

Instructional Supervision in the Private Schools of Addis Ababa, Ethiopia: Awareness and Practices

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ABSTRACT

Introduction: Instructional supervision may be defined as the activity of assisting, directing, advising, and fostering growth in teachers to increase teaching quality. Therefore, the study's main goal is to assess the awareness and practices of instructional supervision at the four private schools in Addis Ababa's Gulele sub-city. Three basic research questions were formulated to guide the study.

Methods: This quantitative study used descriptive method. Available and simple random sampling approaches were used for selecting 100 participants. Data was gathered through the use of a survey questionnaire. From the pilot test, Cronbach's alpha reliability value for all categories of questions in the questionnaire was 0.925 which is valid and reliable. Frequency, percentage, mean, standard deviation, correlations, t-test, statistical significance(P-value) and effect size was analyzed using both descriptive and inferential statistics with the help of Statistical Package for Social Science (SPSS) Version 25. Significant level was 0.05 and 0.01 alpha.

Contribution: This mini research contributes not only to filling the existing empirical study gap in the area at private school context but also it could aid a variety of parties in developing and implementing instructional supervision to help students and teachers deal with educational issues.

Findings: The study's findings resulted that most of the respondents were aware of the basic aims and practices of instructional supervision. And while practicing instructional supervision, they necessitate high stakeholder's participation. 1.03 was the study's Cohens d effect size which is in the magnitude of large. There was no statistically significant difference between the male's and the female's responses about awareness and practices of instructional supervision. In terms of the correlations between instructional supervision awareness and practices at the four private schools chosen, the Pearson correlation value with the significant level of 0.01 alpha was 0.785, which falls into the high category, indicates that there is a strong and positive link between the two.

Conclusion: The majority of respondents were well aware of the benefits of instructional supervision for continuing professional growth. It may also be inferred that instructional supervision was being highly practiced in the aforementioned four private schools.

Keywords: *Awareness, Instructional Supervision, Practices, and Private Schools*

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Instructional supervision is the job of supervising, enabling, and empowering teachers to offer meaningful learning experiences for students in order to ensure that a school's educational goal is carried out (Figuroa, 2006). The goal of instructional supervision is to develop teachers' knowledge so that students can achieve their full educational potential (Mulatu, 2016). According to Romano (2014), effective teaching and learning is based on teacher's supervision. Teachers must consider instructional supervision as a tool to assist students succeed in their careers for monitoring activities to work. Instructional supervision appears to be more effective if it is implemented during the planning, monitoring, and feedback phases, with the supervisor working closely with the teacher both before and after the monitoring process (Okendu, 2012).

Teachers should be aware that their supervisor is there to help them be more efficient in their work (Mpofu, 2007). Teachers used to think of instructional supervision as a way of ensuring that administrators had strategies and processes in place that met the educational authority's statutory obligations (Ramin, Mohammad & Kaivan, 2014). Teachers have become increasingly aware of this concept over time, while some have grasped the benefits of monitoring. Teachers may perceive criticism as harmful in a variety of ways. Inconsistency and insufficient visit scheduling, a lack of time at school, and incorrect consultation are all examples of supervision concerns, according to UNESCO (2007).

Concerning awareness, expectancy theory of human motivation holds that a person is driven to select a certain behavior above others based on the expected consequence of that behavior (Lloyd & Mertens, 2018). On the other hand, regarding practices, the instructional supervision duties of supervisors, according to Leithwood's (1994) transformational leadership theory for education, improve teachers' classroom behaviour and overall school growth. Leithwood specifically linked supervisory transformational instructional supervision to better teacher's teaching.

According to Chanyalew (2005), proper instructional supervision practices are significant in encouraging teachers' professional development since they are typically meant to discover and exhibit various successful classroom strategies and teacher competence to encourage improved teaching and learning. Similarly, the Ministry of Education's Supervision Manual (1995) defined supervision's role in the school system as ensuring curriculum implementation, providing direct technical support to teachers, providing on-the-job training to teachers, conducting formative education program evaluation, and monitoring and evaluation. School-based instructional supervision is primarily concerned with the overall improvement of the school and the quality of education delivered to students (Daniel, & Matthew, 2016). According to the Ministry of Education (1995), the major focus of supervision has shifted to providing support for teachers and enhancing their position as important professional decision makers in the classroom. It is thought that school reform would not be possible unless teachers' education is improved. The supply of proper supervisory assistance from supervisors determines the quality of a teacher's education.

As an awareness, according to Figueroa (2006), instructional supervision entails inspiring the teachers to try innovative teaching tactics. The educational goals and standards that will be applied must be made known to the teacher. During the observation process, the observer must remain objective and keep their identity hidden. Positive feedback and necessary resources for the instructor should also be provided by the observer. The teacher's growth and learning should be a result of good supervision. Being seen serves no use unless you are growing and learning. Instructional supervision is viewed as a method of acquiring data for evaluation reasons. Instructional supervision increases the quality of student's education by enhancing the efficacy of the teacher (Kutsyuruba, 2003).

As Ekaette, & Eno, (2016), pointed out, while practicing instructional supervision as an assessment tool made it harder to foster collegiality, teamwork, and reflective practice. In contemporary practice, instructional supervision techniques are expected to focus primarily on teachers' professional development in order to improve school instructional practice and achieve the desired change in student behavior.

There is a considerable literature regarding the issue of instructional supervision. Many fundamental principles have been researched, leading to a variety of interpretations. However, unfortunately, the awareness and practices of instructional supervision have not been actually subjected to empirical evidence with private school system context even though the students' performance at these schools are relatively better. On top of it, the researcher in his twenty years of experience as instructional supervisor in five different private schools, observed that instructional supervision awareness and practices appear not to have a much more positive impact on instructional improvement as it was expected to be theoretically. The researcher has also noticed that some private school teachers perceive the supervisors as they do not provide them with what they expect, rather they are there only for formalities. The supervisors themselves seem as they do lack practical knowledge concerning on instructional supervision practice.

To fill the mentioned gap, specifically, this study examined the awareness and practices of instructional supervision in the private schools of Gulele sub city for boosting teachers' and supervisors' professional development.

2. STATEMENT OF THE PROBLEM

To any educational system's success, effective instructional supervision awareness and practice has been shown to increase teachers' professional performance and, as a result, improves students' accomplishment (Okorji & Ogbo, 2013, Esia-Donkoh & Ofosu-Dwamena, 2014). According to Okendu (2012), instructional supervision improves teaching and learning because it encourages proper guidance and planning, as well as strategizing to improve teachers' professional knowledge, skills, and experiences so that they can become more innovative in their classroom practice for academic achievement. In addition, according to Baffour-Awuah (2011), instructional supervision aids in the improvement of classroom procedures in order to assure the success of students. Instructional supervision, as one of the most important methods for supporting successful teaching in schools, aids teachers in improving the quality and quantity of their education (Ndebele, 2013).

Sergiovanni and Starratt (2007) claim that when a school's instructional supervision capacity increases, so does teaching, which leads to improved student achievement. The importance of the teacher in encouraging such a process of progress cannot be overstated. Teachers must be highly educated and well supervised in order to achieve the highest level of progress. Instructional supervision is one of the tasks of education that allows schools to improve teaching and learning as well as teacher professional development (Kutsyuruba, 2003). In keeping with this, the Ministry of Education's (MoE) Education Sector Development Program IV (ESDP) emphasized the significance of providing quality-based instructional supervision to promote educational quality (MoE, 2010).

According to Assefa (2016) and Wanzare (2012), supervision is more than just the act of teachers instructing or teaching students; it is also the action that helps teachers to enhance instruction for students. It's the process through which school principals, department heads, home room teachers and subject teachers, try to collaborate with teachers to improve teaching and learning in the school (Ndebele, 2013). Sergiovanni and Starrat (2007) state that when a school's instructional supervision capacity develops, teaching improves, resulting in improved student, achievement. However, not all academic staff including private school teachers may view instructional supervision as a constructive factor for program improvement or as a source of aid; others may see it as a threat to the teacher's (Ramin, Mohammad & Kaivan, 2014).

