

An Assessment of the Current Status of School-Based Instructional Supervision in West Shoa Zone Dandi Woreda Secondary Schools

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Abstract

The purpose of this study was to assess the current status of school based instructional supervision practices in secondary school of Dandi Woreda. Three basic questions were formulated, which emphasized to assess current status of school based instructional supervision practices in secondary school, contributions of instructional supervision and problems and issues, current status of school based instructional supervision in secondary schools of Dandi Woreda. To conduct the study, descriptive survey design was employed. The sampling technique employed was simple random sampling for sample secondary school of teachers and availability sampling technique for school based supervisors, principals, vice principals and secondary school supervisors. To this end, 97 teachers 30 school -based supervisors 5 principals, 4 vice principals and 2 secondary school supervisors. Questionnaire was the main data gathering instrument for this study. Thus, 94 teachers and 30 school- based supervisors filled the questionnaires. An interview was also conducted to enrich the quantitative data. As a result, principals, vice principals and secondary school supervisors were interviewed. Quantitative data collected through questionnaire was analyzed by using percentage, frequency and chi-square test by using SPSS v.20.o. The data gathered through interview was discussed in line with questionnaire. The results of the study reveal that the school based instructional supervisory practice were ineffective. School based supervisors were involved in the difficult task of supervision without having prior trainings. School supervisors were also inefficient in promoting professional competence of teachers. Furthermore, the study revealed that: lack of trained supervisory personnel, lack of support like manuals, lack of training and experience sharing session and inadequate communication skill of supervisors hinder proper implementation of school based supervision. Finally, to minimize the problems of school-based supervision in secondary schools, it is recommended to give relevant in-service trainings for supervisors to upgrade their supervisory skills and avail necessary resources like supervision manuals, guidelines etc. Moreover, suggestions were forwarded to solve the factors that hinder proper implementation of supervisory practices.

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INTRODUCTION

According to Glickman et, al (2004, p.8), supervision is the 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. The task of supervisors is to help teachers do a better job in providing learning opportunities for students. School-based instructional supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students.

In line with this, (UNESCO, 1999) indicated that school-based instructional supervisory practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. To this end, school-based instructional supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based instructional supervision thus has much importance. According to the view of Goble and Porter (1977), school-based instructional supervision is vital for the continuous professional development of teachers and the overall enhancement of education quality.

To make school-based instructional supervision more effective, collaboration should be made with various groups. As illustrated by the Ministry of Education (MoE, 1994, 2003, 2013 and 2016), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

A research that was conducted by Gashaw (2008) on the practices of instructional supervision in primary schools of Asossa Zone shows that the current instructional supervision practices has been exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by

instructional supervisor; focus of supervisors on administrative matters than on academic issues (supporting and helping teachers); and less mutual professional trust between supervisors and teachers.

According to Oliva (2005), the way teachers perceive instructional supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as a valueless practice to them and controller of their task and punish them with their faults.

In addition to this, the researchers look in detail the challenges encountered instructional supervisors; like that of overburdened by other works; teaches the same credits with other teachers, highly responsible than teachers; not accepted by teachers or that of teachers challenge them to accept comments and did not get support from woreda education officers with lack of enough instructional guidelines. So, relentless efforts were being made to alleviate the listed problems for the success of instructional supervision.

Besides, from the fifteen years personal experience as teacher, head teacher and school principal, a secondary school supervisor seemed to devote most of their time in routine statistical data report activities rather than systematic identifications of teachers' skill gap and support of teachers on their instructional activities. Besides, the current initiation for quality of education further rationalized the researcher to deal in the area under discussion, as supervision was a quality monitoring tool. According to Dandi Woreda educational office six months report, the quality education in secondary schools is not encouraging due to the absence of proper school based instructional supervision. Indeed, these circumstances initiated the researcher to conduct study on the issue.

