

English Language Teachers' Instructional Supervision Practices and Challenges in Promoting Professional Development: Primary Schools of One District in East Wollega Zone in Focus

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Abstract

The purpose of this study was to investigate language teachers' instructional supervision practices and challenges in promoting professional development. It was conducted in East Wollega Zone, Nekemte town. To achieve the purpose of the study, descriptive survey research design was employed as the study investigated practices of teachers. To collect data, two data gathering tools, i.e. questionnaire and interview were employed. The questionnaire was used to find out teachers practice of instructional supervision in their schools, and challenges teachers face in carrying out instructional supervision. Interview was used with English language teachers and cluster school supervisors to find out how instructional supervision was practiced in the schools and the supervisors' role in helping teachers for professional development activities. Regarding the participants, 30 English language teachers involved in filling out the questionnaire and four cluster school supervisors were also involved. The participants were selected purposively to collect the intended data. The collected data were analyzed both quantitatively and qualitatively. The questionnaire data were analyzed using SPSS version 20.0.

Accordingly, the finding revealed that English language teachers and cluster supervisors didn't hold similar conceptions on the notion what instructional supervision means to them and on how they experience it. There were teachers who failed to address in the concept while they were important and crucial to their own professional development and attainment of the goals and objectives of the instructional supervision.

The study further revealed that the number of problems and challenges associated with the practice of instructional supervision in promoting professional development. Among the challenges obtained from the study were shortages of skilled supervisors, poor funding, lack of time on teachers and supervisors in carrying out the activities related to instructional practice.

Moreover, lack of school infrastructures was pointed as among challenges embedding the practice teachers' instructional supervision in the schools for the proper delivery of language teaching. Teachers also reflected that assignment of the supervisors with different fields of study also raised as one of the basic problems in proper practicing of the activity.

Keywords: Instructional Supervision, professional development, Primary Schools, Ethiopia

Introduction

Education is the cornerstone for the development of every nation. It is through education that students acquire the basic skills, knowledge, and attitude to life. Education, therefore, influences, in one way or another, the quality, the economic development and life of people. Accordingly, in our country, Ethiopia, the government has given the education sector due attention. In recent years, many primary, secondary, and tertiary educational institutions are established and still on progress to satisfy the educational need of the country; however, this massification of educational institutions does not guarantee the intended outcome and proper delivery of quality education (Joshi & Verspoor, 2013). It, therefore, demands the involvement of active, competent, and quality teachers and other educational sector stakeholders so that the targeted goal would be achieved. In order to achieve the desired goal of education in Ethiopia, the role English language is an intense as it is the medium of instruction.

In this globalized world, English language is one of the formal and the widest means of communication with outside world for its political and business importance. It is also the language of internet and modern technologies (Maurais & Morris 2003). Therefore, teaching and learning this language can be crucial for its global importance and for its significance in educational institutions.

In Ethiopia, English language is taught from early grades of schooling to the higher educational institutions (MoE, 1994). At high schools and even in higher institutions it serves as medium of instruction and all universities in the country are supposed to use English as their working language; they ought to produce documents, hold meetings, write minutes and reports, etc. in English (Amlaku, 2013). Therefore, it is obvious that having sufficient knowledge of English language can help the students not only understand and score better in the language, but also help them become better performers in other subjects too.

In Ethiopia, English language is taught as a foreign language and using the language is mainly limited only to carryout classroom activities. Students do not have exposures outside the classroom where they can practice and use the language in the real situations. This limited exposure can have negative consequence on the students' ability to use the language and on their academic

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achievement. Therefore, the fate of students to become successful in using the language effectively for academic purpose and for other sorts of communication falls mainly on the effectiveness of their English language teacher in delivering the lesson with appropriate pedagogical skill and subject matter knowledge and students' own self efficacy in learning the language. This shows that teaching the language obviously demands effective, competent, and resourceful language teacher as input for effective implementation of the language practices in the classroom.