The way teachers view supervision in schools and classrooms, according to Oliva (1976 cited by Tesfaw & Hofman, 2012), is a critical component in determining the supervisory process' results. Furthermore, past research and publications have shown that less experienced teachers have more unfavorable attitudes regarding instructional supervision practice than more experienced teachers due to its evaluative techniques (Alemayehu 2008). They perceive supervisors as faultfinders; they are afraid that supervisors will disclose their flaws to the school administrator, and they regard supervision as of little use to them. In Africa in general, and Ethiopia in particular, however, there is a paucity of material on teacher perceptions on instructional supervision techniques (Tefaw & Hofman, 2012).

Concerning the practices of instructional supervision, researchers studied it in several Ethiopian areas. For example, Assefa (2016) investigated supervisory approaches; Ibrahim (2014) investigated supervisory perception; Dechassa (2019) investigated supervisory responsibilities; and Tesema (2014) investigated main supervisory duties. Almost all of the research mentioned above are at government schools only without incorporating private schools and concluded that supervisory techniques, processes, role methods, and supervisory skills are ineffective in boosting teacher quality and student success. In reality, supervisors are not making the necessary steps to provide in-service training for teachers in order to increase their performance. Furthermore, data from study on school instructional supervision revealed that the approach had several flaws. To mention a few, there have been insufficient possibilities to enhance the teaching and learning process; training has not been relevant to teachers' professional growth; and there have been no well-designed systematic instructional supervision and support mechanisms (Belew ,2016).

Furthermore, instructional supervision services have been in existence for decades in all nations and play an important role in educational management. Education systems, according to Wenzare (2012), rely on instructional supervision to keep a check on teaching through recognizing teachers' skills and students' accomplishment. However, the actual reality of instructional supervision has not resulted in considerable change, and supervisors have failed to adequately help teachers in addressing the obstacles of adopting the new curriculum and teaching practices (Tezera, 2020).

There are a good number of studies, including a number of comprehensive reviews, devoted to the problem of instructional supervision. However, most of the mentioned studies entirely focused in government schools' instructional supervision status only. Scope wise, most of the already researched empirical studies missed the issue of instructional supervision awareness which is the foundation for practice. They came to the recommendation that further study is needed on the perceptions and impacts of supervision on teacher practice, how supervision relates to teaching, supervision features, and the circumstances required for effective supervision. Therefore, the researcher chose to undertake this study in the Gulele sub city selected four private schools, to fill the mentioned research gap. Consequently, the study's main goals and objectives are to assess the awareness and practices of instructional supervision at the four private schools of Gulele sub city.

To address the problem under examination, the researcher prepared the following three research questions:

1. What is the awareness of school principals, department heads, home room teachers and subject teachers regarding the concept of instructional supervision in the four private schools of Gulele sub city, Addis Ababa?
2. What are the instructional supervision practices at the four private schools in Addis Ababa's Gulele sub-city?
3. What are the relationships between instructional supervision awareness and practices at the selected four private schools in Addis Ababa's Gulele sub-city?

2.1 SIGNIFICANCE OF THE STUDY

This little study not only fills a vacuum in the field's empirical research, but it also has the potential to assist a range of parties in creating and implementing instructional supervision to assist students and teachers in dealing with educational challenges. It was also hoped that the study's findings would assist school leaders understand teachers' awareness about instructional supervision so that they could better guide them in their lesson delivery. This study also hoped to help teachers so as to recognize the positive impact instructional supervision had on their professional growth.

2.2 THEORETICAL FRAMEWORK OF THE STUDY

Since awareness and practices of instructional supervision are the two key issues to be investigated in this study, the study was driven by Lawler and Suttle's, (1973) Expectancy Theory of Human Motivation for awareness and Leithwood's (1994) Transformational Leadership Theory for Education for practices. The expectation theory of human motivation states that a person would behave or act in a given manner because they are motivated to choose a specific activity over others

based on the expected outcome of that conduct. In essence, the attractiveness of the result determines the incentive for behavior selection (Lloyd & Mertens, 2018). However, the cognitive process of how an individual interprets various motivating variables, which is the outcome of having or not having adequate awareness, is at the heart of the idea (Estes, & Polnick, 2012). According to Figueroa (2006), instructional supervision entails motivating teachers to try out new teaching techniques. The teacher must be well aware of the educational goals and standards that will be used. The observer too must be well aware in order stay objective and keep their identity secret during the observing procedure (Kutsyuruba, 2003). The observer, if he is well aware, will give positive feedback and required resources to the teacher.

The transformative leadership theory for education was created by Leithwood (1994), with a major focus on supervisory positions. According to Leithwood (1994), supervisors' instructional leadership responsibilities boost teachers' classroom conduct and overall school development. Specifically, Leithwood related transformational instructional leadership by supervisors to improved teacher teaching. According to the theory, supervisors that undertake instructional supervision in schools adopt certain strategies such as: Visit to classrooms; render direct assistance to teachers; monitor students' progress; encourage teachers to visit each another's classes, organize peer observation and learn from each other; involve the teachers in deliberating on school goals; protect instructional time; check teachers' records as a way of enhancing their growth; involve teachers in governance functions; encourage teachers to experiment with new ideas; bring workshops to their schools to enhance teachers growth; share information with teachers on conferences that they attend (Ramin, Mohammad & Kaivan, 2014).

The researcher employed the Leithwood (1994) theory to construct supervisors' instructional supervision practices in the current investigation. Furthermore, the notion of expectation theory of human motivation was applied to conceive supervisors' and teachers' knowledge of instructional supervision.

2.3 CONCEPTUAL FRAMEWORK OF THE STUDY

This small quantitative study was built on a conceptual framework that demonstrates the link between supervisors and teachers' instructional supervision awareness, practices, and duty performance. Instructional supervision is an ongoing activity that helps teachers to support their professional development. Each teacher has a unique set of preferences and awareness that lead to particular responses in various settings. Each private school is a one-of-a-kind institution with its own professional environment. Teachers with high awareness of their supervisors' instructional supervisory techniques are favorably motivated, according to the Expectancy Theory of Human Motivation and Transformational Leadership Theory for Education, which are employed in this study. This leads to strong academic success, which is a sign of good instruction. Teachers that have

a low awareness of their supervisors' instructional supervisory procedures are frequently demotivated, resulting in poor professional development which is manifested on poor planning of lessons, poor classroom organization skills, poor time management, poor methods of instructions, and poor feedback to students, among others. The conceptual framework model (see Figure 1), also shows that instructional supervision is a process which can be fulfilled depending on the awareness both the teachers and supervisors. The process of instructional supervision is developmental in nature. The conceptual structure given in Figure 1 illustrates this reasoning.

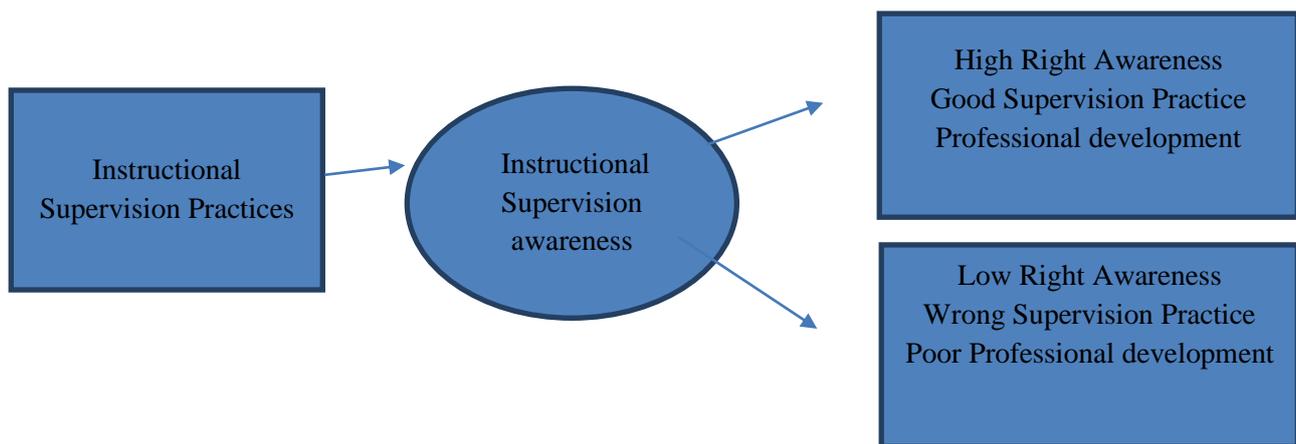


Figure 1. Conceptual Framework of The Study

3. RESEARCH DESIGN AND METHODOLOGY

The study was a descriptive survey that looked at instructional supervision awareness and practices, at four private schools in Gulele. The descriptive survey study approach was chosen because it allows to analyze facts and helps in developing an in-depth understanding of the research problem. Since it also enables to determine the behavior of people in a natural setting, description of the awareness and practice of instructional supervision in the four private schools could be meaningful.

