The Nexus between Instructional Supervision, Supervisors' and Teachers': The Practical Paradox and Its Effect on Quality Education a case of Woliat Zone Administration Elementary and Secondary Schools (1-8)

By: Mulatu Dea Addis Ababa University, PhD candidate in Department of Educational Planning and Management specializing in Educational Policy and Leadership: Email-lerramulee2010@gmail.com, mulatudea83@yahoo.com, Cell phone: 0921421506

Abstract

Even though the new instructional supervision practices materialized in the schools level, teachers were not properly supported well, so that the students achievements was decreasing in national exams than before as the regional grade report documents revealed and quality is deteriorating from time to times. Hence, the main objective of this study is explore the practice of instructional supervision and interaction of teachers and supervisors at Wolaita zone Administration elementary and secondary schools and to see the nexus between the practices and quality education. Cross sectional survey type research design were instrumental. The research approach was quantitative dominant qualitative. Questionnaire (5 Likert scale items), Key informant interview and document analysis were employed as data collection instruments. To check internal consistency reliability Cronbach's Alpha with value of r=0.852. The schools were selected through cluster sampling technique; availability sampling for woreda supervision head and cluster supervisors', moreover purposive sampling technique for school leaders. Simple random sampling was employed to select the teachers'. Based on this technique, a total of 229 respondents were taken and the sample size determination focuses on 95 % confidence level and within 5 % confident limit. One way ANOVA were used to see the variations between and within groups by considering its assumptions. Moreover, binary logistic regression model adopted to determine the relationship between a binary dependent variable and a set of independent variables at Beta label (β). Chi-squared test were also used to see the relationship between two categorical variables. From the study it is possible to conclude that, even though the instructional supervision require cooperative work, the sample schools were not found to be working mutually and the practice also lacks regular and continuous support to teachers in the ways to improve teaching learning methods and improving students' performance, lacks appropriate guidelines and resources and no standardized data collection instrument to collect information at the time of instructional supervision, the involvement of stakeholders were insignificant. The study also reveals statistically significant relationship between instructional supervision, supervisors and teachers relation, stakeholders involvement with quality education. Thus, to the effective practices of instructional supervision at respective schools the researcher recommended different strategic pillars.

Key Words: Instructional Supervision, Supervisors, Teachers, Quality, Education, Stakeholders,

Introduction

Schools are the formal agencies of education where the future citizens are shaped and developed through the process of teaching and learning, and need to help all students to develop their potentials and to improve their achievement. So schools must improve their basic functions of teaching and learning that aimed at helping and improving all teachers to raise students learning

thought instructional supervision (Aggarwal 1985). Teachers were regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedure determined by administrative and special supervisors (Senge et al., 2000).

Supervision, as a field of educational practice with clearly delineated roles and responsibilities, emerge slowly as distinct practice always in relation to the institutional, academic, cultural and professional dynamics that have historical complex agenda of schooling (Haileselassie 2007).

Instructional supervision conducted by school community in helping teachers to improve professional development and instruction as the whole. Different scholars (Haileselassie, 1997; Atikilt, 2005; Pajak, 1989) have common point in supervision activities mainly related with improvement of instruction and professional development of teachers and hoped the subsequent maximization of students, academic performance and enhancing quality education to citizens.

Sergiovanni and Starratt (2002) stated that the instructional supervision is important in promoting teachers professional development as they are designed to identify and exemplify various effective classroom techniques and teachers skill to promote better teaching learning with their outcome. Hence, we can infer that instructional supervision mainly focused on the total improvement and quality of education provided for the learner, support for teachers to improve their practical of teaching.

Effective learning of students is promoted through the provision of effective supervisory support of teachers. The realization of profession with competence of teachers and quality of education remains questionable without implementing instructional supervision effectively (Haileselassie, 2002). UNESCO (2001) mentioned that instructional supervisory practice is useful for individual teacher's professional development, school improvement, maintain quality education and improving student achievement.

McNell and Lucio (1979) pointed out that, the supervisor is concerned with facilitating and stimulating teachers to improve instruction. Paradoxically, though the government introduced the new instructional supervision practices in the schools, teachers are not properly supported by supervisors in tackling instructional problems to improve quality education. The supervisors

are not capable enough to identify problems of teachers, there is no well-designed and organized systematic follow up and support system in schools (Haileselassie 2007).

Supervisors have to keep himself update in developmental supervisory skills, ability and knowledge in order to provide guidance and counseling to their teachers (Dull, 1980). Sometimes supervises are more advanced than the supervisors in supervisory practices, and this al also the other opportunity to learn from. Because supervision is two way communication.

Furthermore, Dull also underscored none existence of continuous training for supervisors as serious challenge. Training with effective planning and administration enhances the capabilities of supervision, improve the supervisors' performance by teaching the basic knowledge and technique demand to do it, and develop the supervisors' capacity to fulfill new responsibilities arising from technical and other changes which affect his/her job.

The other major challenges of instructional supervision is teachers' attitude towards instructional supervision. The teacher's perception towards instructional supervision is negative, because of supervision in the early decades focus on controlling and evaluating and still these perception was unchanged. In line with this, Gold Hammer, et al. (1980) said that "teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat."

The question of trust among supervisors and teachers is also the other critical challenge to implement the instructional supervision at school level. Teachers and supervisors should have a trust among to effective practice of instructional supervision, otherwise when the trust level is low, group members will be dishonest lacks smooth communication (Johnson, 2000).Therefore teachers have to get trust from their supervisors to develop positive views towards instructional supervision. If no, the instruction is seriously impaired. From the researcher experiences and observation, the stakeholders such as supervisors, principals and vice principals, departments and senior teachers lack competency in their skill and knowledge and ability to properly organize and handle the implementation of instructional supervision at school levels.

