The Role of School Supervision in Instructional Improvement

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Abstract

Education systems in many developing countries are being decentralized. Authority for making decisions for school improvement is devolving to the school-level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their school. The educational value of decentralization lies in the devolution of authority and responsibility for schools from the central-level administration to the schools themselves. Shifting decision making to those closer to the school and community leads to decisions that are more responsive to local conditions and needs. Decentralization and school-based management present many challenges for school managers, especially school principals. Understanding the factors that promote principals' sense of self-efficacy and outcome expectancy for providing teacher incentives that motivate improved classroom instruction is key to the formulation of school-based management policies and development of interventions supporting the school principal in this new role and organizational environment. This study is only the beginning in exploring school principal ship capacity under school-based management in limu woreda.

Key words: Educational Systems, School Based Management, Role of School and School Instructional Improvement

Background of the Study

Education systems in many developing countries are being decentralized. Authority for making decisions for school improvement is devolving to the school-level which puts unprecedented pressure on school principals to be accountable for the quality of education provided by their school. The educational value of decentralization lies in the devolution of authority and responsibility for schools from the central-level administration to the schools themselves. Shifting decision making to those closer to the school and community leads to decisions that are more responsive to local conditions and needs.

If principals are not prepared for this new level of authority and increased responsibility, then any educational value decentralization may hold is lost. The level of responsibility principals must assume is further compounded by the pressures for improved education quality that already exist in most developing countries. A number of developing countries report near universal access and the leveling of enrollment growth at the primary school level. This increases attention to improving quality of education.

A consequence of this increased attention to quality is that administrators at all levels of the education sector, particularly school principals, need a better understanding of the teaching and learning processes and the actions that are likely to improve the quality of education. Even when resources are available, the problem principals face in improving school quality is knowing which inputs and actions will lead to improved teaching and learning.

Statement of the Problem

Such improvement or instructional improvement it's critical to any attempt to erase the achievement between student of different racial and

socio economic backgrounds and achieving the goals of ministry of education as such the effort of this different stakeholders if truly inculcated in school supervision it will ensure the expected benefits. Overall, the these study addressed the following questions

- What strategies did limu woreda educational office employ to promote instructional improvement? How did the strategy works?
- What were the constraints and enablers of school instructional improvement efforts?
- What was the impact or contribution of the school leaders, teachers, administrators and education office in instructional supervision improvements?
- Do all the stakeholders participate in the process of instructional supervision?

Objective of the study

The general objective of this study is "assessment of school supervision in instructional improvements in limu woreda". So as to compare with the theoretical frame works developed by different authors.

Specific objective of the these study

- To identify the major challenges faced by limu educational office during school supervision.
- To access the level of stakeholders participation in alleviating problem/challenges of school supervision.
- To assess strategies employed by the education office while undertaking school supervision.
- To describe some of the major factors negatively affects the effectiveness of school supervision in instructional improvement.
- Finally, depending on the finding of these study to suggest possible solution for the problems.

Significance of the study

The role of the research activity is to analyze the problem and come up with possible solutions. Therefore, the writer of this research hope that answer to the research questions above may provide information about the factors affecting effectiveness of school supervision which intern leads to understanding of the major problems. It also benefits the student researcher by being the first step and experience to conduct such studies. It is also helpful for education policy makers in providing information about the curriculum development of the woreda. It can be also serve as a base for who is interested to conduct a research on a similar topic.

Validity and Reliability of the Research

Validity was ensured through triangulation whereby survey data were verified by interview data. Content validity of the research questionnaires was through Pilot test. It was ensured before the questions were copied and distributed to the sample respondents. In doing so, it is also possible to measuring or ensuring construct validity and reliability.

Limitations of the study

It is not uncommon in any research work; there are many problems that any researcher may face. Thus, it is not surprising if the researcher lists some limitations hindered the smooth conduct of the project. The researcher was faced the following limitations.

There were unwillingness of the respondents and their commitment to complete filling the questionnaires, lack of sufficient time on the side of the researcher to assess all the necessary dimensions or aspects of factors affecting effectiveness of school supervision and financial problem were the major challenges the researcher faced.

Delimitation of the study (scope)

On the issue the researcher raised it is possible to conduct a comprehensive research since it is vital area in the development of the country as the hole. However, due to numerous problems the study was delimited to assessing school supervision in instructional improvement in limu Gelila education office.