3.1 SOURCES OF DATA

To collect quantitative data, primary and secondary data sources were employed. As a result, principals, vice principals, homeroom teachers, department heads, and subject teachers, among others, were contacted for primary data for this study. Empirical research materials were used to compile secondary data.

3.2 STUDY POPULATION AND SAMPLING TECHNIQUES

3.2.1 Study Population

Using purposive selection, the researcher chose four private schools as the study population in order to perform in-depth research on the core research topics indicated above: The survey included a total of 100 participants. In this analysis, both primary and secondary data were used. Most of the information was gathered via questionnaires.

Table 1. Number Of Sample Respondents by Sample Private Schools

Private Schools Name	Size of Academic Staff			Size of Sample Selected		
	Male	Female	Total	Male	Female	Total
Number 1 Private School	16	8	24	15	7	22
Number 2 Private School	21	11	32	19	10	29
Number 3 Private School	18	10	28	17	9	26
Number 4 Private School	17	9	26	16	7	23
Total	72	38	110	67	33	100

As it is indicated in table 1 above in the four private schools, there are 110 academic staff, from which, according to Cohen, Manion & Morrison (2000), it is enough to take 86 sample size. However, for a much more quality data, the researcher has taken a sample size of 100 which is quite well representative of the given academic staff population.

3.2.2 Sampling Techniques

This study used available and simple random sampling approach to choose participating institutions and individuals. Principals and vice principals were selected using the available sampling procedure by default since they are already there. And the remaining department heads, home room teachers and subject teachers were selected by using simple random sampling approach.

3.3 DATA COLLECTION INSTRUMENTS/TOOLS

3.3.1 Questionnaire

There were two sections to the survey questionnaire. The first half of the questionnaire focused on the respondents' origins, while the second piece examined instructional supervision awareness and

practices at four private schools in the Gulele sub-city. The surveys addressed instructional supervision's awareness and practices in regard to the teaching-learning process. As a consequence, the student researcher devised questionnaire items based on a survey of numerous relevant literature reviews and his knowledge of the subject. The items on the questionnaire were all closed, so they covered almost every possible indicator. Before each questionnaire and observation checklist was used, the instructor and other educational profession colleague's reviewed and assessed it. The questionnaire has 28-items with two variables (awareness and practices). Each of the two scales contains 15 and 13 items respectively. The instructional supervision awareness scale items: 1 up to 15. The instructional supervision practice scale items 16 up to 28. To check the reliability of the tool in this study, pilot study was conducted at another private school found in Kolfe Keranio sub city with 31 respondents and the results produced the following reliability coefficients.

Table 2. Pilot Test Reliability of The Scales in The Present Study

Instrument	Cronbach Alpha	Number Of Items
Awareness	.840	15
Practices	.903	13
For total	.925	28

3.3.2 Observations

Observations were also conducted at the four private schools chosen to determine if the written responses of the principals, vice principals, home room teachers, department heads, and subject teachers related to what was actually happening in the schools. In doing so, since the study is quantitative, quantitative observation, like number of academic staff, the sex of academic staff, the pre and post discussion with the supervisor and instructional supervision check list was observed.

3.4 DATA ANALYSIS

The raw data acquired in the field was methodically processed, tallied, processed, sorted, and presented. Based on the nature of the core issues and data acquired, percentages, mean, standard deviation, t-test, statistical significance(P-value) and effect size was analysed using SPSS version 25. Descriptive and inferential statistical analysis were used to define the characteristics of the respondents and to examine the awareness and practices of instructional supervision at four private schools. Descriptive statements were used, with average mean scores ranging from 1.00- 2.49 for low, 2.50-3.49 for moderate, 3.50-4.49 for high, and 4.50-5.00 for extremely high, respectively. Finally, conclusions were drawn.

3.5 ETHICAL CONSIDERATIONS

Procedures such as informed consent, absence of danger or damage, confidentiality, and anonymity are usually regarded to be effective in overcoming ethical issues. Research ethics, according to Creswell (2003), relates to the moral side of research, or what is right and wrong when performing research. In this regard, the researcher personally notified four private school principals about the study's purpose and the issue of anonymity. Meanwhile, in the introduction letter, the researcher said that each participant would be identified by a code, that no personal data would be divulged, and that all information provided would be kept confidential.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The information was separated into two categories: respondents' backgrounds and replies to the research questions.

4.1 CHARACTERISTICS OF RESPONDENTS

Table 3. Characteristics Of Respondents by Age and Sex.

No	Items		Results	
			No	Percent
1	Age	a) Below 21	0	0%
		b) 22-30	50	50%
		c) 31-40	23	23%
		d) 41-50	7	7%
		e) ≥ 50	20	20%
		Total	100	100%
2	Sex	Male	67	67%
		Female	33	33%
		Total	100	100%

As stated in table 3 item 1, the majority of the respondents (50%) were of a reasonable age. They are mostly between the ages of 22 and 30 (50%). It was also discovered that 23 (23%) of those polled were between the ages of 31 and 40. 7 respondents were between the age of 41 to 50. In addition, 20 (20%) of the school's respondents were beyond the age of 50. This meant that the maturity of the school's staff might help them govern their schools properly and successfully. In terms of gender distribution, males made up 67 percent of the respondents. The female respondents' representation in

the chosen private schools, which was 33 percent, was considered inadequate. As a result, in the study's sample sites, males made up the majority of respondents. In addition, private school employees were overwhelmingly male.

Table 4. Respondents Qualification

No	Items		Result	
			No	Percentage
1	Qualification	Certificate	0	0%
		Diploma	14	14%
		BA/ BSC	71	71%
		MA/MSc	15	15%
		PhD	0	0%
		Total	100	100%

According to Table 4, item 1, 14% of respondents have a diploma, 71 percent have a BA/BSC, and 15% have an MA/MSc degree, respectively. The deduction that could be made from this analysis is that there seem to be more BA/BSC degree holders in the selected four private schools than their diploma and masters' counterparts. The results also show that all the study participants were professional (trained). As a result of the observed qualification distribution, the participants could provide useful information on instructional supervision awareness and practices in their respective contexts. In contrast to this finding, research done by Ndebele (2013) in Zimbabwe's Tsholotsho area indicated that there were relatively few qualified teachers in the schools. He discovered that the people who were found in this school were mostly untrained people who had no other option.

Table 5. Work Experience of Respondents

No	Items		Result	
			No	Percentage
1	Work Experience	a) Below5	37	37 %
		b) 6-10 years	23	23 %
		c) 11-15 years	12	12 %
		d) 16-20 years	8	8 %
		e) Above20 years	20	20 %
		Total	100	100%

Table 5 reveals that less than five years, six to ten years, eleven to fifteen years, sixteen to twenty years, and more than twenty years were served by 37 (37 percent), 23 (23 percent), 12 (12 percent), 8 (8 percent), and 20 (20 percent) of the respondents, respectively. Twenty percent of the respondents have been at the school for more than 20 years. This suggests that the majority of respondents 60 % worked for 1-10 years, whereas 20% of the respondents worked for less than 20 years and greater than ten years. This shows that the greater number (80%) of the teaching force investigated is less than 20 years experienced. This may be attributed to the fact that most teachers are not staying in the field for long. They may go on to seek very hot salary in other private or government institutions. Supervisors must pay greater attention to teachers with less experience, such as this group, than to those with more experience. This emphasizes the significance of close instructional supervision in these four private institutions especially for the less experienced once.

Table 6 A. Respondents Awareness About Instructional Supervision at The Selected Four Private Schools

Items	N	Mean	Standard Deviation	t- test	Sig (2tailed)
1. I have a good understanding of instructional supervision activities.	100	3.95	1.123	1.594	0.114
2. I understand how important instructional supervision is.	100	4.21	.946	0.883	0.380
3. I believe instructional supervision is beneficial to ongoing professional development.	100	4.26	1.021	1.377	0.172
4. Implementing instructional supervision, in my opinion, necessitates stakeholder participation.	100	4.02	.974	-.727	0.469
5. I believe that instructional supervision is a useful technique for assessing the effectiveness of a particular instructional program in meeting school objectives.	100	4.16	.972	0.279	0.781
6. I feel that instructional supervision can help students learn more effectively.	100	4.20	.995	-.725	0.470
7. I am well aware that curriculum implementation is monitored and evaluated by instructional supervision.	100	3.85	.914	0.475	0.636

Significant at .05 alpha level



Table 6 A, item 1 had a mean and a standard deviation score of (M=3.95, SD=1.123) suggesting that the majority of respondents had a high understanding of instructional supervision activities.