Even though the new instructional supervision practices materialized in the schools level, teachers were not properly supported well so that the students achievements was decreasing in national exams than before as the regional grade report documents revealed and quality is deteriorating

from time to times. Hence the main objective of this study is explore the practice of instructional supervision and interaction of teachers and supervisors at Wolaita zone Administration elementary and secondary schools. To detect the root causes of the problem and to show the possible direction for the future, the researcher were formulated the following basic questions:

1. What is the practices of instructional supervision in respective zone elementary and secondary schools?
2. What is the nature of instructional supervision in the time of classroom observation and post observation in the respective schools?
3. What are the major challenges in the implementation of instructional supervision at Wolaita Zone administration primary schools?
4. What is the extent of stakeholder's involvement in the practice of instructional supervision in the respective zone?
5. What is nexus between instructional supervision, supervisors and teachers' relations, stakeholder's involvement and quality education?

Significance of study

The finding of the study will have the following significance:

- ❖ It would serve as stepping stone for regional, zonal, town administration and woreda education officials to improve instructional supervisory practice in primary schools.
- ❖ It would also give relevant information to teachers, supervision committee member's principals and supervisors and use the findings to plan their activity so as to help their students for better achievement and quality education enhancement.
- ❖ It serves as professional reference materials for future researchers in the area of instructional supervision.

Research design and Methodology

Wolaita Zone has 12 rural and 3urban totally 15woredas. Among two rural woredas and one town administration were considered as sample units of the study to select 6 schools. Hence the participants of the study consists of cluster supervisors (5) and Woreda education office experts including supervision heads (3), school supervisors (44), teachers (152) school leaders (10) total of 229 based on their proportion. Cross sectional survey type and correlational research designs were instrumental. The research approach was quantitative dominant qualitative. Questionnaire (5

Likert scale items), Key informant interview and document analysis were employed as data collection instruments. Pilot testing, was made in Sodo Geiorgis primary school and secondary which is not part of the main study. To check internal consistency reliability Cronbach's Alpha with value of r=0.852 were used. The schools were selected through cluster sampling technique and availability sampling for woreda supervision head and cluster supervisors' purposive for school leaders. Furthermore, simple random sampling was employed to select the teachers' (teachers). Descriptive like mean and standard deviation and inferential statistical analysis was also materialized. Pearson Chi-square test for the relationship of variables was employed to see their relationship of the variables. One way ANOVA were instrumental to see the difference within and among groups. Stata version 13 was employed as statistical package to analyze the data.

Table 1: Reliability of Instructional Supervision variables at Cronbach's Alpha Label

No	*Variables*	*Reliability at Alpha Label (α)*
1	Practices if IS at school level	*0.8702*
2	Classroom observation and post observation practices	*0.8203*
3	Challenges of IS practices	*0.8304*
4	Stakeholders Involvement in IS	*0.7706*
	Scale reliability coefficient at Alpha Label (α)	***0.852***

In assessing the reliability of scales used in the questionnaire a coefficient of internal consistency was calculated using Cronbach's alpha methodology. Therefore; reliability of measures are acceptable which is r=***0.852***.

As it has been clearly stated in the methodology part of the paper, the researcher has distributed and successfully collected 229 questionnaires for respective sample schools to have adequate information on instructional supervision practices. Below are the demographic characteristics of the respondents in terms of sex, working, year of service, level of educational qualification, field of specialization. Since the sample size is good enough to represent the total population, the researcher has opted to put in figures as follow:

As figure 1 shows below, 124 (81.6 %) teachers, 47 (90.4 %) supervisors, and 9 (90 %) were found to be male whereas 40 (26.3 %) teachers, 5 (9.6 %) supervisors, and 1 (10 %) of the respondents were found to be female. Hence, the majority of respondents under male category. This implies

that the school experienced the great gender disparity in particularly school principal and supervisory positions.

Figure 1. Sex of the Respondents in the respective schools

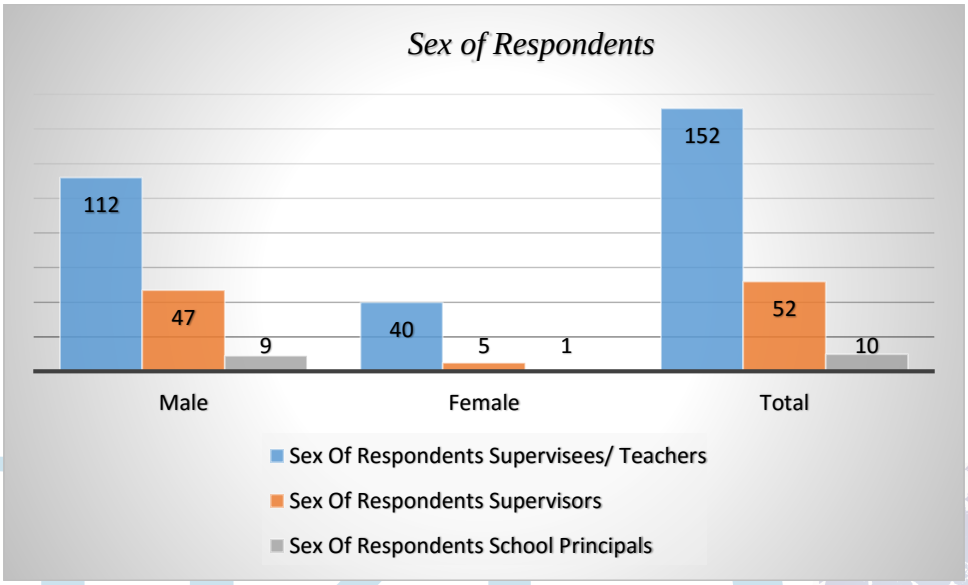


Figure 2. Educational Qualification of Respondents

As we can see from figure 2 below, 124 (81.6 %) of teachers, 45 (86.5 %) of supervisors, and 3 (30 %) of school principals were diploma holders whereas 28 (18.4 %) of teachers, 7 (14.5 %) of supervisors, and 7 (70 %) school principals were degree holders. It can infer that the majority of the particpants were diploma holders.