However, to the knowledge of the researchers of this topic, there is scarcity of studies which focused on school based instructional supervisory practice in secondary schools of Dandi Woreda. Due to this reason, it was felt that there is a gap which needs to be assessed comprehensively focusing on current status of school based instructional supervision in secondary schools of Dandi Woreda. Therefore, the main purpose of the study is to assess the current status of school based instructional supervision in Dandi Woreda secondary schools and the challenges that might be encountered in promoting teachers professional development through school based supervision. In doing so, the researcher has raised the following basic research questions: (1) To what extent do the current status of school-based instructional supervision practices and procedures fits to secondary schools of Dendi Woreda? (2) What are the major contributions of school based instructional supervision for the professional development of teachers in secondary schools of Dandi Woreda? (3) What are the major problems and outstanding issues of current status of school based instructional supervision practice in Dandi Woreda secondary schools?

The main objective of this study was to assess the current status and practice of school based instructional supervision in Dandi Woreda secondary school and its contribution to enhance instructional improvements and teachers' professional development. The specific objectives of this study were to (1) Examine the extent to which the current school based instructional supervision is practiced in the schools under study; (2) Explore the extent to which school based instructional supervisory practices promote teachers professional development in the schools under study; (3) Identify the major problems and outstanding issues of current status school based instructional supervisory practice in government secondary schools of Dandi Woreda.

In order to carry out the research work it is essential to delimit the boundary of the study in terms of both geographically and conceptually to a manageable size. In view of this, to make the study manageable and to complete with time frame, the study was delimited in Dandi woreda secondary school. These are Ginchi, olankomi,

Gelesa, kotoba and Boda secondary schools. Conceptually the study was delimited to assess current status school based instructional supervision practices in secondary school, contributions of instruction supervision and problems and issues current status school based instructional supervision.

RESEARCH METHODOLOGY

Research Design

Particularly descriptive survey research design was employed with the assumption that it is helpful to obtain sufficient information from large number of respondents and to describe the prevailing in-school factors and opinions related to the ongoing implementation of instructional supervision. It also helps to draw valid general conclusions. To this end, in order to collect extensive data and to substantiate the finding from different data instruments both quantitative and qualitative with more focus on quantitative approach were employed. The reason for focusing on using quantitative approach was that assessing the current status practice of instructional supervision demands the collection of quantitative data. Besides, a quantitative approach also generates statistics through the use of large scale survey research using methods like, questionnaires (Dawson, 2002).

Sources of Data

Data were collected from both primary and secondary source of data. The primary source of data was collected from instructional supervisors (principals, vice principals, senior teachers, department heads), teachers and secondary school supervisors. The secondary sources of data were the schools' documented records of supervision. These are files that were assumed to strengthen the data obtained through questionnaires and interviews.

Sample and Sampling Techniques

The study was conducted in government secondary schools of West Shoa Zone, Dandi Woreda. According to Dandi Woreda education office, there are 5 government secondary where all (100%) of them were selected by using availability sampling technique. After that teachers, school

based supervision committee members, the school principals, vice principals and secondary school supervisors were identified. Accordingly, from 162 populations, that included 97 teachers, 30 school based supervision committees 5 principals, 4 vice principals and 2 secondary school supervisors' total 138(85.2%) samples were selected.

Consequently, from the 121 teaching staff of teachers, 97 (80.1%) were taken as sample using random sampling particularly (lottery method) to provide equal chance of being selected as a sample of the study. In addition, the researcher belief that the sample of 80.1% was sufficient to secure the validity of the data obtained from teacher's respondents. The number of sampled teachers from each selected secondary schools was determined by stratified random sampling technique.

Moreover, as indicated by Ministry of Education (MoE, 2009,p.28), due to their responsibility to provide supervision activities for teachers and a direct and close relationship with in schools, the secondary school supervisors were selected by availability sampling technique. The researcher also assumed that, the secondary school supervisors have greater value in the study. As a result, among two secondary school supervisors in the woreda was selected. Since, the school principals and vice principals are responsible to follow up the overall activities and the work of the other instructional supervisors, all 5(100%) of the school principals and 4(100%) vice principals were selected through availability sampling technique. On the other hand, instructional supervisors (unit leader, department heads and senior teachers) are also responsible to conduct classroom observation and to carry out other supervisory activities in their respective schools. For this purpose, due to the small size population the whole instructional supervisors of the sample schools were taken through availability sampling technique. Thus, 30 (thirty) instructional supervisors were involved in supervision activities were taken as a sample.

