

Title: Instructional Supervision and Its Relationship with Professional Development: Perception of private and government secondary school teachers in Addis Ababa

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DEDICATION

I dedicate this thesis to my wife, W/ro Azagne Shitu – The love of my life.

ACRONYMS AND ABBREVIATIONS

AACAEB-	Addis Ababa City Administration Education Bureau
AACA-	Addis Ababa City Administration
ANOVA-	Analysis of Variance
MOE-	Ministry of Education
SCEO-	Sub-city Education Office
SPSS-	Statistical Package for the Social Sciences

Definition of Key Terms

For the purpose of this study, the following terms were defined:

Instructional supervision: it is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process, which rely on the system that is built on trust and collegial culture (Beach & Reinhartz, 2000; Tyagi, 2010).

Supervisors: in this study refer to school personnel involved in conducting instructional supervision (principals, department heads, senior teachers, and appointed supervisors).

Beginning teacher: in Ethiopia refers to a teacher currently in the first or second year of teaching.

Experienced teacher: in Ethiopia refers to a teacher who has three or more years of teaching experience.

Secondary school: is a school usually includes grades 9 through 12.

Ideal supervisory approaches: in this study refer to the frequency with which selected supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, self-directed development or reflective coaching, portfolios, and professional growth plans) that teachers prefer to be applied in their schools.

Real supervisory approaches: refer to the frequency with which teachers perceive these selected supervisory approaches are actually occurred in their schools.

Clinical supervision: is a process for the improvement of professional growth, which usually consists of several phases, such as conference, observation by a supervisor, and post-conference (Glatthorn, 1990).

Peer coaching: is a process of supervision in which teachers work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction (Beach & Reinhartz, 2000).

Cognitive coaching: is a nonjudgmental process in which supervisor attempts to facilitate teacher learning through a problem solving approach by using questions to stimulate the teacher's thinking (Costa & Garmston, 1994).

Mentoring: is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved (Sullivan & Glanz, 2000).

Self-directed development (Reflective coaching): is a process by which a teacher systematically plans for his or her own professional growth in teaching (Glatthorn, 1990).

Teaching portfolio: is a process of supervision with teacher-compiled collection of artifacts, reproductions, testimonials, and student work that represents the teacher's professional growth and abilities used to support and enrich mentoring and coaching relationships (Riggs & Sandlin, 2000, Sergiovanni & Starratt, 2007).

Professional growth plan: refers to individual goal-setting activities, long-term projects teachers develop and carry out relating to the teaching.

Professional development: is a major component of ongoing teacher education concerned with improving teachers' instructional methods, their ability to adapt instruction to meet students' needs, and their classroom management skills, leading to the professional growth of the teacher (Wanzare & Da Costa, 2000).

Sub-city: in Ethiopian case, refers to the government administrative hierarchy next to city administration. It is locally called "Kifle Ketema".

Abstract

(Purpose) The purpose of this study is to examine the existing perceptions and preferences of teachers toward instructional supervision, more specifically on the actual and ideal use of selected instructional supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) in secondary schools of Addis Ababa, Ethiopia. It also seeks to explore if there are differences between beginning and experienced teachers in their attitudes toward and satisfaction with supervisory practices and (possible) relationships with perceived professional development.

(Methodology) The study employed a descriptive survey method. The study was carried out in randomly selected 20 (government and private) secondary schools of Addis Ababa, Ethiopia. The sample included a total of 200 teachers (100 beginner and 100 experienced). Questionnaire was the main instrument of data collection with an overall high Cronbach's alpha reliability of .87.

(Results) The results reveal that except for peer coaching and portfolios, the selected supervisory approaches were less frequently practiced and beginner teachers prefer the use of mentoring and portfolios more than experienced teachers. No significant differences were found between beginner and experienced teachers in their attitudes and satisfaction toward supervisory processes practiced at their schools. Moreover, significant weak to moderate positive relationships were found of the actual and ideal supervisory approaches, teachers' attitudes and satisfaction with professional development. However, regression analysis showed that teachers' attitudes and teachers' satisfaction are the most important contributors to professional development.

(Conclusions) No significant differences were found between beginners and experienced teachers in perception of the actual use of selected supervisory practices, namely clinical supervision, peer coaching, cognitive coaching, mentoring, and professional growth plans. However, it was found that beginner teachers prefer the use of mentoring and portfolios more than experienced teachers. Furthermore, there is no difference between beginner and experienced teachers in their attitudes toward and satisfaction with supervisory processes practiced at their schools.

(Recommendations) *First*, instructional supervision needs to be a priority in schools and given enough time so that improvement in instruction can occur. *Second*, supervisory practices should be clearly outlined in the school policies, providing (beginner and experienced) teachers with the options of choosing among different types. *Third*, further research

is required to find out the impact of actual supervisory approaches, teachers' attitude and satisfaction on professional development. (**Additional data**) (Contains 8 tables and 1 figure).

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Schools are the central places where children and youth get access to formal education. The fundamental purpose of a school is improvement of student learning. According to Sergiovanni and Starratt (2007), when a school's instructional capacity improves, teaching improves, leading to improvements in student performance. The role of the teacher in the process of promoting such process of improvement cannot be underestimated. In order to attain the optimum level of this improvement, teachers need to be well educated and part of the learning community. Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010).

School supervision in general has existed in all countries for many decades and occupies a pivotal position in the management of education, which can be understood as an expert technical service most importantly concerned with scientific study and improvement of the conditions that surrounds learning and pupil growth (Alemayehu, 2008). However, the organization and function of supervision and even its terminology is different in different countries. For example, in many developed countries, such as United Kingdom (UK), United States, and other European countries and some African countries such as Lesotho, Senegal, Tanzania and Nigeria the terms "inspector" and "inspection" are still being used (Grauwe, 2007; Lee, Dig & Song, 2008). In these countries much more attention has been given to inspectional supervision which is carried out by external inspectors aimed at evaluating and controlling the performance of schools. Such type of external supervision is stated by Vashist (2004) as a process of leadership and development of leadership within groups, which evaluates the educational product in light of accepted educational objectives (standards), studying the teaching-learning situation to determine the antecedents of satisfactory and unsatisfactory pupil growth and achievement, and school improvement.

In the past decades new concepts were used to define school supervision like “instructional supervision”. These concepts of “instructional supervision” and “inspection” were considered by various educational officials, experts and policy makers as similar in their practicality (Oliva, 1976). However, the two terms are quite different in the sense that instructional supervision is a type of school-based (in-school) supervision carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process, whereas inspection is a top-down approach which is aimed at controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system (Arong & Ogbadu, 2010; Beach & Reinhartz, 2000; Tyagi, 2010; Wilcox & Gray, 1996). Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices, to learn more about what they do and why, and to develop professionally (Sergiovanni & Starratt, 2007). Various authors stated that instructional supervision has clear connection with professional development (Sergiovanni & Starratt, 2007; Zepeda, 2007). Kutsyuruba (2003) defined professional development as follows:

A major component of ongoing teacher education concerned with improving teachers’ instructional methods, their ability to adapt instruction to meet students’ needs, and their classroom management skills; and with establishing a professional culture that relies on shared beliefs about the importance of teaching and learning and that emphasizes teacher collegiality. (p. 11)

In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher’s professional growth and educational goals and objectives at different levels. In doing that, beginning and experienced teachers have their own preferences and choices for various supervisory approaches such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans (Beach & Reinhartz, 2000).

In Ethiopia, the supervisory services began to be carried out since 1941, with constant shift of its names “Inspection” and “Supervision”. In order to effectively and efficiently achieve the

intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the later is done by school principals, department heads and senior teachers. However, the situation of Addis Ababa, capital city of Ethiopia where this study is conducted, is somewhat different, because there a new approach to supervision called subject area instructional supervision has been promoted to be particularly practiced in government and private schools of its City Administration since the beginning of 2004. It is a type of school-based supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers. The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration Education Bureau (ACAEB) based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

1.2 Problem Statement

Survey research was conducted by Alemayehu (2008) in 10 secondary schools of Addis Ababa with a sample of 332 teachers to see the practices and problems of subject-area instructional supervision. The results show that the subject-area instructional supervision practiced in Addis Ababa City Administration (AACA) has exposed with multiple problems such as, lack of adequate support to newly deployed (beginning) teachers, less frequent use of classroom visits and peer coaching by instructional supervisors, focus of such supervisors on administrative matters than on academic issues, and less mutual professional trust between supervisors and teachers. All these and other problems are linked with the negative perception of teachers towards instructional supervision.

According to Oliva (1976), the way teachers perceive supervision in schools and classrooms is an important factor that determines the outcomes of the supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative attitudes toward the practice of supervision than more experienced teachers. They consider supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator, and consider supervision as nothing value to offer to them (Blumberg, 1980; Oliva, 1976; Zepeda & Ponticell, 1998). However, literature on

perception of teachers toward supervisory practices is very limited in Africa in general and in Ethiopia in particular.

Therefore, this study is designed to examine (beginning) teachers' perceptions of the actual and ideal frequency of the use of selected instructional supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) and their perceived relationship with professional development in private and government secondary schools of Addis Ababa. The study also focuses on investigating teachers' attitudes toward supervisory practices and their satisfaction with such practices, and the (possible) relationships with the perceived professional development. The research problem above needs the following basic questions to be answered:

1. Are there differences in perception and preference between teachers regarding the actual and ideal supervisory practices (in terms of years of experience, gender, and school type)?
2. Is there a difference in attitude toward supervisory practices between beginner and experienced secondary school teachers?
3. Is there a difference in the level of satisfaction with supervisory practices between beginner and experienced secondary school teachers?
4. What are the relationships of actual and ideal supervisory approaches, teachers' attitudes and satisfaction toward supervisory practices with teachers' professional development?
5. What predictors contribute most to teachers' professional development?

1.3. Aim and Significance of the Study

The overall aim of this study is to examine the existing perceptions and preferences of (beginning) teachers toward instructional supervision, more specifically on the actual and ideal use of selected instructional supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) in government and private secondary schools of Addis Ababa, Ethiopia. The study specifically seeks to explore if there are differences between beginning and experienced teachers in their attitudes toward supervisory practices and their satisfaction with such practices and (possible) relationships with perceived professional development.

The research findings provide an insight into teachers' perception of supervisory practices and thus determined whether teachers were satisfied with such practices and their influence on professional development. Identifying the prevailing perceptions of teachers by undertaking this survey and coming up with sound recommendations can have its own role to play in improving the practical supervisory processes and quality of education at large.

1.4 Organization of the Study

This study comprises five chapters. The first chapter is the introduction which includes the background of the study, problem statement, aims of the study, and significance of the study. The second chapter presents literature review pertinent to the area of instructional supervision, different approaches to supervisory process, and their connection with professional development. The third chapter details the research methodology employed in the study. Analysis and interpretation of the research findings are presented in the fourth chapter. Lastly, conclusion, discussions, limitations and recommendations are presented in chapter five.

CHAPTER TWO

THEORETICAL FRAMEWORK

In this chapter a review of related literature on supervision in general and instructional supervision in particular and its relationship with professional development is provided. The chapter is divided in to five parts as to enable the reader to follow a logical sequence that includes: history of school supervision, overview of instructional supervisory approaches, teachers' perception of the supervision processes, teachers' satisfaction with and attitudes toward supervision, and the relationship between instructional supervision and professional development.

2.1 History of School Supervision

School supervision, according to Beycioglu and Donmez (2009), is defined as “an administrative inspection that lays emphasis on administrative monitoring, enforcement and control” (p.71). As it is described by various writers, school supervision is generally related with external inspection aimed at monitoring and control of teachers' performance and school improvement (Beycioglu & Donmez, 2009; Grauwe, 2007; Zepeda, 2007). School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008).