This shows that instructional supervision is well-known in the four private schools.

The respondents were asked about their understanding concerning how important instructional supervision is in schools, as indicated in Table 6 A, item 2, and the results indicate that the majority of them were understood the importance of instructional supervision highly having the mean and standard deviation value of (M=4.21, SD=. 946) in private school.

The respondents' mean and standard deviation score for item 3 in Table 6, A was (M=4.26, SD= 1.021), showing that the majority of respondents highly believed instructional supervision is beneficial to ongoing professional development at school. The responders' average score and standard deviation for item 4 in Table 6 A, was (M=4.02, SD= .974), As a result of this result, it is highly reasonable to assume that at the selected four private schools while implementing instructional supervision, they necessitate stakeholder’s participation. The respondents' mean and standard deviation score was (M=4.16, SD=.972) as shown in Table 6 A, item 5, demonstrating that respondents highly believe that instructional supervision is a useful technique for assessing the effectiveness of a particular instructional program in meeting school objectives. Table 6 A, item 6 had a mean and a standard deviation score of (M=4.20, SD= .995) suggesting that the majority of respondents had a high awareness instructional supervision can help students learn more effectively. This shows that instructional supervision is highly useful for the better learning and teaching process in the four private schools. The respondents were asked about their understanding concerning their awareness about monitoring and evaluation of curriculum implementation by using instructional supervision in schools, as indicated in Table 6 A, item 7, and the results indicate that the majority of them were highly aware about the importance of instructional supervision for monitoring and evaluation of curriculum implementation having the mean and standard deviation value of (M=3.85, SD=. 914) in the four private schools.

Table 6, B. Respondents Awareness About Instructional Supervision at The Selected Four Private Schools

Items	N	Mean	Standard Deviation	t-test	Sig (2tailed)
8. I strongly believe that during the pre-observation conference, assessment method of students understanding needs to be addressed.	100	4.01	0.937	0.754	0.453

9. I strongly believe that the supervisor has to discuss about how the teacher will actively engage students in learning during the pre-observation discussion.	100	4.01	1.141	-.310	0.757
10.I strongly believe that the supervisor has to discuss about the day’s instructional objectives with the teacher during the pre-observation conference.	100	3.73	1.254	0.015	0.988
11.I am well aware that the supervisor has to identify performance strengths of the supervised teacher during the post-observation meeting.	100	4.03	1.029	1.452	0.150
12.After seeing the teacher's teaching, the supervisor must offer immediate useful comments including areas in which the teacher can improve.	100	4.30	1.040	0.796	0.428
13.I am well aware that teachers benefit from instructional supervision since it enables them to engage in professional dialogue with one another.	100	4.16	0.992	0.273	0.785
14. I strongly believe that instructional supervision helps teachers to improve their annual and weekly lesson plan preparation.	100	4.19	1.080	0.445	0.657
15.For the interest of educational progress, the school supervisor evaluates the teachers work without having predetermined format. (Surprise Supervision.)	100	3.41	1.129	1.042	0.300

Significant at .05 alpha level

Table 6 B, question 8, had a mean and standard deviation of ($M=4.01$, $SD=.937$), indicating that the majority of respondents strongly aware that the assessment technique of students' understanding should be discussed during the pre-observation meeting. As indicated in Table 6 B, item 9, the respondents were asked whether they were aware that the supervisor must discuss how the teacher will actively engage students in learning during the pre-observation discussion or not in schools, and the results show that the majority of them were highly aware that the supervisor must discuss how the teacher will actively engage students in learning during the pre-observation discussion or not having the mean and the standard deviation value of ($M=4.01$, $SD=1.141$). The mean and standard deviation score for item 10 in Table 6 B was ($M=3.73$, $SD= 1.254$), indicating that the majority of respondents strongly agreed that the supervisor and the teacher should discuss the day's teaching objectives during the pre-observation meeting. The responders' average score and standard deviation for item 11 in Table 6 B, was ($M=4.03$, $SD= 1.029$), As a result of this finding, it's safe to believe that the respondents at the four private schools were well aware that at the post-observation meeting, the supervisor must identify the monitored teacher's performance strengths. The respondents' mean and standard deviation score was ($M=4.30$, $SD=1.040$) as shown in Table 6 B, item 12, demonstrating that respondents highly aware that after seeing the teacher's teaching, the supervisor must offer immediate useful comments including areas in which the teacher can improve. The mean and standard deviation scores for Table 6 B, item 13 was ($M=4.16$, $SD=.992$), indicating that the majority of respondents were aware that instructional supervision benefits teachers by allowing them to engage in professional discussion with one another. This demonstrates that instructional supervision is extremely beneficial for teachers since it allows them to engage in professional discussion with one another in the four private schools. As shown in Table 6 B, item 14, the respondents were asked about their awareness of whether instructional supervision helps teachers improve their annual and weekly lesson plan preparation or not in schools, and the results show that the majority of them were highly aware that instructional supervision helps teachers improve their annual and weekly lesson plan preparation, with a mean and standard deviation value of ($M= 4.1$, $SD=1.080$). In Table 6 B, the average score and standard deviation for item 15 were ($M=3.41$, $SD=1.129$). As a result of this result, it's safe to assume that the respondents at the four private schools were moderately aware that for the interest of educational progress, the school supervisor evaluates the teachers work without having predetermined format (Surprise Supervision.). The t-test and p-values were also 1.042 and 0.300, respectively.

Respondents Awareness Difference on Instructional Supervision Based on Sex

Table 7. Independent Sample T-Test of Respondents Awareness Regarding Instructional Supervision Based on Sex

Group Statistics						Independent Sample T-test		
Awareness for Instructional Supervision	Sex	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
	M	67	61.0448	10.75264	1.31364	.711	98	.479
	F	33	59.3636	11.85806	2.06422			

As can be seen from Table 7 above, no significant mean difference between the sample population was observed ($p=0.479$). This implies that Since $p > 0.05$ there was no significant awareness difference between male and female respondents about instructional supervision at the selected four private schools.

Respondents Awareness Difference on Instructional Supervision Based on Qualification

Table 8. Multiple Comparison of Respondents Awareness Regarding Instructional Supervision Based on Qualification

Multiple Comparisons

Dependent Variable: Total on awareness
Tukey HSD

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Diploma	Degree	2.29779	3.26484	.762	-5.4733	10.0688
	Masters	.14286	4.14892	.999	-9.7325	10.0182
Degree	Diploma	-2.29779	3.26484	.762	-10.0688	5.4733
	Masters	-2.15493	3.17263	.776	-9.7065	5.3966
Masters	Diploma	-.14286	4.14892	.999	-10.0182	9.7325
	Degree	2.15493	3.17263	.776	-5.3966	9.7065

The mean difference is significant at the 0.05 level

As can be seen from Table 8 above, on the multiple comparisons, there was no significant mean difference between the diploma holder with degree holders and diploma with masters the p values are ($p=0.762$) and ($p=0.999$). This implies that Since $p > 0.05$ there was no significant awareness difference between diploma with degree and diploma with master's holder respondents about instructional supervision at the selected four private schools. Similarly, in the comparison of degree with diploma and degree with masters, the p values are $p=0.762$ and $p=0.776$ respectively. This implies that since $p > 0.05$ there was no significant awareness difference between degree with diploma and degree with master's holder respondents about instructional supervision at the selected four private schools. In line with this, in the comparison of master's holders with diploma and masters with degree holders, the p values are $p=0.999$ and $p=0.776$ respectively. This implies that since $p > 0.05$ there was no significant awareness difference between masters with diploma and masters with degree holder respondents about instructional supervision at the selected four private schools.