Research Design

The study was conducted by using descriptive research design. The researcher used both qualitative & quantitative approach of data analysis (pluralist approach) to get the advantage of both. The data collected trough interview was analyzed by using qualitative analysis and the data collected through questionnaire were analyzed through quantitative techniques. The researcher used primary source of data in addition to reviewing of related literature such as: books, Articles, journals, magazines, bulletins, broachers, and others.

Sampling techniques

The researcher used simple random sampling to select the necessary sample size from the total population of the study. Simple random sampling is the system in which all population has an equal chance for selection. Simple random sampling is one of the probability sampling techniques in which the sample is chosen by applying a table of random numbers or a computer generated random numbers to a numbered frame and purposive sampling for the managerial employees in order to get accurate information. Judgmental or purposive sampling is a form of convenience sampling in which the population elements are purposely selected based on the judgment of the researcher. The researcher uses his or her judgment or that of some other knowledgeable person to identify who will be in the sample.

Sample size

The researcher was used simple random sampling technique where the entire population has an equal chance for selection. Froms35 limu school the researcher selected 6 school from each one principals, 12 teachers and

18 students were selected. The list of all principals, teachers and students was prepared (obtained) by using proportional probability sampling.

Method of data collection

Adequate and relevant data is very essential to get reliable findings. Thus, to obtain adequate and relevant data the researcher used data gathering instruments namely questionnaires and in office interview to ensure the highest response rate, as well as allowing for clarification of possible ambiguities related to the questions asked. Thus, in addition to administering questionnaire, ten semi-structured interviews were also carried out with school directors of each school. In order to gather primary data, the researcher developed the questionnaire that comprises three parts. The first part contains demographic information of the respondents which includes Age, Gender, Qualification, etc. The second part contains multiple choice questions or close ended questions like "No" or "Yes". At the 3rd, to know the feelings of the employee's likert scale questions were prepared and distributed by the researcher.

Data Analysis Method

After collecting all the necessary data, the data gathered through questionnaire was coded, entered into computer and was analyzed by descriptive statistics techniques. Descriptive statistics include charts, tables, percentages, graphs; bar chart etc. For the sake of obtaining the attitudinal information the researcher used likert scale questions which is more or less intrinsic in nature and the analysis of responses obtained through ikert scale was grouped in to five major categories: strongly agree, agree, neutral, disagree and strongly disagree.

Discussion

General characteristics of respondents

The main effort here is to assess respondent's personal information and questions were exclusively asked regarding their sex, ages. Instructional supervision is being under-taken by men in the study area. While the men prune and till the ground for continuous improvement of the education quality till the participation of female is very low (possible to say none) in the these study area especially in the core area of the these study school and the neighboring communities. It is clear that the majority of people dealing with school supervision in the study area are mostly men.

Table 1 - Respondents

Sex	No.	Percentage	Total
Male	24	66.7	100
Female	12	33.3	100

Source : Primary Data

Table 2 - Respondent's age group

Age group	No	%
Below 18	3	8.3
19-25	5	13.9
26-36	12	33.3
37-47	14	38.9
48-59	2	5.5
Above 60	''	''
Total	36	100

Source : Primary Data

About 66.7% of our respondents are men while only 33.3% are their female counterparts. As regards the age of our respondents, it is evident that a large proportion of our respondents fall within the age range of 37 - 47, that is about 38.9% of the total num-ber of supervisors and teachers involved in teaching and learning activities. The younger age range of 19 - 25 has a lower percentage of about 13.9; this indicates that there is the students' participation in the school supervision and ensuring instructional improvement to enhance quality of education in the woreda.

Cultivating Principals - Sense of Efficacy

The organizational context in which a leader works is an important influence on what he or she can do (Bolman and Deal, 2003). A contextual characteristic that is expected to influence leaders' sense of efficacy is the degree to which the work environment is open to change (Kanter, 1983, 1999; Scott and Bruce, 1994; Tichy and Ulrich, 1984). An atmosphere that is supportive of change is one that encourages creative thinking, encourages risk taking over maintaining the status quo, tolerates diversity of opinions, and promotes trying different approaches for solving problems (Howell and Higgins, 1990; Kanter, 1983, 1999; Scott and Bruce, 1994; Siegel and Kemmerer, 1978).In addition to a conducive atmosphere, introducing changes to work processes often requires resources in the form of personnel, equipment, funding, or, most simply, time. Lack of resources can be a serious roadblock in a leader's path to accomplishing improvements (Scott and Bruce, 1994; Stewart, 1982). A leader's self-efficacy for successfully leading change may be diminished if resources are viewed as inadequate for supporting change efforts.

