%	%	%	%	%
						$\bar{X}$					$\bar{X}$
1	Perceive supervision as instrument of controlling teachers activity	14.63	32.92	18.92	18.29	15.85	22.22	42.22	24.44	24.44	13.33
2	Perceive supervision as fault finding	21.95	15.85	17.07	23.17	21.95	20	24.44	15.55	24.44	6.66
						2.92					3.02

No	The extent to which supervisor	Teacher respondents (N=82)						Supervisor respondents (N=45)					
		S.A			UN			S.A			UN		
		%	%	%	%	%	%	%	%	%	%	%	%
1	Lack adequate educational experiences	32.92	23.17	12.19	21.95	9.75	3.47	17.77	37.77	22.22	17.77	4.44	3.46
2	Lack interpersonal or human relation skills to inspire teachers for better performances	26.82	32.14	10.97	21.95	6.08	3.5	6.66	33.33	40	15.55	4.44	3.22
3	Lack technical skills in leading teachers for example, on how to plan lesson and adapt teaching methods	31.70	29.26	12.19	14.63	14.63	3.5	15.55	28.88	22.22	22.22	11.11	3.15
4	Inadequate training provision for supervisors	26.82	30.48	14.63	13.41	14.63	3.41	33.33	22.22	17.77	20	6.66	3.55

Note: S.A (Strongly agree), A (Agree), UN (Undecided), D (Disagree), and S.D (Strongly disagree), =Mean Score

Respondents were also asked to indicate their view on major problems arising from supervisors. In this regard, table seven above depicts views of respondents with respect to supervisors' lack of adequate educational experience. To this end, majority of the two groups of respondents were showed their agreement that supervisors were facing lack of educational experience with mean scores of 3.47 and 3.46 for teachers and supervisors respectively. It is clear that educational experience is very essential for those involved in supervision. With respect to lack of interpersonal or human relation skills to inspire teachers for better work, the mean score is 3.5 and 3.22 for teachers and supervisors respectively. Supervisors were lacking human relation skills in their supervisory endeavor. Pertaining to lack of technical skills in leading teachers the mean values of 3.5 and 3.15 for teachers and supervisors respectively showed teacher and supervisor respondents were agreed on this problem. Regarding inadequate training provision for supervisors, respondents from the two groups were viewed with mean scores of 3.41 and 3.15 for teachers and supervisors respectively. Therefore, lack of training for supervisors could lead to supervisors' lack of technical skill in serving teachers. Concerning the major problems related with supervision practice, the effort was also made to discover the fact through open ended question and focused group discussion. Accordingly the following problem were stated and explained by participant: problems related with supervisors such as lack of adequate educational experience, lack of interpersonal or human relation skills, lack of technical skills,

inadequate training provision for supervisors, lack of commitment, willingness, and interest on the side of supervisors, giving less emphasis for supervision and not considering supervision as instrument for instructional improvement; problems related with teachers perception such as perceiving supervision as fault finding, viewing supervision as instrument of controlling their activity, viewing supervision as simple observation merely for appraising classroom performance of teachers and fulfilling formality, and lack of interest on the side of teachers to be supervised. Beside work load and shortage of time were also considered as the major problems related with supervisory practice.

4. Discussion

Actual, Preference and frequency of supervision in schools

The study revealed out of 82 sample teachers, 46(56 percent) of respondents were usually supervised by the head of departments, but 49(60 percent) of sample teachers indicated they preferred the senior subject teachers to supervise them. 41(50 percent) and 28(34 percent) of teachers indicated they preferred to be supervised more than four times per year. In most case teachers may prefer senior subject teacher for many reasons. One may be due to supervisory approach of head of departments. If Conventional approach to supervision is practiced in school by head of departments, they might not be willing to be supervised. Sergiovanni and Starratt, (2007) related conventional approach to tradition perspective of scientific management where close supervision is practiced. Collegial approach shall be introduced in school that is purposeful adult interactions about improving school wide teaching and learning Glickman and et al (2007). This could be better achieved when there is peer supervision practice in schools between and among teachers. Senior subject teachers shall be considered too for better practice of instructional supervision in schools. About 41(50 percent)) of sample teachers indicated they preferred to be supervised more than four times per year. This could help encourage schools to install supervision of instruction as an educational activity that should be done in schools.