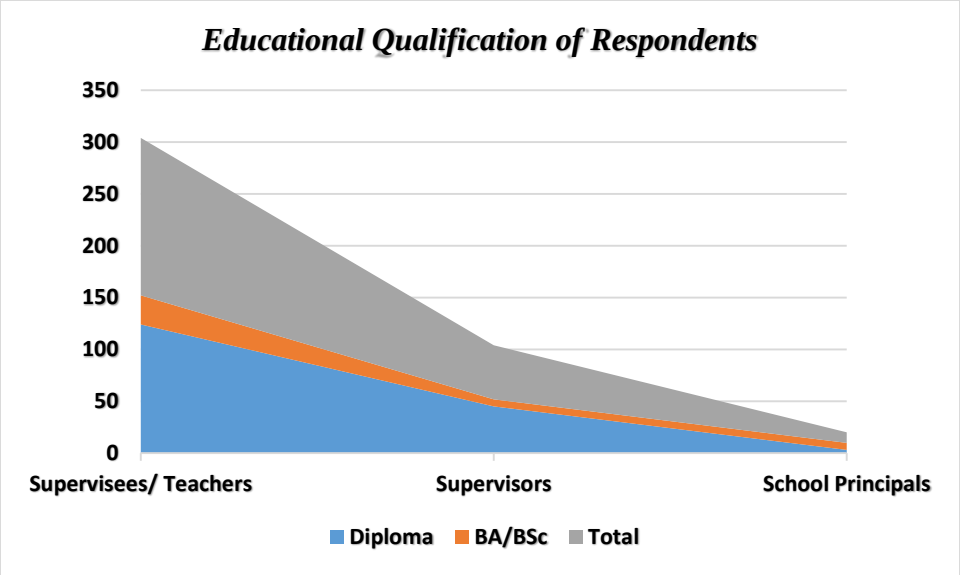
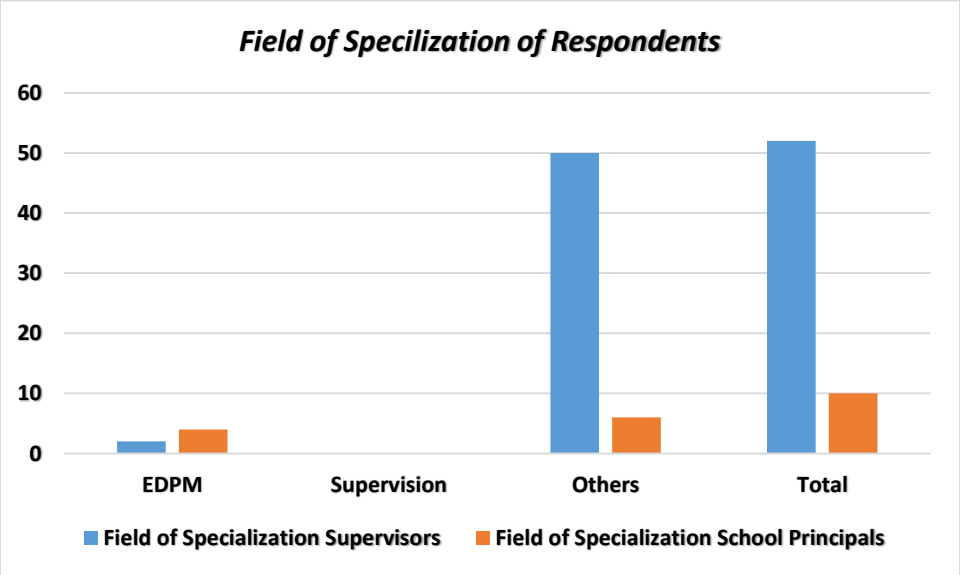


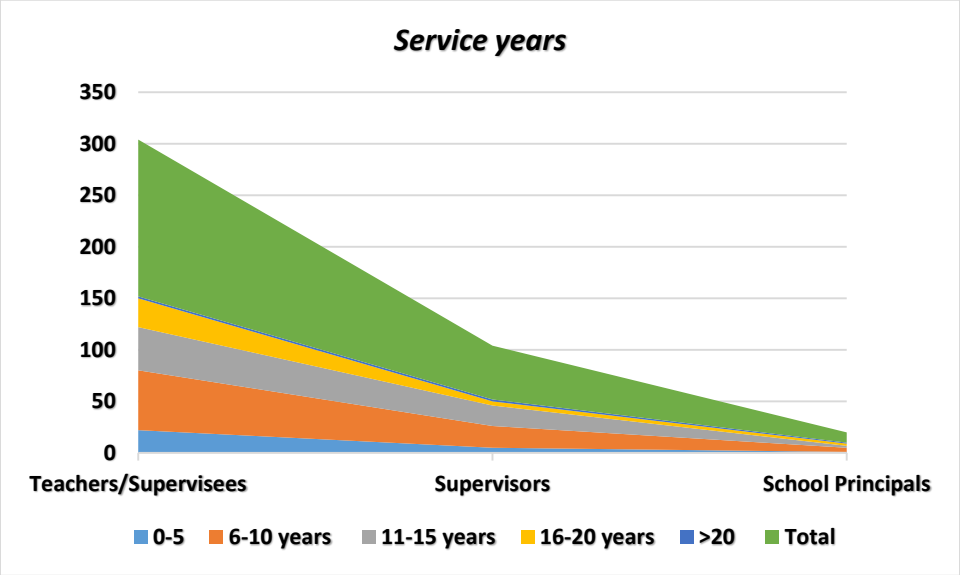
Figure 3. Field of Specialization of Respondents



Field of specialization is other variable which is used to see the professional distribution and contribution of the participants to bring effective teaching learning to citizens. Accordingly, only 2 (3.8 %) of supervisors with the specialization of educational planning and management from Woreda education offices and 50 (96.2 %) of supervisors from other field of specialization. Furthermore, 4 (40 %) of school principals were from educational planning and management and 6 (60 %) of school principals from other field of specialization. In order to maintain quality education it is very mandatory to put the right person on the right place, but this investigation come

across with paradoxical practices. None of the schools, cluster and woreda supervisors have sufficient skills and knowledge to instructional supervision and they were from other field of specialization. Even they did not have training on the ways to managing the activities of instructional supervision to bring support for effective teaching learning, and increasing the achievement of students.

