

Instructional Supervision at Government Secondary Schools in Relation to Supervisor Competence Standard: Practice and Challenge in the Case of Arsi Zone, Ethiopia

Mohammed Ahmed Tufa

College of Education, Hawassa University, Hawassa, Ethiopia

Email address:

0915850985m@gmail.com, bekamoha1112@gmail.com

To cite this article:

Mohammed Ahmed Tufa. Instructional Supervision at Government Secondary Schools in Relation to Supervisor Competence Standard: Practice and Challenge in the Case of Arsi Zone, Ethiopia. *International Journal of Secondary Education*. Vol. 10, No. 1, 2022, pp. 13-19. doi: 10.11648/j.ijsedu.20221001.12

Received: December 15, 2021; **Accepted:** January 7, 2022; **Published:** February 9, 2022

Abstract: This study was conducted to examine the Implementation of Instructional Supervision in Government Secondary Schools in relation to Competence standard of supervisor developed by MoE 2012. The study focused on areas of instructional supervision policy frame work and strategies, the trend of external and internal supervision process at school system. To meet the objectives of the study, the study employed qualitative research approach and case study research design. The study conducted at Arsi Zone in Oromiya regional state; in the study four schools purposely selected and 20 respondents have been participated in the study (2 Woreda education office head; 7 school leadership; 11 teachers). Purposive sampling method will be implemented on this take empirical study. The Data were gathered through open ended questionnaire and interview. The study result shows that, in study area Instructional supervisor could not able to carry out the tasks of supervision to enhance quality of learners and not undertaken their instructional role, b/c of lack of commitment for their work, failing to follow rules, regulation, procedures, and policies. It was suggested that, in order to provide instructional supervisors with the necessary knowledge, techniques, and skills, the Regional Education Bureau of the Ministry of Education should strengthen the capacity of school leaders by providing ongoing training and ensuring that school policies are consistent with the ministry's strategies.

Keywords: Instructional, Supervision, Government, Secondary School, Competence Standard, School Leader, Challenge

1. Introduction

1.1. Background of the Study

Education is a tool for creating citizens who are valuable in a nation's development and changing a societal attitudes toward the desired goal; it introduces students to the most recent technical discoveries and scientific creations, accelerating economic, social, and cultural growth. As Mohanty stated that in educational system, there are different variables that have their own contribution for its development [15]. Education is critical to nation-building and promoting unity in diversity by allowing citizens to interact with people from a variety of socioeconomic and cultural backgrounds, as well as learning to recognize, accept, and accommodate differences. The relevant and quality education could also be providing for the learners by engaging well-trained and

professionally developed teachers within the slightest degree levels of education. Now a day, improving the quality of education has given priority throughout the world that the priority to spice up educational quality has become very critical and a world educational policy issue. Within the dynamic world; there's standardized quality education service that satisfied the increasing demand of the society to enable and to handle the changing world accordingly.

To come up with improving educational quality process continuous follow up by qualified professionals is required. As De Grauwe stated that to look at the quality, the national authorities highly rely on the faculty supervision [4]. According to Sergiovanni & Starratt, Instructional supervision is principally concerned with improving schools by helping teachers to reflect on their practices, to be told more about what they're doing and why, and to develop professionally [18].

According to Giordano suggestion, Supervision in schools is incredibly important. Teachers and school leaders those not qualified enough, they need support from instructional supervisors [5]. This shows that purpose of instructional supervision at school is to spice up the quality of teaching by improving skills of teachers which successively improves students' academic performance. As Glickman stated, Instructional supervision is that the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school [6]. Implementing of instructional supervision can improve teachers' instructional methods, their ability to adapt instruction to satisfy students' needs, and their classroom management skills; and with establishing an expert culture that relies on shared beliefs about the importance of teaching and learning which emphasizes teacher collegiality.

As MoE stated in the document of CPD, With the introduction of Education and Training Policy of 1994, Ethiopia has made considerable efforts towards quantitative aspect of education but the quality of students learning has been a challenge [12]. Teachers weren't also properly supported by supervisors in tackling instructional problems or in applying new curriculum and instructional techniques. Despite this, there's on-going effort to spice up the quality of education after introducing the ultimate general Education Quality Improvement Package (GEQIP). Its components include school improvement program and continuous professional development of teachers.