Instruments of Data Collection

In order to collect relevant information for the study, the researcher employed the following two instruments. Accordingly, questionnaire and interview were used. Two types of questionnaires

were used as the main data gathering instruments. Whereas semi-structured interview was used to enrich the data obtained through questionnaire.

Questionnaire: In order to gather the appropriate information about the current status practice of instructional supervision in Dandi Woreda secondary school, questionnaire was set for the teachers and instructional supervisors in light of the literature reviewed. Questionnaire was preferred as data gathering instrument due to the fact that, it is considered as the heart of a survey operation because large samples can be made use of and, thus, the results can be made more dependable and reliable. In addition, collection of data through questionnaire enables researchers to collect information from a large size of residents within manageable time, and provides a wide coverage of data (Audrey, 2004, p.92).

Beside, the questionnaire allows the respondents to respond the questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to bias. Thus, the questionnaires were prepared in English language, because, the researcher believed that the respondents could understand the questions that were developed. The questionnaires consisted of two parts. The first part of the questionnaire was designed to gather information on respondents' demographics such as sex, age, academic qualification, and service years in the teaching task. On the other hand, the second part of the questionnaire was focused on the total number of closed and open - ended items which address the basic questions of the study.

Accordingly, the questionnaires were adopted in terms of closed-ended and open - ended question. For the closed ended questionnaire; a Likert type scale was utilized. This was due to the fact that, a Likert scale enables the researcher to evaluate the extent to which a person agrees or disagrees with the questions. The open- ended questions were prepared with the assumption that it permits the respondents to respond their answer in their own words and gives them freedom in phrasing a reply.

Interview: The interview allows greater depth of response which is not possible through any other means. Hence, the purpose of the interview was to collect more supplementary

opinion to substantiate and triangulate questionnaire response. According to Best and Kahn (1993-1999), “the purpose of interviewing people is to find out what is in their mind what they think or how they feel about something”. Thus, semi structured interview items was prepared for the interviewees because, the semi structured interview is flexible and allows for new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof and Taylor, 2002, p.195). To this end, in order to acquire detail supplementary information, interview sessions were conducted with 2 (two) secondary school supervisors, 3(three) school principals and 4(four) vice principals to secure information concerning their experience of supervisory practices. The process of interview was conducted in the Afan Oromo language, and subsequently translated in to English.

Procedures of Data Collection

On the basis of the basic questions and review of related literature both the *questionnaires* and interview were adopted. Thus, to obtain relevant information for the research questions raised, the researcher went through services of data gathering procedures. Accordingly, before the actual study was carried out, the data instruments were checked and commented by Dandi Woreda secondary school supervisors, pilot testing the instruments was made in Jeldu secondary school. Therefore, the questionnaires will be distributed to 14 teachers and 6 school based supervision committee members of the pilot school. Consequently, the questionnaires will be administered to the sample respondents after brief orientation about the objectives of the study. In order to increase the quality of the response and the rate of return respondents take the questionnaires to their homes and fill there. Finally, the filled questionnaires were collected from the respondents with the assistant of data collectors.

On the other hand, to obtain detailed information, the researcher made discussion with the interviewees to arrange a suitable time and place. In addition to this, orientation program was also held with interviewees concerning the purpose of the interview and hence all the

necessary efforts were made to establish proper rapport with the interviewees. Thus, on the basis of the prepared interviews and the schedule, the secondary school supervisors, school principals and vice principals were interviewed. While interview was being held, to minimize loss of information, the data obtained were carefully recorded and handled in a notebook. Moreover, the data available in document forms related to instructional supervision were gathered from the sample schools. The data collected through various instruments from multiple sources were analyzed and interpreted.

Methods of Data Analysis

In the study, both quantitative and qualitative methods of data analysis were employed. In fact, the analysis of both quantitative and qualitative data was carried out concurrently and integrated. The analysis of quantitative data was carried out prior to the qualitative data. The quantitative data which were collected through closed- ended items and analyzed through descriptive statistics such as frequency and percentage so as to describe the data collected in research studies and to accurately characterize the variables.