The quality of teachers is one of the determinants of quality education. Pertaining to this point, Odebumi as cited in Ifedili (2015) explained that a teacher is one who is resourceful, has a good sense of humors, possesses sound knowledge of human psychology, communicates effectively, and shows interest in the welfare of the students; he/she guides and motivates and is patient, tolerable, flexible in his/her ways, fair in his judgments and firm in his/her discipline.

Teachers are vital human resources in the training of the young minds. He or she is accountable to the students or pupils, parents, community, employers and to the teaching profession. More importantly, teaching English language at the primary school level demands very resourceful and knowledgeable teacher so as to establish strong foundation in the mind of students since students' lower grade performances and foundation links with their high school and higher education performances. However, the reality of teaching English language in Ethiopia seems to be facing different difficulties as the students' upper class English language performance is very poor and below the standard (MoE, 2007). Moreover, there is a widely prevailing compliant among teachers and researchers that secondary school students' English language proficiency is less to adequately carryout various activities. The nature of the decline in the quality of education prevails at secondary schools in Ethiopia main concerns the capacity of students to follow their lessons in English (Tekeste, 2006). The experience of the current researcher also shows the same, so it seems apparent to conclude that it is an area that requires improvement. The aforementioned poor performance can be, of course, linked to different problems associated with the school environment, teachers, and students as well as curriculum or maybe others However, the current researcher believes that one of the causes for students' performances to may be attributed to teachers' classroom performances (perhaps due to lack of methodological skills or knowledge of subject matter).

To overcome teacher classroom challenges in teaching the language, teachers' ongoing professional support and encouragement should also be there as initial pre-service teacher education is not enough in itself. Therefore, teachers' professional development needs to be given due priority to help teachers update and refresh their classroom performance better. One of the professional development teachers need to have for quality language delivery in the class and

refresh the pre-service teacher education is the practice of teachers' timely instructional supervision in the schools.

Instructional supervision is one of language teachers' essential parts of professional experience with aim of providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching learning process.

Being and becoming quality teacher is not something spontaneous and completely gained during pre-service teacher trainings and lasts forever rather it is gained over a period of time with teachers lived experience. They need to access continuous professional support and encouragement to effectively carry out the teaching learning process. Teachers differ in their knowledge base, skill, experience and motivation. In their professional endeavors they may face different personal, curricular, and school related challenges.

As Robinson (1998) points out, to be successful, teachers must meet their challenges with perseverance, hard work and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for teachers in their teaching careers. Effective supervision and coaching programs have been found to restructure teacher concerns, and to increase teacher focus on instruction (Huling-Austin, 1990). It is obvious that the desired outcome of supervision is teachers' professional development and as a result the improvement of classroom instructional practices (Reiman & Thies-Sprinthall, 1998).

As the needs of the schools and institutions in which they work also change over time, teachers have different needs at different times during their careers to cope up with the change (Richards, 2005).

The pressure for teachers to update their knowledge in areas such as curriculum trends, second language acquisition research, composition theory and practice, technology, or assessment is intense, and it is the school and the classroom that provide a major source for further professional development (Richards, 2005). In any school, there are teachers with different levels of experience, knowledge, skill, and expertise. Mutual sharing of knowledge and experience is a valuable source of professional growth. Knowledge about language teaching and learning is in a tentative and incomplete state, and teachers need regular opportunities to update their professional knowledge. It is the responsibility of schools and administrators to provide opportunities for continued professional education and to encourage teachers to participate in them.

One way of addressing the need of teacher's professional development in English language teaching is through effective implementation of classroom instructional supervision where

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teachers gain knowledge and experience from their classroom practice which can be reflected on their students' academic performance.

According to Igbo (as cited in Ifedili, 2015), the quality of student learning was directly related to the quality of classroom instruction. Pertaining to this issue, Kinutai and Zachariah (2012) carried out a study on the supervision of teachers on the academic performance of students in Kenya. A positive correlation was found between the instructional supervision and students' academic performance. The quality of classroom delivery will depend on the knowledge, preparation of the lesson and motivation of the teacher which can be influenced positively by the supervisory performance of the school administrator.