It is believed that the education system should be supported by educational supervision so on enhance the teaching-learning process normally and learners achievement particularly. Supervision focuses on teacher's professional growth to spice up the tutorial practice in schools and to achieve the specified change of learning achievement for the students.

As illustrated by the MoE, school leaders should take major responsibility in supervisory practices within their schools [10]. These responsible partners involve themselves within the regular observation of teachers and also the organizing of short-term training and skill sharing to maximise the professional competence of teachers, and thus contribute for the quality of education.

1.2. Statement of the Problem

In order to improve the teaching-learning process in general and learners' achievement in particular, educational supervision is seen to be necessary. The practice of instructional supervision of assorted regions and zones of our country has shown that, there are lack of awareness on utilizing various supervisory options, an absence of relevant continuous trainings for department heads and senior teachers who are imagined to perform supervisory activities at school level and also lack of identifying locally available educational input, lack of selecting teaching techniques which enhance learning, lack of Evaluating school performance to grant feedback for improvement and setting strategies for future improvement the standard of teaching

and learning.

Today in Ethiopia the need for supervision of instruction within the establishment of the country include: to reinforce the deteriorated quality of education, to help teachers within the classroom activities, has brought with it instruction problems which supply strong evidence of the necessity for supervision of instruction. the quality of teachers' education is set by the availability of adequate supervision support from supervisors. However, Practical facts of the existing reality in implementation of instructional supervision at school do not seem to reveal a positive impact in supervision services on educational improvement moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. Furthermore, weaknesses in Educational supervision are common at Secondary schools, and these can have a negative impact on the quality of education. So these problems and the impact they may have on the quality of education have initiated the researcher to study.

Therefore, this study examines the practice of instructional supervision in Government secondary school Arsi Zone, Oromia regional state. For this empirical study the following are a number of the fundamental questions the research study attempted to investigate. The study attempts to answer the following basic questions:

To what extent do instructional supervisors meet the competence standard developed by the MoE in 2012?

To what extent do instructional supervisors are performing their duties and responsibilities in government secondary schools?

To what extent teachers get professional support from instructional supervisors in order to improve their instructional skills in secondary schools?

1.3. General Objective

The overall objective of this study was to assess the extent to which instructional supervision is being implemented and to identify the challenges that secondary school supervisors face within the implementation of instructional supervision.

The specific objective of this study attempts to:

Identify the extent to which instructional supervisors in secondary school to meet the competence standard developed by the MoE in 2012.

Identify how instructional supervisions are performing their duties and responsibilities in secondary school.

Assess the professional support teachers gained from supervisors in order to improve their instructional skills in secondary school.

2. Review of Related Literature

2.1. Concepts of Instructional Supervision

The term supervision has been given different definitions. Various scholars define supervision differently. To say few,

Sergiovanni and Starrat [19], define supervision as a "... set of activities and role specifications designed to influence instruction. As Pierce and Rowell define, it is a developmental process designed to support and enhance the individual's motivation, autonomy, awareness, and skills necessary to effectively accomplish the work hand [17]. But from a tutorial point of view, the definition Beach and Reinhartz shows supervision as a way that emphasizes on offering professional support for the event of instruction. Supervision may well be a fancy process that involves working with teachers and other educators in an exceedingly collegial, collaborative relationship to spice up the quality of teaching and learning within the colleges which promotes the career long development of teachers [1].

As Beach and Reinhartz stated, Instructional supervision may well be a process that focuses on instruction and provides teachers with information about their teaching so on develop instructional skills to spice up performance [1].