Nevertheless, since the demand of teachers for guidance and support rendered from supervisors has increased from time to time, some countries changed the terminology and preferring the term “supervisor” over that of “inspector”. According to Grauwe (2007), some countries have recently developed more specific terminologies: Malawi, uses “education methods advisor”, and Uganda “teacher development advisor”. In line with this, Beycioglu and Donmez (2009) stated that “school supervision has been changing in its practice from a control mechanism which inspects and restricts teachers for not having them make errors to a practice which allows schools,

especially at present, to have its members supervise themselves in collaboration and group dynamics” (p. 72). This suggests the paradigm shift from the concept and practice of general school supervision (external inspection) to instructional (in-school) supervision in various countries. Instructional supervision is defined by various authors as a type of school-based (in-school) supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which relay on the system that is built on trust and collaborative culture (Beach & Reinhartz, 2000; Tyagi, 2010).

The context of Ethiopia

The concepts of “supervision” and “inspection” have been changed frequently in Ethiopian education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1941, educational inspection was practiced for the first time, and then it was changed to supervision in the late 1960s again to inspection in mid 1970s and for the fourth time it shifted to supervision in 1994. Haileselassie stated that “with the name changes made we do not notice any significant changes in either the content or purpose and functions” (p. 11).

From 1994 onwards, in order to effectively and efficiently achieve the intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the later is done by the school personnel (school principals, department heads and senior teachers). The case of Addis Ababa, the capital city of Ethiopia where this study is conducted, is somewhat different, in which a new approach to supervision called subject area instructional supervision has particularly practiced in government and private schools of its City Administration since the beginning of 2004. It is a type of school-based (in-school) supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers. The subject area supervisors are teachers recruited and assigned by Addis Ababa City Administration Education Bureau (ACAEB) based on their qualification and teaching experiences as permanent staffs in each school to give their professional support for teachers (Alemayehu, 2008).

In 10 sub-cities of Addis Ababa, 30 (3 in each sub-city) subject area instructional supervisors were permanently assigned for general education (grades 1 through 12). In each sub-city of Addis Ababa, 3 subject area supervisors (for social science, natural science and language subjects) were assigned as members of the school personnel to carry out instructional supervision in collaboration with school principals, department heads and senior teachers. The major responsibilities of subject-area instructional supervisors in Addis Ababa include: (1) examining and reporting the programs, organization and management of the teaching-learning activities; (2) developing and presenting alternative methods used to improve instructional programs; (3) guiding and monitoring schools and teachers; (4) preparing and organizing professional trainings, workshops, seminars, etc.; and (5) monitoring and supporting the mentoring (induction) programs for beginners (Alemayehu, 2008).

2.2 Overview of Instructional Supervisory Approaches (Formative Evaluation)

Sergiovanni (1992) stated that “today, supervision as inspection can be regarded as an artifact of the past, a function that is no longer tenable or prevalent in contemporary education” (p. 204). He explained that though functioned for a considerable span of time, this type of externally steered accountability perspective on supervision caused negative stereotypes among teachers, where they were viewed as subordinates whose professional performance was controlled. Supporting this idea, Anderson and Snyder (1993) stated, “because of this, teachers are unaccustomed to the sort of mutual dialogue for which terms like mentoring, peer coaching and collegial assistance are coming in to use” (p.1).

It should be clear, however, that traditional supervisory approaches should not be removed completely because supervisory authority and control are essential for professional development. Mitchell and Sackney (2000) explained this as “much of past practice is educationally sound and should not be discarded” (p. 37). Having said this, it is important to differentiate instructional supervision from evaluation. Poole (1994) stated that “instructional supervision is a *formative* process that emphasizes collegial examination of teaching and learning” (p. 305). In this regard, participants in the instructional supervision process plan and carry out a range of professional growth opportunities designed to meet teacher’s professional growth and educational goals and objectives at different levels. Teacher evaluation, on the other hand, is “a *summative* process that

focuses on assessing the competence of teachers, which involves a formal, written appraisal or judgment of an individual's professional competence at specific time" (Poole, 1994, p. 305).

Implementing different supervisory approaches is essential not only to give choices to teachers; it is also important to provide choices to the administrators and schools (Kutsyuruba, 2003). The widely used approaches to instructional supervision (formative evaluation) are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Alfonso & Firth, 1990; Clarke, 1995; Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007). Details of each component of instructional supervisory approaches are discussed as follows.

Clinical Supervision

This approach (model) to instructional supervision was developed by Goldhammer and Cogan in the late 1960s (Goldhammer, Anderson & Karjewski, 1980). According to Sergiovanni and Starratt (2007), clinical supervision is a "face- to- face contact with teachers with the intent of improving instruction and increasing professional growth" (p. 23). It is a sequential, cyclic and systematic supervisory process which involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instructions (Kutsyuruba, 2003). The purpose of clinical supervision according to Snow-Geroni (2008) is "to provide support to teachers (to assist) and gradually to increase teachers' abilities to be self-supervising" (p. 1511). Clinical supervision is a "specific cycle or pattern of working with teachers" (Sergiovanni & Starratt, 1993, p. 222).

Goldhammer, Anderson and Karjewski (1980) described the structure of clinical supervision that includes pre-observation conference, class room observation, analysis and strategy, supervision conference, and post-conference analysis. In the process of clinical supervision, a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni & Starratt, 2007). Clinical supervision is officially applicable with: inexperienced beginning teachers, teachers experiencing difficulties, and

experienced teachers who are in need of improving their instructional performance or who are in need of learning to work with new methods and approaches in their classroom.

Collaborative Supervision

Collaboration and collegiality are very important in today's modern schools. According to Burke and Fessler (1983), teachers are the central focuses of collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility of providing the required type of support upon request (Kutsyuruba, 2003). In this regard, a teacher who needs collegial and collaborative support should realize that "feedback from colleagues and other sources should be solicited in order to move toward improvement" (Burke & Fessler, 1983, p.109). The major components of collaborative approaches to supervision are: peer coaching, cognitive coaching, and mentoring. However, it is stated by various authors that these approaches to instructional supervision overlap each other but are quite different in their purpose and function (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan & Glanz, 2002; Uzat, 1998). Details of each are discussed here under.

Peer coaching

Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction (Beach & Reinhartz, 2000). Peer coaching, according to Sullivan and Glanz (2000), is defined as "teachers helping each other to reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development" (p. 215). Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experienced) and focused on innovations in curriculum and development. Robbins clearly stated peer coaching as "a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new (innovative) skills; share ideas; teach one another... or solve problems in the work place" (as cited in Latz, Neumeister, Adams, & Pierce, 2009, p. 28). The goal of coaching as described by Sergiovanni and Starratt (2007), is to develop communities

within which “teachers collaborate each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students” (p. 251). Thus, peer coaching provides possible opportunities to teachers to refine teaching skills through collaborative relationships, participatory decision-making, and immediate feedback (Bowman & McCormick, 2000; Sullivan & Glanz, 2000).

Cognitive coaching

The term cognitive in supervision refers to becoming aware (mediated thinking) of one’s own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different status (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors). According to Neubert and Bratton (cited in Batt, 2010), “the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached” (p. 999). Thus, in cognitive coaching, the coaches (more experienced teachers or supervisors) act as a mediator between the beginner teacher to be coached and his or her own thinking. Cognitive coaching is therefore, defined as “a set of strategies, a way of thinking and a way of working that enables self and others to shape and reshape their thinking and problem solving capacities” (Costa & Garmston, 2002, p. 22). Cognitive coaching also refers to “a nonjudgmental process in which supervisor (senior teacher) attempts to facilitate teacher learning (the one to be coached) through a problem solving approach by using questions to stimulate the teacher’s thinking” (Costa and Garmston ,1994, p. 2). Cognitive coaching differs from peer coaching in that peer coaching focuses on innovations in curriculum and instructions, where as cognitive coaching is aimed at improving existing practices (Showers & Joyce, 1996).

Mentoring

Mentoring as defined by Sullivan and Glanz (2000) is “a process that facilitates instructional improvement wherein an experienced teacher (*mentor*) works with a *novice or less experienced teacher* collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved” (p. 213). It differs from peer coaching and cognitive coaching in that mentoring involves a hierarchical relationship only between a novice and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is

assigned as a mentor for one novice teacher. Thus, it is a one-to-one correspondence between senior and novice teachers (Murray & Mazur, 2009). Mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teachers successfully learn their roles, establish their self images as teachers figure out the school and its culture, and understand how teaching unfolds in real class rooms (Sergiovanni & Starratt, 2007). According to Sullivan and Glanz (2000), “mentors are not judges or critics, but facilitators of instructional improvement, and all their interactions and recommendations with staff members are confidential” (p. 213).

Self-Reflection (Reflective coaching)

As the context of education is ever-changing, teachers should have a professional and ethical responsibility to reflect on what is happening in response to changing circumstances. Thus, they can participate in self assessment reflective practices (Kutsyuruba, 2003). According to Glatthorn (1990), self- directed development is a process by which a teacher systematically participates for his or her own professional growth in teaching. According to Sergiovanni (1991), self-directed approaches are “mostly ideal for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers”(305). In addition, this approach is “particularly suited to competent and experienced teachers who are able to manage their time well” (Sergiovanni & Starratt, 2007, p. 276). Sergiovanni and Starratt further considered this option to be “efficient in use of time, less costly, and less demanding in its reliance on others”. Thus, the writers indicated that in self-directed supervision “teachers work alone by assuming responsibility for their own professional development” (p. 276).

Portfolios

As teachers want to be actively participating in their own development and supervision, they need to take ownership of the evaluation process (Kutsyuruba, 2003). The best way for teachers to actively involve in such practices is the teaching portfolio (Painter, 2001). A teaching portfolio is defined as a process of supervision with teacher compiled collection of artifacts, reproductions, and testimonials that represents the teachers’ professional growth and abilities (Riggs & Sandlin, 2000). A portfolio, according to Zepeda (2007), is “an individualized, ongoing record of growth that provides the opportunity for teachers to collect artifacts over an extended

period of time” (p. 85). In portfolios, teachers evaluate themselves and develop their teaching practice as well as pedagogical and domain knowledge with the evidence from collection of the artifacts (Reis & Villaume, 2002).

Similarly, Sergiovanni and Starratt (2007) stated that the intent of portfolio development is to establish a file or collection of artifacts, records, photo essays, cassettes, and other materials designed to represent some aspect of the class room program and teaching activities. As Sullivan and Glanz (2000) stated portfolio documents not only innovative and effective practices of teachers, but also it is a central road for teachers professional growth “through self-assessment, analysis, and sharing with colleagues through discussion and writing” (p. 215).

Professional Growth Plans

Professional growth plans are defined as “individual goal-setting activities, long term projects teachers develop and carry out relating to the teaching” (Brandt, 1996, p. 31). This means that teachers reflect their own instructional and professional goals by setting intended outcomes and plans for achieving these goals. In professional growth plans as part of instructional supervisory approach, teachers select the skills they wish to improve, place their plan in writing including the source of knowledge, the type of workshop to be attended, the books and articles to read, and practice activities to be set. In this regard, Fenwick (2001) stated that professional growth plans “could produce transformative effects in teaching practice, greater staff collaboration, decreased teacher anxiety, and increased focus and commitment to learning” (p. 422).

