RESEARCH ARTICLE

THE PRACTICES OF INSTRUCTIONAL SUPERVISIONS IN SUPPLEMENTING HOLISTIC TEACHING- LEARNING PROCESS: QERSA AND OMO NEDDA WOREDA SECONDARY SCHOOLS OF JIMMA ZONE IN FOCUS

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ARTICLE INFO	ABSTRACT
	The purpose of the study was to assess the practices of instructional supervision in supplementing teaching-learning process in secondary schools of Qersa and Omo Neda woreda of Jimma zone. It particularly treats issues of how instructional supervision is practiced in improving the holistic teaching learning process, how instructional supervisors render professional support to teachers to enhance classroom instruction, and what challenges are there in practicing instructional supervision in think of promoting the provision of quality education. To accomplish this purpose, the study employed a descriptive survey method, which is supplemented by quantitative and qualitative research method to enrich data. The study was carried out in two secondary schools of the two woreda which comprises -58 teachers, 31 internal school supervisors (2 principals 2 vice principals, 12 department heads and 15 senior teachers) and 2 woreda supervisors who included in the study purposively. Questionnaire and interview was the main instrument utilized during data collection. Descriptive statistics like frequency, percentage for part and narration for qualitative were employed to analyze the data. Finally, the results of the study revealed that the practices of instructional supervision in supplementing holistic teaching learning in the woreda were ineffective and suffered with many challenges like lack of adequate knowledge among supervisors, shortage of resources for support, low top management attention and the like. Therefore, it is recommended that the woreda would be able to enhance the supervisory activities in considering its importance in assuring quality education by arranging training, improving resource allocation for supervision work and give due attention for the issue in order to alleviate the problem.

INTRODUCTION

In any job it is important to assess a person's performance in accomplishing the tasks. Business corporations supervise and evaluate employee performance for a variety of reasons including retention, promotion and accountability for completing job related tasks. Education is no different, in requiring supervision of classroom instruction to evaluate a teacher's effectiveness. This generally involves an administrator observing and evaluating lessons in a classroom, documenting the teacher's performance, and sharing suggestions for improvement. School districts utilize checklists and narrative documents to record and analyze teacher

performance as a supervisory practice (Glickman, Gordon & Ross- Gordon, 2004). The process of instructional supervision in schools is conducted by administrators and generally involves face-to-face visits to the teacher's classroom instruction (Glickman *et al.*, 2001). Certain criteria are observed, recorded and a report is generated as a part of the supervision process in a physical school environment. The report is analyzed and suggestions for improvement are shared with a teacher to enhance teaching performance. The primary objective of the supervision process in public schools is to offer teachers direct assistance to improve their performance toward the goal of increasing student teaching (Glickman *et al.*, 2001). Administrators currently supervise teachers in schools by using observation and data gathering from lessons observed in physical classrooms. This generally requires the supervisor's attendance in a classroom with the teacher during

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instruction. Typically, in this form of direct assistance, the administrator observes a lesson and records a variety of indicators to provide feedback designed to enhance a teacher's instruction and final goal to improve quality of education. Schools should establish and practice effective and efficient instructional system if they need to improve their performance in delivering quality education by making classroom instruction meaning full. For this reason, it was imperative that, professionals should conduct researches to evaluate as how schools are practicing instructional supervision and seek out the persistent challenges that schools faced in practicing it and the prospects of instructional supervision in all educational setting specifically at school, which are actual places for implementation of educational polices.

Statement of the problem

Schools are the 'formal agencies of education' where the future citizens are shaped and developed through teaching and learning process. So, schools need to help all students to develop their potentials to the highest level. This requires the effective effort and commitment of all stockholders particularly teachers, school leaders and management (Aggarwl, 1969). So, schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their intended outcomes through instructional improvement. To achieve these expected outcomes, we need to have well selected curriculum, improved instructional situations and professionally motivated and competent teachers. In line with this, Mohanty (in Gregory Charles Farley 2010) stated that in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective professional support in all aspects of instruction. The relevant and quality education can be provided for the learners by engaging well-trained and professionally developed teachers at all levels of education. It is meaningless to build schools and distributed educational materials without effective and efficient human power that can convey the educational content to learners. According to (MOE, 2004) "In the last ten years, substantial quantitative achievements have been made in education mainly students' enrollment and expansion of schools, but there is significant gap in achieving quality of education''. The quality of education can be achieved when teachers can get continual professional support in performing all instructional activities. In doing so, instructional supervision plays paramount importance. This is because, in modern perspective instructional supervision is viewed as educational leadership which transforms and leads the schools to effective and efficient performance level. In line with this, USAID/AED/ BESO II Project (2004), viewed instructional supervision as educational leadership that seeks the participation of all concerned bodies in all spheres of educational establishment in terms of decision making, planning and development of objectives as well as teaching strategies in an effort to serve beneficiaries that are students through continuous improvement of teaching learning process and its out puts. Supporting this idea, Admas College Distance Education Program (2005), described the term instructional supervision as, process of effort to stimulate, coordinate, and guide the continuous growth of teachers in the schools, both individually and collectively , in better understanding and effective performance of all functions of instruction so that they may be better able to stimulate and guide continued

growth of every people toward the richest and most intelligent participation in modern democratic society as the result of improved quality of education in general and improved classroom instruction in particular.