2.2. Evolution of Instructional Supervision Within the World

Evolution of instructional supervision refers to the historical development of supervision from hobby to this day. The term "Instructional supervision" has been interpreted differently by different countries. As Glickman etl... stated, Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors [3]. This idea still dominates within the management of education in some nations. As Grauwe stated. the term supervision was synonymous with "inspection" but the 2 terms are quite different within the sense that inspection could even be a top-down approach, aimed toward controlling and evaluating the advance of faculties supported predetermined criteria set by external experts outside the varsity system [9]. In contrast, instructional supervision would be a style of internal supervision undertaken by the college staff (principals, department heads, senior teachers, and assigned supervisors) geared toward providing guidance, support, and continuous assessment to teachers for his or her professional development and improvement within the teaching-learning process. Having said this, details on how instructional supervision evolved from past to the present-day are visiting be discussed hereunder.

As Pajak stated, described three eras within the evolution of supervision, namely: 1) supervision as inspection or control, 2) democratic supervision and scientific thinking, 3) and collegial and collaborative supervision [16]. Similarly, Glanz [8] called them the pre-modern, the fashionable and also the postmodern eras of supervision. Glanz's [8] description of the evolution of supervision encompasses all approaches of supervisory practices from.

2.3. Historical Development of Supervision in Ethiopia

According to the MoE [11], Educational Supervision Manual Educational inspection Started for the primary time in Ethiopian establishment in 1934 EC. it had been

mentioned that inspection was needed due to the increasing number of teachers demanded Coordination and helping them in their teaching.

Starting from 1937 EC, a central inspectorate office was established headed by a British national named Lt. command John Miller, assisted by two Ethiopians. Their job was to stay record of number of scholars, teachers, classroom, furthermore as visit some school inthe provinces and write reports. In 1943 EC the primary program for training inspectors was started in Addis Ababa Teachers Training School.

The reason behind this was that more and more schools were opened, the number of teachers increased and student population grew significantly and typically the tutorial activities became more and more complex beyond the competence of former three inspectors. Hence, a complete of twenty four inspectors were trained 1943-1946 EC.

As cited MoE, according to educational supervision manual (1987) the tutorial program of faculty inspectors was discontinued in 1946 [11]. However, because of the rise in number of colleges, the educational program was reopened in Kokebe Tsebha School in 1948 E.C. It continued for seven consecutive years. The training combined school directors and inspection together. From 1948-1954 E.C, a complete of 124 inspectors were graduated.

In 1955 E.C the inspection program was became supervision with the aim of focusing only in curriculum and academic programs so on improve the teaching learning process by participating and supporting the teachers. shortly from, 1962-1965 E.C people who were trained as supervisors were expected to function an everyday school programs and sports, adult educational programs and mass media supervisors.

During the socialist regime since the then government followed education policy of socialism; the socialist system had shifted supervision to inspection in 1973 E.C. As MoE [11] stated, educational supervision was replaced by inspectional. Thus, the foremost goals and activities of the inspection program were monitoring and evaluation of the policy, directives and planned programs and methods as per description at each level of education system. With the introduction of education and training policy in 1986 E.C, a shift from inspection to supervision was again witnessed.

New departments of supervision of program are established at federal and Regional level with branches up to Woreda level. that's helping teachers and for the advance of educational achievement of scholars.

2.4. Professional Competence Standards for School Supervisors

School supervisors are expected to undertake three sets of tasks including control (in a sense of monitoring compliance requirements and providing feedbacks), support, evaluation and liaison at schools to achieve unification and standardization of the school system. They must be able to facilitate both vertical and horizontal communications (work as liaison). They are also expected to promote

communications vertically by informing schools with policies and rules and the ministry with the needs and realities in the schools; and horizontally through facilitating interactions, net workings between school functions. The realization of these all tasks of school supervisors, however, requires the development and implementation of a generic professional competence standard for the supervisors as an integral part of ensuring quality learning and teaching at all schools. Therefore, this generic professional competence standard for school supervisors is developed in alignment with the four professional development levels which could be achieved up on fulfilling the required professional competences.

The Focus of the Professional Competence Standard and its organization.

Indeed, there are education supervisors at all levels (federal, regional, zonal, and woreda), with different titles, who generally follow up the educational provision at schools under their share of responsibilities in the country. The standard has focused on the following main aspects of the school supervisors' accountabilities and responsibilities.