The chi-square at 0.05 alpha levels of significance was also applied in addition for interpreting closed ended questions so as to test and observe the statistical significance difference among the response of teachers and instructional supervisors. In addition to this, the scores of each items were organized, statistically complied and SPSS version 20.0 was used to compute the value of each item. Moreover, for better analysis the Likert scale was employed to collect and analyze the data since the initial purpose was to give participant more freedom to respond and to identify the extent the respondents agree or disagree.

The data collected through interviews, open- ended questions of the questionnaires were analyzed and interpreted qualitatively. The analysis was made by using narration in way it would complement the quantitative data.

RESULTS AND DISCUSSION

Results

The purpose of this research was to assess the current status of the practice of school based instructional supervision in government secondary school of Dandi Woreda. Subsequently, this chapter deals with the presentation, analysis and interpretation on the practice of school based instructional supervision, the major contributions of school based instructional supervision for the professional development of teachers and the major problems affecting the practice of school

based supervision in secondary schools of Dandi Woreda. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the results of findings from the data gathered through the questionnaire and interview.

Characteristics of Respondents

The two groups of respondents were asked to provide their background information. The details of the characteristics of the respondents are given in table below.

Table 1. Characteristics of the Respondents

| Items | Category | Responses | | | | | |
|-------------------|--------------|-----------|------|--------------------------|------|-------|------|
| | | Teachers | | School-based supervisors | | Total | |
| | | No | % | No | % | No | % |
| Sex | Male | 74 | 78.7 | 23 | 76.7 | 97 | 78.2 |
| | Female | 20 | 21.3 | 7 | 23.3 | 27 | 21.8 |
| | Total | 94 | 100 | 30 | 100 | 124 | 100 |
| Age | 18-22 | 6 | 6.4 | - | - | 6 | 4.8 |
| | 23-27 | 39 | 41.5 | 5 | 16.7 | 44 | 35.5 |
| | 28-32 | 25 | 26.6 | 14 | 46.7 | 39 | 31.5 |
| | 33-37 | 8 | 8.5 | 4 | 13.3 | 12 | 9.6 |
| | 38-42 | 6 | 6.4 | 3 | 10 | 9 | 7.3 |
| | Above 42 | 10 | 10.6 | 4 | 13.3 | 14 | 11.3 |
| | Total | 94 | 100 | 30 | 100 | 124 | 100 |
| Experience | 1-5 | 11 | 11.7 | 2 | 6.7 | 13 | 10.5 |
| | 6-10 | 48 | 51.1 | 3 | 10 | 51 | 41.1 |
| | 11-15 | 12 | 12.8 | 2 | 6.7 | 14 | 11.3 |
| | 16-20 | 9 | 9.6 | 17 | 56.6 | 26 | 21 |
| | 21-25 | 6 | 6.4 | 2 | 6.7 | 8 | 6.5 |
| | 26-30 | 3 | 3.2 | 3 | 10 | 6 | 4.8 |
| | Above 30 | 5 | 5.4 | 1 | 3.3 | 6 | 4.8 |
| | Total | 94 | 100 | 30 | 100 | 124 | 100 |
| Educational level | First degree | 94 | 100 | 30 | 100 | 124 | 100 |
| | Total | 94 | 100 | 30 | 100 | 124 | 100 |

Source: Field Data

As it is indicated in Table 1 item 1, 74(78.2%) of the teachers are males while female accounts for 21.3%. Out of the 30 school based instructional supervisors, 23(76.7%) of them are males while the remaining 23.3% were females. This implies the participation of both sexes was found to be less proportional. The number of females in the teaching profession as well as on the position of supervision was found to be much lower compared to their male counterparts in the

sample schools of Dandi woreda. Similarly, all the interview participants were males. Accordingly, 5(100%) of school principals, 4(100%) of school vice principals and 2(100%) of secondary school supervisors were males. From this, one can understand that the leadership positions of secondary schools in Dandi woreda was highly dominated by males. Therefore, female teachers should be encouraged to be a leader and be a role model for secondary school.