2.3 Teachers’ Perception of Supervisory Processes

From laypersons conducting school inspection in the 18th century, up to the practice of neo-scientific management, supervision in most schools of the world has focused on inspection and control of teachers (Alemayehu, 2008). Sullivan and Glanz (2000) stated that “the evaluation function of supervision was historically rooted in a bureaucratic inspectional type of supervision” (p. 22). In a study of supervision and teacher satisfaction, Fraser (1980) stated that “the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision” (p. 224). He noted that unless teachers perceive supervision as a process of

promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Kapfunde (1990) stated that teachers usually associate instructional supervision with appraisal, rating, and controlling them. In Ethiopia, many teachers resent or even fear being supervised because of the history of supervision, which has always been biased towards evaluation or inspection (Haileselassie, 1997). Regarding the challenges of teachers, it is stated in various literatures that beginning teachers face more challenges than more experienced teachers. Glickman, Gordon and Ross-Gordon (1998) stated that “teaching has been a career in which the greatest challenge and most difficult responsibilities are faced by those with the least experience” (p. 21). Similarly, Johnson (2001) noted that “at least 30 percent of beginning teachers leave the profession during the first two years” (p. 44). For many less experienced teachers, supervision is viewed as a meaningless exercise that has little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). The writers further described that “no matter how capable are designated supervisors, as long as supervision is viewed as nothing value to teachers, its potential to improve schools will not be fully realized” (Sergiovanni & Starratt, 2007, p. 5).

Moreover, Acheson and Gall (1992) said that the hostility of teachers is not towards supervision but the supervisory styles teachers typically receive. Thus, selecting and applying supervisory models aimed at teachers’ instructional improvement and professional growth is imperative to develop a sense of trust, autonomy, and professional learning culture (Hargreaves & Fullan, 2000).

2.4 Teachers’ Satisfaction and Attitude toward Instructional Supervision

Instructional supervision become effective when supervisors (principals, vice principals, department heads, senior teachers, assigned supervisors) focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students be effective learners (Sergiovanni & Starratt, 2007).

A study conducted by Royes and Hoyle (1992) on 600 secondary school teachers from 20 randomly selected school districts in United States of America revealed that teachers become satisfied with instructional supervision provided there is frequent interactions and smooth

relationships with their supervisors. Relating to this, Mikkelsen and Joyner (1990) (cited in Reyes & Hoyle, 1992) suggested that “teachers need positive motivation from principals and other formal instructional supervisors to the extent that they can achieve success and be recognized. But, for this experience to take place, there must be exhibited a relationship of mutual trust and respect” (p. 164).

According to Sergiovanni and Starratt (2007), better teaching means improved student learning. When students are not learning well, and when teachers are not teaching well, one important problem may be the amount (frequency) and quality of instructional supervision the school provides. Supporting this, research findings indicated that “teachers who experienced collaborative instructional supervision reported a slightly but significantly higher level of satisfaction than teachers who did not experience collaborative supervision” (Thobega & Miller, 2003, p. 57).

The attitude and satisfaction of teachers toward instructional supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers’ needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Kutsyuruba, 2003; Sergiovanni & Starratt, 2007; Zepeda, 2007). In this regard, a research conducted by Kutsyuruba (2003) on beginning teachers’ perception of instructional supervision revealed that “beginning teachers desire more frequent use of instructional supervision that meets their professional needs, that promotes trust and collaboration, and that provides them with support, advice and help” (p. 4). In addition, recent studies show that beginning teachers’ perception of inadequacies of the amount and quality of instructional supervision develop in to the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011).

2.5 Relationship between Instructional Supervision and Professional Development

The overall purpose of instructional supervision is to help teachers improve, and this improvement could be on what teachers know, the improvement of teaching skills, as well as teacher’s ability to make more informed professional decisions (Sergiovanni & Starratt, 2007). Instructional supervision is an important tool in building effective teachers’ professional development. Instructional supervision is “an organizational function concerned with teacher

growth, leading to improvement in teaching performance and greater student learning” (Nolan & Hoover, 2008, p. 6). It is clear that continuous improvement in methods and skills is necessary for every professional, and so the professional development of teachers has become highly important (Anderson & Snyder, 1998; Carter, 2001; Zepeda, 2007).

According to Zepeda (2007), there must be a clear connection of instructional supervision to professional development. She added that the various models or approaches of instructional supervision such as clinical supervision, peer coaching, cognitive coaching, mentoring, etc. have their contributions to enhance teachers’ professional development. Research findings on instructional supervision suggested that there is a significant link between instructional supervision and professional development. They are inter-linked and inter-dependent (Burant, 2009). Supporting this, Sullivan (1997) on the other hand, stated that as fields of educational development, instructional supervision and professional development are interlinked and “can and should overlap as needs and local preferences dictate” (p. 159).

Instructional supervision and professional development are linked in several ways. As McQuarrie and Wood (1991) noted one connection to be through the use of data obtained from supervisory practices used in planning and implementing staff development as part of instructional improvement and helping teachers improve their skills.

2.6 Summary

Historically, school supervision as a field of educational supervision has passed through many changes in different countries. The concept of school supervision was related with external inspection aimed at monitoring and control of teachers’ performance and school improvement (Beycioglu & Donmez, 2009; Grauwe, 2007). Because of the dynamic changes in the school environment and increased teachers’ demand for guidance and support in different countries, there is a shift from external school supervision to school-based (in-school) instructional supervision.

Beginning and experienced teachers have their own needs and preferences in the instruction process. Various authors suggested that teachers should have access to various options of instructional supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) in

order to enhance their professional growth and instructional efficiency (Poole, 1994; Renihan, 2002; Sergiovanni & Starratt, 2007; Zepeda, 2007).

Because of its evaluative nature of general supervision in the past, some teachers in today's schools associate instructional supervision with appraisal, rating and controlling. For many less experienced teachers, supervision is meaningless exercise with little value than completion of the required evaluation form (Sergiovanni & Starratt, 1998). However, as noted by Fraser (1980), unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect.

Currently in Ethiopia, the out-of school (external) supervision and school-based (in-school) supervision types have been practiced in all over the country. However, in Addis Ababa, Ethiopia, a new approach to supervision called subject area instructional supervision has been particularly promoted to be practiced since the beginning of 2004. It is a type of school-based supervision carried out by a combination of permanently assigned subject area supervisors, school principals, department heads and senior teachers aimed at helping teachers to enhance their instruction and professional growth.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The descriptive survey research design was employed in this study in order to investigate (beginning) teachers' perception of instructional supervision and its possible relationship with professional development in selected government and private secondary schools of Addis Ababa, Ethiopia. The survey approach is employed because it is helpful to collect views and opinions from different respondents. The chapter describes the study area, sources of data, the sample, instruments, validity and reliability of instruments, procedure of data collection, and data analysis.

3.1 Description of the Study Area

The study was conducted in selected government and private secondary schools in Addis Ababa, Ethiopia. Addis Ababa is the capital city of the country and the results of this study are going to be used by the Ministry of Education (MOE) of Ethiopia and Addis Ababa City Administration Education Bureau (AACAEB). Addis Ababa has 10 sub-cities and 112 private and government secondary schools with a total of 6,018 secondary school teachers. Addis Ababa is particularly selected for this study because of its new approach to instructional supervision. In order to effectively and efficiently achieve the intended objectives of educational supervision, in Ethiopia there are two approaches of organization of supervision: the out-of school (external) supervision and school-based (in-school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the later is done by school principals, department heads and senior teachers. The situation of Addis Ababa City Administration (AACAA) is somewhat different, in which a new approach to supervision called subject area instructional supervision has particularly practiced in all schools of its City Administration. It is a type of school-based supervision carried out by a combination of permanently assigned subject area supervisors and school principals, department heads and senior teachers. The subject area supervisors were assigned from the City Administration Education Bureau as permanent staffs with each school to give their support for teachers. They are expected to spend averagely 3 days

per week in their respective schools. Details on their responsibilities are included in chapter two of this research.

3.2 Sources of Data

The primary sources of data for this study were private and government secondary school teachers. Private secondary school here refers to a school established and administered by private foreign or local owners, whereas government secondary school is a school established and administered by government of Ethiopia. Various books, journals and publications were used as secondary sources to review the literature regarding (instructional) supervision.

3.3 Samples and Sampling Techniques

The determination of the target population and sample schools was based on the 2009/10 Annual Statistical Report of the AACAEB. Each year in Addis Ababa, more experienced teachers are assigned by both private and government secondary schools than beginning teachers. Since the study was aimed at examining beginning teachers' perceptions of instructional supervision and investigating differences in perception with experienced teachers, it was difficult to access the required number of beginning teachers from 10 secondary schools as previously proposed (planned). Therefore, out of a total of 42 government and 70 private secondary schools in 10 sub-cities (regions) of Addis Ababa, 20 schools (10 from each) were randomly selected to get a sufficient number of beginning and experienced teachers. In order to ensure fair representation of all administrative parts of Addis Ababa, out of the 10 sub-cities 5 (50%) of them were randomly selected (Arada, Gullele, Yeka, Kirkos and Kolfe Keranio). With a list of teachers obtained from each Sub-city Education Offices (SCEO), a purposeful sampling was used to select a total of 200 (100 beginning and 100 experienced) teachers from a target population of 6,018 secondary school teachers. Ten teachers (5 beginning and 5 experienced) from each of the 20 schools were randomly selected to fill the survey questionnaire. The sample comprises both sexes and the response rate was 100%.

3.4 Instrument

In this survey research design, questionnaire was used as an instrument to collect relevant and adequate information. A total of 38 questions were used to seek views of teachers concerning

instructional supervision, teachers' attitude, and teachers' satisfaction with instructional supervision practices and their relationship with perceived professional development. The questionnaire was organized in to four sections. Section *one* focused on teacher's demographic, personal, and contextual data and consisted of 15 questions. The *second* section sought data on teachers' perceptions of actual and ideal frequency of selected supervisory approaches (clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans). In this section, respondents were asked their perception of the actual (real) and ideal frequency of the use of these 7 selected supervisory approaches. A definition of each supervisory approach was included in this section. Section *three*, which consisted of 11 question items, focused on data related to teachers' attitudes toward instructional supervision, and section *four* sought data on the perceived connection of instructional supervision and professional development. This section contained 5 items.

Apart from the first section, respondents were asked to respond to questions on a five point Likert scale to indicate their level of agreement with each response. The opportunity for written responses was provided in the last part of the survey, requesting 200 respondents to share any other comments on ways in which instructional supervision could be improved. Suggestions were recorded and used to enhance the presentation of data and to complement the discussion of the findings.

Validity and Reliability of the Instrument

The name of the original instrument is "Teachers' Survey Form" which was designed by a researcher from University of Saskatchewan, Canada (Kutsyuruba, 2003). However, this instrument was modified and piloted using a group of International Students in the University of Groningen to validate the adapted instrument used in data gathering and to evaluate the clarity and reliability of the items. The pilot group was asked to read all the instructions, the terminologies used, the design, the logical order of each items, and the format of the questionnaire. Finally, the group gave out the recommendations which were used to improve the final work.