From the above mentioned ideas, it is possible to say that, among many measures which can be undertaken to improve quality of education, instructional supervision is the most critical aspect that should be given greater attention. Therefore, instructional supervision should be strengthened at all levels specifically at school level in its planning, coordination, organization, practice and implementation. But when we see the practice of instructional supervision, at all levels (primary and secondary) schools throughout our country including secondary schools of Kersa and Omo Nada Woredas' in Jimma Zone of Oromiya Region, it is not well planned, coordinated, organized and poorly practiced. As the result, teachers have not got professional support for their professional development in their instruction and other school activities. Supporting this Million Morky, (2010) in his research in titled as "an assessment on the statues of school base instructional supervision in secondary schools of western Arsi Zone of Oromiya region concluded that, the instructional supervisory practice was not effective in facilitating teacher work, in preparation and provision of teaching manuals and materials, in evaluating the existing curriculum, in implementing curriculum and adapting curriculum to the school context. As he concludes, due to this reason schools were in effective in improving instructional practice of teachers, solving instructional problems and in facilitating teacher-parent partnership". From this we can see that, the implementation and practice of instructional supervision in secondary schools has a number of challenges. That is why; the researchers were initiated to conduct the research in how instructional supervision is practiced and to identify the existing challenges and its prospects in the above mentioned Woredas. In doing so, this research was intended to answer the following basic research questions.

Research Questions

1. How instructional supervisors render professional support to teachers?
2. How did instructional supervision enhance classroom instruction?
3. What challenges are there in practicing instructional supervision?

General Objective

The main objective of the study was to assess the current practice, problems and prospects of instructional supervision in secondary schools of Kersa and Omo Nada Woreda of Jimma zone.

Specific Objective

Specifically this study was aimed:

1. To investigate the extent to which teachers are getting professional supports from supervisors
2. To identify the major challenging factors that hinders the effectiveness of instructional supervision
3. To suggest appropriate strategies that could enhance the practice of instructional supervision in the schools.

Significances of the Study

Through the effective supervision of instruction, schools can reinforce and enhance teaching learning practices that would contribute to improve quality of education in general and the students' classroom learning in particular. By skillfully analyzing performance of teachers in their classroom teaching and providing appropriate data, instructional supervisors can provide meaningful feedback and direction to teachers that can have a profound effect on the instruction that occurs in each classroom. Because, effective teaching is the primary factor for achieving the quality of education at all levels. In doing so the effective supervision of instruction is one of the most critical functions of the school management and administration, if schools need to conduct quality educational programs for all students. Therefore, the school administrators must provide an appropriate and well-planned instructional supervision (UNESCO 2001). Thus, it is very crucial to assess the existing problems and prospects in instructional supervision so as to suggest possible solutions that improve the existing practice.

From this point of view, this study has the following significances:

1. It reveals the strength and weaknesses of the current practice of instructional supervision for practitioners of secondary schools.
2. It helps the school administrators to identify best practices, if any, to meet improvement of instruction at school levels
3. It helps to build consensus and raise the awareness and commitments of all stakeholders for better implementation and results of instructional supervision.
4. The result of the study will help to identify the existing professional skill and knowledge gap on the part of supervisors and to initiate capacity building programs.
5. It helps as preliminary information for local educational administrators to identify the various challenging factors that hinder practice of instructional supervision in secondary schools.
6. Finally, it serves as stepping stone for furthers researches on the area.

Definition of Key Terms

In this study the following terms and phrases were used as they are defined here.

General secondary school: School of two years duration that is from grade 9th–10th which will enable the students to identify their interests for further education, for specific training and for the world of work (MOE, 1994:14).

Supervision: Is a common vision of what teaching and learning can and should be developed collaboratively by formally designated supervisors, teachers and other members of the school community (Glickman, Gordon and Ross Gordon, 2004:8)

Supervisor: A professional trained person who contributes any areas of the school program or to any services required in keeping the school running (Gregory Charles Farley, 2010: 3).

MATERIALS AND METHODS

The research designs employed to conduct the study were both quantitative and qualitative, even if, it includes both, it more focused on quantitative design, because, assessing the current practice, challenges and prospects of instructional supervision is more expressed in a quantifiable manner. But the qualitative part needs more time and experience of the researchers. Thus it incorporated in the study only to enrich the quantitative data.

The Research Method

The intention of the study was on the practice, problems and the prospects of instructional supervision in secondary schools of Kersa and Omo Nada Woreda of Jimma Zone. The descriptive survey method was designed for the research with the assumption that it helps to have clear understanding of the current state of the instructional supervision by examining and describing the practice, problems and prospects of it. In line with this, Jose & Gonzales (1993) states that "descriptive survey method gives a better and deeper understanding of a phenomenon which helps as a fact-finding method with adequate and accurate interpretation of the findings". Moreover, it 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 can be compared, or determining the relationship that exist between specific events (Cohen, 1994).