Figure 4. Service years of Respondents



As figure 1 shows below, 22 (14.5 %) teachers, 5 (9.62%) of supervisors, 1 (10 %) schools principals under the service year category of 0-5; 58 (38.2 %) teachers, 21 (40.4 %) supervisors, 4 (40 %) school principals from under the service year category of 6-10; 42 (27.6 %) teachers, 20 (38.5 %) supervisors, 2 (20 %) school principals under the service year category of 11-15, 28 (18.4 %) teachers, 4 (7.7 %) supervisors, 2 (20 %) school principals under the service year category of 16-20, 2 (1.32 %) teachers, 2 (20 %) supervisors, 1 (10 %) of school principals were found to be above 20 years. The graph also reveals the majority of respondents under the service years of 6-10 and 11-15. This implies that the respondents have sufficient experience to give the required information to the researcher on the practices of instructional supervision at different levels of the schools system. Furthermore, years of experience is the major criteria to assign the supervisors in the school level and it is most important to see the relationship between service years and practices of instructional supervision.

Part two: Logistic Regression Analysis of Different Instructional supervision variables

Four different regression models were used to analyze the hypothesis of the research. At first of these models, practice of instructional supervision, then, benefits of instructional supervision, challenges of instructional supervision finally stakeholders involvement in instructional supervision were analyzed and the results were given in the following tables.

Table 2: Regression Model 1- The Practice of Supervision at School level

Variables	*Mean*	*Std.Dev*	*Std.Coef.(ß)*	*Std.err*	*t*	*Sig*	*[95% Conf. Interval]*	
CRIS -TCH	*4.923*	*1.40*	***0.483***	*0.060*	*8.17*	**0.000**	*.374*	*.612*
SUP	*.286*	*1.39*	***0.248***	*0.042*	*8.17*	**0.000**	*.264*	*.432*
CAIS-TCH	*4.308*	*1.09*	***0.188***	*0.052*	*3.6*	**0.000**	*.086*	*.292*
SUP	*4.571*	*1.26*	***0.258***	*0.045*	*5.76*	**0.000**	*.169*	*.345*
SPIS-TCH	*4.923*	*1.09*	***0.147***	*0.060*	*2.42*	**0.016**	*.028*	*.266*
SUP	*1.143*	*1.15*	***-0.139***	*0.048*	*-2.92*	**0.004**	*-.233*	*-.045*
MMI-TCH	*6.100*	*0.89*	***0.224***	*0.048*	*0.49*	**0.002**	*-.071*	*.119*
SUP	*3.010*	*0.97*	***0.017***	*0.042*	*0.41*	**0.031**	*-.065*	*.099*
CAPP-TCH	*2.574*	*1.23*	***0.128***	*0.048*	*0.58*	**0.003**	*-.066*	*.122*
SUP	*.308*	*1.19*	***0.159***	*0.048*	*3.35*	**0.001**	*.066*	*.254*

Note: F (9,202) = 84.16 , P > F = 0.0000, R-squared = 0.7217, Adj R-squared = 0.698 Root MSE = .77948

The practices of instructional supervision is one of the variables to measure the effectiveness of teaching learning and the achievement of students. As we can see from the above table, the F value of the first variable regression model is 84.16 ($p<0.01$). Five variables express the practice of instructional supervision as the ratio of % 72.1 (R^2). As depicted in the result of analysis of table 2, the first item (CRIS), conduct school based supervision regularly in your school was rated by teachers and supervisors as 'disagree' with mean score and SD of (4.923, 1.40) and ($\beta = 0.483$; $p<0.01$), and (0.286, 1.39) and ($\beta = 0.248$; $p<0.01$) respectively. It can infer that instructional supervision were not significantly practiced at regular bases in the school level to bring effective teaching learning to citizens and improving the quality of education as student achievements.

On the same table item 2 (CAIS) create awareness on instructional supervision to stakeholders was rated by both respondents (teachers and supervisors) as 'disagree' with mean score and SD of (4.308, 1.09) and ($\beta = 0.188$; $p<0.01$); (4.571, 1.26) and ($\beta = 0.258$; $p<0.01$) respectively. We can remarked that the process of awareness creation on instructional supervision at all levels were

nonexistence. Hence, it needs special attention in all levels of the schools as well as cluster and woreda education offices to implement the instructional supervision.

Item 3 deals about (SPIS) supervisors plan to conduct instructional supervision in school with teachers was rated by majority of teachers and teachers as 'disagree' with mean score and SD of (4.923, 1.09) (β=0.147;$p<0.05$) and (1.143, 1.15) with (β=-0.139;$p<0.05$) respectively. It can infer that there is no any cooperation of supervisors and teachers in order to plan and implement the instructional supervision at school level together. The fourth item of the table 2 (MMI), making mutual interaction to identify problems in teaching method which were rated by teachers and supervisors as 'disagree' with mean score and SD of (6.10, 0.89) and (β=0.224;$p<0.05$), (3.010, 0.97) with (β=0.017;$p<0.05$) correspondingly. From the finding we can said that both stakeholders were not interactively working to identify the challenges of teaching learning process and factor affecting the students' academic performance at school level.

Lastly, (CAPP) the prepared plan can be examined by teachers before conducting instructional supervision at school were rated by teachers and supervisors as 'disagree' with mean score and SD of (2.574, 1.23) with (β=0.128;$p<0.05$); (.304, 1.19) and (β=0.159;$p<0.05$) respectively. We can deduce that the prepared plan were implemented without the recognition and examination of teachers/teachers and there is no cooperative learning between supervisors and teachers, simply the supervisors imposed the teachers to implement the plan prepared by himself and evaluating based on his plan.