Research model

In this study, the variables were organized in to three categories, based on the research questions being investigated. The independent variables were represented by perceptions of actual and ideal supervisory approaches, attitudes toward supervisory practices, and satisfaction with supervision, whereas the dependent variable was represented by the perceived professional development. The control variables included gender, teachers' experience, and type of school. The research model was shown below:

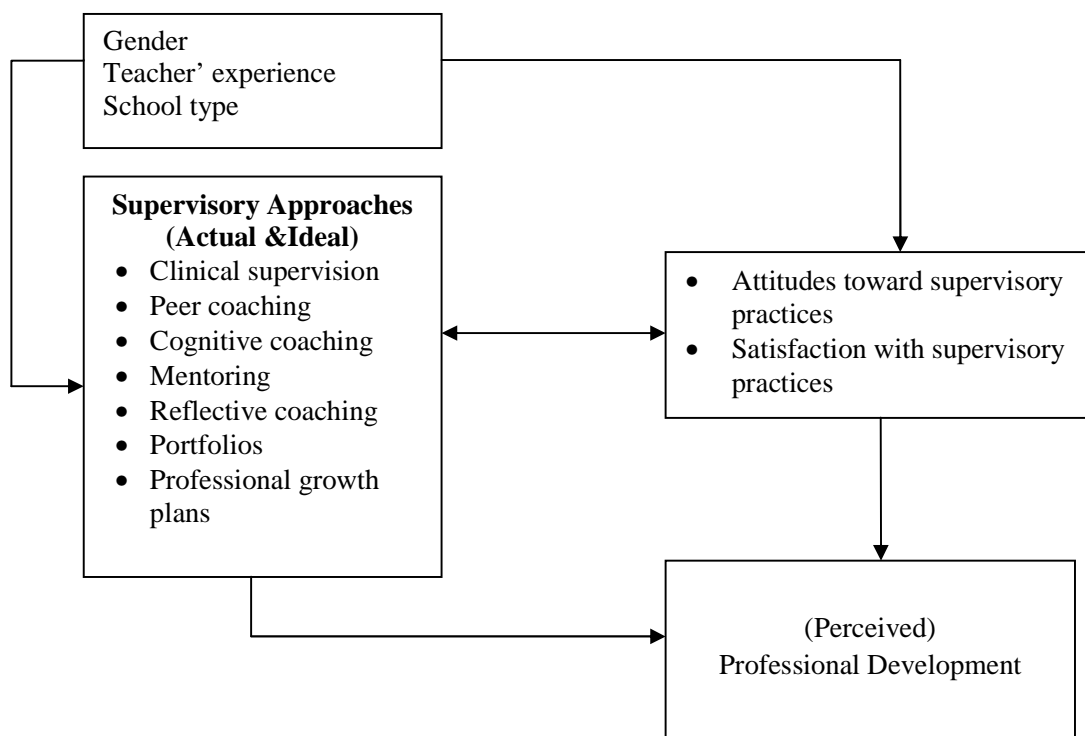


Figure1. Model of instructional supervision

3.5 Procedure of Data Collection

In order to make the data collection process more effective and to have maximum rate of return, firstly, MOE and AACAEB were contacted in order to get a support letter to collect data in the sample schools. The AACAEB wrote support letters to 5 SCEOs and each SCEO gave the list of beginning and experienced teachers in each of the randomly selected private and government

secondary schools and wrote support letters to each sample schools. Then, school directors were approached to solicit their permission for the study. Finally, the researcher distributed and collected questionnaires via the school directors. This procedure resulted in the total response rate (100%) which is highly satisfactory for the research purposes.

3.6 Data Analysis

The data gathered by the above instrument were first coded, categorized and then analyzed using SPSS (version 17). The data analyses include both descriptive and inferential statistics.

First, frequency counts and percentage were applied to items in section one of the questionnaire which include respondents' demographic information like gender, years of experience, and type of school. Next, teachers' experience with supervision and evaluation, their perceptions on frequency of supervision, on the frequency with which beginning teachers experiencing difficulty should be supervised, perceptions on the time a supervisor should spend in the classroom, and frequency of individuals identified as supervisors and evaluators as well were analysed with frequency counts and percentage.

Next to that, reliability analysis is conducted on the (sub) scales of the adapted version of the instrument. Independent sample t-test and one-way ANOVA are used to analyse whether differences were found between beginner and experienced teachers, between male and female teachers as well as between private and government school teachers regarding ideal and actual supervisory approaches, and to analyse if there are differences between beginner and experienced teachers in their attitudes and satisfaction with supervisory practices. Then, Mean scores and standard deviation were applied to analyse respondents' perception on school policies pertaining to supervisory practices, and the (possible) relationship between supervision and professional development.

Correlation analysis is applied to see the relationships of teachers' attitudes and satisfaction with actual and ideal supervision approaches as well as the relationship of these scales with perceived professional development. Finally, regression analysis is used to predict whether teachers' perception of real and ideal supervisory practices, attitudes toward supervision and satisfaction with supervision contribute significantly to professional development. Other possible factors, such as teacher's gender, teaching experience, and school type are also considered as control variables in the regression model.

CHAPTER FOUR

RESULTS

This chapter presents the research findings related to teachers' perception of instructional supervision and its relationship with professional development. The general aim of the study was to examine the existing perception of beginning and experienced teachers toward instructional supervision and its perceived relationship to professional development. This chapter includes the following sections: demographic information of respondents (4.1), experiences with supervision and evaluation (4.2), importance and adequacy of supervision (4.3), construction of scales regarding supervision types (4.4), perceptions and preferences regarding actual and ideal supervisory practices (4.5), attitudes toward the supervisory process (4.6), satisfaction with the process of supervision (4.7), and supervision and professional development (4.8). The final section includes suggestions for improvement of the supervision process (4.9).

4.1 Demographic information

The demographic information included gender and years of teaching experience. The demographic data is summarized in Appendix B.1 in terms of the type of school respondents are currently teaching. Government school respondents comprised 49 male and 51 female teachers, whereas the private school respondents include 54 male and 46 female. Equal proportion of respondents (50%) in government and private schools were in their first or second year of teaching (beginners), seventeen percent in each school have 3-6 years of teaching experience. On the other hand, 25% of government school respondents and 29% of private school respondents have more than ten years of experience. Furthermore, equal proportion of beginning teachers (100 out of 200) and experienced teachers (100 out of 200) were represented in both government and private secondary schools.

4.2 Experiences with supervision and evaluation

This section discusses teachers' experiences with supervision, evaluation, and school policies pertaining to these practices.

Frequency and time of supervision and evaluation

The results of actual frequencies for teacher supervision and evaluation are summarized in Appendix B.2 and show more than half of beginner and experienced teachers responded that they were supervised 2-4 times per year. Next to that, 41% of beginner and 31% of experienced teachers perceive that they were supervised only once per year. This clearly shows that beginner teachers received more frequent supervision as their experienced counterparts.

Next to supervision, the number of times that beginning and experienced teachers were evaluated was measured in the survey as well. Teacher evaluation was defined as a planned, summative process that involved a formal, written appraisal or judgment of an individual's professional competence and effectiveness at a specific time. The results (see Appendix B.2) show that the majority of beginner teachers (51%) perceived that they were evaluated only once per year, whereas 61% of experienced teachers responded that they were evaluated 2-4 times per year. This shows that beginning teachers are evaluated less frequently than experienced teachers.

Individuals participated in supervision and evaluation

Instructional supervision and evaluation of teachers can be conducted by a variety of individuals. Appendix B.3 contains the information about individuals most frequently identified as *supervisors* of their instruction and those identified as *evaluators* of teachers' performance. The responses revealed that the majority of beginner (61%) and experienced (48%) teachers were supervised by department heads and Vice-principals (26%). However, assigned supervisors were almost not involved in instructional supervision (only 5-7%). This finding clearly shows that assigned subject area instructional supervisors in Addis Ababa City Administration are not actively involved in supervision of instruction in their respective schools; supervision is mostly conducted by department heads and vice-principals.

Evaluation of teachers was conducted by different individuals. Of the beginner teacher responses, 56% of the time a vice- principal and 28% by department heads was mentioned as teacher evaluator, whereas respectively 35% and 36% for experienced teacher. Again assigned supervisors do not play a major role in teacher evaluation (see Appendix B.3).

School policies on supervision

To determine teachers' perceptions regarding the school supervision policies, respondents were asked to express their level of agreement to a question that acknowledge whether their school policies allowed them to choose their own type of supervisory approaches (see Appendix B.4).

The result shows that beginner teachers perceive that school policies do not allow them in choosing their own type of supervision ($M = 2.75$, $SD = .92$) while experienced teachers were neutral ($M = 3.01$, $SD = .88$). The result of independent t-test shows that the mean difference is significant, $t(196) = 2.06$, $p = .041$.

4.3 Importance and Adequacy of Supervision

This section deals with the supervisory perceptions of respondents regarding the importance of supervision, and the frequency and adequacy of the amount of time for supervision of beginner teachers.

Importance of supervision

The respondents were asked to describe their perceptions of the importance of supervision, using a Likert scale that ranges from (1) not at all important through (3) neutral to (5) highly important (see Appendix B.5). T-test results shows that the mean difference between beginner and experienced teachers is statistically significant, $t(162.83) = 2.41$, $p = .017$. Beginner teachers ($M = 3.62$, $SD = .78$) are neutral to importance of supervision while experienced teachers ($M = 3.84$, $SD = .47$) considered it as somewhat more important.

Frequency and adequacy of supervision

The respondents were asked how often beginning teachers should be supervised and to describe their perceptions on what they considered the optimum amount of supervision required specifically for beginning teachers experiencing difficulties (see Appendix B.6). The results show that of all the respondents, more than half of both beginner and experienced teachers responded that beginner teachers should be supervised 2-4 times in a year. Next to this, about

30% of both respondents chose five or more times as the preferred frequency of supervision for beginning teachers.

Regarding the optimum amount of supervision required for a specific group of beginners experiencing difficulty, more than half (58%) of beginners and 47% of experienced teachers believe that supervision of beginning teachers experiencing difficulties should be conducted 2-4 times per year and more than one third of both respondents agreed on five or more times per year. From the above results, it is possible to see that those beginning teachers experiencing difficulty in their teaching need to be supervised more than twice in a year.

Moreover, respondents were asked to choose an approximate length of time a supervisor should spend working with a teacher per classroom visit (Appendix B.7). Forty percent of beginners and two-third (66%) of experienced teachers perceive that supervisors should spend one full class period (45 minutes) observing the teacher. About 34% and 25% respectively believe that supervisors should spend one half class periods to observe a teacher.

4.4 Construction of scales regarding supervision

The items in the questionnaire about supervisory practices were used to construct five separate scales (see Table 1).

Actual and ideal supervision scales

The items assessing perceptions of supervisory approaches represent respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching or self-directed development, portfolios, and professional growth plans. Respondents were asked to respond to 7 items on actual and on ideal frequency of the use of these supervisory approaches using 5 point scale as: (1) never, (2) seldom, (3) occasionally, (4) often, and (5) always.

Attitudes toward supervision and the supervision and professional development scales

The items of attitudes toward supervisory processes scales (11 items) and supervision and professional development scales (5 items) represent respondents' attitudes regarding supervisory processes and their perceptions on the relationship between instructional supervision and professional development, respectively. Respondents were asked their level of agreement using 5

point scales which ranges from (1) strongly disagree through (3) neutral to (5) strongly agree. An example for items in *attitude scale* is “I am convinced of the need for instructional supervision” and for the *supervision and professional development scale* is “supervision has clear connection with professional development.”

Satisfaction with supervision scale

The items of satisfaction with supervision scales represent teachers’ perception of satisfaction with the amount and quality of supervision. To examine the level of satisfaction with the amount and quality of supervision, the respondents were asked to respond to two items using five point scale that ranged from (1) not at all satisfied through (3) neutral to (5) highly satisfied. The third question dwelt upon how the experience of supervision met their professional needs as beginning and experienced teachers. An example for items in this scale include: “please rate your satisfaction with amount of supervision being provided in your school.”

Table 1

Scales Regarding Supervision

SCALES	Range	N (sample)	N (item)	M (SD)	Cronbach’s alpha
Perception of actual supervisory approaches (PASA)	1-5	195	7	18.85 (5.42)	.75
Perception of ideal supervisory approaches (PISA)	1-5	194	7	26.72 (4.82)	.78
Attitudes toward supervisory processes (ATSP)	1-5	186	11	44.96 (6.79)	.85
Satisfaction with supervision (SWS)	1-5	197	3	9.51 (2.89)	.83
Supervision and professional development (SPD)	1-5	199	5	18.02 (3.32)	.59 (.65)*

Note: * α of the scale if item 4 deleted

The Cronbach’s alpha coefficient results demonstrate that the constructed scales have satisfactory to good reliability. However, the reliability coefficient of constructed scale to measure the relationship between supervision and professional development is relatively low ($\alpha=.59$) but increases to .65 when item 4 is deleted.