Source of Data

Both primary and secondary data were used for the study. Primary data was obtained from teachers, principals, deputy principals, department heads and Woreda supervisors, who had direct contact with the study issue, through questionnaire and interview. These sources helped the researchers to acquire firsthand information of the situation under the study and to draw valid conclusion while secondary data was obtained through document analysis. For this purpose the documents of instructional supervision practice such as supervisory plans, checklists, reports etc. in each school and woreda education offices had consulted to draw the vivid picture about the current practice and problems of instructional supervision as well as its prospects in the schools.

The Study Population

In Jimma Zone there are 18 (eighteen) Woredas. Among them, Kersa and Omo Nada Woredas were the places where the research was conducted. The study populations were drawn from two secondary schools (one from Omo Nada and one from KersaWoreda) which contain four principals, four deputy principal, one hundred nineteen secondary school teachers and two woreda supervisors. Therefore, the total number of the study population whom the study included was 129.

Samples and Sampling Techniques

In order to collect relevant and authentic information about the current practice and the existing problems that the practitioners faced in practicing effective and efficient instructional supervision as well as about the prospects of it, respondents were selected using two types of sampling techniques. In this regard, among 4 (four) secondary schools found in both Woredas, 2 (50%) were selected by using purposive sampling technique in a way that each school were selected from the center of each Woreda. This was because of easily accessibility within short time for data collection. Likewise, the selected school principals, deputy principals, and Woreda education

supervisors were purposively selected as samples in order to get relevant information because they have direct relation to issue under the study. Whereas, among 58 teachers who were teaching at the selected schools 21 (36%) and among a total of 15 teachers who were serving as department heads and senior teachers, 12 (80%) were taken as a sample by using simple random sampling technique. This sampling technique was used to give equal chance for each teacher to be selected as a sample of the study. In addition, this technique was selected because, the study population was small in number and easily manageable for selecting the sample using either numbering or lottery method.

Data collecting Instruments

Before developing the instruments, relevant related literature on the instructional supervision were thoroughly examined, selected and revised. Based on the information obtained from literature and considering the locality of the study area, three data collection instruments such as questionnaire, interview and document analysis had employed to elicit the required quantitative and qualitative data that lead to assessing the current practice, challenges and prospects of instructional supervision. Both questionnaire and interview questions were prepared in English Language because; all the selected respondents can read, write, understand and communicate in English language.

Data Collection Procedures and Administration

For the data collection, a total of five individuals as well as researcher were involved in collecting data through prepared instruments. To collect data from selected respondents, convenient time and place was chosen in order to place them freely and maximize the quality of responses and degree of return. After teachers and department head teachers had been identified, questionnaires were dispatched independently on different places according to the time schedule given for each selected woredas. The dispatched questionnaires were collected by respective data collectors as well. Likewise, interviewing was conducted for principals, deputy principals and woreda supervisors by arranging convenient time and place, with them.

Method of Data Analysis

According to Solomon in Petros (2008), "…research methodologies are divided into two major parts, qualitative and quantitative approaches. A major contrast between qualitative and quantitative research design is how information is gathered and analyzed, and the choice to use either of them is based on the type of questions to be answered". Therefore, both of the qualitative and quantitative techniques of analysis were used even though the technique to be used is more of quantitative. In using the quantitative method depending upon the numerical results from analysis, interpretation and discussions had made to the result of the study. Accordingly, in the analyzing of the data, statistical tool employed was percentage, which was used to explain the personality characteristics of respondents and to compare some of the data collected through content analyses.

Ethical Consideration

To investigate this research supportive letters from the department of Education planning and management had been written. Because, the letter provided us to be legal and to get relevant information in polite manner from sample woreda education offices and from the selected secondary schools. After we got the supportive letters from the department, we moved to the research area and contact with the target population to get their permission and to arrange their convenient time to the questionnaire and interviews by informing the purpose and importance of the research which had been conducted. The responses of each target population were kept as confidential to protect them from any panic. All this were considered for the effectiveness of the issue under the study.