To Value and to be committed to educate all students to become successful adults.

To place Learning and Teaching at the center of school functions.

To understand the fact that cooperation among schools and the community is essential to the success of school leaders and learners.

Organization of the Professional Competence Standard for School Supervisors has been designed to consist of 6 standards of competency which have originated from four themes of professional requirements of school supervisors. These are vision and values, personal qualities and social and interpersonal skills, knowledge and understanding, and professional practice. The standards for school supervisors are followed by descriptions which articulate the contents and related performance outcomes of each competency.

2.5. Current Practice of Instructional Supervision in Ethiopia

Supervision, as a technical service cooperatively done, is incorporated all levels of education System's comprehensive and coordinated approach must be established between all those educational sectors (i.e. institution and offices from central to woreda and college level). To efficiently and effectively achieve the intended objectives of instructional supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and college based organization of supervision. Out of school organization, supervision is combined with department of educational programs and supervision at federal MoE level; Regional Education Bureau level; Woreda Education Office level and CRC level.

In school based organization of supervision On the alternative hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision.

2.6. The Purpose of Instructional Supervision

Supervision should be centered on teaching quality through selecting the most effective available teacher and providing for teacher 's personal development. Head teachers (supervisors) personality or office may attempt to influence the staffing functions and acquire the sort of teachers they require from the T. S. C. the identical author gives the functions of instructional supervision as:- helping teachers to develop personal knowledge and competence and remain abreast with professional advances through direct and non-direct consultations between teachers and supervisors, program development through improvement in fact material, learning environment, to suit teachers and pupils, maintenance of competence and interest within the work of teachers through promotion, commitment, creativity, participative management, reducing frustrations and stress at work, ensuring adequate, valid and criteria based data and record to facilitate evaluation appraisal or access to the extent to which program objectives are met.

2.7. Principles of Instructional Supervision

In supervision, the principles provide a way of direction and serve a boundary which keep efforts and energies continued to relevant issues and activities. Supervision has the subsequent principles: there should be short-term, medium-term and long-term planning for supervision. it's a sub-system of faculty organization and conducted regularly to satisfy the individual needs of the teachers and other personnel. It should help to clarify educational objectives and goals for the principal and therefore the teachers. additionally to the current, supervision should assist within the organization and implementation of curriculum programs for the learners.

In general, since supervision may be a process which is worried about the advance of instruction, it must be strengthened in class level, provide equal opportunities to support all teachers and conducted frequently to maximise teachers' competency.

2.8. Conceptual and Theoretical Framework

For the aim of this study a theoretical framework may be a guiding framework supported the previous work of others within the field which give a lens or tool to form judgments about one's own findings. As such, the findings of researchers who have given much thought to the difficulty. The studies may well be placed during a constructivist paradigm. As Von Glasersfeld stated, Constructivism is framed via way of means of the notion that there's not always one goal truth to which anyone makes feel of the arena based totally on his or her reviews [21]. Also the researcher can be following Ontological, Epistemological, Axiological and Methodological assumption over the study area. Philosophically this take a glance at will undertake a qualitative case take a glance at technique with the instances being a purposively selected. Qualitative take a glance at is ready trainer educators' perceptions at the realm and role of instructional supervision at school effectiveness.

3. Research Design and Methodology

The study is found in a very constructivist paradigm which, consistent with Taylor & Medina, is underpinned by the view that dialogic interaction process of participants allows the refining of inter subjective knowledge and informed consensus construction [20]. The study employed a descriptive case study research design. This design will be considered to be a logical choice of research approach during this study since the research questions deeper understanding of the views and opinions of participants on Instructional supervision in class. As Creswell suggested, Case study contain an in-intensity take a glance at of an character unit along with a college, a student, a full lifestyle with an goal of acquiring an in-intensity know-how of the contributors, focusing at the tactic in situ of outcome [2]. During this layout, the tactic of studies includes rising questions and procedures, records generally gathered with inside the contributors' setting, records evaluation inductively constructing from contributors to straightforward themes, with the researcher deciphering the which means of the records [2].