Supervision of instruction is a multifaceted practice that involves manifold responsibility and supervisory functions. According to Campbell (2000), in the process of supervising, the supervisor may possibly have various duties and make use of extensive range of interferences, tactics and procedures. By means of collaborative data explanation, teachers can reflect upon their work and grow professionally because of that reflection. Therefore, language teachers' knowledge of instructional supervision technique to include the alternatives model of supervision is for supervisors to analyze with teachers the data gathered in their teaching contexts.

A variety of persons may be involved in improving classroom and school instruction and they are often referred to as supervisors. They are in a unique position to nurture, develop, and articulate the community's vision of what a learning environment can and should be (Sergiovanni & Starratt, 1998). Among those exercising supervisory responsibilities are school principals, assistant principals, instructional supervisors, teachers, instructional lead teachers, teacher study groups, counselors, clinical teachers, college faculty, program directors, collaborative inquiry teams, and central office personnel (Reiman & Thies-Sprinthall, 1998).

The need for improved supervision of teachers is a need to develop a connection between supervision and professional development (Dollansky, 1997). The route taken in professional development should parallel teacher needs (Jonasson, 1993). Professionalism of teachers depends on how their particular needs are satisfied. It is the purpose of administrators as supervisors to provide necessary and effective models of supervisory practice for professional development. Teachers need to have a choice among supervisory styles available for their academic growth. Thus, personal and professional development is the outcome of the effective supervision (Oja & Reiman, 1998). Instructional supervision is collaborative process in different stages since it welcomes various views that represent the proper relationship between the supervisor and the teacher so as to address the educational problems and find appropriate solutions Bailey (2006).

Teachers' professional development which is highly linked with effective implementation of instructional supervision has a connection with the notion of the Lev Vygotsky's Zone of Proximal Development that depicts, the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer, can possibly help language teachers develop their skill gap in their teaching process as professional practitioners (Lantolf, 2004).

The teacher's zone of proximal development is thought as a learning space between his/her present level of teaching knowledge consisting of content (theoretical) and pedagogical knowledge and skills and his next (potential) level of knowledge to be attained with the support of others. This definition provides with the possibility not to restrict ourselves to regard teacher educator as the only source of scaffolding and think of some other sources like the teacher's colleagues, researchers in the field, student achievement data, narratives, observation, action research, pre-service and in-service course-room, etc. as other possible sources of scaffolding that can change the teacher's ZPD.

The starting point for teacher learning is the teacher's willingness and motivation to keep his/her ZPD in motion so as to move from the current ZPD to a more advanced ZPD in his teaching profession. If the prospective novice teacher is determined to improve his/her act of teaching, he/she must engage in that shifting process and continuously define new ZPDs (Lantolf, 2004).

The theme of this study is, therefore, based on the ground that all teachers in general, English language teachers in particular need educational support as moral or technical in their schools where pre-service training has left off to maintain ongoing professional development. In teaching learning process challenges are inevitable and accordingly teachers are expected to recognize them and seek for solutions. To communicate the classroom problems they encounter, teachers need to be supervised in terms of their classroom performance in the eye of towards improved classroom instruction.

In general, even though the literatures in the area of language teachers' professional development give due emphasis to the need and importance of language teachers' instructional supervision for teachers personal and professional growth, very little is known about its practice in English language classes so as to bring about changes in quality language teaching and teachers' professional development. Supervisors' and teachers' shared understanding and implementation is also point of investigation.

In the light of the highlighted problems, the following research questions were formulated.

1. How do language teachers experience supervision of instruction in their schools to promote professional development?
2. To what extent instructional supervision affect teachers' professional development activities?
3. What are the challenges that affect supervision of instruction in the selected schools?