Table 3 - Major Factors Negatively Affect School Supervision

What are the major factors affecting school supervision in the Limmu school	In number	In %
Lack of cooperation among school stakeholders	10	27.7
Lack of government support	6	16.6
Leaders efficacy	6	16.6
Lack of knowledge of supervising	2	5.5
Lack of resource	12	33.3
Total	36	**100**

As the table above depicts, majority of the respondent 12 (33.3%) replied that the major factors negatively affecting school supervision is no limited to single factors rather many factors have their own contribution like lack of cooperation among stakeholders, lack of government support, leaders efficacy, lack of knowledge, lack of all the necessary resources. Principals'

thought their capacity to support teachers through classroom resources was only dependent on their level of control over them and their beliefs as to whether they could make a difference in classroom instruction. Principals' beliefs as to whether instructional supports could make a difference in classroom instruction was the most significant factor related to principals' sense of capacity for providing instructional supervision and professional development, while their level of control was the more significant factor related to principals' sense of capacity for providing classroom resources.

Table 4 - Mechanism of Alleviating Supervision Issue

Item	Response type	
What are the mechanisms undertaken by the government to ensure effective school supervision?	In number	In %
A. Provision of training	10	27.7
B. Provision of all the necessary instructional materials	-	-
C. Awareness creation	20	55.5
D. All are undertaken	6	16.6
Total	36	100

For instructional supervision to make its full contribute towards quality education, public and private sector institutions must participate on how to bring change in understanding and skill of undertaking the above aforementioned issue and raise their hands to foster quality, availability, and affordability, through both research and supportive policies. In order to foster awareness and cooperation of all stakeholders, the following important points were suggested. The government should encourage teacher development and supervisors knowledge of supervision.

It is obvious that, government has to be playing a vital role in enhancing quality education hence, development of any nation through the development of viable plan & policy. Mean while, principals, teachers and students were asked concerning the mechanism employed by the government to alleviate the problem of school supervision hence, to foster their understanding. Accordingly, the majority of, 20 (55.5%)

respondents responded that government undertook different mechanism like creation awareness, providing training, providing all the necessary resources.

Table 5 - Whom do you Think the Beneficiary of School Instructional Supervision

Item	Options	No	%
Whom do you think the beneficiary of school instructional supervision?	Teachers		
	Students	6	16.7
	Supervisors	3	8.3
	All have a part	27	75
	Total		

The majority response 27(75%) shows all stake holds have a share & significant benefit is goes to al concerned bodies. Besides, to the above information obtained from the respondents, 6(16.7%) students can benefited more from the improved school instructions.

The literature indicated in the literature part also shows the same thing with the responses of the respondents. Both Teachers and Observers Benefit from Classroom Observations Classroom observations, whether formal or informal, provide opportunities for both the observer and the teacher to develop a broader range of understanding of the complexities of teaching and learning. For this range of understanding to emerge, classroom observations must occur over time with sustained attention to the processes used to observe teachers. Classroom observations provide opportunities *for teachers* to do the following:

- learn more about their teaching through the leader's support and presence
- extend talk about teaching and reduce feelings of isolation

- examine what works and which areas of instruction or classroom management could be enhanced by modifying practice
- receive affirmation of their instructional efforts
- Gauge short- and long-term efforts by examining objective data collected over a sustained period of time For observers, there are benefits and opportunities as well. *Observers* benefit from informal observations because they
- learn more about teaching and learning and their teachers
- Share alternative strategies observed in other classrooms with teachers
- frame professional development opportunities for teachers across grade levels and subject areas

Table 6- Who is a major role player in ensuring effective instructional supervision?

Item	Options	No	%
Who is a major role player in ensuring effective instructional supervision?	Ngo's		
	Gov.t	6	16.7
	Teachers	3	8.3
	All have a part	27	75
	Total		

As the table above indicates concerning that the Respondents were asked Consecutive question regarding who may play a vital role in ensuring effective instructional supervision. The majority respondents response depicts, 27(75%) all stake holds have a share & significant contribution to ensuring effective instructional supervision.

Besides, to the above information obtained from the respondents, 6(16.7%) replied that government is responsible for ensuring the effectiveness of instructional supervision.

Table 7 – Stakeholder's awareness & ability to implement government policy regarding instructional supervision.