RESULTS AND DISCUSSION

The main purpose of this study was to assess the practices, challenges and prospects of instructional supervision in Karsa and Omo Nada Woreda of Jimma Zone. In line with this, close and open ended questions were distributed to 21 teachers and 16 internal supervisors (deputy principals, department heads and senior teachers).Among the distributed questionnaires 17 (80.9 %), and 14(87.5%) were returned from teachers, and internal supervisors respectively. In addition, the interview was conducted with two school principals and two woreda secondary school supervisors. Furthermore, the school supervisory documents were analysed. Therefore, the analysis of data collected from all respondents were done using percentage and interpreted in the following issues as follows.
Table 1: The practice of developing supervision plan and how supervisors are guided by the plan. The effectiveness and efficiency of instructional supervision highly depends on how supervisors develop and use supervisory plan and schedules for their day to day activities in supporting teachers. In doing so, internal supervisors should develop consistent and relevant long and short range plans by involving teachers in planning process. Therefore, the above table depicts the practical experience that how supervisors develop and use supervisory plan and the whole result obtained from respondents was analysed and interpreted below. In item 1 of table 1, the respondents were asked to give their opinion whether the supervisors develop the supervisory plan by participating teachers or not by showing their agreement or disagreement. In this regard, 14 (45.2%), of the total respondents responded by disagreeing while 10 (32.3%) of the total respondents responded agreeing on the issue. This shows that supervisory planes are developed without full participation of all concerned bodies. Similarly the result of interview from school principals and woreda supervisors tells that, supervisory plan is developed without involving teachers. Supporting this one of woreda supervisors says that: '' we supervisors develop supervisory plan by our own without fully participating school principals but we provide the copy of plan for them. '' From this it is possible to conclude that, supervisors did not actively and full involve teachers in developing supervisory plans implying that teachers have less contribution in developing the plan and supervisors are not exploiting the expertise knowledge of teachers because of lack collaboration and respection between them. In item 2 of the same table, the respondents were also asked to give their responses whether supervisors consult and ask teachers 's need and an agreement for supervising them or not. Among the whole respondents requested to answer this question, 17(54.8%) responded by agreeing while 8(25.8%) replied by partially agreeing and the rest insignificant number tried to respond totally disagreeing.

Table 1. The practice of developing supervision plan and how supervisors are guided by the plan

No	Item	Respondents	Responses							
			Agree		Partially agree		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Supervisors develop supervisory plans by participating teachers	Teachers	3	17.6	5	29.4	9	52.9	17	100
		Supervisors	7	50	2	14.28	5	35.7	14	100
		Total	10	32.3	7	22.6	14	45.2	31	100
2	Supervisors support teachers based only on their need and plan	Teachers	9	52.9	3	17.6	5	29.4	17	100
		Supervisors	8	57.1	5	35.7	2	14.3	14	100
		Total	17	54.8	8	25.8	7	22.6	31	100

Table 2. The View of respondents on the practice of the role of instructional supervisors in supporting teachers in pre_ instructional activities

No	Item	Respondents	Responses							
			Agree		Partially agree		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Instructional supervisors are helping teachers in organizing classroom activities	Teachers	7	41.2	4	23.5	6	35.3	17	100
		Supervisors	9	64.28	3	21.4	2	14.3	14	100
		Total	16	51.6	7	22.6	8	25.8	31	100
2	Instructional supervision supported teachers to prepare teaching aid materials	Teachers	7	41.2	4	23.5	6	35.3	17	100
		Supervisors	9	64.28	4	28.5	1	7.1	14	100
		Total	16	51.6	8	25	7	22.6	31	100
3	Instructional supervision enabled teachers to prepare lesson plan	Teachers	10	58.8	4	23.5	3	17.6	17	100
		Supervisors	9	64.28	2	14.28	3	21.4	14	100
		Total	19	61.3	6	19.4	6	19.4	31	100

Table 3. The major focus of instructional supervision

No	Item	Respondents	Responses							
			Agree		Partially agree		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Instructional supervisor more focus on implementing administrative aspects than teaching learning	Teachers	8	47.1	6	35.3	3	17.6	17	100
		Supervisors	–	–	–	–	–	–	–	–
		Total	8	47.1	6	35.3	3	17.6	17	100
2	Instructional supervisors are more focus in facilitating the evaluation of school curricula	Teachers	11	64.8	3	17.6	3	17.6	17	100
		Supervisors	10	71.42	2	14.28	2	14.28	14	100
		Total	21	67.8	5	16.1	5	16.1	31	100

Table 4. The view of respondents on the practice of providing direct classroom assistance to teachers

No	Item	Respondents	Responses							
			Agree		Partially agree		Disagree		Total	
			No	%	No	%	No	%	No	%
1	Instructional supervision created free academic relation among teachers	Teachers	8	47.1	5	29.4	4	23.5	17	100
		Supervisors	12	85.7	–	–	2	14.3	14	100
		Total	20	64.5	5	16.1	6	19.4	31	100
2	Instructional supervision has enabled teachers to cooperate with each other	Teachers	11	64.7	3	17.6	4	23.5	17	100
		Supervisors	12	85.7	2	14.3	–	–	14	100
		Total	22	71	5	16.1	4	12.9	31	100
3	Supervisors facilitate effective induction and mentoring system in school	Teachers	8	47.1	4	23.5	5	29.4	17	100
		Supervisors	8	I7.1	3	21.4	3	14.3	14	100
		Total	16	51.6	7	22.6	8	25.8	31	100
4	Supervisors helped teachers to negotiate your needs with other bodies	Teachers	8	47.1	4	23.5	5	29.4	17	100
		Supervisors	–	–	–	–	–	–	–	–
		Total	8	47.1	4	23.5	5	29.4	17	100

Table 5. The view of respondents on the practice of supervisors in creating cooperative school culture through instructional supervision