Instructional development

The endeavor was made to discover the practice pertaining to instructional development activity. Both groups of participants perceive instructional supervision as to serve an important role in assisting teachers for instructional improvement, despite the manner in which it was being practiced. With actual grand mean of 3.00 and 3.3 for sample teachers and supervisors respectively, almost half of respondents expressed the practice was limited in existence. They believed that instructional supervision in their school was serving only for appraising of teachers performance. When dealing with instructional development the direct assistant to teacher allows the supervisor to provide one-to-one feedback and communication that allows teachers to learn from their past experiences and expertise of the supervisor. Lovell (1983) emphasized the delivery of direct support, consultation and service to help an individual teacher or group to improve in working with a particular group of students should be basic organizational expectations for instructional supervisory behaviors. According to Eye and Netzer (1965), instructional development includes all those activities involved in the whole process directing learning. Supervisors are expected to know how to analyze teaching, diagnose difficulties, confer with teacher and make meaningful recommendations to the teacher for improvement. They are required to bring skills in pedagogy and human relations in the process of instruction and instructional improvement.

Curriculum development

Regarding the supervisory practice in promoting curriculum development activities, the study revealed the practice was sufficient enough as viewed by supervisor, with grand mean of 3.84. Majority of supervisor respondents viewed they usually discuss with teachers in preparing, arranging, locating, coordinating and evaluating instructional materials like teaching aids, teaching guides, and other instructional materials. However, majority of teachers stated they have rare opportunities to participate in different curriculum development activities with actual grand mean of 2.46 which is below expected mean. This evidence shows somewhat opposing views of the two groups. The point here is teachers need to be engaged in various curriculum development activities since they are the implementer of the curriculum. In this regard, Mohanty points out curriculum development is cooperative activity, by the teacher and supervisor with a view, to making learning experience of students worthwhile and updates (1990). Supervisor has several responsibilities in the process of curriculum development. He/she may initiate teacher to identify curriculum problems or suggest problems that might be interest to them to be studied, provide time, facilities, and resource when teachers perform their task of curriculum development. Unless the supervisors discharge his/her responsibility for the initiation of change, and ingredient resource is made available to the teacher, the task of curriculum development may remain static and hence, deliver an outmoded and irrelevant curriculum to its students.

Staff development

The study revealed staff development activities in school were found to be rarely sufficient with actual grand mean 2.62 and 3.22 for sample teachers and supervisors respectively. The essence of successful instruction and good schools come from the thought and action of the 38 professionals who reflect on their action and practice. The role of supervisor in facilitating environment for staff development is therefore, very essential.

Teachers may undergo staff development within instructional and curriculum domain as they perfect skills in learning and practicing pedagogical skills, solving instructional and curriculum problems with the help of supervisor. Scott (1998), described staff development not only to workshop and courses leading to credits and certification, but also to choices aimed at erasing weaknesses or enhancing previous experiences while developing new learning. Therefore, supervisor should rather engage in many possibilities of staff development activities. The supervisor may start his/her job by identifying teacher's in-service need through survey, observation and interview. He/she is expected to stimulate teachers want to find a new way of accomplishing their tasks. The supervisors are also expected to plan set in to operation evaluate the in-service program.

Problems related to supervision practice

The study revealed variety factors that can influence the effectiveness of supervisory practices. Some of the problems encountered during the practice of instructional supervision may arise from teachers' perception of instructional supervision, working environment and the supervisors. Accordingly, the following problems were identified: problems related with teachers' perception were perceiving supervision as fault finding, instrument of controlling their activity, simple observation merely for appraising classroom performance of teachers, fulfilling formality, and lack of interest on the side of teachers. With respect to teachers' perception, Miller (1944), state that the leading test of success of supervision is found in the attitude of the teacher towards the supervisors. Similarly, in a study of supervision and teacher satisfaction, Fraser in Mpofu (2007) state, the improvement of the teaching-learning process was dependent upon teacher attitudes toward supervision. He says that unless teachers perceived supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. Moreover, Goldhammer et al. (1980), concluded teachers dislike being subject of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of a threat. Therefore, the perception of teachers toward instructional supervision is one major factor that determines the effectiveness of

supervisory practices. Problems related to supervisor were lack of adequate educational experience, lack of interpersonal or human relation skills, lack of technical skills, inadequate training provision for supervisors, lack of commitment, willingness, and interest on the side of supervisors, not considering supervision as instrument for instructional improvement were the major problems revealed. According to Glickman (2004), for those in supervisory role, the challenge to improving students learning is to apply certain knowledge, interpersonal skills and technical skills to the tasks of instructional supervision that will enable teachers to teach in collective and purposeful manner. Writers like Humer and Mittal (in Arefayne 2010), indicated that factors like personal ability of human relations skills as guiding the work force, instructing and inspiring them for better performance; the technical and managerial skills, training and wisdom as well as how supervisor best lead and supervise his/her workmen may affect supervisor in being effective. Researchers like Amberber, 1975, Fekadu, 1992 and Zawdneh 1987 (in Haile, 2010) pinpointed the following problems that Ethiopian supervision practices faces. Some of the problems are: teachers have negative attitude toward the supervisory program, supervisor do not apply the principles and techniques they learned, supervisor lack skills in human relationships while working with teacher, and lack of necessary facilities for supervisors. Therefore, in order to solve all these problems and ensure the effectiveness of supervisory practices all the stakeholders of the school should work together cooperatively.