Purposive sampling method are going to be implemented on this take empirical study. Appropriateness of this method in choosing a consistent organization of college who've skilled as take a glance at contributors to supply a deeper know-how of the contributors' reviews has been highlighted. The Data were gathered through questionnaire and interview. Individual interviews with purposively selected contributors from the take a glance at pattern had been additionally distributed so one can enhance the validity of the records generated via triangulation.

The researcher will tell consent to require give up inside the take a glance at and that i issued copies of the studies equipment to them. Participants remained nameless during the take a glance at, no identity became required in any of the records technology equipment. Acronyms will wont to symbolize contributors and therefore the data accrued remained private during the take a glance at. This became executed so one can provide contributors self-assurance of participation without suspicion which may motive withholding of touchy data approximately the subject. Besides sending the consent forms, questionnaires, cognizance organization dialogue and interview schedules protocols via contributors', the researcher bodily visited the contributors of their places of labor to provide difficult copies of the records technology equipment. Finally based definitely on the assessment of information, the findings of the have a glance at summarized and provides up is drawn.

4. Data Analysis and Presentation

From respondents back ground tried to see the participants of school leaders in relation to gender, the result shows school leaders of secondary school were males. This shows the participate of female in school leaders needs support from stakeholders. Similar with this, De Grauwe indicated that, the

supervision staff is still dominated by the male [4]. As De Grauwe, indicated, this may be because females not apply for this position because of "long distance to travel" and "being away from family for long period" [4]. With regard to standard of the qualification, the majority of school leaders were first degree holders. According to Ethiopian teachers development program Governing guide line (Blue print), 1999 EC indicated the minimum qualification of school leaders in secondary school need to be MA. From this view point of the guide line the qualification of school supervisor not meet the qualification developed by MoE. This revealed that, an experienced teacher was not involved or computing to the post of directors or school leaders.

5. Discussion of Result and Summery

The description of the finding organized in three major objective of the study: 1st concerned with the extent of instructional supervisors in secondary school to meet the competence standard developed by the MoE in 2012; 2nd the issue of instructional supervisions to performing their duties and responsibilities in secondary school; 3rd the professional support teachers gained from supervisors in order to improve their instructional skills in secondary school. The source of data noted from open ended questionnaires and interviews with school leaders at different area of education.

Objective 1. The extent of instructional supervisors in secondary school to meet the competence standard developed by the MoE in 2012. From open ended questionnaires to investigate, how instructional supervisor's meet competence standard developed by MoE, the results shows, *most of our secondary school supervisors not meet the competence standard because of lack of skill in supervision, most of the supervisor under qualification, less in relationship b/n supervisor and school principal*. These show that most of supervisor cannot meet the competence standard developed by MoE. This needs in requiring time District education office emphasized on qualification and give short training. The examined result standard developed by MoE, stated school supervisors should show the specific performance outcomes skills, knowledge and attitude required the overall instructional, curriculum and staff development of the schools, supervisors to perform schools supervisory tasks and play the professional supervision role expected of them around schools as per the required or set standard level, so to overcome the deficiency supervisor needed to have further improvement doing better in their responsibility to enhance instructional improvement [14].

Interview conducted education heads and school leaders shows that:

"Instructional supervisors had higher responsibility than teachers on supporting teachers, school principal and counseling students but they were not doing so because of instructional supervisors were not have any financial allowances, not sufficient time to support and there were not enough instructional guidelines". The reason raised by interviewees was: *"most of experienced teacher in schools*

were not reluctant for hiring as supervisors because of lack of adequate salary in respect to their experiences, absences of trained man power by educational administration on the market enforced to hold back services of supervision”.

In line with this MoE noted supervisors need to have knowledge to determine strategic change requirements and opportunities: to support school's principal in developing, implementing and evaluating change strategies [13]. Besides, the data which obtained from supervisors confirmed that travel allowances were not assigned for supervisory practices.