Materials and Methods

Research Design

The aim of this study was to investigate the practice of instructional supervision for EFL teachers and challenges in promoting professional development. To achieve the overall purposes of this study, a descriptive survey research design was employed. This design can help examine current practices (Creswell, 2012). Besides, he reveals that a descriptive survey method is used to generate views and opinions of respondents and to indicate a clear picture of practical situations of the issues concerning the teaching learning situations. It is also concerned with carrying out school surveys which help to solve the problems of various aspects of school i.e., teaching methodology, curriculum, learning objectives and the like. It further involves asking a large group of people at one point, such as supervisors, teachers about a particular issue. The purpose of the survey is to describe existing conditions, identify the standards against which existing conditions can be compared (Creswell, 2003).

Setting and Participants

This study was conducted at Nekemte town, in East Wollega, Ethiopia. The population of the study comprised of primary English language teachers who were working in East Wollega Zone, Nekemte town during the first semester of the year 2020 GC.

Participants in this study were English language teachers and supervisors in the eleven primary schools found in the Nekemte town. Thirty English language teachers and four cluster supervisors were involved in this study and they were all from public schools.

Sample Size and Sampling Technique

The district used for this study was located in the Western Oromia Region, in East Wollega Zone particularly called Guto Wayu district. The district could possibly be considered as the representative of other districts in east Wollega zone in that it is characterized by combination of both urban and rural characteristics. Although full generalization may be limited, the findings drawn from data collected in this district give an indication of what is happening in other districts in the zone. The district was thus randomly selected among the other districts found in the East

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Wollega Zone by employing simple random sampling by giving equal chance of selection for all districts to avoid bias in selection of the sample. In the district of Guto Wayu there are 38 government owned schools. In order to ensure all schools in the district an equal chance of being selected, a list of schools was obtained from the district education office. The district's list of schools was used as a sampling frame. Simple random sampling was used to get a representative sample of teachers.

Supervisors were purposively sampled. There were nine supervisors in the district all were taken as samples in this study. The nine supervisors were those in charge of the core subjects in primary education. This is in line with the observation by Gay and Airasian (2003) that a researcher should identify participants who provide in-depth information on the topic being researched.

Instruments of Data Collection

The data for the study were gathered through two tools of data collection, namely questionnaire and interview.

Questionnaire

Questionnaire is most frequently used research tool for data collection in descriptive research that it permits wide coverage and makes for greater validity in the results through promoting the selection of large and more representative sample. Hence, the questionnaire was prepared and distributed to be filled out by teachers who were taken as sample. The questionnaire used for this study targeted both, close ended that required teachers to respond to statements on a five-point Likert scale, and open-ended questions that invited teachers to describe or comment on an issue in detail.

Interview

In this study, interviews were also utilized to gather information about the EFL teachers' practice of instructional supervision and the embedding challenges in promoting professional development. Two similar semi-structured interview protocols for teachers and cluster supervisors were developed. The interview protocols consisted of open-ended questions to gather more in-depth and complex information, especially as it related to respondents' practice and challenge on the specific questions. The use of open-ended questions offers two main advantages: It allows a free response from respondents that is based on their own frame of reference and it allows the respondents to say what they think and to do so with greater richness and spontaneity. All the different sessions of the interview were conducted by the researcher and the interview responses were audio taped based on the consent of the respondent.

Methods of Data Analysis

The purpose of data analysis was to find meaning in the data, which was done through systematic arranging and presenting the information. These involve sorting the data, editing, coding, entry, cleaning, and processing and results interpretation.

After getting all the questionnaires, the researcher checked for completeness and numbered as a form of identity during the data entry. The next step was to extract the responses from the open-ended questions. Responses in all questions were assigned numeric values that were used when data were entered and finally the questionnaire data were analyzed using Statistical Package for Social Sciences (SPSS) version 20.0 to generate contingency tables for frequencies, percentages, means and standard deviations. Responses from open ended questionnaire were analyzed thematically on the basis of their similarity in content of their response.

The interview responses from the cluster supervisors' respondents and teachers were thematically analyzed and interpreted to validate responses in the questionnaire data.

Results and Discussions

Language Teachers Practice of Instructional Supervision in Their Schools

This section of the tool among the questionnaire was intended to elicit the respondents' practice of instructional supervision that promotes professional development using the Likert scale provided. In the questionnaire, a five point Likert scale, which ranges from strongly agree to strongly disagree.