5. Conclusions and Recommendations

5.1 Conclusions

Evidences gathered in this study has pointed to the fact that majority of the teachers were aware of the importance of instructional supervision. Teachers could welcome supervision if it is done in the right spirit and with aim of improving the learning process and teacher growth. This was shown in the way most teachers responded on the question of usual and preferred supervisors. Moreover, majority of teachers were preferred having supervision of instruction more than the existing practice. Therefore, one could deduce teachers were aware of the importance of supervision of instructions. The major tasks of supervisors in general could be categorized into instructional development, curriculum development and staff development. Theoretically, it is understood that supervisors are expected to assist teachers during instructional development activity like how to plan lesson, how to select teaching aids and materials' and teaching methods, and how to apply different assessment techniques; supervisors should also act as a resource person in the activity of curriculum development; and he/she must stimulate, plan, coordinate, and guide the effort of the teachers and create conducive environment to bring professional growth and development of teachers. The result of the study however, revealed that supervisors were not in a position to shoulder these responsibilities sufficiently. As a result, teachers might not get assistance from supervisors as expected.

This could make teachers to regard supervisors as not potentially valuable person in their effort of improving instruction and students learning. The major purpose of instructional supervision is to bring about improved students learning through improving instruction. One of the mechanisms to achieve this is assisting teachers through conducting clinical supervision (classroom observation). However, the finding in the study revealed that classroom observation was carried out mostly once a semester. The finding also revealed that the majority of teachers were viewed classroom observation merely for the purpose of appraising teachers' performance and formalities. This situation might not benefit teachers. Furthermore, it could not enable teachers to clearly understand the purpose of classroom observation. Because of this, teachers can develop sense of not good feeling towards classroom observation. As viewed by both groups of respondents, there are also a number of problems indicated. The major problems includes problem related with teachers' perception of instructional supervision, problems that arise from supervisors him/her-self and problems related with working environment. All these problems in one way or another might result in to lack of objectivity, incompetence of supervisors, distrusting relationship between teachers and supervisors and bias. This finally can lead to teachers' dissatisfaction with supervisory practices and hence hate it and develop negative attitude toward instructional supervision.

5.2 Recommendations

In light of the findings of this study and conclusions drawn, the researcher attempted to suggest the following recommendations:

- Instructional supervision is to improve instruction so as to bring improved students learning. In order to achieve this, supervisors are expected to be resource person to realize the continuous improvement of instruction. Beside, frequent classroom observation is also very essential to bring improvement of instruction. However, the finding has revealed that the frequency of classroom observation was mostly carried out once per semester. This could not be sufficient to see the improvement of instruction and students learning. Thus, it is good to suggest that classroom observation to contribute a lot for instructional improvement has to be undertaken as frequently as possible in a way to bring instructional improvement. This can be achieved through developing mechanism of peer supervision. This also helps teachers to share their experience without any tension. Therefore, principals, vice principals and department heads are recommended to initiate, arrange and facilitate conditions for practicing peer supervision in their school.
- Instructional supervisors are expected to perform various tasks so as to ensure better learning environment. The major tasks are related with provision of leadership role in areas of instruction, curriculum and staff development activities. However, as the finding of study revealed the current performance of supervisors pertaining to
 - these three major tasks was found to be not sufficiently enough. Moreover, the finding revealed that supervisors were tending to emphasis on other school activities. To this end, it is needed to recommend both woreda education office and those involved in supervision. Hence, Woreda education office should provide appropriate support like short term training provision to acquaint supervisors with appropriate knowledge and skills of supervisory tasks. Supervisors are also supposed to perform supervisory activity willingly, carefully, and with commitment and devotion.
 - There were also problems related with teachers' perceptions and supervisors. In this regard, it is good to recommend all concerned bodies such as woreda education office, principals, department heads and teachers to be aware of the problems facing supervision practice. Therefore, provision of trainings, orientations and awareness raising conference need to be arranged at different level. For instance, principals and department head can possibly conduct awareness raising conference at school and department level to discuss on teachers perception related and work environment related problems. Similarly, the woreda education office can provide short term training for those involved in supervision to higher up their knowledge and skills in supervision.

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