Objective 2. The issue of instructional supervisions to performing their duties and responsibilities in secondary school. Concerning questionnaires' related to the duty and responsibility of instructional supervisory activities; the result of respondents response shows, Instructional supervisors expected the ability to perform their duties and responsibilities, but still there were absence of specific mechanisms to perform their duties and responsibility. Because of those instructional supervisors did not have specific and tangible plan to specify and identify duties. These findings indicate that teachers did not receive adequate support in order to be competent in enhancing day-to-day classroom instruction. As a result, this may reduce student effectiveness, teacher initiative, as well as the school's objective achievement. All instructional supervisory processes must adapt to the individual demands of all supervised teachers. From interview conducted with education office head and education office expert shows Instructional supervisors expected the facility to perform their duties and responsibilities but still there are absence of specific mechanisms to perform their duties and responsibility. Because of those instructional supervisors did not have specific and tangible conceive to specify and identify duties. Instructional supervision processes must meet the unique needs of all teachers being supervised. In general, an instructional supervisor's role is to provide assistance and corrective feedback to teachers in order to help them improve their performance. Teachers and supervisors can use this type of help to look at lesson plans and analyze them based on what was planned, what transpired, and what results were obtained. In keeping with the Ministry of Education's instructional supervision method, supervisors should find solutions to the teaching learning problems that teachers face, provide assistance and counseling to teachers, and monitor the implementation of school improvement principles and new teaching methodologies by teachers [14].

Objective 3. Supervisors provide professional support to secondary school teachers in order to help them enhance their teaching skills. From discussion what to grasp is that District education office heads have no smooth and supportive relationship with teachers at the varsity level due to being busy by routine administrative duties”. (source interviewee). this suggests instructional supervisors don't seem to be engaged in solving school problems, because of Lack of enough budget results the incapability to run supervisory activities effectively like in-service training programs for

teachers and visiting other schools for experience sharing, because they visited school only to collect information from the hands of school principals. But they're doing not give necessary support for the varsity personnel. This shows that District education office process owners are needed in providing necessary professional supports to satisfy the aim of instructional supervision at the school level.

Similarly, MOE pointed one in every of the foremost embarrassing explanations for this poor reputation of schools and so the presumed failure of the numerous excellent innovations is that teachers haven't had adequate, well informed and direct supervision to help, understand and implement new practice. In line with this, education sector development program IV [ESDP iv] by the ministry of education noted the importance of providing quality based instructional supervision to spice up the quality of education [14]. The requirement for instructional supervision within the establishment of the country include: to boost the deteriorated quality of education, to help teachers within the classroom activities, has brought with it instruction problems which provide strong evidence of the need for supervision of instruction.

From the results of dialogue, in most schools the objectives of instructional supervision, the rule and also the procedures weren't clearly explained to any or all teachers and so the overall objective recorded about the teacher performance (portfolio), the mission, vision and other documents weren't record properly. This shows that the supervisory practice needs more attention by supervisory owner within the District education office. Because it's indicated in Glickman, there are five essential tasks of supervision to support teacher in professional development [7]. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. As Glickman et al. stated, the supervisors must possess and implement the five essential tasks into their schools for the advance of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skill [7].

Beside the above responds from the respondent document also analyzed shows, the major draw backs instructional supervisor, poor awareness creation program regarding to the objectives and purpose of instructional supervision. Next to this, restriction of supervisors by other duties, shortage of training budget, lack of initiation and commitment of the teachers, lack of planning and shortage of time were given attention by teachers and supervisors.

6. Conclusions and Recommendation

Based on the findings of the study, the following conclusions were drawn: Teachers get professional support from instructional supervisors in order to improve their instructional skill depending on competence standard

developed by MoE was at not implemented accordingly. supervision provide support for teacher to ensure effective leadership are needs attention, this due to the problem of Clarify the scope of school operations, Create professional learning opportunities for team development, lack of prepare monitoring, and evaluation program to provide appropriate feedbacks and supports to the schools for improvement, construct an educational research strategy to initiate, support a teachers, Provide leadership support in designing and developing school learning Strategy, create relationships with the school community and support schools improvement programs and, Evaluate current educational practice to support schools improve learning Practice are not implemented according to policy and strategy developed by MoE.