Table 1. Language teachers practice of instructional supervision that promotes professional development.

	Item on Survey	N	Mean	SD	Rank
1	The supervisor frequently observes my classroom and gives me feedback.	30	4.31	.74971	4
2	Other experienced teachers observe my classroom.	30	3.46	1.13664	27
3	I receive meaningful feedback regarding my teaching following supervision.	30	4.33	.99424	3
4	I have discussions with administrators regarding my teaching after supervision.	30	3.60	1.19193	24
5	I have discussions with support staff regarding my teaching after supervision.	30	4.04	.80872	11

6	I am aware of the specific things that supervisors look for when visiting my classroom.	30	4.06	1.04826	10
7	I am confident in my supervisors' ability to monitor my instructional practice.	30	2.96	1.42595	29
8	I have multiple opportunities throughout the year to participate in professional development activities.	30	4.16	1.17688	6
9	I collaborate with others on instructional matters on a regular basis.	30	4.03	.88992	12
10	I am aware of any professional development plan that has been prepared to share with school community.	30	4.30	.87691	5

As one part of the research question, English language teachers practice of instructional supervision that promote professional development was prioritized to see the way instructional supervision was practiced by English language teachers aiming the improvement and quality of their classroom teaching.

Twenty eight statements describing the practice of instructional supervision in their school were included in the teacher questionnaire. The following points were the focal points of the questions. These are teachers' awareness of instructional supervision, the frequency of the supervision, post supervision activities, the role of instructional supervision in updating teachers' knowledge and encouragement in solving their problems in teaching, teachers' collaboration on instructional matters and professional development endeavors and the role of supervisor and supervision in teachers' professional development activities.

In this sub section of the survey, respondents were asked to indicate their level of agreement by choosing from the given alternatives ranging from 1(Strongly Disagree) to 5 (Strongly Agree) with listed practice of instructional supervision in schools. The results were summarized in the above Table 1. The items in the survey were presented along with the number of responses for each item on the survey, the means and the standard deviations and the overall rank of the item based on the mean.

The top five teachers' concept regarding the practice on instructional supervision practice that promote professional development, based on the highest mean scores could possibly indicate that the respondents' practice, the goal of instructional supervision and the link with professional development. When the mean scores of each item reviewed, among all the listed options, the minimum mean was found to be 2.96. Other mean scores higher than the minimum scores fairly indicate that there were nearer agreement levels as the practice of instructional supervision

promotes professional development although there seemed to be a high discrepancy between the higher score and the least score. This could possibly indicate that the practice of instructional supervision was not practiced to the required standard and poor implementations were observed.

When all items in the list reviewed, the data indicated that the responses were fairly consistent among the respondents as the mean score ranges from a high (4.44) to the low (2.96). This result could also be seen in the standard deviation.

There was fairly agreement of the concepts presented as options in the questionnaire among the respondents as most items were important to them in their teaching endeavor and professional development shown in the questions. The standard deviations indicate there was agreement by most respondents. However, there were four items, *the goals and objectives of instructional supervision have contributed to my school's improvement (Item 15)*, *the supervisor conducts workshops, seminars, and in service training to teachers as needed (Item 22)*, *instructional supervision makes teachers familiar with latest updated issues about curriculum (Item 23)*, and *instructional supervision encourages me to discuss ways of solving any problem with their teaching (Item 24)*, where the standard deviation was close to 1.43238. There was a large gap between the mean scores ranked high and that ranked near the bottom. The top five options selected by most respondents with the high level of agreement were as follows:

- I am aware of the goals and objectives of supervision of instruction.
- I have a clear understanding of the professional development goals for my teaching.
- I receive meaningful feedback regarding my teaching following supervision.
- The supervisor frequently observes my classroom and gives me feedback.
- I am aware of any professional development plan that has been prepared to share with school community.