4.5 Actual and Ideal Supervisory Practices

This section deals with the respondents' perceptions of actual and ideal frequency of the use of selected supervisory approaches, namely clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching or self-directed development, portfolios, and professional growth plans. These practices have been defined in the questionnaire and use five point scaling that have been redefined in to: 1 = almost never occurred, 2 = less frequently occurred and 3 = more frequently occurred. Similarly, the scales for ideal approaches are recoded as: 1= almost never preferred to occur, 2 = less frequently preferred to occur, and 3 = more frequently preferred to occur. For specific information about frequency counts and percentage see Appendix B.8 and B.9.

Beginner and experienced teachers on the actual use of supervisory practices

As said before, beginner teachers are those who have 1-2 years experience and experienced teachers are those with three or more years of teaching experience. In order to see if there is significant difference between beginner and experienced teachers in the use of *actual* selected supervisory practices, an independent sample t-test is conducted.

Table 2

Beginner and experienced teachers' perception on the actual use of selected supervisory practices

Supervisory Practices	Beginner (n=100)		Experienced (n=100)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	1.59	.67	1.47	.59	1.34	198	.181
Peer coaching	.78	.50	1.30	.51	1.04	196.65	.301
Cognitive coaching	1.53	.78	1.57	.78	1.06	198	.718
Mentoring	1.97	.88	.98	.53	1.02	198	.332
Self-directed development (Reflective coaching)	1.94	.81	2.13	.85	1.62	198	.108
Portfolios	2.01	.93	2.02	.86	1.08	198	.937
Professional growth plans	1.76	.81	1.98	.86	1.86	198	.064

Results in Table 2 show that no significant difference between beginner and experienced teachers in their perception of the actual use of clinical supervision, peer coaching, cognitive coaching, mentoring, and professional growth plans is observed. However, reflective coaching is most often used by experienced teachers and portfolios most often by beginners and experienced teachers.

Moreover, one-way ANOVA is conducted to see if there are significant differences in the actual use of these supervisory practices in terms of teachers' years of experience. The findings (Appendix B.10) indicate that there are no differences between teachers with different years of teaching in the use of these actual supervisory practices.

Beginner and experienced teachers on the ideal use of supervisory practices

Beginner and experienced teachers were also asked to express their preferences on the *ideal* use of selected supervisory approaches (Appendix B.11). Beginner teachers have higher preference for the use of portfolios ($M = 2.80$, $SD = .51$) than experienced teachers ($M = 2.61$, $SD = .67$) and this difference is significant, $t(197.92) = 1.26$, $p = .025$. On the other hand, no significant differences were observed between beginner and experienced teachers on the ideal use of clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, and professional growth plans.

Furthermore, in order to see if there is any difference between teachers within different categories of teaching experience (1-2 years through more than 10 years), the one-way ANOVA is conducted (Appendix B.12). Results show that except for mentoring, no significant differences in terms of different teaching experience were observed in the ideal use of all supervisory approaches. However, statistically significant difference was found for the preferred use of mentoring in terms of years of experience, $F(3,195) = 2.732$, $p = .045$. The *post hoc* Scheffe's test was used to determine the differences between categories of years of experience (see Appendix B.13). This analysis revealed that beginner teachers (1-2 years of experience) prefer more frequent use of mentoring ($M = 2.77$, $SD = .61$) than teachers with 3-6 years ($M = 2.50$, $SD = .75$), 7-10 years ($M = 2.09$, $SD = 21.66$), and more than 10 years ($M = 2.73$, $SD = .59$).

Gender

A t-test has been applied in order to see if there is significant difference in perception on the actual (see Table 3) and ideal (see Appendix B.14) use of selected supervisory practices in terms of gender. The results show that there is no significant difference between male and female teachers in their perception of the actual and ideal use of all supervisory approaches, except for actual use of cognitive coaching, $t(197.76) = 1.08$, $p = .039$. Male respondents on average perceive that cognitive coaching occurred somewhat more frequently than female respondents.

Table 3

Male and female teachers' perceptions in the real use of selected supervisory practices

Supervisory Practices	Male (n=103)		Female (n=97)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	1.50	.61	1.57	.66	.80	198	.424
Peer coaching	1.21	.74	.75	.56	.98	198	.328
Cognitive coaching	1.66	.84	1.43	.71	1.08	197.76	.039*
Mentoring	1.08	.33	1.90	.91	.80	198	.422
Reflective coaching	2.02	.84	2.05	.85	.77	198	.786
Portfolios	2.09	.88	1.94	.91	1.18	198	.239
Professional growth plans	1.84	.81	2.78	1.08	.86	198	.570

Note: * $p < .05$

Government and private schools

Furthermore, independent t-test is conducted to see if there is a significant difference in the perception of the actual use of selected supervisory approaches between private and government schools. The results are summarized in Table 4 and indicate that peer coaching is more frequently used in private schools and portfolios are more used in government schools.

Table 4

Government and Private School Respondents' Perceptions of the Actual Use of Selected Supervisory Practices

Supervisory Practices	Government (n=100)		Private (n=100)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	1.49	.61	1.57	.66	.99	198	.373
Peer coaching	1.84	.81	2.36	.83	1.02	197.33	.037*
Cognitive coaching	1.53	.77	1.57	.80	.96	198	.718
Mentoring	2.27	.83	.68	.53	1.07	198	.118
Reflective coaching	2.02	.86	2.05	.81	.98	198	.800
Portfolios	2.32	.83	1.71	.86	1.12	198	.000*
Professional growth plans	1.69	.87	1.77	.80	1.42	198	.093

Note: * $p < .05$

Lastly, the results of the t-test analysis (see Appendix B.15) show statistically significant differences in perception between government and private school teachers in the ideal use of peer coaching, $t(197.20) = 1.04$, $p = .044$ and portfolios, $t(196.41) = 1.63$, $p = .025$, respectively. This implies that government school teachers averagely prefer to use peer coaching and portfolios more frequently than private school teachers.

4.6 Attitudes toward Supervisory Processes

Beginner and experienced teachers were asked about their attitudes toward the supervisory processes in their schools. Eleven items were included in the attitudes scale. In order to answer the second research question concerning existence of any difference in their attitudes, independent t-test analysis is carried out. The results of the responses are provided in Table 5.

Table 5

Respondents' Attitudes toward the Supervisory Processes

Scale	Beginner (n=93)		Experienced (n=93)		t	df	Sig.
	M	SD	M	SD			
Attitudes toward supervisory process	4.10	.58	4.08	.66	.26	184	.796

As shown in Table 5, there is no (statistically significant) difference between beginners and experienced teachers in their attitudes toward supervisory processes practiced at their schools. In general, based on the content of the items in the scale, it can be concluded that most teachers (beginners and experienced) were convinced of the need for instructional supervision, and believe that every teacher can benefit from instructional supervision. They perceive that supervision should be collaborative, promote professional growth and trust among teachers, and supervisory choices should be available to beginner teachers.

Moreover, Pearson correlation analysis is carried out in order to see strength of the relationship between teachers' attitude toward supervisory practices and the real and ideal supervisory approaches. The results (Appendix B.16) show that teachers' attitude toward supervisory practices has a negative but not significant correlation with their perceptions of real supervisory approaches. On the other hand, there is moderate positive significant correlation between teachers' attitudes toward supervisory practices and perceived ideal supervisory approaches, $r(179) = .34, p < .01$.

4.7 Satisfaction with the Process of Supervision

The third research question focuses on testing whether there is any difference between beginner and experienced teachers in their level of satisfaction with the frequency and quality of supervision they received in their school. Independent t-test analysis is conducted for satisfaction with the total supervision scale (3 items) and the results are summarized in Table 6.

Table 6

Respondents' Perception of their Satisfaction with Supervision

Scale	Beginner (n=99)		Experienced (n=98)		t	df	Sig.
	M	SD	M	SD			
Satisfaction with supervision	3.09	.97	3.25	.89	1.21	195	.227

As shown in Table 6, there is no significant difference between beginner and experienced teachers in their satisfaction with supervisory practices. The mean score of the respondents imply that the majority of both beginner and experienced teachers have a neutral opinion in the satisfaction with supervisory processes.

In order to see if there is any association between scales of satisfactions with supervision and perception of real and ideal supervisory approaches, Pearson's correlation analysis was conducted (Appendix B.17) and show that teachers' satisfaction with supervision has positive but moderate significant correlation with their perception of actual supervisory approaches ($r = .31$). On the contrary, teachers' satisfaction with supervision has no (significant) relationship ($r = .005$) with the ideal use of selected supervisory approaches.

4.8 Supervision and Professional Development

In order to get answer for the last two research questions, first mean scores and standard deviations were calculated for 4 items under supervision and professional development section of the questionnaire considering its importance to look at respondents' perception regarding the connection between instructional supervision and professional development. Next to this, correlation analysis is carried out to see the (perceived) relationship of professional development with actual and ideal supervisory approaches, satisfaction with supervision, and respondents' attitudes toward supervisory practices.

Instructional supervision and professional development

Teachers were asked to give their level of agreement using a 5 point scale on four statements intended to elicit their perceptions on the connection between instructional supervision and professional development (Appendix B.18). Both beginners ($M = 4.26$, $SD = .91$) and experienced ($M = 4.07$, $SD = .92$) teachers agree that supervision has a clear connection with professional development. With regard to the second item, beginners ($M = 2.97$, $SD = 1.26$) either disagree or fairly neutral, and experienced teachers ($M = 3.68$, $SD = 1.04$) tend to fairly agree that supervisors have the knowledge and ability to select professional activities for teachers. Responses to the third item or statement that beginning teachers participate in professional development activities as a result of supervision indicated that beginner teachers were neutral ($M = 3.00$) and experienced teachers tend to fairly agree ($M = 3.68$). Finally, beginner ($M = 3.21$) and experienced ($M = 3.45$) teachers expressed a neutral point of view about the fact that their classroom instruction has improved as a result of supervision.

Perception, Attitude and Satisfaction Scales and Professional Development

Pearson’s correlation analysis was performed to investigate strength of the relationship of professional development as perceived by teachers with scales of actual and ideal supervisory approaches, attitude and satisfaction. The results are summarized in Table 7 and the correlations show that teachers’ perception of actual and ideal supervisory approaches has positive significant correlations with perceived professional development ($r = .25$ and $r = .21$, respectively). Similarly, moderate significant positive correlations are found between teachers’ attitude toward supervisory practices ($r = .36$) and their satisfaction with supervision ($r = .44$) with (perceived) professional development.

Table 7

Correlations of Perception, Attitude and Satisfaction Scales with Professional Development

		PASA	PISA	ATSA	SWS
PD	Correlation	.251**	.207**	.360**	.443**
	Sig.	.000	.004	.000	.000
	N	195	194	186	197

Note: ** $p < .01$

Moreover, a correlation analysis of each selected actual supervisory approaches with professional development is conducted and results show that all actual supervisory approaches have significant positive correlation with (perceived) professional development (see Appendix B.19).

Predictors of professional development

Next to that, regression analysis is used in order to see which of these predictors contribute most to professional development. Initially four separate regression models were conducted to see how each of the variables is predicting professional development while controlling for teacher and school covariates.