Table 9 A. The Practices of Instructional Supervision at The Selected Four Private Schools

Items	N	Mean	Standard Deviation	t-test	Sig (2tailed)
1. Teachers are organized to undertake peer observation (Collegial Supervision) among themselves at the school.	100	3.96	1.118	0.129	0.898
2. The supervisor records important information about the teaching and learning process, including what the teacher and students are doing.	100	4.13	1.041	0.059	0.953
3. The school establishes a welcoming environment by providing necessary materials in which instructional supervision activities can take place.	100	4.04	.963	0.510	0.611
4. Supervisors pay close attention to the teacher's teaching from start to finish.	100	3.85	1.132	0.571	0.569
5. The supervisor assists teachers in improving their teaching methods by telling and showing the better teaching methods.	100	3.99	1.096	-0.064	0.949
6. The supervisor discusses with teachers to improve their classroom management strategies.	100	4.05	1.167	1.778	0.078
7. The supervisor assists teachers in improving their use of continuous assessment by showing how to make it regularly.	100	3.95	1.048	-0.739	0.462

Table 9 A, question 1, had a mean and standard deviation of (M=3.96, SD=1.118), showing that teachers are organized to conduct peer observation (Collegial Supervision) among themselves at the school as an instructional supervision practice. According to Table 9 A, item 2, respondents were asked whether the supervisor records important information about the teaching and learning process, including what the teacher and students are doing, and the results show that the supervisor highly does, with a mean and standard deviation score of (M=4.13, SD=1.041). The mean and standard deviation score for item 3 in Table 9 A was (M=4.04, SD= .963), indicating that the majority of respondents highly agreed that the school establishes a welcoming environment by providing necessary materials in which instructional supervision activities can take place. In Table 9 A, the average score and standard deviation for item 4 were (M=3.85, SD=1.132). As a result of this high average value discovery, it's safe to assume that supervisors pay close attention to the teacher's teaching process from beginning to end. The respondents' mean and standard deviation score was (M=3.99, SD=1.096) as shown in Table 9 A, item 5, demonstrating that the supervisor highly assists teachers in improving their teaching methods by telling and showing the better teaching methods. The mean and standard deviation scores for Table 9 A, item 6 was (M=4.05, SD=1.167), indicating that the supervisor discusses with teachers to improve their classroom management strategies. The respondents were asked whether the supervisor assists teachers in improving their use of continuous assessment by showing how to make it regularly or not in schools, as shown in Table 9 A, item 7, and the results show that the majority of them highly agreed that the supervisor assists teachers in improving their use of continuous assessment by showing how to make it regularly, with a mean and standard deviation value of (M= 3.95, SD=1.048).

Table 9 B. The Practices of Instructional Supervision at The Selected Four Private Schools

Items	N	Mean	Standard Deviation	t-test	Sig (2tailed)
8. The supervisor helps teacher to prepare and use instructional aids more effectively using pedagogy materials.	100	3.92	1.125	-0.497	0.620
9. The supervisor help teachers to improve their test /exam/quiz preparation skills by providing model questions.	100	3.57	1.085	-1.417	0.160
10. During supervision, a supervisor assumes the role of a colleague rather than a boss.	100	3.58	1.232	0.540	0.590
11. The supervision result is used as the reference for the next program.	100	3.87	1.031	-0.059	0.953
12. Supervisors leave after supervision by only sending the written comments rather than engaged in face-to-face dialogue.	100	2.87	1.405	-0.800	0.426
13. Supervisors sit at the back of the classroom during supervision.	100	3.95	1.086	-2.332	0.022

The mean and standard deviation of Table 9 B, question number 8, were (M=3.92, SD=1.125), indicating that the supervisor greatly assists teachers in preparing and using instructional aids more successfully using pedagogical materials. Respondents were asked whether the supervisor helps teachers enhance their test/exam/quiz preparation skills by providing model questions in Table 9 B, item 9, and the results suggest that the supervisor does, with a mean and standard deviation score of (M=3.57, SD=1.085). The mean and standard deviation score for item 10 in Table 9 B was (M=3.58, SD= 1.232), indicating that the majority of respondents highly agreed that during supervision, a supervisor assumes the role of a colleague rather than a boss. For item 11, the average score and standard deviation were (M=3.87, SD=1.031) in Table 9 B. It's acceptable to presume that the supervision result is used as the reference for the next program as a result of this high average value finding. As shown in Table 9 B, item 12, the respondents' mean and standard deviation score was (M=2.87, SD=1.405), indicating that supervisors will not leave after supervision by only sending written comments rather than engaging in face-to-face dialogue. Table 9 B, item 13 had a mean and standard deviation of (M=3.95, SD=1.086), indicating that supervisors sit in the back of the classroom when supervising.

Respondents Practice Response Difference on Instructional Supervision Based on Sex

Table 10. Independent Sample T-Test for Respondents Practice Response Regarding Instructional Supervision Based on Sex

Group Statistics						Independent Sample T-test		
Respondents Practices Response Difference on Instructional Supervision	Sex	N	Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
	M	67	49.5522	9.41675	1.15044	-.261	98	.795
	F	33	50.0909	10.28459	1.79032			

As can be seen from Table 10 above, there was no observed significant mean difference between the sample population (p=0.795). This implies that Since $p > 0.05$ there was no significant difference between male and female respondents' response about instructional supervision practice at the selected four private schools.

Respondents Practice Response Difference on Instructional Supervision Based on Qualification

**Table 11. Multiple Comparison of Respondents Practice Response Difference Regarding Instructional Supervision Based on Qualification
Multiple Comparisons**

Dependent Variable: Practice total

Tukey HSD

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Diploma	Degree	2.90543	2.83791	.564	-3.8494	9.6603
	Masters	3.28571	3.60638	.635	-5.2983	11.8697
Degree	Diploma	-2.90543	2.83791	.564	-9.6603	3.8494
	Masters	.38028	2.75776	.990	-6.1838	6.9444
Masters	Diploma	-3.28571	3.60638	.635	-11.8697	5.2983
	Degree	-.38028	2.75776	.990	-6.9444	6.1838

The mean difference is significant at the 0.05 level

As can be seen from Table 11 above, on the multiple comparisons, there was no significant mean difference between the diploma holder with degree holders and diploma with masters the p values are ($p=0.564$) and ($p=0.635$). This implies that Since $p > 0.05$ there was no significant difference between diploma with degree and diploma with master's holder respondents about instructional supervision practices at the selected four private schools. Similarly, in the comparison of degree with diploma and degree with masters, the p values are $p=0.564$ and $p=0.990$ respectively. This implies that since $p > 0.05$ there was no significant difference between degree with diploma and degree with master's holder respondents' response about instructional supervision practices at the selected four private schools. In line with this, in the comparison of master's holders with diploma and masters with degree holders, the p values are $p=0.635$ and $p=0.990$ respectively. This implies that since $p > 0.05$ there was no significant difference between masters with diploma and masters with degree holder respondents' response about instructional supervision practices at the selected four private schools.

The Correlations Between Instructional Supervision Awareness and Practices

Table 12. The Correlations Between Instructional Supervision Awareness and Practices at The Selected Four Private Schools

Instructional Supervision Awareness and Practices Correlations	<i>N</i>	<i>Pearson Correlations</i>	<i>Sig.(2-tailed)</i>
	100	.785	.000

Correlation is significant at the 0.01 level (2-tailed)

As can be seen from Table 12 above, on the correlations between instructional supervision awareness and practices at the selected four Private Schools, since there was a Pearson correlation value of 0.785 which is under the category of high, there is high and positive relationship between instructional supervision awareness and practices. Similarly, as it is indicated in the above table, the significant value between the instructional supervision awareness and practice is also perfectly significant at the p value of 0.000.

5. DISCUSSION OF FINDINGS

5.1 DISCUSSION FOR AN AWARENESS OF INSTRUCTIONAL SUPERVISION AT PRIVATE SCHOOLS

The following discussions were formed based on the key findings:

1. The job experiences and educational levels of the research area's teacher and principal respondents were determined to be sufficient for gathering appropriate data for this study and contributing to the provision of high-quality education if effectively managed and supported. In contrast to this finding, Ndebele (2013) found that there were very few competent teachers in the schools in Zimbabwe's Tsholotsho district. He realized that the respondents found in this school were primarily uneducated people who had no other choice.

2. The awareness of instructional supervision activities were regarded highly by principals, vice principals, homeroom teachers, department heads, and subject teachers in the selected four private schools. This demonstrates how an awareness of instructional supervision activities as an emerging school development method in private schools can enrich staff members from participating in and solving multifaceted challenges, as well as realizing the private schools' vision, purpose, and values.