All the listed options that indicate the practice of instructional supervision in promoting professional development had generally a high mean on the survey, with respect to the specific professional development endeavors as successful practitioners. The four options or responses with a lower mean were: *I am confident in my supervisors' ability to monitor my instructional practice; the supervisor trains me to use modern teaching techniques and methods; other experienced teachers observe my classroom; and instructional supervision gives opportunities to teachers to use suitable teaching techniques/methods for their pupils.*

The teachers' responses to the questions related to the practice of instructional supervision in promoting professional development with the highest mean scores indicates their actual

instructional supervision practices in the schools. In addition, it could be pointed out that the top five instructional supervision practices more focused on the individual teachers since they all reacted to the questions in the survey independently. The top five items selected by the respondents indicated that teachers could realize the goals, the importance of getting feedback, and having plan to carry out the activity could be considered as the crucial point which show teachers understanding and courage to practice the activity along with their respective supervisors. It is believed that teachers practice what they know and feel help them perform better in their actual classroom situation.

On the other hand, teachers survey result ranked at the bottom could also possibly show their reluctance and objection with the concept indicated in the survey. For example, there were points at which teachers' question the capacity of their supervisors in helping them use and with the modern teaching techniques, having confidence and others. Beside this, the survey also showed teachers themselves failed to address the significance of instructional supervision in providing them to use suitable teaching techniques and give opportunities to use suitable teaching technique for their students while it will greatly.

In addition to the above teachers' objection and question about the competence of their supervisors, as well as their own inability to realize the significance of instructional supervision, the interview data from both teachers and supervisors also revealed similar concept.

In an open-ended question, teachers were asked how to further enhance the practice of the current instructional supervision in their schools. Teachers held different perspectives based on the reality of the cluster they were in. Accordingly, majority of the respondents (eighteen respondents from the total twenty three respondents) answered this item, claimed that the current instructional supervision in their schools could be enhanced through the establishment of collaboration among high school and primary and junior secondary teachers for experience sharing and professional assistance. They further noted that it could be enhanced through supervisors' proper plan and schedule to complete their tasks and encouraging and motivating teachers to do their work effectively.

On the other hand, some other teachers (five among 23 respondents) indicated that they were loaded with teaching time and other schoolwork and unable to carry out the activity and had no plan on how to enhance the current practice of instructional supervision in their schools.

Similarly, cluster supervisors of the schoolteachers replied when asked about the similar concept above, they held different perspectives on the way instructional supervision practiced in their cluster schools. One of the respondents among the four cluster supervisors stated that it is the

way of inspecting and monitoring teachers' performances. For this supervisor instructional supervision is done to see whether or not the goal set in the curriculum and subject syllabus was attained or not to assure quality education. On the other hand, the remaining cluster supervisors stated that instructional supervision is the way of checking whether the teacher was appropriately planning according to the guideline of the book, the syllabus, to cover the book chapters in time and to help teachers minimize the students' detention rate, up on which the teachers were evaluated for poor or better performances in the schools regardless of the academic and classroom efficacy importance of instructional supervision.

Regarding the reasons why they undertake the supervision process in the schools, the supervisors hold different conceptions, but the core message of their responses looked similar. They noted that instructional supervision is carried out to see or check whether the desired goal set in the curriculum and the subject syllabus were attained. They also stated that instructional supervision was carried out to maintain the quality education set by the government and for improvement of teachers' instructional limitations and to improve their classroom performances to improve students' performances.

The open ended items related to this concept also verified that the practice of instructional supervision was highly linked to professional development of teachers as it made them plan and act accordingly for the betterment of their actual classroom situation.

In interview conducted with English language teachers unlike the one they answered on the questionnaire, they failed to recognize well the importance of instructional supervision in their careers. Two of the respondents claimed that instructional supervision is a mechanism by which supervisors look for teachers teaching errors. These concepts of the response shows that certain group teachers hold sentiment towards supervision as they connotate the meaning negatively than the desired outcome improvement of classroom instruction. Still there was teacher respondent that responded to this query that it is an activity done for the sake of official and administration business. While the other three interview respondents stated instructional supervision is directing helping teachers teach effectively following the right classroom methodologies of teaching. From this response it could be deduced that language teachers in the schools didn't properly identify the concept and its value in helping them perform better in their classroom practice and which result in better achievements of their students and internalized it.