The results of the four linear regression analyses (see Appendix B.20) show that after controlling for teacher and school-related variables (gender, experience and school type), all of the four scales are positively related to (perceived) professional development. The *actual* supervisory approaches have weak but positive significant relationship with professional development ($\beta =$

.25, $p < .001$), *ideal* supervisory approaches ($\beta = .23$, $p < .01$), teachers' attitude ($\beta = .16$, $p = .017$) and finally teachers' satisfaction with supervision ($\beta = .42$) has moderate positive relationship with (perceived) professional development. Furthermore, in all separate analyses teachers' years of experience shows a significant positive relationship with perceived professional development (ranges from $\beta = .18$ - $\beta = .20$), which means that experienced teachers have more positive perception of how supervision contributes to their professional development than beginner teachers.

Finally, all the four predictors are put together in multiple regression analysis in order to see which of these predictors contribute most to professional development (see table 8).

Table 8

The Regression Model of Predicting Professional Development using Actual and Ideal Supervisory Approaches, Attitude and Satisfaction while controlling for teacher and school covariates

Model	B	SE B	β	P values
Step 2				
Gender	-.17	.10	-.11	.071
Years of experience	.29	.10	.18	.002
School type	-.04	.10	-.03	.678
Perception of real supervisory approaches	.08	.07	.08	.270
Perception of ideal supervisory approaches	.13	.08	.11	.109
Attitude toward supervisory practices	.43	.08	.33	.000
Satisfaction with supervision	.34	.06	.40	.000

Note: $R^2 = .277$ for step 1; $\Delta R^2 = .338$ for step 2; Significant variables bold printed

The results depicted in Table 8 indicate that the first model (teacher and school related factors) accounted for 28% of the variance in professional development. However, the second model (including the four predictors) was able to account for 34% of the variance in professional development. Moreover, looking at the standardized β , we can observe that a moderate but significant positive relationship is found for two of the predictors: teachers' attitude toward supervisory practices ($\beta = .33$) and satisfaction with supervision ($\beta = .40$). This finding implies

that attitudes about and satisfaction with supervisory practices and not actual or ideal supervisory practices, are contributing most in predicting professional development.

Furthermore, concerning teacher related factors, of the three factors, only teachers' years of experience shows a significant positive relationship with perceived professional development ($\beta = .18, p = .002$), which means that experienced teachers have more positive perception of how supervision contributes to their professional development than beginner teachers. On the contrary, teacher's gender and the type of school are not significantly related to (perceived) professional development.

4.9 Suggestions for improvement

The last question in the questionnaire was an open ended item which requests respondents to share their comments and views on ways in which instructional supervision could be improved in Addis Ababa, Ethiopia. Out of 200 respondents from both types of schools, 150 (75%) responded to the question by giving the combination of answers, which have been categorized in to three groups: Instructional supervision process, teachers' attitude, and supervisors' behavior. The frequencies of responses in each category appear in see Appendix B.21.

Regarding the process of *instructional supervision*, thirteen percent of teachers suggested that supervision should be done by professionals who have the knowledge and skills of supervision. These responses could be due to the fact that instructional supervision in Addis Ababa, Ethiopia is mostly conducted by principals, department heads and some senior teachers who are not qualified or trained in the discipline of supervision. Next to that, teachers suggested that supervision should be collaborative, focus on helping and supporting teachers, and should be geared toward enhancing teaching-learning and their professional growth. Moreover, it is suggested that immediate feedback should be given for teachers after classroom observation through post-observation conference.

Concerning *teachers' attitude* toward the supervision process, it is suggested that supervisory choices should be available for teachers, teachers should be willing to accept comments given by their supervisors, and should have a positive attitude or thinking about instructional supervision. In addition, teachers commented that supervision should promote trust and commitment among teachers, and time should be given to the implementation of instructional supervision.

Finally, teachers provided their suggestions on the *behavior of supervisors* that they (supervisors) should be collaborative and friendly with teachers (supervisee), and should be free from prejudice, fault finding, and control.

CHAPTER FIVE

CONCLUSIONS AND DISCUSSION

5.1 Conclusions

This study focuses on teachers' perception of instructional supervision and its relationship with professional development in private and government secondary schools of Addis Ababa, Ethiopia. The study also examines teachers' attitudes and satisfaction with supervisory practices. Based on the most significant findings presented in chapter four, the following conclusions are drawn.

The *first* research question asks for existence of differences in perception and preference between teachers regarding the *actual* and *ideal* supervisory practices (in terms of years of experience, gender, and school type). No significant differences were found between beginners and experienced teachers in perception of the actual use of selected supervisory practices, namely clinical supervision, peer coaching, cognitive coaching, mentoring, and professional growth plans. However, reflective coaching is most often used by experienced teachers and portfolios are most often by both beginners and experienced teachers. Furthermore, significant differences between beginners and experienced teachers were found in their preferences to the ideal use of mentoring and portfolios. Beginner teachers prefer the use of mentoring and portfolios more than experienced teachers.

Regarding gender difference, no significant differences were found between male and female teachers in their perception of the actual and ideal supervisory practices, except for the actual use of cognitive coaching. Cognitive coaching is a nonjudgmental process in which supervisor attempts to facilitate teacher learning through a problem solving approach by using questions to stimulate the teacher's thinking (Costa & Garmston, 1994). In this regard, for male teachers, cognitive coaching occurred somewhat more frequently than for female respondents. Furthermore, statistically significant differences in perception and preference were observed between government and private schools in the actual use of peer coaching and in the ideal use of peer coaching and portfolios. Peer coaching is less frequently occurred in government schools than in private schools. Moreover, government school teachers prefer the use of peer coaching and portfolios somewhat more often than private school teachers.

The *second* and *third* research questions are regarding the existence of differences in teachers' attitude toward and satisfaction with supervisory practices, respectively. Results show that there is no difference between beginner and experienced teachers in their attitudes toward supervisory processes practiced at their schools. Most teachers (beginner and experienced) were convinced of the need for instructional supervision, and believe that every teacher can benefit from instructional supervision. They perceive that supervision should be collaborative, promote professional growth and trust among teachers, and supervisory choices should be available to beginner teachers. Regarding their level of satisfaction, it is found that there is no significant difference between beginners and experienced teachers in their satisfaction with supervisory practices. The majority of both beginners and experienced teachers have a neutral opinion in their general satisfaction with supervision processes.

The *fourth* research question focuses on the relationship of actual and ideal supervisory approaches, teachers' attitudes and satisfaction with professional development. Overall, both beginners and experienced teachers generally agree that instructional supervision has a clear connection with professional development. The correlation analysis shows that the actual and ideal supervisory approaches, teachers' attitudes and satisfaction have weak to moderate significant positive correlations (ranging from $r = .25$ - $r = .44$) with professional development.

The *last* research question is related to existence of predictors which contribute most to teachers' professional development. Results of the separate regression model for the four predictors show that the actual and ideal supervisory approaches, teachers' attitudes and satisfaction have weak to moderate significant positive relationships (ranging from $\beta = .25$ - $\beta = .42$) with professional development, after controlling for teacher and school related factors. However, it is found that only teachers' attitudes ($\beta = .33$) and satisfaction with supervision ($\beta = .40$) contribute most in predicting professional development. This finding implies that teachers' positive attitudes and satisfaction with supervisory practices have high association with (perceived) professional development. Moreover, the result of this study indicates that experienced teachers have more positive perception of how supervision contributes to their professional development than beginner teachers.

5.2 Discussion

5.2.1 Teachers' perception of the supervision process

Beginner and experienced teachers were asked about their perceptions on the importance of instructional supervision. Results show that beginner teachers considered supervision as less important while experienced teachers considered it as generally important. Supporting this, previous research and publications revealed that because of its evaluative approaches or problems in the behavior of supervisors; less experienced teachers perceive supervision as nothing value to offer to them (Blumberg, 1980; Oliva, 1976; Zepeda & Ponticell, 1998). However, the potential benefits of instructional supervision for beginner teachers should not be underestimated (Glatthorn, 19990).

Regarding teachers' experience with supervision and evaluation, the results show that more than half of beginner and experienced teachers were supervised and prefer to be supervised 2-4 times per year. In addition, more than half of beginners and about two-third of experienced teachers perceived that they were evaluated only once and 2-4 times per year, respectively. Moreover, about two-third of beginners and half of experienced teachers confirmed that they were supervised by department heads and vice-principals. Interestingly, only 5-7% of the so-called assigned supervisors were participated in instructional supervision. This clearly shows that subject area instructional supervisors in Addis Ababa City Administration (AACCA) are not actively involved in instructional supervision in their respective schools. Supporting this, Alemayehu (2008) found that assigned subject area instructional supervisors in AACCA were focused on administrative matters rather than academic issues, and gave less time to support beginner teachers.

Moreover, the results of this study indicated that beginner teachers perceive that school policies do not allow them in choosing their own type of supervision. According to Sergiovanni and Starratt (2007), schools should provide supervisory choices to beginner and experienced teachers to meet their professional needs and preferences. Furthermore, Sullivan and Glanz (2000) suggested that providing teachers with various supervisory options enables them to select appropriate approaches necessary to meet their professional needs and preferences. Results in this study show that except reflective coaching, all other supervisory approaches, namely clinical

supervision, peer coaching, cognitive coaching, mentoring, and professional growth plans were occasionally applied for both beginners and experienced teachers. This clearly indicated that supervisory options are not sufficiently available for beginner and experienced teachers. Various authors suggested that collaborative supervisory options such as peer coaching, cognitive coaching and mentoring should particularly be available for beginner teachers to enhance their professional development and instructional efficiency (Sergiovanni & Starratt, 2007; Showers & Joyce, 1996; Sullivan & Glanz, 2000).

5.2.2 Teachers' attitude and satisfaction toward supervisory practices

In a study of instructional supervision and teacher satisfaction, Fraser (1980, p. 224) stated that “the improvement of the teaching learning process was dependent upon teacher attitudes toward supervision”. He further noted that unless teachers perceive instructional supervision as a process of promoting professional growth and student learning, the supervisory practice will not bring the desired effect. In line with this, the findings in this study show that both beginners and experienced teachers were convinced of the need for instructional supervision, and believe that every teacher can benefit from instructional supervision. They perceive that supervision should be collaborative, promote professional growth and trust among teachers, and supervisory choices should be available to beginner teachers. However, the majority of both beginners and experienced teachers have a neutral opinion on satisfaction with the general instructional supervisory processes.

5.2.3 Connection between instructional supervision and professional development

According to Nolan and Hoover (2008), instructional supervision is “an organizational function concerned with teacher growth, leading to improvement in teaching performance and greater student learning” (p. 6). Similarly, Sullivan (1997) stated that as fields of educational development, instructional supervision and professional development are interlinked. Both focus on teacher effectiveness in classroom and promote their participants a sense of ownership, commitment, and trust toward instructional improvement (McQuarrie & Wood, 19991). In this regard, results show that both beginners and experienced teachers agree on the connection between instructional supervision and professional development. Moreover, the results confirmed that teachers' perception of actual and ideal supervisory approaches, teachers' attitude

and satisfaction toward supervisory practices are significantly and positively correlated with professional development. However, the strongest predictors of professional development are teachers' attitude and satisfaction toward supervisory practices. Furthermore, the findings show that experienced teachers are more certain about the contributions of instructional supervision to their professional development than beginner teachers. In line with this finding, Glatthorn (1990) stated that experienced teachers have their own professional development needs and preferences and are more confident about professional development as a result of instructional supervision.