Table 3. Regression Model 2- Classroom Observation of Instructional Supervision

Schools are the excellence centers for actual learning & teaching which can take place using different resources. Thus, making instructional supervision as a regular practice in primary and secondary schools are crucial activity. Supervisor's classroom observation also very vital to identify and provide constructive feedback to teachers to improve the teaching learning and student's achievement.

Hence, the following table discusses the classroom observation trend of instructional supervision.

Variables	*Mean*	*Std.Dev*	*Std.Coef.(β)*	*Std.err*	*t*	*Sig*	*[95% Conf. Interval]*	
FITL -TCH	*7.231*	*1.30*	***0.483***	*0.080*	*8.17*	**0.000**	*.374*	*.612*
SUP	*7.286*	*1.39*	***0.248***	*0.052*	*8.17*	**0.000**	*.264*	*.432*
SUAI-TCH	*2.315*	*1.09*	***0.188***	*0.058*	*3.6*	**0.000**	*.086*	*.292*
SUP	*.066*	*1.26*	***0.258***	*0.055*	*5.76*	**0.000**	*.169*	*.345*
STGIS-TCH	*5.808*	*1.09*	***0.147***	*0.060*	*2.42*	**0.016**	*.028*	*.266*

SUP	*7.282*	*1.15*	***0.139***	*0.048*	*-2.92*	**0.004**	*-.233*	*-.045*
FTLB-TCH	*5.692*	*0.89*	***0.224***	*0.048*	*0.49*	**0.002**	*-.071*	*.119*
SUP	*7.286*	*0.97*	***0.017***	*0.062*	*0.41*	**0.031**	*-.065*	*.099*

Note: F (11, 132) =71.62; P > F = 0.0000; R-squared = 0.6938; Adj R-squared = 0.6544; Root MSE = .75068

Table 3 describes the classroom observation of supervisors in their respective schools. As the regression analysis, the F value of the second regression model is 71.62 ($p<0.01$) and the R^2 is 69.4. Under the regression model 2 item 1 (***FITL)*** the practices of instruction supervision mainly focus on the issue of teaching learning only were rated by teachers and supervisors as 'disagree' with mean score and SD of (7.231, 1.30) and ($\beta=0.483;p<0.01$); (7.286, 1.39), and ($\beta=0.248;p<0.01$) respectively. As we can see from the finding, the supervisors were gave attention to the evaluation of the teachers performance and looking for faults rather than dealing with challenges and problems of teachers facing in teaching learning process. The second item of table 3 (***SUAI)*** the supervisors uses appropriate instrument to collect the information during classroom observation were rated majority of teachers and supervisors as 'disagree' with mean score and SD (2.315, 1.09) and ($\beta=0.188;p<0.01$), (.066, 1.26) and ($\beta=0.258;p<0.01$) correspondingly. It can infer that there is no standard instrument to be used by the supervisor to collect the information at the time of classroom observation rather simple check list prepared by himself.

The third item (***STGIS)*** sufficient time is given for instructional supervision in your school rated as 'disagree' by both teachers and supervisors in the respective schools with mean score and SD of (5.808, 1.09) and ($\beta=0.147;p<0.05$). (7.282, 1.15) and ($\beta=0.139$; $p<0.05$) respectively. Hence, the result reveals that the practices of instructional supervision at school level did not get sufficient time to properly manage the activities rather they are carelessly conducting the instructional supervision at classroom observation time. Pajak (1989) reported that classroom observation is the phase in which the supervisor record instances when the intended behavior are seen to occur. Therefore, the last item (***FTLB***) classroom observation mainly focus on the teachers teaching behavior with the mean score and SD of (5.692, 0.89) and ($\beta=0.224$; $p<0.05$); (7.286, 0.97) and ($\beta=0,017$; $p<0.05$) were rated by teachers and supervisors as 'disagree' respectively. At the time of classroom observation the supervisors were not give more attention to analytical and technical skills of the teachers in the process of imparting knowledge to the students rather individual personalities and subjective evaluation were common phenomena at schools.

Table 4. Regression model 3 about the Post Classroom Observation

Table 4 of regression model discusses the post classroom observation trends of instructional supervision in the respective schools. Accordingly, the F value of the third regression model is 35.74 ($p<0.01$) and the $R^2 = 58.7$.

Variables	*Mean*	*Std.Dev*	*Std.Coef.(β)*	*Std.err*	*t*	*Sig*	*[95% Conf. Interval]*	
FWMSL -TCH	*2,577*	*1.09*	***0.463***	*0.080*	*8.17*	**0.000**	*.374*	*.612*
SUP	*7.000*	*1.19*	***0.248***	*0.052*	*8.17*	**0.000**	*.264*	*.432*
CDCS-TCH	*5.423*	*1.02*	***0.168***	*0.058*	*3.6*	**0.000**	*.086*	*.292*
SUP	*4.571*	*1.06*	***0.358***	*0.055*	*5.76*	**0.000**	*.169*	*.345*
CFB-TCH	*5.008*	*1.09*	***0.247***	*0.060*	*2.42*	**0.016**	*.028*	*.266*
SUP	*0.282*	*1.15*	***0.139***	*0.048*	*-2.92*	**0.004**	*-.233*	*-.045*
ATLPI-TCH	*7.769*	*0.79*	***0.324***	*0.048*	*0.49*	**0.002**	*-.071*	*.119*
SUP	*4.571*	*0.67*	***0.217***	*0.062*	*0.41*	**0.020**	*-.065*	*.099*

Note: F (11, 221) = 35.74; P > F = 0.0000; R-squared = 0.5872; Adj R-squared = 0.5072; Root MSE =.6713