The extent to which Instructional Supervision affects Language Teachers’ Professional Development endeavors

Table 2. The extent to which instructional supervision affects language teachers’ professional development endeavors.

	Item on Survey	N	Mean	SD	Rank
1	Supervision affects my engagement in English language seminars/conferences/workshops/symposia	30	4.30	.702	5
2	I have English language seminar days/research days as a result of supervision.	30	3.83	.913	14
3	Supervision affects my professional development activities as Peer observation	30	4.31	.837	4
4	Supervision influences my involvement in Peer teaching/team teaching.	30	4.13	.900	11
5	Instructional supervision influences involve in journal writing.	30	4.07	.740	12
6	Instructional supervision affects my involvement in teacher support group.	30	5.47	7.324	1

This section of the survey mainly focused on the extent to which instructional supervision affects language teachers’ professional development endeavors.

The data collected from this portion of the survey provided mean scores, standard deviation and rank as the previous sections of this study. The survey elicited from the respondents their perspectives on how instructional supervision affects their professional development endeavors. The results are presented in table 4.8.

As with the previous two sections of the questionnaire survey, the data in the fourth section indicated a consistent level of agreement among participants. In addition, there was not a large gap between the mean scores of the responses ranked at the top and those responses ranked near the bottom. The mean scores in this survey section ranged from a low of 3.83 to a high of 5.47, which indicated that respondents felt all the items were of a high to a very high critical impact. The standard deviations indicate there was agreement by all respondents in their responses. Based upon the mean scores across items for the entire group, the top five responses were follows:

- Instructional supervision affects my involvement in teacher support group.
- Instructional supervision a change in a teacher's practice that leads to increases in student learning.
- instructional supervision assists teachers master a new skill.
- Supervision affects my professional development activities as Peer observation.
- Supervision affects my engagement in English language seminars/ conferences/workshops/symposia.

Ranked lower in mean score on the survey were: *Instructional supervision influences involve in journal writing; Supervision encourages me involve in an action research; I have English language seminar days/research days as a result of supervision.*

From interview result with cluster supervisors, it was showed that instructional supervision could contribute much to language teachers' professional development endeavors. All respondents indicated that instructional supervision contributes much to teachers' professional development.

Instructional supervision is more valuable in encouraging teachers involve in continuous professional development and in activities like production of teaching aid which can supplement the teaching learning process ultimately. Furthermore, occasional departmental meetings and lesson plan preparation and others could be other ways in which teachers negotiate and discuss on issues related to teachers' professional development careers.

Majority (N=23) of the teachers' responses to this open ended item that questions whether instructional supervision influences their professional development answered 'YES'. They further stated that it influences the professional development activities in that teachers stated that it made them plan, implement their lesson plan accordingly.

4.6. Challenges that Affect Instructional Supervision in the Selected Schools

The third research question was meant to address the challenges that encounter the stakeholders, language teachers and cluster supervisors, in the implementation of instructional supervision in the schools under investigation. For this research question, open ended item and interview with both teachers and cluster supervisors were designed to help teachers express what they considered was the challenge and to help supervisors freely explain the problem they were exercising related to instructional supervision as in every activity it is expected that certain challenges are inevitable and natural. Accordingly, thematic summary of the respondents' ideas was described as follows.

Twenty seven teachers (N=30) responded to the question related to challenges they experienced in practicing instructional supervision in their schools. They forwarded a wide range of problems associated with the practice. Majority (twenty two respondents) of the teachers' response circled around the basic points they thought as heavy workload, inadequate resources, lack of specialization of the supervisor on subjects they teach, low motivation, infrequent supervisory visits and large class sizes.

Similarly, different perspectives were seen among language teachers participated in an interview session in different schools too. However, majority of their concepts on the challenges of the practice of instructional supervision falls in similar category.