Items	In	In %

Do you think that Stakeholder's have awareness & ability to implement government policy regarding instructional supervision?	number	
A Yes	11	30.5
B No	25	69.5
Total	36	100

The above table contains information obtained from the respondents regarding their ability & awareness level to effectively implement government policy &plan that can **foster** effective instructional supervision in aforementioned woreda. Accordingly, majority of the respondents 25 (69.5%) argued that as the stakeholders have no necessary ability to implement government policy & plan due to the above mentioned obstacle. Those are lack of awareness & lack of abilities to use different technological results.

Table 8 - Level of Effectiveness of Instructional Supervision

Item	Response type	
How do you rate the level of effectiveness of instructional improvement in limu Woreda?	No	%
Very high		
High		
Medium	11	30.5
Low	22	61.1
Very low	3	8.3
Total		

As the majority of the respondents 22 (61.1%) response shows, any one can easily understand that the effectiveness level of limu woreda instructional improvement is low due to different factor the researcher elaborated above. Like lack of enough training, lack of awareness, bad work culture, and usage of old supervision system are of the few causes.

Table 9 - Lack of Experienced Supervisors

Item	Response type	
Do you agree that lack of sufficient experience is the cause for the ineffectiveness of instructional supervision in the woreda?	No.	%
A Yes	5	13.8
B No	31	86.1
C I didn't known		
Total	36	100

As the table 4.10 above depts. Majority of the respondents 31 (86.1) replied that lackof sufficient experience is the vital problem of not to undertake instructional supervision effectively. Other considerable number of respondents replied that, there is no lack of experience to undertake the above aforementioned issue above.

Conclusion and recommendation

Decentralization and school-based management present many challenges for school managers, especially school principals. Understanding the factors that promote principals' sense of self-efficacy and outcome expectancy for providing teacher incentives that motivate improved classroom instruction is key to the formulation of school-based management policies and development of interventions supporting the school principal in this new role and organizational environment. This study is only the beginning in exploring school principal ship capacity under school-based management in limu woreda. Further research is necessary to better understand the relationships between principal and key stakeholders that play a large role in instructional improvement.

Based on the findings of the these study the following conclusions are drawn

- Generally, the accessibility of a good financial resources is considered as one of the engines of improved instructional supervision and economic development.
- Findings from this these study reveal that principals are mostly likely to provide instructional supervision focused on mentoring teachers to use the learning aids in supporting the teaching-learning process. This

indicates that the Master Teacher, as a resource in providing instructional supervision, is limited to improving teaching through classroom resources.

- As it was discussed in the analysis part of the these study there are numerous factors that can negatively affects the effectiveness of instructional supervision like lack of resource, awareness, experience, on time training, lack of sufficient knowledge to undertake modern methods of school supervision.

- The provision of training, al the required resources were not be sufficient enough, this may be one of the hindrance to achieve the intended objectives setted by the ministry of education.

- As it was depicted in the analysis part that, it is mandatory to ensure synergy of different stake holders of the development. Similarly, in this these study it was found that there is no effective coordination among different concerned body.

- Per the these study finding shows limmu woreda effectiveness of instructional supervision is very low.
- In the limu woreda supervision of instruction is by design a developmental process with the main purpose of improving the instructional program, generally and teaching, specifically. Only when this process is carefully planned and executed can success be assured.
- The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Administrators with supervisory responsibility have the opportunity to have tremendous influence on the school program and help ensure the benefits of a strong program of instruction for children.

Recommendations

- Capacity building for the Master Teacher should focus on strategies for improving teaching other than the use of classroom resources. Master Teachers who are more knowledgeable about strategies leading to

improved teaching-learning processes are likely to provide principals with instances of vicarious learning that will impact their perceived capacity.

- Principals' perceived capacity and perceived effectiveness of instructional supports is not shaped by demographic and contextual factors. Therefore, instructional leadership training may be designed uniformly to meet principals' learning needs regardless of differences in principals' background and school context within which they work.

- Supervisory function should be designed on the continuous process rather than one that responds only to personnel problems. Administrators with supervisory responsibility have the opportunity to have tremendous influence on the school program and help ensure the benefits of a strong program of instruction for children.

- The government should foster the awareness level of the teachers, students, supervisors and all stakeholders of school.

- The establishment and expansion of financial service is also one of the instruments to break the vicious circle of poverty.

- Per the these study finding there were numerous factors that affect ineffectiveness of instructional supervision those all factors has to be alleviated if the root cause of those problems is identified and communicated to the concerned body. This has to be done by the government, teachers, NGO's and other concerned party.

- There should be an ongoing training for the supervisors, teachers, students and other stakeholders and improving the understanding level of all stakeholders.

- There should be a synergy among all the concerned body to initiate and ensure the effectiveness of school supervision.

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