No	Item	Respondents	Responses							
			Agree		Partially agree		Disagree		Total	
			No	%	No	%	No	%	No	%
1	The school supervisors identify the gap of manpower need of the school	Teachers	5	29.4	7	41.2	5	29.4	17	100
		Supervisors	6	42.8	3	21.4	5	35.7	14	100
		Total	11	35.5	15	48.4	9	29.0	31	100
2	Supervisors actively engage in recruitment and selection process of school personnel	Teachers	5	29.4	6	35.3	6	35.3	17	100
		Supervisors	7	50	5	35.7	2	6.5	14	100
		Total	12	38.7	11	35.5	8	25	31	100
3	School supervisors identify the training needs of the school staff and arrange the training program	Teachers	4	35.3	5	29.4	8	35.3	17	100
		Supervisors	5	42.9	4	28.6	6	28.6	14	100
		Total	7	22.5	10	32.3	14	46.2	31	100

Table 6. The view of respondents on the skill of supervisors

No	Items	Respondents	Responses							
			High		Medium		Low		Total	
			No	%	No	%	No	%	No	%
1	Listening ability of supervisors	Teachers	10	58.8	4	23.5	3	17.6	17	100
2	The ability of supervisors to clarify the issue to be addressed	Teachers	8	47.1	4	23.5	5	29.4	17	100
3	The ability of supervisors to encourage teachers	Teachers	9	52.9	6	35.3	2	18.8	17	100
4	The problem solving ability of supervisors	Teachers	8	47.1	5	29.4	4	23.5	17	100
5	Instructional supervision has enabled you to be creative	Teachers	8	47.1	5	29.4	4	23.5	17	100

Even though an average of respondents replied that as the supervisors inform teachers prior to classroom observation, significant number of respondents were opposing the idea totally. This indicates that there was a gap in informing teacher before they are going to be supervised in their classroom instruction. Supporting this, one of the school principals told that:

We plan for the classroom supervision to be carried out once a month. But we supervise the teachers, when the students informed us as there is problem on teacher in teaching learning process. Therefore, teachers did not give positive image for supervisors. In general, the classroom observation for all teachers takes place to fill teachers' performance appraisal result at the end of the semester, but not to support teachers in order to improve their teaching learning process.

With sensing the response above, it is possible to infer that, like that of planning process, teachers were not fully informed and asked their needs and interest by supervisors in conducting classroom supervision, implying that the supervisory process was not fully participative.

Generally from the responses given to the above two items, it is possible to say that the schools did not effectively practice developing and implementing supervisory plans through coordination of teachers due to lack of supervisory knowledge and skill on the part of supervisors and less attention given to supervision. Hence they are expected to practice of involving teachers in developing and practicing supervisory plan. Table 2: The View of respondents on the practice of the role of instructional supervisors in supporting teachers in pre‑ instructional activities. Instructional supervision in its nature should inclusive and continuous effort of professionals which enable teachers to get professional support in all aspects before, during and after classroom instruction. Hence, instructional supervisors are expected to support teachers in pre instructional activities such as organizing classrooms, preparing teaching materials, developing lesson plans and generally enabling teachers to be well prepared for effective instruction. In item 1 of the table, respondents were asked to show their agreement or disagreement based on the practice of their school on the statement '' instructional supervisors are helping teachers in organizing classroom activities'' and thus 16(51.6%), 8 (25.8%) and 7(22.6%) replied by agreeing, disagreeing respectively. This shows that, the practice of supporting teachers in organizing the classroom in order to make the classroom conducive for teaching learning was not effective as intended even though, there is significant effort. From this it is possible to say that the direct assistance of in organizing their classroom needs more effort of supervisors. In item 2 of table 2, the respondents were asked to respond whether instructional supervisors are supporting teachers in preparing instructional materials. Concerning the issue, 16(51.6%), 8(25%) and 7(22.6%) of respondents responded by agreeing, and disagreeing respectively. As it is depicted in the

table, even though the respondents who responded as there is practice of supporting teachers by supervisors in preparing instructional materials are slightly more than who disagree the idea, the practice still needs more and more improvement. In item 3 of the same table, the respondents were also asked to express their practical observation whether instructional supervisors are assisting teachers while they are preparing lesson plan. Concerning this, the majority of respondents 19(61.3%) expressed their practical observation by agreeing the given statement. From this, it is possible to say that, teachers were gaining professional support from supervisors in preparing appropriate lesson plan but still the practice needs more effort to provide professional support as intended

Instructional supervision should be comprehensive in scope and its focus should include classroom instruction activities and other activities which teachers perform out of the classroom as well as administrative areas which enable the schools to deliver effective instructional process. From this point of view, in item 1 of table 3, the respondent teachers were asked to replay whether the major focus of instructional supervisor is administrative aspect of schools or teaching learning process and 8 (47.1%) responded as the major of instructional supervisor is administrative aspect than teaching learning process but 6(38.3%) of teachers partially agree this idea and insignificant number of teachers totally disagree it. From this one can deduce that, the instructional supervision is not inclusive but is more of control based than supportive of teachers in promoting classroom instruction. In line with this the interviewees also confirmed that their supervisory practice focused on solving conflicts and ensuring the performance level of teachers as well as for the sake of filling efficiency of teachers at the end of the semester. In item 2 of the same table, the respondents were asked to respond whether instructional supervisors are facilitating the evaluation and improvement of school curricula. Among the total respondents only 21(67.8%) agreed that instructional supervisors are more facilitating the evaluation of school curricula and this implies there is more practice that should need more attention on instructional aspect.