5.2.4 Suggestions for improvement

Respondents have shared their comments and views on ways in which instructional supervision could be improved in Addis Ababa, Ethiopia. Their responses have been categorized in to three groups: instructional supervision process, teachers' attitude, and supervisors' behavior. Regarding the process of *instructional supervision*, teachers suggested that supervision should be done by professionals who have the knowledge and skills of supervision. These suggestions could be due to the fact that instructional supervision in Addis Ababa, Ethiopia is mostly conducted by vice-principals and department heads, who are not qualified or trained in the discipline of supervision. Next to that, an interesting suggestion is that immediate feedback should be given for teachers after classroom observation through post-observation conference. In this regard, Glickman et al. (1998) suggested that those involved in the supervision process must be knowledgeable about instructional supervision and responsive to the developmental stages teachers' profession.

Recent studies show that beginning teachers' perception of inadequacies of the amount and quality of instructional supervision develop in to the sense of disappointment and forming negative attitudes toward supervision process (Choy, Chong, Wong & Wong, 2011). Concerning *teachers' attitude* toward the supervision process, respondents suggested that supervisory choices should be available for teachers, teachers should be willing to accept comments given by their supervisors, and should have a positive attitude or thinking about instructional supervision.

Finally, teachers provided their suggestions on the *behavior of supervisors* that they (supervisors) should be collaborative and friendly with teachers (supervisee), and should be free from prejudice, fault finding, and control. Furthermore, it is suggested that assigned supervisors

should devote their time to academic matters than administrative issues and teachers should be given enough time to implement instructional supervision. According to Zepeda (2007, p. 56), the most important task of a supervisor is working with teachers “in ways that promote lifelong learning skills: inquiry, reflection, collaboration, and a dedication to professional growth and development.”

5.3 Limitations

This study had some limitations. First, the study includes only government and private secondary schools in Addis Ababa, Ethiopia. Primary schools are not included in this study due to time and budget constraints. In addition, the study had limitations of all survey type of research such as location and generalizability (Fraenkel & Wallen, 2010). Location is one limitation in the sense that it was difficult to get all respondents collected together as a group. Furthermore, generalizability of this study was limited by the fact that the research was conducted in secondary schools in one city of Ethiopia. Another limitation was problem of getting recently published books about instructional supervision worldwide and almost no research findings in the African context. Therefore, because of these limitations, the study by no means claims to be conclusive. It would rather serve as a spring to study teachers’ perceptions in a more detailed and comprehensive way.

5.4 Recommendations

Based on conclusions and discussions of the research findings, the following recommendations are made to enhance the instructional supervisory processes in Ethiopia, specifically in Addis Ababa. *First*, instructional supervision needs to be a priority in schools and given enough time so that improvement in instruction can occur. *Second*, supervisory practices should be clearly outlined in the school policies, providing (beginner and experienced) teachers with the options of choosing among different types. *Third*, further research is required to find out the impact of actual supervisory approaches, teachers’ attitude and satisfaction on professional development. *Fourth*, it was suggested by the respondents that supervisors should have the required knowledge and skills in the field of supervision. Therefore, education officials and schools should give attention in building the capacity of those involved in instructional supervision by arranging frequent supervisory trainings. *Fifth*, officials of the AACEB and its Sub-city Educational Office

should make the necessary arrangements on ways assigned supervisors are fully devoted in supporting teachers.

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APPENDICES

Appendix A: TEACHERS' SURVEY FORM

Section 1: GENERAL INFORMATION

1. Gender
 - 1 Male
 - 2 Female
2. Years of experience
 - 1 1-2 years (Beginner)
 - 2 3-6 years
 - 3 7-10 years
 - 4 More than 10 years
3. I am teaching in:
 - 1 Government school
 - 2 Private school
4. On average I am **formally supervised**:
 - 1 0 times per year
 - 2 Once per year
 - 3 2-4 times per year
 - 4 5 or more times per year
5. **Supervision** of my teaching is conducted by:
 - 1 Principal
 - 2 Vice-principal
 - 3 Department head
 - 4 Supervisor
 - 5 Other (specify)_____
6. On average I am **formally evaluated**:
 - 1 0 times per year
 - 2 Once per year
 - 3 2-4 times per year
 - 4 5 or more times per year
7. **Evaluation** of my teaching is conducted by:
 - 1 Principal
 - 2 Vice-principal
 - 3 Department head
 - 4 Supervisor
 - 5 Other (specify)_____
8. In my opinion a **beginning teacher** should be supervised:
 - 1 0 times per year
 - 2 Once per year
 - 3 2-4 times per year
 - 4 5 or more times per year
9. A beginning teacher **experiencing difficulty** in the classroom should be supervised:
 - 1 0 times per year
 - 2 Once per year
 - 3 2-4 times per year

- 4 5 or more times per year
10. For how long a **supervisor** should spend his time when conducting a **supervisory observation**?
- 1 one quarter or less class period
 2 one half class period
 3 one full class period
 4 more than a full class period
11. I perceive **supervision** to be:
- 1 Not at all important
 2 Less important
 3 Neutral
 4 Important
 5 Highly important
12. Please rate your satisfaction with the **amount of supervision** being provided in your school:
- 1 Not at all satisfied
 2 Less satisfied
 3 Neutral
 4 Satisfied
 5 Highly satisfied
13. Please rate your satisfaction with the **quality of supervision** being provided in your school:
- 1 Not at all satisfied
 2 Less satisfied
 3 Neutral
 4 Satisfied
 5 Highly satisfied
14. The **supervision** I receive meets my individual professional needs:
- 1 Strongly disagree
 2 Disagree
 3 Neutral
 4 Agree
 5 Strongly agree
15. The school policies allow me to choose my type of **supervision**:
- 1 Strongly disagree
 2 Disagree
 3 Neutral
 4 Agree
 5 Strongly agree

Section 2: PERCEPTIONS OF SUPERVISORY APPROACHES

The questions in this section are intended to provide information regarding your past experiences with supervision and what the **ideal supervision** should be. A definition for each type of supervision is included in each item. Please, keep in mind that you are asked to respond to these questions according to **how you feel at this time** in your career.

For each of the following statements about types of supervision, please **circle the number** that indicates the frequency of supervisory approaches for **both real and ideal**.

Never **Seldom** **Occasionally** **Often** **Always**
(N)=1 **(S) = 2** **(OC) =3** **(O) =4** **(A) =5**

Real indicates the frequency with which these approaches **actually occurred** in your teaching experience.

Ideal indicates the frequency with which you think these approaches **should occur**.

TYPE OF SUPERVISION	REAL					IDEAL				
	1	2	3	4	5	1	2	3	4	5
1. Clinical supervision										
Is a process for the improvement of professional growth, which usually consists of several phases, such as conference, observation by a supervisor, and post-conference.										
2. Peer coaching										
Is a process of supervision in which teachers work collaboratively in pairs and small teams to observe each others' teaching and to improve instruction.										
3. Cognitive coaching										
Is a nonjudgmental process built around a planning conference, observation, and a reflecting conference, in which supervisor attempts to facilitate teacher learning through a problem solving approach by using questions to stimulate the teacher's thinking.										
4. Mentoring										
Is a process that facilitates instructional improvement wherein an experienced educator (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved.										
5. Self-directed development(reflective coaching)										
Is a process by which a teacher systematically plans for his or her own professional growth in teaching.										
6. Portfolios										
Is a process of supervision with teacher-compiled collection of artifacts, reproductions, testimonials, and student work that represents the teacher's professional growth and abilities.										
7. Professional growth plans										
Refers to individual goal-setting activities, long-term projects teachers develop and carry out relating to the teaching.										

Section 3: REACTIONS TO INSTRUCTIONAL SUPERVISION

Instructional supervision is a process in education, which focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. It is a planned developmental process that is intended to support

the career-long success and continuing professional growth of each teacher. For each of the following statements about professional development, please circle the number that indicates your level of agreement.

Strongly Disagree (SD)=1	Disagree (D)=2	Neutral (N)=3	Agree (A)=4	Strongly Agree (SA)=5
1. I am convinced of the need for instructional supervision.	1	2	3	4 5
2. Every teacher can benefit from instructional supervision.	1	2	3	4 5
3. Supervision should be a collaborative effort between teacher and supervisor.	1	2	3	4 5
4. Supervision should promote professional growth among the teachers	1	2	3	4 5
5. Supervision should promote trust among the teacher	1	2	3	4 5
6. Supervisory choices should be available to beginning teachers.	1	2	3	4 5
7. Beginning teachers should receive adequate supervision.	1	2	3	4 5
8. Time should be given to the implementation of any instructional supervision method.	1	2	3	4 5
9. Teachers should be involved in the planning of the supervisory process prior to supervision.	1	2	3	4 5
10. Supervisory practices should consider the developmental stages of individual teachers.	1	2	3	4 5
11. Supervision should focus on the needs of the teacher.	1	2	3	4 5

Section 4: INSTRUCTIONAL SUPERVISION AND PROFESSIONAL DEVELOPMENT

For each of the following statements about professional development, please circle the number that indicates your level of agreement, *based on your own experience*.

Strongly Disagree (SD)=1	Disagree (D)=2	Neutral (N)=3	Agree (A)=4	Strongly Agree (SA)=5
1. Supervision has clear connection with professional development.	1	2	3	4 5
2. Supervisors have the knowledge and ability to select professional activities for teachers.	1	2	3	4 5
3. Beginning teachers participate in professional development activities as a result of supervision.	1	2	3	4 5
4. Professional development opportunities should be chosen by the teacher.	1	2	3	4 5
5. My classroom instruction has improved as a result of supervision.	1	2	3	4 5

Suggest ways in which instructional supervision could be improved.

Appendix B.1

Respondents According to Gender, Years of Experience and Type of School

Years of Experience	Government Schools(<i>n</i> =100)						Private Schools(<i>n</i> =100)					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1-2 years(Beginners)	26	53.1	24	47.1	50	50	27	50	23	50	50	50
3-6 years	7	14.3	10	19.6	17	17	6	11.1	11	23.9	17	17
7-10 years	3	6.1	5	9.8	8	8	7	13	7	15.2	14	14
More than 10 years	13	26.5	12	23.5	25	25	14	25.9	5	10.9	29	29
Total (<i>N</i> =200)	49	100	51	100	100	100	54	100	46	100	100	100

Appendix B.2

Respondents' Perceptions of the Frequency with Which They Are Supervised and Evaluated

Frequency	Supervision				Evaluation			
	Beginner		Experienced		Beginner		Experienced	
	N	%	N	%	N	%	N	%
0 times per year	5	5	2	2	9	9	0	0
Once per year	41	41	31	31	51	51	32	32.3
2-4 times per year	51	51	58	58	39	39	60	60.6
5 or more times per year	3	3	9	9	1	1	7	7.1
Total (<i>N</i> = 200)	100	100	100	100	100	100	99	99

Appendix B.3

Individuals Most Frequently Identified as Supervisors and Evaluators

Frequency	Supervisor				Evaluator			
	Beginner		Experienced		Beginner		Experienced	
	N	%	N	%	N	%	N	%
Principal	6	6.1	18	18	10	10.8	19	19.2
Vice principal	26	26.3	26	26	52	55.9	35	35.4
Department heads	60	60.6	48	48	26	28	36	36.4
Assigned supervisors	5	5.1	7	7	4	4.3	9	9.1
Other	2	2	1	1	1	1.1	0	0
Total (<i>N</i> = 200)	99	100	100	100	93	100	99	100

Appendix B.4

Respondents' Perceptions of the School Policies on Supervision

	Beginner		Experienced	
	M	SD	M	SD
The school policies allow me to choose my supervision	2.75	.92	3.01	.88

Appendix B.5

*Respondents' Perceptions of the Importance of Supervision (*N* = 200)*

	Beginner		Experienced	
	M	SD	M	SD
Importance of supervision	3.62	.78	3.84	.47

Appendix B.6

Frequency of Supervision for Beginning Teachers and those Experiencing Difficulty