As we can see from the regression model, the first item (***FWMSL)*** the supervisors mainly focus on weak sides than strong were rated as 'Agree' by teachers and 'disagree' by supervisors with the mean score and SD of (2.577, 1.09) and ($\beta=0.463;p<0.01$); (7.000, 1.19) and ($\beta=0.248;p<0.01$) respectively. Under this item two set of responses were generated. The majority of teachers agreed that the supervisors mostly focused on the weak side of the teachers rather than strong side. This has its own strong effects on teachers to develop negative perception toward the instructional supervision, whereas the supervisors disagree and denied the issues described above by teachers. The second item (***CDCS***) closed discussion is take place between supervisors and teachers after classroom observation were rated by both teachers and supervisors as 'disagree' with the mean score and SD of (5.423, 1.02) and ($\beta=1.168;p<0.01$); (4.571, 1.02) and ($\beta=0.358;p<0.01$) respectively. It implies that there is no any conditions for closely discussing with overall challenges and problems of teaching learning process occur at the time of instructional supervision teachers. Simply the supervisors collect their checklist and went away from the classroom without any further discussion. Item three in the regression model 3 is (***CFB)*** the supervisors provide constructive feedback after instructional supervision as mean score and SD of (5.008, 1.09) and ($\beta=0.247$; $p<0.05$); and (0.282, 1.15) and ($\beta=0.139$; $p<0.05$) were rated as "disagree' by majority of teachers and supervisors respectively. It revealed that the culture of provision of constructive feedback to the teachers after classroom observation were not materialized by the supervisors and the supervisors uses the feedback as evaluation requirement of the teachers. The final item is (ATLPI) the supervisors analyze teaching-learning problems for improvements after classroom observation during the instructional supervision were rated as 'disagree' by teachers and

supervisors with the mean score and SD of (7.769, 0.7900 and (β=0.324; p<0.05); (4.571, 0.67) and (β=0.217;p<0.05) respectively. As the result implies there is no such trend of analyzing the challenges and problems observed for improving the teaching learning and improving academic performance of the students in the respective schools.

Table 6. Regression Model 4, Stakeholders Involvement in Instructional Supervision

Variables	*Mean*	*Std.Dev*	*Std.Coef.(β)*	*Std.err*	*t*	*Sig.*	*[95% Conf. Interval]*	
AIS-TCH	*3.840*	*.996*	***.502***	*.042*	*12.99*	***0.000***	*.4197*	*.5845*
SUPR	*2.286*	*1.06*	***.618***	*.051*	*10.99*	***0.000***	*.5162*	*.7188*
IIS-TCH	*2.617*	*.973*	***.132***	*.052*	*2.51*	***0.013***	*.0284*	*.2346*
SUPR	*3.000*	*.934*	*-.045*	*.061*	*-0.74*	***0.001***	*-.1642*	*.0746*
PEST-TCH	*2.452*	*.926*	*.019*	*.065*	*0.40*	***0.008***	*-.1084*	*.1467*
SUPR	*4.420*	*1.03*	***.134***	*.059*	*2.28*	***0.023***	*.0184*	*.2495*
FSRES-TCH	*1.440*	*.948*	*.135*	*.069*	*1.85*	***0.050***	*-.0009*	*.2718*
SUPR	*1.143*	*.908*	***-.157***	*.080*	*-1.96*	***0.050***	*-.3152*	*.0002*

Note: F (11, 156) =66.66; P > F = 0.0000; R-squared = 0.6962; Adj R-squared = 0.6857; Root MSE = .59467

In implementing instructional supervision the participation of stakeholders to the practice is unquestionable. This part also threated the level of involvement of stakeholders in the practice of instructional supervision in the respective schools to support teaching learning and improve student achievement and maintain quality education effectively**.** Table 5 of regression model discusses the involvement of the stakeholders in implementation of instructional supervision in the respective schools. Accordingly, the F value of the third regression model is 66.66 (p<0.01) and the R^2 = 68.2. As depicted from regression model, item 1 (AIS) all stakeholders aware about the process of instructional supervision in the respective schools were rated as 'disagree' by teachers and supervisors with the mean score and SD of (3.840, .9960 and (β=.502;p<0.01); (2.286, 1.06) and (β=.618;p<0.01) correspondingly. It can infer that the level of awareness of all stakeholders are very limited.

Item two, (***IIS)*** stakeholders are involved in instructional supervision to improve teaching learning in the respective school with mean score and SD of (2.617, .973) and (β=.132; p<0.05); (3.000, .934) and (β=-.045; p<0.05) were rated by teachers and supervisors as 'disagree' respectively. It infer that the participation of stakeholders for the effective implementation of instructional

supervision is discouraging and they were not equally committed to its accomplishment in the corresponding schools to improve teaching learning and student academic performance.

The third and fourth items of the regression model 4 (PEST) stakeholders provide effective support for teachers and (FSRES) stakeholders facilitate sufficient resource for the practices of instructional supervision were rated by teachers and supervisors as 'disagree' with mean score and SD of (2.452, .926) and (β=.019; p<0.05), (4.420, 1.03) and (β=1.34;p<0.05); (1.440, .948) and (β=.135;p<0.05); (1.143, .908) and (β=-.157; p<0.05) respectively. As we can see from the results, it is possible to said that the provision of support to teachers for the effective implementation instructional supervision and facilitating sufficient resources by the stakeholders were very limited in the respective schools.

Table 6. Regression Model 3, Challenges of instructional Supervision Practices at school level

Table 6 of regression model discussed the major challenges of the practices of instructional supervision in the respective schools. Accordingly, the F value of the third regression model is 49.4 (p<0.01) and the R^2 = 57.2.

Instructional supervision must have implemented regularly in schools. But to achieve its objectives the practice facing major challenges to implement the instructional supervision at school levels. Some of the major challenges entails: Teachers perception of instructional supervision as fault finding (item 1 table 5); lack of awareness both sides (item 2); lack of appropriate training for stakeholders (item 3); teachers perceive instructional supervision as performance appraisal (item 4); teachers lack trust on supervisors because of their level of education and supervisory skills and knowledge (item 5); lack of guideline and adequate check list for properly managing the practice of instructional supervision under the respective schools and professional supervisors (item 6).