Instructional supervisors are highly responsible to create the situation that facilitates free professional discussion among teachers which can builds cooperative effort among teachers. In addition they should be responsible of establishing effective induction program which is the major instrument to capitalize the initial effectiveness of new teachers either for the profession as the whole or for the schools. Moreover, they should enable teachers to negotiate their benefits with different bodies to make them beneficiary. To ascertain whether these practices really exist or not in the schools, different questions are raised for respondents and their responses looked like the following. In item 1 of table 4, 20 (64.5%), 6(19.4%) and 5(16.1%) of respondents responded by agreeing, disagreeing about the contribution of instructional supervision in creating

free academic relation among teachers. This shows that supervisors have worked reasonably in better way on this area. But when we compare the number of teacher respondents who agreed on the positive contribution, it is less than fifty per cent, with the response of their counterpart supervisor respondents those who responded by agreeing the idea, as there is greater contradiction. This shows that, there is problem on this area and there is poor academic discussion among teachers. In item 2 of the same table, the respondents were requested to respond whether or not instructional supervision has enabled teachers to cooperate with each other and the majority of respondents' 22 (71%) replied as it facilitated cooperation among teachers in solving practical problems. This shows that supervisors have better worked on this area. In item 3 of table 4, the respondents were asked to portrait the practice of induction system in their respective schools. In this regard, 16 (51.6%), 8 (25.8%) and 7(22.6%) of respondents expressed their practical observation by agreeing, disagreeing respectively the presence of effective induction and mentoring system in their respective schools. As anyone can infer from the response given by respondents, it is difficult to conclude as there is effective and efficient inductions system in the schools because, the number of respondents who replied as there is induction system are not much greater than who partially and totally oppose the existence of the system in their schools.

In item 4 of table 4, teacher respondents were asked to reflect their practical experience whether instructional supervisors have helped them to negotiate their needs with school administrators and other bodies for securing their professional benefits. Accordingly 8 (47.1%), 5 (29.4%) and 4 (23.5%) of respondents replied by agreeing, disagreeing the contribution of supervisors in helping teachers to negotiate with school administrators and other bodies to make them beneficiaries in many aspects. So, it is possible to deduce that supervisors were not effective enough to enable teachers to negotiate for their competitive advantage in professional as well as personal aspects hence more than half of respondents totally agreed with the presence of such practice. The interview on this issue also indicates that teachers are not fully trust on the benefits and support of supervisors as a result the relation among them is poor.

In item of table 5, the respondents were requested to respond whether supervisors engage in identifying man power need of schools or not and 15(48.4%), 11(35.5%) and 9(29%) of respondents responded by partially agreeing, agreeing and disagreeing respectively. As we can observe from the figure above, the number of respondents who agreed on the issue is insignificant which indicates that, instructional supervisors were not perform an expected duties in identifying problems that teachers faced due to lack of necessary skill and knowledge. From this we can infer that problems which are related to training needs were not solved timely. In addition, the respondents were also asked to justify their practical observation whether or not instructional supervisors are actively engaging in recruitment and selection process of school personnel. Accordingly, 12(38.7%), 11(35.5%) and 8(25%) responded by agreeing, partially agreeing and disagreeing respectively. Here, the respondents who agreed as supervisors were participating actively are below half of the total respondents. This implies that, supervisors were not contributing their professional expertise in recruitment and selection process. From this it is possible to deduce that, schools were accepting teachers and other school personnel

without their need and specification. Lastly, in item of the same table the respondents were asked to respond whether or not the supervisors identify the training need and arrange training programs to develop the capacity of teachers. In this regard, 14(46.2%) 10(32.3%) and 7(22.5%) disagreed, partially agreed and agreed respectively. This shows that instructional supervisors are not striving to develop the professional capacity of teachers by developing the short term training programs this implies that teachers are not updating their skill and knowledge frequently.

Instructional supervision can be effective and efficient if and only if supervisors are skilful, knowledgeable and professionally trained and more experienced on the area. From this point of view, the respondent teachers were requested to justify the listening, clarifying, problem solving ability and the skill in initiating research works of instructional supervisors and the responses given by respondent teachers is described below. In item 1 of table 6, concerning the listening ability of supervisors 10(58.8%), 4(23.5%) and 3(17.6%) of the respondents replied as high, medium and low respectively. Hence, it is possible to say that, instructional supervisors are reasonably conscious of hearing the feeling and interest of teachers in working with and supporting them, but it still needs greater improvement in the future hence the considerably is not fully respect them. In item 2 of the same table, 8(47.1%), 5(29.4%) and 4(23.5%) of the respondents replied as the ability of supervisors in clarifying and communicating ideas to teachers is high, low and medium respectively. This shows that, the ability of supervisors to communicate with teachers is not sufficient. In addition the interview result shows that, due to lack such skill supervisors are unable to convince teachers in different issues. The interviewees suggested the cause for lack of their skill is due to absence of professional training in supervisory aspects. From this one can conclude that instructional supervisors were not effectively able to communicate and clarify issues to create common understanding among teachers for the betterment of instructional process.