In support of the preceding finding, according to Esia and Ofori (2014), the replies provided by the respondents for instructional supervision demonstrated the respondents' awareness of instructional supervision and its use in the growth of their teaching experience. Similarly, according to Kutsyuruba, (2003), the majority of respondents considered instructional supervision to be crucial for their professional careers based on an investigation of ideal conceptions of supervisory techniques. In addition, the results of the t-test and p-values were respectively $t = 1.594$ and $p = 0.114$. Because $p > 0.05$, the responses of the males and the females were not significantly statistically different, which is good to have more or less identical awareness concerning instructional supervision activities.

3. In terms of the respondents' understanding about the general importance of instructional supervision, the majority of respondents in the four private schools responded was high. This demonstrates that the staff members of the selected four private schools do have good understanding about the importance of instructional supervision. In addition, the results of the t-test and p-values were respectively $t = 0.883$ and $p = 0.380$. Because $p > 0.05$, the responses of the males and the females were not significantly statistically different indicating that in the selected four private schools, respondents do have similar awareness about the merits of instructional supervision.

4. Concerning the respondents' awareness on instructional supervision's benefit for ongoing professional development, the majority of respondents in the four private schools responded was high. From this, it is clear that the four private schools' awareness on instructional supervision's benefit for ongoing professional development. Because of their devotion to administrative chores, the heads of the four private schools were not only focused on managing the schools' general planning activities, but they were also focused on specific instructional aims, according to the findings of this mini study. Dechassa, (2019) found a similar outcome, suggesting that teachers trust their supervisors to establish good attitudes about school-based supervision and instruction, resulting in the success of a specific instructional program. Teachers' capacity to offer high-quality education is severely harmed when they can't trust their supervisors. As a result, teachers' perceptions of supervision are important for improving the efficacy of a certain educational program. Nedebele, 2013 has got a different finding as he stated: "The study showed that supervision offered lacked relevance to instructional improvement. Teachers also felt that supervision offered lacked meaningful feedback." (pp.55). On top of it, the results of the t-test and p-values were respectively $t = 1.377$ and $p = 0.172$. Because $p > 0.05$, the responses of the males and the females were not significantly statistically different indicating that in the selected four private schools, respondents do have similar awareness about the merits of instructional supervision towards ongoing professional development.

5. The majority of personnel at the four private schools have a high degree of knowledge (awareness) about how to undertake instructional supervision that requires stakeholder engagement, according to the study's findings. As a result, it's reasonable to assume that the academic staff members of these private schools hold strong beliefs that instructional oversight is critical and requires stakeholder

involvement. There was no statistically significant difference between the male and female replies since $p > 0.05$. The findings show that the importance of stakeholder engagement in the implementation of instructional supervision is shared by all four private schools.

6. The employment of instructional supervision as a tool for measuring the efficacy of a particular instructional program in attaining school objectives was also well-known among respondents. This clearly demonstrated that respondents were aware of the use of instructional monitoring as a tool for determining the efficacy of a particular instructional program in meeting school objectives. This finding is comparable to that of Ekaette and Eno (2016), who found that instructional supervision is a technique that an educational leader may use to assist teachers improve both their teaching abilities and their students' learning processes. The t-test and p-values were also -.727 and 0.469, respectively indicating as there was no statistically significant difference between the male and female replies since $p > 0.05$.

7. Instructional supervision, according to respondents, can help students learn more effectively, and there was a high level of awareness. As a result, instructional supervision clearly shown that it can assist students in learning more efficiently. The findings of this study back up Farrell's (2011) claim that instructional supervision is one of the most common ways of commenting on pedagogical techniques that may aid students in learning more effectively. This result corroborated Okendu's (2012) findings, which found that supervisors' instructional supervision has a substantial impact on students' ability to learn more successfully. In addition, the results of the t-test and p-values were respectively $t = -.725$ and $p = 0.470$. Because $p > 0.05$, the responses of the males and the females were not significantly statistically different, which is good to have more or less identical awareness concerning the advantage of instructional supervision towards helping and students so as to learn more effectively.

8. According to the findings of the study, the majority of employees at the four private schools have a high level of knowledge (awareness) that curriculum implementation is monitored and reviewed by instructional supervision. As a consequence, it's safe to presume that curriculum implementation is examined and altered under the supervision of instructional staff. Sergiovanni and Starratt (2007) stressed the importance of providing teachers with the time and resources (teaching materials, media, books, and devices) to reflect on their practice before monitoring curriculum implementation through instructional supervision. The t-test and p-values were also 0.475 and 0.636, respectively. Since $p > 0.05$, there was no statistically significant difference between male and female responses. The data reveal that all four private schools had the same understanding of how instructional supervision monitors and evaluates curriculum implementation.

9. During the pre-observation meeting, the assessment technique of students' comprehension has to be addressed, according to the high responses from staff of four private schools. As a consequence of this finding, we may deduce that both the supervisor and the subject teacher were in agreement about the assessment procedures to be utilized in the classroom, as was theoretically intended. Additionally, the t-test and p-values were $t = 0.754$ and $p = 0.453$, respectively. Because $p > 0.05$, the replies of males and females were not statistically substantially different, which is positive because it means that they are more or less on the same page when it comes to identifying the evaluation procedures to be utilized during the pre-observation meeting.

10. According to the study's findings, the majority of academic professionals at the four private schools believe that the supervisor should outline how the teacher would actively involve students in learning during the pre-observation chat. As a result, it's reasonable to assume that these private schools' academic staff members believe strongly in the necessity of active student participation in the teaching and learning process, which should be reflected in instructional supervision time as well. $T = -0.310$ and $p = 0.757$, respectively, were the t-test and p-values. There was no statistically significant difference between male and female replies since $p > 0.05$. The findings of this study back up Mpfu's claim that most teachers prefer pre-observation discussions with their supervisors about the sessions to be watched and how the teacher would actively engage pupils (2007). The supervisor should also be friendly, understanding, and accommodating, according to them.

11. Respondents had a high degree of knowledge (awareness) during the pre-observation conversation that the supervisor must communicate with the teacher about the day's teaching objectives. It is clear from this that the supervisor discussed the day's instructional objectives with the teacher during the pre-observation talk, which is extremely important. According to Lucio and McNeil (1979), cited by Dechassa, the pre-observation conference is the improvement cycle in which the teacher discusses to the supervisors the educational objectives, techniques, and evolution strategies he or she wants to use in the lesson to be observed (2019). As a result, obtaining consent and agreement from the teachers should be the major purpose of the pre-class observation session. Since the t-test was also 0.015 which is $p > 0.05$, there was statistically significant difference between male and female responses. The data reveal that all four private schools had no the same understanding concerning the day's teaching objectives discussion during the pre-observation conference.

12. The majority of personnel at the four private schools are well aware that the supervisor has to identify performance strengths of the supervised teacher during the post-observation meeting, according to the study's findings. As a result, it's reasonable to assume that the academic staff members of these private schools hold strong beliefs that the supervisor has to identify performance strengths of the supervised teacher during the post-observation meeting. In addition, the t-test and p-values were $t = 1.452$ and $p = 0.150$, respectively. There was no statistically significant difference

between the male and female replies since $p > 0.05$. The findings show that the importance identifying and talking the performance strengths of the supervised teacher during the post-observation meeting is shared by all four private schools.

13. After seeing the teacher's teaching, the supervisor must offer immediate useful comments including areas in which the teacher can improve, according to the respondents' awareness test with high responses. As a result, it is easy to conclude that after seeing the teacher's teaching, the supervisor was providing immediate useful comments including areas in which the teacher can improve. This finding is also in line with Baffour (2011), who stated that visiting classes and providing feedback to teachers is one of the primary responsibilities of supervisors. Feedback may be used by teachers to reflect on what transpired throughout the teaching-learning process. When offered honestly, feedback, according to Blasé & Blasé (2004), cited by Baffour (2011), should not be a formality, but rather should work as a direction for instructional improvement. However, the findings of Ndebele's 2013 study contradicted this, since teachers also thought that monitoring provided lacked relevant input. Furthermore, the t-test and p-values were $t = 0.796$ and $p = 0.428$, respectively. Because $p > 0.05$, the responses of males and females were not statistically substantially different, which is desirable to have more or less identical awareness during the pre-observation conference, useful comments including areas in which the teacher can improve has to be addressed.