As item 2 of the above Table shows, 39 (41.5%) of the teachers age were found to be in the ranges of 23-27 years. Regarding the ages of instructional supervisors, 14 (46.7%) of them were found in the ranges of 28-32 years. Hence, from this it is possible to say that most of the teachers were found at the younger age. As far as the age of interviewee participants are concerned, all principals, vice principals and secondary school supervisors were found to be in the ranges of 33-37 years which is believed to be at their adult ages. Hence, they could be in better positions to provide support for the teachers in improving their professions. On the other hand, large numbers of teachers were found in the young ages.

As illustrated in the above table of item 3, teachers' experience (service year) were as follows: 11(11.1%) of the teachers were between the service year range of 1-5 years, 48(51.1 %) of them were between the experience range of 6-10 and 35(36.1 %) of them were experience more than 11 years. On the other hand, 17(56.6%) of the school-based supervisors have more than 11 years of experienced. This implies that the majority of teacher respondents have less than 6 years teaching which implies that they need support from their senior teachers.

Moreover, regarding the service year interviewees, 5(100%) of the school principals, 4(100%) of the school vice principals and 2(100%) of the secondary school supervisors have more than 11years' service. Is an implication of good practice to handle challenges encountered in the school based-supervision, they are in good position to critically identify the practices and the challenges encountered against implementing school-based supervision.

Concerning the educational level of teachers and school based supervisors, the whole 94(100%) of the teachers and 30(100%) of the school-based supervisors had a first degree. From this fact, one may conclude that there is no gap in level of education between the teacher and school-based supervisors on the level of education.

Regarding the educational level, except for one secondary school supervisor, a second degree holder, the rest of the interviewees have first degrees in teaching. From this, one can understand that there is no much difference between the school principals, vice principals, and secondary school supervisor as well as teachers regarding their level of education. Therefore, we can conclude that principals, vice principals, and secondary school supervisors had equivalent education level to serve their colleague teachers in helping each other in improving their professional competence and quality of education in secondary schools.

Discussion and Interpretation of the Finding

This part of the study is devoted to the presentation, analysis and interpretation of the data gathered from different groups of respondents in relation to an assessment on the current status of school based instructional supervision in government secondary school of Dandi Woreda. In addition items across each category were arranged under the rating scales with five points. These five points scale range from 1= strongly disagree, 2= disagree, 3= undecided, 4= agree and 5= strongly agree. Finally, the data obtained from the interview sessions were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings of the study.

Table 2. Practices and Procedures of Classroom Supervisory Procedure

| Items | Responses | Respondents | | | | Total | | Computed X ² |
|--|-----------|-------------|-------|-------------|------|-------|-------|-------------------------|
| | | Teachers | | Supervisors | | No | % | |
| | | No | % | No | % | | | |
| Supervisor and teacher make mutual agreement on the reason and purpose of observation. | SA | 8 | 8.5 | 4 | 13.3 | 12 | 9.7 | 3.295 |
| | A | 15 | 16 | 3 | 10 | 18 | 14.5 | |
| | UD | 15 | 16 | 4 | 13.3 | 19 | 15.3 | |
| | DA | 51 | 54.2 | 15 | 50 | 66 | 53.2 | |
| | SD | 5 | 5.3 | 4 | 13.4 | 9 | 7.3 | |
| | Total | 94 | 100.0 | 30 | 100 | 124 | 100.0 | |

| | | | | | | | | |
|--|-------|----|-------|----|-------|-----|-------|-------|
| Supervisors examine the lesson prepared by the teacher before actual classroom observation. | SA | 7 | 7.4 | - | - | 7 | 5.6 | 7.457 |
| | A | 27 | 28.7 | 5 | 16.7 | 32 | 25.8 | |
| | UD | 8 | 8.5 | 2 | 6.7 | 10 | 8.1 | |
| | DA | 44 | 46.8 | 22 | 73.3 | 66 | 53.2 | |
| | SD | 8 | 8.5 | 1 | 3.3 | 7.3 | 7.0 | |
| | Total | 94 | 100.0 | 30 | 100 | 124 | 100.0 | |
| Supervisors create awareness that classroom observation is helping process and not part of controlling system and fault finding. | SA | 11 | 11.7 | 1 | 3.3 | 12 | 9.7 | 5.976 |
| | A | 49 | 52.1 | 22 | 73.3 | 71 | 57.3 | |
| | UD | 20 | 21.3 | 3 | 10 | 23 | 18.5 | |
| | DA | 13 | 13.8 | 3 | 10 | 16 | 12.9 | |
| | SD | 1 | 1.1 | 1 | 3.3 | 2 | 1.6 | |
| | Total | 94 | 100.0 | 30 | 100.0 | 124 | 100.0 | |
| Supervisors meeting with teachers prior to classroom observation | SA | 7 | 7.4 | 1 | 3.3 | 8 | 6.5 | 8.258 |
| | A | 25 | 26.6 | 4 | 13.3 | 29 | 23.4 | |
| | UD | 10 | 10.6 | 2 | 6.7 | 12 | 9.7 | |
| | DA | 45 | 47.9 | 21 | 70 | 64 | 51.6 | |
| | SD | 7 | 7.4 | 2 | 6.7 | 9 | 7.3 | |
| | Total | 94 | 100.0 | 30 | 100.0 | 124 | 100.0 | |