Likewise in item 3 of table 6, teachers were asked to justify the ability of supervisors to encourage teachers for their better performance in their profession. Accordingly, 9 (52.9%) of the respondents justify as supervisors' ability in this aspect is high but 6(35.3%) of them were replied as their skill to encourage teachers towards better performance is medium. From this it is possible to conclude that, the instructional supervisors are not in good position to effectively encourage and influence teachers for the improvement of their performance level. As items 4 & 5 in table 6 depict, 8 (47.1%), 5(29.4%) and 4(23.5%) of respondents replied as the problem solving and ability of supervisors to initiate teachers for their creativity is high, medium and low respectively. This shows that instructional supervisors were not competent enough in solving practical problems as well as enabling teachers to be creative and conduct action research in their profession. Generally from the above results it is possible to generalize that supervisors are highly demanding professional training in the future if they need to provide effective and efficient professional support to teachers.

Summary

The main purpose of this study was to assess the practices, challenges and prospects of instructional supervision in Jimma

Zone in the case of Karsa and Omo Nada Woreda and then to provide some possible strategies that should be implemented to alleviate those challenges faced in practicing effective and efficient instructional supervision. To this end, the following three basic questions were raised.

1. How instructional supervisors render professional support to teachers?
2. How did instructional supervision enhance classroom instruction?
3. What challenges are there in practicing instructional supervision?

The study was carried out in four secondary schools (three from Omo Nada and one from Kersa Woreda) which contain four principals, four deputy principal, one hundred nineteen secondary school teachers and two woreda supervisors. Therefore, the total number of the study population whom the study included was 129. In order to collect relevant and authentic information about the current practice and the existing problems that the practitioners faced in practicing effective and efficient instructional supervision as well as about the prospects of it, respondents were selected using two types of sampling techniques. In this regard, among 4 (four) secondary schools found in both   Woreda, 2 (50%) were selected by using purposive sampling technique in a way that each school were selected from the center of each Woreda. Likewise, the selected school principals, deputy principals, and Woreda education supervisors were selected as samples in order to get relevant information because they have direct relation to issue under the study. Whereas, among 58 teachers who were   teaching at the selected schools 21 (36%) and among a total of 15 teachers who were serving as department heads and senior teachers, 12 (80%) were taken as a sample by using simple random sampling technique. The primary data obtained from teachers, department head teacher, senior teachers and deputy principals using questionnaire, and from principals and secondary school supervisors of each Woreda through interview. In addition supervisory documents of the selected schools were analyzed in order to enrich the data obtained through questionnaire and interview. The data obtained using the above mentioned means were tabulated interpreted and analyzed using percentage method. Hence, based on the interpretation and analysis of the gathered data the study came out with the following major findings:

1. Instructional supervision should be conducted and practiced based on its own short terms and long term plan which is developed through cooperative effort of supervisors, teachers and all concerned bodies. In addition, supervisors are expected to conduct their supervisory tasks based on their plan. But when we see the practice of developing supervisory plan in schools of the study area, the finding of this research indicated that supervisors are developing the supervisory plans without fully involving teachers. Likewise, woreda supervisors are also developing their plan without actively participating schools. More over instructional supervisors are not conducting their tasks based on their plan due to teaching load on the part of internal supervisors and other administrative work loads including political responsibilities in the case of external supervisors.
2. Supervision by its nature is democratic practice which demands the cooperation and consensus of both supervisors and supervisees. Hence, instructional supervisors should inform teachers and get their agreement while they need to conduct classroom observation. But, the finding of this study indicated that in most cases teachers are ignorant of when they are supervised by instructional supervisors as a result, they developed negative attitude towards instructional supervision.
3. Instructional supervision at schools levels should be organized in a way that it helps supervisors to assist teachers before, during and after the classroom instruction. Whereas when we see the practice of supervisors in Secondary Schools of the study areas, in supporting teachers in classroom organization, preparing teaching materials and planning their lesson, it is weak and needs more effort.
4. Instructional supervision can improve the competence of teachers when it focuses on supporting teachers in academic aspects general and classroom instruction in particular including improving the school curricula. but the finding of this research indicated that, the instructional supervision in secondary schools of the study woreda focused on controlling of teachers performance level than providing teachers professional support in academic area and continuously improving the school curricula.
5. The classroom is the heart of the school where the actual output of instructional process. That is, behavioural change on the part of the learners is expected. Since in the classroom the students and teachers come together for the purpose of learning. Within a single classroom series of interactions take place. So, instructional supervisors are highly expected to provide direct assistance to teachers in the classroom instruction to enable teachers to utilize instructional material, to monitor their classroom effectively and generally to conduct meaningful instruction. When we see the of classroom observation and the effectiveness of instructional supervisors in supporting teachers to properly utilize instructional materials and managing their classroom situation in secondary schools of Karsa and Omo Nada Woreda, the research finding revealed that instructional supervisors are conducting classroom observation only once a semester for the sake of conducting   performance appraisal of teachers and when they are informed by students as there are problems in the classroom instruction. In addition, supervisors are not effective in supporting teachers in classroom instruction management and teaching material utilization techniques.
6. In principle instructional supervisors are expected to involve in specification, recruitment and selection process whenever school personnel are hired. Because, they are in better position to sense the number, the type and the qualification of the required school personnel than other outsiders as they have immediate contact with schools. In addition, instructional supervisors are highly demanded to assess training needs, initiate and arrange training programs which fill identified gaps at school level. But the research finding showed that instructional supervisors of secondary school of Karsa and Omo Nada woreda were not able to identify manpower as well as the training needs of the school and were not part of recruitment and selection process.