Variables	*Mean*	*Std.Dev*	*Std.Coef.(ß)*	*Std.er*	*t*	*Sig.*	*[95% Conf.*	*Interval]*
TPIFF-TCH	*2.571*	*1.28*	***.185***	*.059*	*3.10*	***0.002***	*.0674*	*.3025*
SUPR	*.308*	*1.11*	***.156***	*.051*	*2.10*	***0.002***	*.0569*	*.2556*
LABS-TCH	*5.692*	*1.24*	***.366***	*.055*	*7.69*	***0.000***	*.2580*	*.4730*
SUPR	*.077*	*1.09*	*.089*	*.061*	*2.46*	***0.002***	*-.0309*	*.2081*
LATSH-TCH	*7.769*	*1.18*	*.002*	*.0712*	*0.13*	***0.006***	*-.1389*	*.1431*
SUPR	*7.143*	*.955*	*.133*	*.0791*	*1.69*	***0.031***	*-.0223*	*.2893*
TPISAP-TCH	*5.692*	*1.07*	***.164***	*.0541*	*3.03*	***0.003***	*.0576*	*.2703*
SUPR	*.002*	*1.05*	*-.002*	*.0553*	*-0.04*	*0.005*	*-.1112*	*.1064*

TUSEL-TCH	***4.154***	*1.01*	*.275*	*.055*	*3.30*	***0.001***	*.0567*	*.2465*
SUPR	***2.571***	*1.21*	*.168*	*.063*	*2.99*	***0.003***	*.0614*	*.2713*
LGACL-TCH	*4.923*	*1.08*	*.082*	*.066*	*1.24*	*0.005*	*-.0478*	*.2124*
SUPR	*.286*	*1.09*	***.159***	*.053*	*3.00*	***0.003***	*.0551*	*.2649*
Note: F(11,220) = 49.4; P > F = 0.0000; R-squared = 0.5372; Adj R-squared = 0.572; Root MSE =.6313;								

Table 7. One way ANOVA to see the difference of the practice of instructional supervision between and within groups.

	SS	df	MS	F	P
Between Groups	*31.297*	*10*	*1.265*	*7.356*	*.000*
Within Groups	*97.961*	*246*	*.347*		
Total	*128.258*	*256*			

In order to see if there is a significant difference in the practice of instructional supervision among the sample schools, one way ANOVA was used to get the results. Table 8 was shown that there were practice differences between groups. Table 8 shows that there is a significant difference between teachers and supervisors in the sample schools with the F (10, 246) = 7.356, p < 0.01).

Table 8. Pearson Chi-square test for the relationship of variables

A chi-square test is used to see if there is a significant relationship between two variables. As we can see from the above table of chi-square test, there is statistically significant relationship between instructional supervision, supervisors and teachers relations, stakeholders involvement and quality education with value of chi-square 10 degree of freedom = 45.60, (p = 0.002), at 0.05 level of significance; 43.83, (p=0.000) at 0.01 level of significance; 38.320, (p=0.004) at 0.05 level of significance; 45.903, (p=0.000) at 0.01 level of significance respectively.

	Pearson Chi-square test for relationship of variables		
Variables	*Pearson Chi2*	*DF*	*P*
Instructional supervision and Quality Education	*45.60*	*10*	*0.002**
Supervisors and teachers relations and Quality Education	*43.83*	*10*	*0.000***
Stakeholders involvement and Quality Education	*38.123*	*12*	*0.004**
(*) Chi-squared test is significant at the 0.05 level (2-tailed), (**) test is significant at the 0.01 level (2-tailed).			

Source: Based on data from survey-2015

Qualitative Analysis of Key informant interviews

In order to substantiate the data gathered via questionnaires, key informant interviews was conducted by the researcher with school principals. In connection with the knowledge of instructional supervision, the school principals requested to explain what Instructional supervision mean. As one of the interviewed key informant:

> *Instructional supervision is a process to measure the performance of teachers by supervisors in order to give necessary fringe benefits to the teachers. Furthermore, it is considered as evaluation of teachers when he/she carrying out teaching learning in the classroom. From the response we can infer that the school principal perceive instructional supervision as evaluation of teachers rather inspecting teacher learning activities. (SP.1)*

With regards to supervisor's roles in the school, the interviewed school principals:

> *Even though the supervisors help the teacher develop and improve individually and as a co-operating member of the school staff, they lacks proper skills and knowledge to handle the process of instructional supervision in his respective school. This is one of the big and difficult roles that the supervisor may be required to play. (SP.2)*

Other Interviewed key informant about the interaction of teachers and supervisors remarked that:

> *In order to discharge one of the supervisors' responsibilities, school improvement, in a competent fashion, a supervisor in the modern school should be well prepared to perform the major roles. In this regards, the teachers lack confidence on the supervisors because of the skills and knowledge they have to display. There is no smooth relation between two. One undermine other, no respect among the two. The assignment of supervisors primarily focus seniority, and years of service rather than technical and analytical skills of supervisors. (SP. 3)*

The key interviewed informant also claimed the major challenges to conduct instructional supervision in the schools as:

> *Interaction between teachers and supervisors, unclear selection of cluster supervisors, absence of clear guidelines and standardized data collection tools, resources challenges, lacks of technical and analytical skills of supervisors properly supervise the teachers, lack of training to both teachers and supervisors, less involvement and commitment of stakeholders to implement the instructional supervision lack of respect because of knowledge gaps are some of major challenges. (SP .4, 5)*

During the interviews all the interviewee mentioned:

> *In all the schools more than half of the supervisors are in their retirement age and hence they are less concerned and less motivated to show commitment towards the implementation of the instructional supervision to bring the improvement of teaching and learning and quality education.*

One of the key informant interviewed responded the role of educational supervisors as**:**

> *By principle, the major responsibilities of educational supervisors entails evaluating programmes and services, and recommending modifications as necessary, assisting individuals or groups of teachers in improving strategies, obtaining materials and planning lessons, interpreting the school's instructional program as relates to his/her other instructional personnel and parents, guiding and helping teachers by conducting classroom visitations and demonstrations to promote governing professional practice. But the current practices of educational supervisors in the process of instructional supervision were paradoxical and the above major responsibilities were nonexistence*. (SP.5)

Conclusion

Instructional supervision seeks to improve teachers' performance in the classroom (Glickman et al., 2001). The purposes of instructional supervision are evident in the literature, and call for teacher improvement, accountability, and by providing quality education achieving school goals. Hence, this research forwarded the following major conclusion obtained from the practice of instructional supervision and the interlock between supervisors and teachers in respective schools.