14. According to the study's high findings, the majority of academic employees at the four private schools firmly feel that teachers benefit from instructional supervision since it enables them to engage in professional dialogue with one another. As a consequence, it's reasonable to presume that the academic staff members of these private schools are firm believers that teachers benefit from instructional supervision since it enables them to engage in professional dialogue with one another. In addition, the t-test and p-values were $t = 0.273$ and $p = 0.785$, respectively. Since $p > 0.05$, there was no statistically significant difference between male and female responses.

15. In terms of the respondents' awareness about whether they strongly believe that instructional supervision helps teachers to improve their annual and weekly lesson plan preparation or not was high. This demonstrates that the staff members of the selected four private schools strongly believe that instructional supervision help teachers to improve their annual and weekly lesson plan preparation. In addition, the results of the t-test and p-values were respectively $t = 0.445$ and $p = 0.657$. Because $p > 0.05$, the responses of the males and the females were not significantly statistically different indicating that in the selected four private schools, respondents do have similar awareness about the merits of instructional supervision to improve their annual and weekly lesson plan preparation.

16. The majority of employees at the four private schools are aware that the school supervisor reviews teachers' performance without regard to a fixed format in the benefit of educational growth. According to the conclusions of the research, "Surprise Supervision. "As a consequence, it's acceptable to suppose that the academic staff members of these private schools believe strongly that the school supervisor analyzes the teachers' performance without regard to a preset format in the sake of educational advancement. In addition, the t-test and p-values were $t = 1.042$ and $p = 0.300$, respectively. Since $p > 0.05$, there was no statistically significant difference between male and female responses. The data demonstrate that the school supervisor reviews the performance of the instructors without following a preset structure in all four private schools.

17. There was no significant mean difference between the two genders in the sample populations ($p=0.479$). Since $p > 0.05$, there was no statistically significant difference between male and female respondents' replies on instructional supervision awareness at the four private schools evaluated. Similarly, there was no significant variation in mean qualifications between the sample populations. This suggests that there was no significant difference in replies on instructional supervision awareness among diploma, degree, and masters graduating respondents at the four private institutions analyzed, as all $p > 0.05$.

5.2 DISCUSSION FOR PRACTICES OF INSTRUCTIONAL SUPERVISION AT PRIVATE SCHOOLS

1. There was no significant mean difference between the sample populations' two genders ($p=0.795$). This means that there was no significant difference in male and female respondents' responses on instructional supervision practice at the four private schools studied since $p > 0.05$. Similarly, there was no significant mean difference between the sample populations' qualifications. This means that there was no significant difference between diploma, degree and masters graduating respondents' responses on instructional supervision practice at the four private schools studied since for all $p > 0.05$.

2. According to the respondents' high replies, teachers are organized to undertake peer observation (Collegial Supervision) among themselves at the school. This shows that at these four private schools, practically, peer observation is being implemented more effectively on a frequent basis. In addition, the t-test and p-values were $t = 0.129$ and $p = 0.898$, respectively. Since $p > 0.05$, there was no statistically significant difference between male and female responses concerning collegial supervision practice which is good to have more or less identical response.

3. The supervisor records important information about the teaching and learning process, including what the teacher and students are doing in the selected four private schools, according to the respondents' high responses. As a result, it is easy to conclude that the supervisor keeps well the track

of important details about the teaching and learning process, such as what the teacher and students are performing. Ndebele (2013), who agrees with this finding, though his finding was different from what he believes, views the main goal of instructional supervision recording as enhancing instructors' professional progress by providing them with feedback on effective teaching and learning processes. Furthermore, the t-test and p-values were $t = 0.059$ and $p = 0.953$, respectively. Because $p > 0.05$, the responses of males and females were not statistically substantially different, which is desirable to have more or less identical responses concerning whether the supervisor records important information or not.

4. According to the respondents' high replies, the school establishes a welcoming environment by providing necessary materials in which instructional supervision activities can take place. This shows that in the selected four private schools of Gulele sub city there is no as such material shortage for the proper implementation of instructional supervision. On top of it, it can be concluded that these schools do have a well conducive atmosphere for practicing instructional supervision promptly. In addition, the t-test and p-values were $t = 0.510$ and $p = 0.611$, respectively. Since $p > 0.05$, there was no statistically significant difference between male and female responses concerning the school establishes a welcoming environment by providing necessary materials which is good to have more or less identical response.

5. Supervisors pay close attention to the teacher's instruction from beginning to conclusion, according to the respondents' high answers. As a consequence, supervisors clearly demonstrated that they pay careful attention to the teacher's class from beginning to end. This finding is also consistent with research referenced in Gaziel (2007), which found that supervisors at higher-achieving schools spent more time in direct classroom monitoring and working with teachers from beginning to finish than their counterparts in lower-achieving schools. The p-values for the t-test and the p-values for the p-values were $t = 0.571$ and $p = 0.569$, respectively. Because $p > 0.05$, male and female replies were not statistically significantly different, which is preferable to having more or less same responses on whether or not supervisors pay careful attention to the teacher's instruction from beginning to end.

6. The supervisor, according to the high responses, helps teachers improve their teaching skills by explaining and demonstrating them improved teaching methods. This demonstrates that, in practice, the supervisor at these four private schools is doing all possible to enhance teaching methods, which is likely the secret to the private schools' success. The t-test and p-values, respectively, were $t = -0.064$ and $p = 0.949$. Because $p > 0.05$, there was no statistically significant difference between male and female replies when it came to whether or not the supervisor assists teachers in improving their teaching abilities by explaining and showing improved teaching approaches.

7. In addition, the supervisor meets with teachers to explore ways to enhance classroom management practices. according to the high answers of the responders as a consequence, it's easy to conclude that instructional supervision at the four private schools described above aided in the development of classroom management tactics. Educational monitoring aids the teacher in classroom management by increasing his or her alertness. According to Okendu (2012), how a teacher handles his class is typically considered as a measure of his teaching efficacy as well as the consequence of instructional supervision. Learning is an activity that takes place in an environment free of disruptions and distractions, which the supervisor's comment must address. The t-test and p-values were also $t = 1.778$ and $p = 0.078$, respectively. Because $p > 0.05$, the replies of males and females were not statistically significantly different, which is good when it comes to whether the supervisor meets with teachers to discuss methods to improve classroom management techniques or not.

8. The supervisor, according to the high responses, assists teachers in improving their use of continuous assessment by demonstrating how to do so on a regular basis. This illustrates how the supervisor motivates teachers to use continuous assessment more successfully by displaying data on a regular basis. According to Burton et al. (2011), supervision is defined as the principal's efforts to help teachers and provide ongoing assessment preparation assistance, as well as the use of instructional tools to foster teacher progress. The t-test and p-values, respectively, were $t = -0.739$ and $p = 0.462$. Because $p > 0.05$, there was no statistically significant difference between male and female replies when it came to whether or not the supervisor helps teachers improve their use of continuous assessment by demonstrating how to do so on a frequent basis.

9. According to the high response rate, the supervisor assists teachers in better preparing and implementing instructional aids through the use of pedagogical materials. This suggests that, in practice, the supervisors at these four private schools are doing everything they can to create and employ instructional aids more effectively utilizing pedagogy materials, which is likely the key to their success. The t-test and p-values, respectively, were $t = -0.497$ and $p = 0.620$. Because $p > 0.05$, the replies of males and females were not statistically significantly different, which is ideal for determining if the supervisor supports teachers in better developing and executing instructional aids through the use of pedagogical resources.

10. The supervisor, based on the high response rate, assists teachers in improving their test/exam/quiz preparation abilities by supplying practice questions. This demonstrates that a noteworthy and promising effort is being made at the selected four private schools of Gulele sub city to boost exam/quiz preparation abilities by supplying example questions. Furthermore, it may be stated that these institutions provide an excellent environment in which to practice improved evaluation techniques. The t-test and p-values, respectively, were $t = -1.417$ and $p = 0.160$. Because $p > 0.05$, there was no statistically significant difference between male and female replies when it came to whether or not the supervisor helps teachers improve their test/exam/quiz preparation skills by

providing practice questions.