According to the results of knowledge analysis, instructional supervisors aren't performing their duties and responsibilities. The tutorial supervisor's ability to perform their duties and responsibilities couldn't ready to perform the tasks of supervision to bolster quality of learners. The finding of the study revealed that just about all supervisors were set out routine administrative activities than instructional issues. The task of supervision is to assist teachers to resolve their problems within the educational process and improve it. But the sensible contribution of instructional supervision to the teachers was insignificant. This due to: lack of improving teacher's skill in managing students, school leaders and teachers have lack of information about helping teachers in formulating appropriate instructional objectives, Evaluating school performance to grant feedback for improvement needs treatment. From this finding, it'll be concluded that teachers couldn't get the utmost support from supervisors. With relevance strategies of implementing instructional supervisions Setting strategies for future improvement with teachers, supervisors should be able to make efforts with teachers there by offering effective instructional supervision, using of high participative approach to spice up teaching learning, using supervision for the instruction, develop culture of team work and Searching and allocating appropriate funds and budgeting school finance was recommended.

References

- [1] Beach, D. M. and Reinhartz, J. (2000). Supervisory Leadership: Focus on Instruction.
- [2] Creswell, J. W., 2009. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 3rd edition. Sage Publications.
- [3] Carl D. Glickman, Stephen P. Gordon and Jovita Ross-Gordon (2018). SuperVision and Instructional Leadership: A Developmental Approach, 10th Edition.
- [4] De Grauwe A, (2001) School Supervision in Four African Countries Challenges and Reforms Vol. 75.
- [5] Giordano, E. A. (2008). School Clusters and Teacher Resource Center. Paris: UNESCO/International Institute for Educational Planning.
- [6] Glickman, C. D. (1990). Supervision of instruction. A developmental approach (2nd ed). Massachusetts: Allyn Bacon Inc.
- [7] Glickman, C. D; Gordon, S. P., and Ross-Cordon. (1998). Supervision of Instruction: A Developmental Approach. (4th ed.). Boston, MA: Allyn & Bacon.
- [8] Glanz, J. (2000). Paradigm Debates in Curriculum and Supervision: Modern and Postmodern Perspectives. Westport, CT: Bergin and Garvey.
- [9] Grauwe, A. (2007). Transforming School Supervision into a Tool for Quality Improvement.
- [10] MoE (1994). Educational Supervision Manual. Addis Ababa. Ministry of Education.
- [11] MoE (2002). The new education and training policy: Policy Document of the Ethiopian Ministry of Education. Addis Ababa.
- [12] MoE (2009). Continuous Professional Development for Primary and Secondary School Teachers, Leaders and Supervisors in Ethiopia: The Framework Ministry of Education, Ethiopia.
- [13] MOE. (2012). Professional Competence Standard for School Supervisors, 1 Addis Ababa.
- [14] MoE. (2010). Education Sector Development Program IV (ESDP IV): Program Action Plan, Federal Ministry of Education, Addis Ababa.
- [15] Mohanty. B (1990). School Administration and Supervision. New Delhi: Deep and Deep Publications.
- [16] Pajak (1993): Identification of Dimensions of Supervisory Practice in Education: Reviewing the Literature. U S DEPARTMENT OF EDUCATION Office of Educational Research and Improvement, RESOURCES INFORMATION CENTER (ERIC).
- [17] Pierce, R. A. and Rowell, J. S. (2005). Effective supervision: A Developmental Approach.
- [18] Sergiovanni, T. J., and Starratt, R. J. (2007). Supervision: A redefinition (8th ed.). New York: McGraw-Hill Companies Inc.
- [19] Sergiovanni, T. J. and Starratt, R. J. (1995). Definitions of Instructional Supervision. New York: McGraw- Hill Companies Inc.
- [20] Taylor and M. N. D. Medina, "Educational Research Paradigms: From Positivism to Multi paradigmatic" in The Journal of Meaning-Centered Education, vol. 1, 2013.
- [21] Von Glasersfeld (2008). Constructivist Foundations 3 (3): 123–126. <http://constructivist.info/3/3/123>.