One of the shared challenges teaches possess in common was insufficient or shortage of skilled supervisors. They noted that supervisors assigned to oversee the schools were usually not adequate in number to accomplish duties required of them as they were assigned to clustered schools (minimum four schools). Not only this, but also, they were not well skilled and to the standard to perform effective supervision.

Secondly, language teachers experience challenges related to time. All the interview respondents (N=5) stated that teachers shoulder heavy teaching workloads in such large classroom size. This impacts especially the professional development activities which demand teachers' leisure times. This challenge made the implementation of instructional supervision in the schools challenging and difficult.

Thirdly, the kind of challenges teachers raised was problems related to facilities and infrastructures. Instructional materials are the determinant factors among basic facilities for teachers as well as for the school to carry out effective instructional supervision. Most of the schools are characterized by lack of basic equipment for the schools to function appropriately as students' textbooks, chalk boards, decent classroom for students and many more.

Moreover, cluster supervisors also forwarded the challenges they faced about the practice of instructional supervision. They listed some challenges related to teachers, school, and different related issues. First of all, when conducting supervision, supervisors feel like, most teachers were not happy with the supervision and thought that supervisors were fault finders of their teaching and it was intimidating activity when done with the presence of their students. Even some teachers were unwilling and to accept remedial suggestions and didn't consider supervisors as professional partners.

Secondly, cluster supervisors claimed that there were poor funding to assist the supervisors and teachers to support the practice of instructional supervision in the schools and to supplement the effectiveness of the process. They stated that all schools are characterized by lack of financial resources that help supervisors engage teachers in trainings, workshops and seminars that help them develop their professional careers. It also limits teachers not to travel to other schools to share experiences and progresses that may exist in different school environments. There is need for government to provide adequate funds, for the development of the personnel and supervision of instruction in our schools for this goal to be achieved.

The third challenge claimed by cluster supervisors was lack of time. Supervisors of the respective schools hardly find time as they were all busy in an office works to visit and carryout the supervision timely. Supervisors were normally assigned to different schools to support teachers' professional role which further help students' academic achievements. So, supervisors shouldn't neglect their primary role, that is, their role is not to get engaged in an official business than conducting instructional supervision and assisting teachers.

Conclusions

Based on this concept the study was conducted in the primary schools found in Nekemte City Administration. The study was sought to discover areas as how language teachers experience instructional supervision in their schools and what the concept itself mean to them and the extent to which instructional supervision affects teachers' professional development and the challenges imbedding the practice in their respective schools.

Accordingly, the study revealed that English language teachers and cluster supervisors hold almost similar conceptions on the notion what instructional supervision means to them and on how they experience it. There were a fairly agreement on the concepts presented regarding the concept and practice of the instructional supervision in professional development. However, there were still other concepts related to the practice that teachers failed to address in the concept while they were important and crucial to their own professional development and attainment of the goals and objectives of the instructional supervision.

The study also highlighted that majority of the respondents claimed that the practice of instructional supervision could possibly impacts the teachers' professional development endeavors. There was not a large gap between the mean scores of the respondents ranked at the top and those responses near the bottom in the level of agreements provided in the questionnaire Likert scale. This showed that practicing instructional supervision could possibly linked to the teachers' professional development.

The study also further revealed that the number of problems and challenges associated with the practice of instructional supervision in promoting professional development. Among the challenges obtained from the study were shortages of skilled supervisors, poor funding lack of time on teachers and supervisors in carrying out the activities related to instructional practice. Moreover, lack of school infrastructures was pointed as among challenges embedding the practice teachers' instructional supervision in the schools for the proper delivery of language teaching. Teachers also reflected that assignment of the supervisors with different fields of study also raised as one of the basic problems in proper practicing of the activity.

The study further showed that teachers, particularly during the interview phase of the study, noted the way they thought the practice of instructional supervision of their schools be enhanced. These were through the establishments of the collaboration with high school teachers, planning with supervisors and schedule to complete the tasks for encouragement and motivation. Furthermore, the study also revealed that the premise that imposes the type of supervisory practice for teachers of different levels of experience and expertise violated and all teachers from different walks of life engage in the same supervisory practices regardless of their experience and expertise.

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