(Key; SD, strongly disagree, DA, disagree, UD, undecided, A, agree, SA, strongly agree; table value $\chi^2=9.487$; $\alpha=0.05$ significance levels with 4 degrees of freedom), Source: Field Data

As shown in item 1, Table 2, teachers and supervisor respondents were asked whether or not supervisors and teachers make mutual agreement on the period and the lesson to be observed. Consequently, 51(54.2%) of the teachers respondents and 15(50%) of the supervisors agreed that supervisors did not have mutual agreement on the period and lesson to be observed.

Accordingly, the computed chi-square value $\chi^2 = 3.295$ is lower than the table value ($\chi^2=9.487$) at a significant level of 0.05 with four degree of freedom. This implies that there is no significance difference among the response of the two groups of respondents. The result of the study shows that supervisors did not make an effort in informing teachers to arrange on the period and lesson for classroom observation. They instead, conduct classroom observation on the basis of their good will (interest).

As it can be seen in Table 2 item 2, 44(46.8%) of the teachers and 22(73.2%) of the supervisors agreed that supervisors did not examine a pre-observation conference in order to create agreement on the lesson to be observed before actual classroom observation. The computed chi-square value $\chi^2=7.457$ is also lower than the critical value of chi-square $\chi^2=9.487$ at alpha level of 0.05 with four degrees of freedom.

This shows that there is no statistically significant difference between the views of both teachers and supervisors. Thus, the result indicates that supervisors did not focus holding an agreement with teachers on the lesson to be prepared by the teacher before the actual classroom observation.

As shown in the Table 2 item 3, respondents were asked regarding the supervisors creating awareness that classroom observation is helping process and not part of the final appraisal of performance. Consequently, 42(53.8%) of the teachers and 12(54.5%) of the instructional supervisors agreed that supervisors in the schools under study were creating awareness that classroom observation is helping process and not part of the final appraisal of performance. The computed chi-square value $\chi^2=4.91$ is lower than the table value of $\chi^2=9.487$ at significant level of 0.05 with four degree of freedom. This shows that there is no statistically significant difference between the views of the two groups. Therefore, from the finding, it is possible to say that the supervisors creating awareness that classroom observation is helping process and not part of the final appraisal of performance

As it can be seen on Table 2 item 4, 45(47.9%) of the teachers and 21(70%) of the supervisors agreed that supervisors did not meet

with teachers prior to classroom observation. The computed chi-square value $\chi^2=8.258$ is also lower than the critical value of chi-square $\chi^2=9.487$ at alpha level 0.05 with four degrees of freedom. This shows that there is no statistically significant difference between the views of both teachers and supervisors. Thus, the result indicates that supervisors did not meeting with teachers prior to classroom observation.

Generally, from the result of the chi-square test and the data gathered through interview session with the school principals, vice principals and secondary school supervisors respondents, it is possible to conclude that instructional supervisors did not make agreement with teachers on the period and the lesson to be observed before actual classroom observation, pre observation conference on the lesson to be observed and supervisors did not meeting with teachers prior to classroom observation. Therefore, the pre-observation conference in the study area was conducted in the absence of teachers' agreement. However, as it is indicated by Ministry of Education (MoE, 2002, p. 86) classroom observation should be implemented based on a clearly stated criteria and should be known by the teachers before the supervisors carry out the classroom observation.