11. Because of the high response rate, the supervisor acts more like a comrade than a boss during supervision. As a result, it's simple to infer that during supervision, the supervisor acts more like a colleague than a boss, which is exactly what was desired. In this regard, Okorji and Ogbo (2013) stated that the foundation of instructional supervision is not to be bossy on teachers rather it is an intense, ongoing, collegial interaction between the supervisor and the teacher. This study's findings contradict those of prior researchers such as Tezera (2020), who claimed that during supervision, the supervisor acts more like a boss than a collaborator. However, this study found that during supervision, the supervisor acts more like a colleague than a boss, which was not expected. The p-values for the t-test and the p-values for the p-values were $t = 0.540$ and $p = 0.590$, respectively. The replies of males and females were not statistically significantly different because $p > 0.05$, which is ideal to have more or less same responses about whether or not the supervisor acts more like a comrade than a boss during supervision.

12. The supervision outcome is utilized as a reference for the following program based on the high response rate. This shows that, in practice, the supervisors at these four private schools are doing everything they can to appropriately use the supervision result for the next instructional supervision progress check list comparison purpose, which is most likely the key to the private schools' success. The t-test and p-values, respectively, were $t = -0.059$ and $p = 0.953$. Because $p > 0.05$, there was no statistically significant difference in male and female replies when it came to whether or not the supervision outcome should be used as a reference for the next program based on the high response rate.

13. Supervisors will not depart after monitoring by only writing remarks rather than participating in face-to-face conversation, according to the respondents' low answers. As a consequence, by only sending the observations in writing, this clearly proved that supervisors will not depart following supervision. This conclusion is also similar with Mpofo, (2007), who stated that supervisors will talk to teachers because they enjoy post-instructional conversation. The majority of the teachers emphasized the value of this step-in monitoring. They said that the teacher's weak and strong parts were emphasized, and that teachers accepted constructive feedback from the supervisor without departing after monitoring, which might help them improve their teaching approaches (Mpofo, 2007). Furthermore, the t-test and p-values were $t = -0.800$ and $p = 0.426$, respectively. Because $p > 0.05$, the responses of males and females were not statistically significantly different, which is preferable to having more or less identical responses regarding whether or not supervisors will not depart after monitoring by only writing remarks rather than engaging in face-to-face conversation.

14. Due to the high response rate, the supervisor sits in the back of the classroom during supervision. This reveals that a significant and promising effort is being made at four private schools in the Gulele sub-city to accomplish what is required theoretically, namely that the supervisor sit in the back of the classroom during supervision, which is being done successfully. Furthermore, the t-test result was $t = -2.332$. There was no statistically significant difference between male and female replies to whether or not the supervisor sits in the rear of the classroom during supervision since $t > 0.05$.

5.3 DISCUSSION FOR THE CORRELATIONS BETWEEN INSTRUCTIONAL SUPERVISION AWARENESS AND PRACTICES AT PRIVATE SCHOOLS

On the correlations between instructional supervision awareness and practices at the selected four private schools, there is a high and positive relationship between instructional supervision awareness and practices, as evidenced by a Pearson correlation value of 0.785, which falls into the category of high. Similarly, the significant value between instructional supervision awareness and practice is absolutely significant at the p value of 0.000. This demonstrates that awareness and practices are strongly correlated with a positive relationship.

6. SUMMARY OF THE STUDY

Instructional supervision is the job of supervising, enabling, and empowering teachers to offer meaningful learning experiences for students in order to ensure that a school's educational goal is carried out. As a result, the study's major purpose is to analyze instructional supervision awareness and practices at four private schools in Addis Ababa's Gulele sub-city. Three basic research questions about instructional supervision's awareness and practices were raised, i.e. (1. What is the awareness of school principals, department heads, home room teachers and subject teachers regarding the concept of instructional supervision in the four private schools of Gulele sub city, Addis Ababa? 2. What are the practices of instructional supervision in the four private schools of Gulele sub city, Addis Ababa? 3. What are the relationships between instructional supervision awareness and practices at the selected four private schools in Addis Ababa's Gulele sub-city?). The descriptive approach was utilized in this quantitative investigation, which was founded on a positivist philosophical viewpoint. Simple random sampling methods provided 100 participants for this study. There are 110 academic staff members in the four private schools, which Cohen, Manion, and Morrison (2000) estimate will yield an 86-person sample size. However, in order to obtain higher-quality data, the researcher used a sample size of 100 people, which is fairly typical of the academic staff population. A survey questionnaire was used to collect information. From the pilot test, for all categories of items in the questionnaire, Cronbach's alpha reliability rating was 0.925, which is valid and reliable. Statistical Package for Social Science (SPSS) Version 25 was used to analyze frequency, percentage, mean, standard deviation, correlations, t-test, statistical significance (P-value), and effect size using descriptive and inferential statistics. Descriptive statements were used, with

average mean scores ranging from 1.00- 2.49 for low, 2.50-3.49 for moderate, 3.50-4.49 for high, and 4.50-5.00 for extremely high, respectively. The alpha level that was found to be significant was .05 alpha. The researcher individually informed four private school principals about the study's goal and the problem of anonymity as an ethical factor. Meanwhile, the researcher said in the introductory letter that each participant would be assigned a code, that no personal information would be shared, and that all information submitted would be kept private.

At terms of respondents' knowledge of instructional supervision, the majority of respondents in the four private schools had a strong comprehension of instructional supervision, according to the study's findings. When performing instructional supervision, they also require strong stakeholder engagement. The Cohens d effect size in this study was 1.034, which is quite large. When it came to awareness and practices of instructional supervision, there was no statistically significant difference between the male and female responses. In terms of the correlations between instructional supervision awareness and practices at the four private schools chosen, the Pearson correlation value of 0.785, which falls into the high category, indicates that there is a strong and positive relationship between the two. The majority of those polled were fully aware of instructional supervision's benefits for professional development. It's also possible to deduce that the four private schools listed used a lot of instructional supervision.

7. CONCLUDING REMARK

The central objective of this study was to determine through empirical materials gathered from school principals, department heads, home room teachers and subject teachers to assess the awareness and practices of instructional supervision at the four private schools in Addis Ababa's Gulele sub-city. The findings provide valuable insights toward the awareness and practices of instructional supervision.

The study indicated that the awareness of instructional supervision was regarded highly by principals, vice principals, homeroom teachers, department heads, and subject teachers in the selected four private schools. This demonstrates how an awareness of instructional supervision as an emerging school development method in private schools can enrich staff members from participating in and solving multifaceted challenges, as well as realizing the private schools' vision, purpose, and values. It should be noted that this research has also demonstrated success stories in terms of the employment of instructional supervision as a tool for measuring the efficacy of a particular instructional program in attaining school objectives. Capitalizing on these mechanisms more widely and systematically might be useful for the betterment of schools.

On a more general level, the study highlighted the existence of pre-observation talk by which the supervisor describes how the teacher will actively engage students in learning and similarly, after seeing the teacher's teaching, the supervisor was providing immediate useful comments including areas in which the teacher can improve. Considering, the overall output of this mini research, it can be concluded as the majority of respondents were well aware of the benefits of instructional supervision for continuing professional growth. It may also be inferred that instructional supervision was being highly practiced in the aforementioned four private schools.

Although the findings of this study can provide various insights, the fact that it was based on four private schools indicates the limitation in the generalizability of its findings in the remaining private schools. Given the growing number of private and government schools in Ethiopia in general and in Addis Ababa in particular with their possible diversity, more research is needed to examine how instructional supervision may impact teaching and learning process at a national level. Only the awareness and practices of instructional supervision at four private schools were exposed in this little research. Future study on the effects, obstacles, and possibilities of instructional supervision, in accordance with Ethiopian educational policy, tactics, and empirical studies, would be valuable. Above all, this study was completed in a relatively quick time (less than two months) and exclusively used quantitative methods. More research might be done to combine a more longitudinal data gathering approach with a wider range of research methodologies.

8. RECOMMENDATIONS

As a result, the following are some major recommendations:

1. At these private schools, all supervisors should continue employing good instructional supervision techniques and be dedicated to a long-term staff development process.
2. At these private schools, supervisors should continue providing a welcoming and facilitating environment in the school for the instructional supervision process.
3. To strengthen the teaching-learning process and teachers' professional growth, all supervisory personnel should keep on saving and using instructional supervision reports.
4. Supervisors in these private schools should continue on making the instructional supervision process a priority, and instructional supervision should keep on doing on a regular basis at the school.

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