Even though the instructional supervision require cooperative work the respective schools were not found to be working mutually in order to improve teaching and learning process and students achievements so as to maintain quality education to citizens. Furthermore, the supervisors were not working together with teachers in order to plan their task and examine the planned tasks, there is no close discussion among supervisors and teachers after classroom observation, the practice also lacks regular and continuous support to teachers in the ways to improve teaching learning methods and improving students' performance,

Moreover, the instructional supervision was ineffective that supervisors were not give sufficient time for the practice to solve instructional problems of teachers facing, and lacks appropriate guidelines and resources and no standardized data collection instrument to collect information. At the time of supervision, the supervisors were not focus on teachers teaching behavior rather they were considered as fault finder and looking and magnifying for the weak side of the teachers, they

did not provide constructive feedback for teachers to improve teaching learning problems observed at the time of instructional supervision. Teachers were not enabled by supervisors to create team spirit, to share experience of each other to improve professional development of teachers, to use effective teaching method and to solve instructional problems to improve students' performance.

The conflicting perceptions do not provide a foundation for the supervisors, school principals/teachers relationship and the function of supervisory practices. The impact of supervision is difficult to describe specifically because many teachers did not have a clear purpose as to why they were being supervised. Furthermore, all in all, woreda instructional supervisors were from other field of specialization and they don't have any experience on the way to handle the process of instructional supervision, even they did not get any training on the instructional supervision. Finally, instructional supervision was not fully supported by stakeholders confidently, follow up and monitoring in the hierarchy was ineffective to improve instruction and education quality as a whole.

In nutshell, the role of instructional supervision as envisaged throughout the findings in this study simply seems to display the completion of paper work and fault finding process. The teachers in this study argue that supervisors do not consider instructional supervision as a platform to develop a sense of ownership for teachers and their professional growth and they are not at all benefited by the process. Instead it is done to punish, demoralize and insult teachers rather than to improve their performances. Since the teachers do not agree with the way supervision process is conducted in the respective schools.

Recommendations

The main issues that have emerged from this study are, first the process of supervision should be carried out continuously; secondly teachers need to be involved in the process of supervision and thirdly the principals have to take support of subject specialist and other heads for supervision.

Furthermore, there should be clear guideline to handle the process of instructional supervision at school levels and sufficient resources should be allowed to teachers to carry instructional supervision, there should be standardized instrument to collect information at the time of classroom observation.

Moreover, the supervisors should create a culture of closed discussion session with teachers after classroom observation and should give constructive feedback in order to improve the teaching learning and academic achievement of students, the supervisors should have required skills, knowledge and abilities to manage instructional supervision, all stakeholders should equally involve and committed for the proper implementation of the instructional supervision in the respective schools.

The school along with woreda offices and cluster supervisors assign well experienced and motivated supervisors by arranging in-service training opportunities to them in order to make instructional supervision effective and efficient to bring the intended outcome.

Additionally, Regional Education Bureau and Woreda Education Offices should facilitates training on instructional supervision to those who lacks the skills, knowledge and abilities to handle the processes.

References

Aggarwal J. (1985). *Theory and Principles of Education: Philosophical and Sociological Bases of Education*. New Delhi: Vikas Publishing House Pvt. Ltd

Atiklt Desta (2008). The Status of School in Built Instructional Supervision in Government Secondary Schools of Mekele Zone. AAU (Unpublished MA thesis)

Dull, L. Loyd W. (1981). *Supervision: School Leadership Handbook*. Ohio Charles E. Merril

Glickman, C. D., Gordon, S. P. & Ross-Gordon, J. M. (2001). *Super Vision and Instructional Leadership.* Needhan Heights, MA: Allyn and Bacon.

Goldhammer, R Anderson, R, and Karjewski, R. (1980) *Clinical Supervision: Special Method for the Supervision of Teachers.* New York: Rinehart, and Winston.

Haileselassie Woldegerima (2007). *Educational Supervision*. Department of Educational Planning and Management, College of Education A.A.U.

Haileselassie Woldgerima (2002). *Material Presented for the Trainers Work shop in Educational Programs Supervision*. Ministry of Education. Unpublished.

Jhonson, D.W and Jonson, F.P. (2000). *Joining Together: Group Theory and Group Skills* (7thed). Englewood Cliffs, NJ: Prentice Hall

McNell, John, D. and Lucio, William H. (1979). *Supervision in Thought and Action* (3rd ed). New York: McGraw Hill Book Company Inc.

Pajak, Edward (1989). *The Central Office Supervisor of Curriculum and Instruction: Setting the Stage for Success*. Boston: Allyn and Bacon, Inc.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J. & Kleiner, A. (2000). *Schools That Learn. A Fifth Discipline Field book for Educators, Parents, and Everyone Who Cares about Education*. New York, NY: Doubleday/Currency

Sergiovanni, J. and Starratt R. (2002). *Supervision a Redefinition*. New York: McGraw-Hill Companies.

UNESCO (2001). *Trends in School Supervision in Four African Countries*: *National Diagnosis*. Vol. 2 Educational Planning. Hall Inc.