CONCLUSIONS

The aim of instructional supervision is the improvement of classroom instruction and promoting growth of student learning through the improvement of teacher's professional growth. Hence, to achieve the intended objective of instructional supervision and to observe student learning, instructional supervisors are expected to practice continuous classroom observation. In the process of classroom observation, the supervisor together with teacher should establish mutual agreement on the overall practice of classroom observation. However, the finding of this study showed that instructional supervisors were not following the necessary procedures of classroom observation accordingly. As a result, instructional supervisors has found to be in short of competence to properly practice classroom observation procedures and failed to improve the teaching and

learning process and improvement of teacher's professional growth.

The purpose of instructional supervision is to enable teachers to be effective and assist them to enhance their professional competence and there by improve the overall teaching and learning process. Thus, instructional supervisors are expected to make teachers professionally competent through various strategies of instructional supervision. However, as the finding of this study revealed instructional supervisors were ineffective to contribute and benefit the teachers. From this, it is possible to conclude that instructional supervisors failed to play their role to contribute for the professional development of teachers. Thus, instructional supervision did not provide benefit and contributes for teachers' professional development in secondary schools of Dandi Woreda.

As the result of the study revealed, instructional supervision practices was affected by various problems; such as the negative perception of teachers, absence of regular classroom observation, the focus of supervisors on administrative tasks than pedagogical support, absence of relevant training for supervisors, lack of communication and relationship between teachers and supervisors. In addition to this, in availability of experienced and qualified supervisors and shortage of supervision manuals and guidelines were also major factors that affect instructional supervision in the secondary schools of Dandi Woreda.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are forwarded to improve the practice of instructional supervision in secondary schools of Dandi woreda. Classroom observation is mainly aimed at improving the classroom instruction in order to see the progress of teachers and students to achieve the desired teaching objectives. To this end, supervisors should facilitate ways for teachers to deal with on the time of observation, instrument, methodology and the procedures to be taken as well as all the activities before the actual classroom observation. Therefore,

Supervisors conduct classroom observation to see the improvement of teaching and the progress of teachers and students. To this end, supervisors may create an opportunity to discuss and decide on the purpose, procedures, instruments, conferences and follow up activities in classroom observation techniques. However, the finding revealed that supervisors conducted classroom observation without prior discussion and knowledge of teachers. Moreover, pre-class observation and post classroom conference held in staff or department basis only, not on an individual teacher basis. Therefore, school based supervisors are required to give emphasis to the creation of awareness in teachers and have to reach an agreement with teachers purpose and procedures of classroom observation and have to conduct all classroom observation procedures in a planned manner.

As the finding of the study revealed that the instructional supervisory practice on assisting teachers to professionally competent in secondary schools of Dandi woreda were impeded with many problems. Therefore, it is recommended that instructional supervisors of secondary schools in Dandi woreda may; arrange induction training for beginner teachers; assist teachers in lesson planning; facilitate experience sharing between teachers; assist teachers in developing instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training and workshops and support teachers to do action research on the specified pedagogical. The Oromia Region Education Bureau supervision and MOE supervision manuals pointed out that school based instructional supervision is organized to enhance instructional effectiveness of teachers in promoting students learning.

The study revealed that the effectiveness of school based supervisory practice in the secondary schools Dandi Woreda is hindered by many factors. Therefore, to solve these problems all concerned bodies, the OREB, ZEB, WEB and school officials in collaboration with NGOs are recommended to take the following measures. Short-term refreshment trainings through seminars, workshops or through discussion forums should be organized and implemented for school based supervisors and teachers. Trainings

should be plan and implemented effectively so as to help the participants to develop their skill and knowledge of school based supervision. As the finding of the study indicated experience sharing programs for supervisors and teachers at school level was not satisfactory. To solve such problems, experience sharing programs regarding school based supervision within school and across secondary schools in the woreda should be designed and implemented by joint efforts of schools and woreda education offices. School based supervision committee members should be free from routine tasks and reduced their teaching load to a maximum of 10 periods per week in line with the school based supervision manual of the region. This helped them to render enough time for organizing and performing supervisory tasks.

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