7. Instructional supervision demands knowledge and skill. Therefore it is imperative that instructional supervisors should possess skills in different area. Specifically they should be skilful in understanding the ideas, feeling and emotions of others as well as clarifying and communicating their ideas to others etc. But the research finding showed that internal as well as external supervisors lack the required skills which enable them to listen, communicate and encourage teachers for better performance. In addition, the finding of this research also depicted that the supervisors lack research skill.

Conclusion

Depending on the major findings of the study, the following main conclusions were drawn from the study. The findings of the study, as discussed in the preceding part, showed that, the practice of instructional supervision is not cooperative because teachers are not actively participating in planning process as well as teachers are not informed why, when, how and what of classroom observation. Moreover based on the finding it is possible to conclude that instructional supervision in Secondary Schools of the above Woreda has got less attention. Internal supervisors are loaded by classroom teaching than providing professional support to teachers as intended. In addition, Woreda supervisors are busy of other administrative tasks instead of supporting teachers on their day to day classroom teaching. Due to this reason, the classroom observation was not conducted in frequent basis; rather teachers are supervised for purpose of performance appraisal once a semester. Another conclusion that researchers arrived at based on the finding of this research was that instructional supervisors were lacking necessary supervisory skills which implies that they need professional training through short and long term basis. In addition, instructional supervisors were not actively functioning in assessing manpower and training needs of the school as a result, teachers were not getting appropriate refreshment trainings to empower their professional capacity.

As the finding of the research indicates that instructional supervision was ineffective due to lack of supervisory skill, work burden, negative attitude teachers towards supervision in general and supervisors in particular, lack of coordination among the internal supervisory committees , absence of support from external supervisors, lack of budget and other facility, lack of transportation for woreda supervisors to move from one school to other school , less attention given for educational activities and prioritizing for other administrative tasks (e.g. political responsibilities) from top élites of woreda, lack of support from Zone and Regional Education Supervisors.

Recommendation

The practice, problem and prospects of instructional supervision in secondary schools of Omo Nada and Kersa woreda are not so much effective as expectation for quality education. Therefore, it needs improvement to make it being effective in the way it contributes to quality improvement in the schools in increasing the students' academic achievement through promoting professional assistance for professionalism of teachers. In consideration of the above analyzed practices and identified challenges the researchers recommends the following to respective bodies to tackle and alleviate the problem.

At the school level

- The school should assign more experienced and qualified teachers in the internal supervision committee to encourage the teachers, to make trust and to work with them collaboratively.
- The internal supervision committee should prepare supervisory plan with full participation of teachers and this helps the committee to have smooth and effective relation with the teachers which help them to implement the plan in the determined or intended schedule.
- The school should communicate with woreda, zone, region or NGOs to deliver supervisory training for the internal supervision committee. This acquaints the committee with necessary skills and knowledge to support teachers in organizing classroom activities, to prepare effective lesson plan and to prepare teaching aids.
- The practice of supervision should focus on supporting the teaching learning process instead of more focusing on controlling aspects. The internal supervisors facilitate continual professional discussion forum to share experiences among the staff members, it help to anticipate challenges and to innovate technique that will dry out the problem.
- The school principals should focus to improve the existing facilities through discussing with concerned bodies. The facilities includes, budget, lowering burden of supervision committee, office for the committee, and other necessary resources.

At the woreda level

- The education office should focus on assigning experienced and qualified experts that support the teaching learning process of secondary schools.
- Woreda supervisors should prepare their supervisory plan so as to participate all secondary schools principal. It makes the principal to be familiarized to the plan and also the plan incorporates the existing problems in the school site. This promotes mutual responsibilities of principals and woreda supervisors in the plan implementation.
- Woreda education office head should discussed with finance officers on the budget allocating to supervisory activities. Assigning relatively sufficient budget for supervisors to give professional support and training for teachers and also internal supervision committee promotes the practice of integrated supervision in school level.
- Need to develop the awareness of woreda higher executives towards supervision. It reduces interference on the activities of supervisors and assigning of supervisors to other responsibilities.

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