Frequency	Supervision of Beginning Teachers				Supervision of Beginning Teachers with Difficulty			
	Beginner		Experienced		Beginner		Experienced	
	N	%	N	%	N	%	N	%
0 times per year	1	1	1	1	3	3	1	1
Once per year	10	10	7	7	8	8.1	11	11.1
2-4 times per year	58	58	55	55	57	57.6	46	46.5
5 or more times per year	31	31	37	37	31	31.3	41	41.4
Total (N=200)	100	100	100	100	99	100	99	100

Appendix B.7

Respondents' Perceptions of the Time a Supervisor Should Spend in the Classroom

Time	Beginner		Experienced	
	N	%	N	%
One quarter or less class period	20	20.2	5	5.1
One half class period	34	34.3	25	25.3
One full class period	40	40.4	65	65.7
More than a full class period	5	5.1	4	4
Total (N=198)	99	100	99	100

Appendix B.8

Teachers' Perception on the Frequency of Real Supervisory Approaches

Perception	CS		PC		CC		M		RC		P		PGP	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Almost never occurred	109	54.5	94	47	126	63	82	41	66	33	78	39	85	42.5
Less frequently occurred	76	38	56	28	38	19	39	19.5	61	30.5	41	20.5	56	28
More frequently occurred	15	7.5	46	23	36	18	78	39	73	36.5	81	40.5	59	29.5
Missing	0	0	4	2	0	0	1	.5	0	0	0	0	0	0
Total	200	100	200	100	200	100	200	100	200	100	200	100	200	100

Note: CS = Clinical supervision, PC = Peer coaching, CC = Cognitive coaching, M = Mentoring, RC = Reflective coaching, P = Peer coaching, and PGP = Professional growth plans

Appendix B.9

Teachers' Perception on the Frequency of Ideal Supervisory Approaches

Perception	CS		PC		CC		M		RC		P		PGP	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Almost never preferred	31	15.5	17	8.5	46	23	21	10.5	24	12	15	7.5	23	11.5
Less frequently preferred	47	23.5	33	16.5	61	30.5	20	10	58	29	29	14.5	59	29.5
More frequently preferred	122	61	146	73	92	46	158	79	118	59	156	78	118	59
Missing	0	0	4	2	1	.5	1	.5	0	0	0	0	0	0
Total	200	100	200	100	200	100	200	100	200	100	200	100	200	100

Note: CS = Clinical supervision, PC = Peer coaching, CC = Cognitive coaching, M = Mentoring, RC = Reflective coaching, P = Peer coaching, and PGP = Professional growth plans

Appendix B .10*ANOVA of Teachers' Perceptions of Real Frequency of Supervisory Practices In terms of Teaching Experience*

Type of Supervision (Real)	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Clinical supervision	Between Groups	6.254	3	2.085	2.325	.076
	Within Groups	175.746	196	.897		
	Total	182.000	199			
Peer coaching	Between Groups	1.018	3	.339	.259	.855
	Within Groups	251.283	192	1.309		
	Total	252.301	195			
Cognitive coaching	Between Groups	6.820	3	2.273	1.520	.211
	Within Groups	293.175	196	1.496		
	Total	299.995	199			
Mentoring	Between Groups	5.299	3	1.766	.898	.443
	Within Groups	383.485	195	1.967		
	Total	388.784	198			
Reflective coaching	Between Groups	7.275	3	2.425	1.558	.201
	Within Groups	305.120	196	1.557		
	Total	312.395	199			
Portfolios	Between Groups	1.096	3	.365	.199	.897
	Within Groups	358.904	196	1.831		
	Total	360.000	199			
Professional growth plans	Between Groups	7.817	3	2.606	1.826	.144
	Within Groups	279.703	196	1.427		
	Total	287.520	199			

Appendix B.11

Beginner and Experienced Teachers' Perceptions of the Ideal Use Supervisory Practices

Supervisory Practices	Beginner (n=100)		Experienced (n=100)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	2.5	.67	2.36	.81	1.80	197.46	.073
Peer coaching	1.68	.50	.43	.53	1.05	196.57	.298
Cognitive coaching	2.28	.81	1.17	.51	1.09	198	.277
Mentoring	2.77	.60	1.59	.52	1.16	198	.249
Reflective coaching	2.45	.64	2.49	.76	.40	198	.688
Portfolios	2.80	.51	2.61	.67	1.26	197.92	.025*
Professional growth plans	2.41	.73	2.54	.66	1.32	198	.186

Note: * $p < .05$

Appendix B.12

ANOVA of Teachers' Perceptions of Ideal Frequency of Supervisory Practices In terms of Teaching Experience

Type of Supervision (Ideal)	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.
Clinical supervision	Between Groups	9.572	3	3.191	2.524	.059
	Within Groups	247.783	196	1.264		
	Total	257.355	199			
Peer coaching	Between Groups	3.271	3	1.090	1.047	.373
	Within Groups	199.994	192	1.042		
	Total	203.265	195			
Cognitive coaching	Between Groups	2.421	3	.807	.698	.554
	Within Groups	225.347	195	1.156		
	Total	227.769	198			
Mentoring	Between Groups	9.333	3	3.111	2.732	.045*
	Within Groups	222.034	195	1.139		
	Total	231.367	198			
Reflective coaching	Between Groups	.934	3	.311	.287	.835
	Within Groups	212.661	196	1.085		
	Total	213.595	199			
Portfolios	Between Groups	4.895	3	1.632	1.611	.188
	Within Groups	198.500	196	1.013		
	Total	203.395	199			
Professional growth plans	Between Groups	4.309	3	1.436	1.296	.277
	Within Groups	217.286	196	1.109		
	Total	221.595	199			

Note: * $p < .05$

Appendix B.13

Scheffe Multiple Comparison Test for Ideal Frequency of Mentoring in terms of Years' of Experience

Years' of Experience	N	M	Mean Difference (I – J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
1-2 years	100	2.77	4.86	1.68	.041*	.14	9.59
3-6 years	34	2.50	.27	1.41	.998	3.71	4.25
7-10 years	22	2.09	4.59	1.95	.139	.90	10.08
More than 10 years	44	2.73	.23	1.63	.999	4.35	4.81

Note: * $P < .05$

Appendix B.14

Male and female teachers' perceptions of the ideal use of selected supervisory practices

Supervisory Practices	Male (n=103)		Female (n=97)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	2.45	.75	2.46	.75	.16	198	.871
Peer coaching	.38	.53	1.69	.51	1.02	198	.307
Cognitive coaching	2.19	.82	1.23	.50	.95	198	.344
Mentoring	1.64	.49	2.75	.60	1.09	198	.278
Reflective coaching	2.50	.68	2.43	.72	.72	198	.470
Portfolios	2.67	.60	2.74	.60	.85	198	.395
Professional growth plans	2.45	.70	2.51	.69	.60	198	.552

Appendix B.15

Government and Private School Respondents' Perceptions of the Ideal Use of Selected Supervisory Practices

Supervisory Practices	Government (n=100)		Private (n=100)		t	df	Sig.
	M	SD	M	SD			
Clinical supervision	2.41	.82	2.50	.67	.85	191.06	.397
Peer coaching	2.67	.64	1.42	.53	1.04	197.20	.044*
Cognitive coaching	2.15	.80	1.30	.50	.83	198	.405
Mentoring	2.78	.58	1.58	.52	1.18	198	.241
Reflective coaching	2.45	.69	2.49	.72	.80	198	.688
Portfolios	2.80	.49	2.61	.68	1.63	196.41	.025*
Professional growth plans	2.42	.72	2.53	.66	1.12	198	.264

Note: * $p < .05$

Appendix B.16

Correlation of real and ideal supervisory approaches with attitude scale

		Real Supervisory Approaches	Ideal Supervisory Approaches
Attitude toward supervisory processes	Correlation	-.015	.341**
	Sig.	.840	.000
	N	182	181

Note: ** $p < .01$

Appendix B.17

Correlation of real and ideal supervisory approaches with satisfaction scale

		PRSA	PISA
Satisfaction with supervision	Correlation	.311**	.005
	Sig.	.000	.949
	N	192	191

Note: PRSA = Perception of Real Supervisory Approaches, PISA = Perception of Ideal Supervisory Approaches

Appendix B.18

Respondents' Perceptions of the Relationship between Supervision and Professional Development (N = 200)

Perception	Beginner		Experienced	
	M	SD	M	SD
Supervision has clear connection with professional development (PD)	4.26	.91	4.07	.92
Supervisors have the knowledge and ability to select professional activities for teachers	2.97	1.26	3.68	1.04
Beginning teachers participate in PD activities as a result of supervision	3.00	1.29	3.68	1.03
My classroom instruction has improved as a result of supervision	3.21	1.21	3.45	1.03

Appendix B.19

Correlations between Perceived Professional Development and Each Actual Supervisory Approaches (N = 200)

		PD	CS	PC	CC	M	RC	P	PGP
PD	Correlation	1	.16*	.10*	.19**	.36**	.14*	.23**	.25**
	Sig.		.026	.046	.006	.004	.018	.002	.003

Note: * $p < .05$, ** $p < .01$, PD = Professional Development, CS = Clinical Supervision, PC = Peer Coaching, CC = Cognitive Coaching, M = Mentoring, RC = Reflective Coaching, P = Portfolios, and PGP = Professional Growth Plans

Appendix B.20

Regression Model of Predicting Professional Development Using Four Predictors while Controlling for Teacher and School Covariates

<i>Using Actual Supervisory Approaches</i>				
Model	B	SE B	β	P values
Constant	2.62	.30		.000
Gender	-.18	.11	-.11	.105
Years of experience	.12	.04	.18	.008
School type	.05	.11	.03	.655
Actual supervisory approaches	.25	.07	.25	.000
Note: $R^2 = .112$, $\Delta R^2 = .061$; Significant variables bold printed				
<i>Using Ideal Supervisory Approaches</i>				
Constant	2.40	.37		.000
Gender	-.22	.11	-.14	.082
Years of experience	.13	.04	.20	.005
School type	-.02	.11	-.02	.828
Ideal supervisory approaches	.27	.08	.23	.001
Note: $R^2 = .104$, $\Delta R^2 = .054$; Significant variables bold printed				
<i>Using Attitude toward Supervisory Practices</i>				
Constant	1.72	.39		.000
Gender	-.25	.11	-.16	.062
Years of experience	.11	.04	.16	.017
School type	-.10	.11	-.06	.356
Attitude toward supervisory practices	.46	.09	.36	.000
Note: $R^2 = .188$, $\Delta R^2 = .124$; Significant variables bold printed				
<i>Using Satisfaction with Supervision</i>				
Constant	2.18	.26		.000
Gender	-.11	.10	-.07	.267
Years of experience	.11	.04	.17	.008
School type	.04	.10	.03	.660
Satisfaction with supervision	.36	.05	.42	.000
Note: $R^2 = .232$, $\Delta R^2 = .170$; Significant variables bold printed				

Appendix B.21

Respondents' Suggestions for Improvement of Instructional Supervision

Category	Frequency
Instructional Supervision Process	
Supervision should be done by professionals who have the knowledge and	20
Supervision should be collaborative, focus on helping and supporting teachers	15
Supervision should geared toward enhancing teaching learning and professional	13
Immediate feedback should be given for teachers after classroom observation	12
Attitude of teachers	
Supervisory choices should be should be available for teachers	10
Teachers should be willing to accept comments given by their supervisors	8
Teachers should have positive attitude or thinking about inst. supervision	10
Supervision should promote trust and commitment among teachers	13
Time should be given to the implementation of instructional supervision	11
Supervisors' behavior	
Supervisor should be collaborative and friendly with teachers (supervisee)	15
Supervisor should be free from prejudice, fault finding, and control	13