

**PRACTICES AND CHALLENGES IN IMPLEMENTING
INSTRUCTIONAL PEER SUPERVISION IN SECONDARY SCHOOLS
OFBALE ZONE**

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**PRACTICES AND CHALLENGES IN IMPLEMENTING
INSTRUCTIONAL PEER SUPERVISION IN SECONDARY SCHOOLS OF
BALE ZONE**

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By

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ABRIVIATIONS AND ACRONYMS

ADEA	Association for the Development of Education in Africa
ESDP	Education Sector Development Program
MoE	Ministry of Education
OREB	Oromia Regional Education Bureau
REB	Regional Education Bureau
UNESCO	United Nations Educational Scientific and Cultural Organization
WEO	Woreda Education Office
ZEO	Zone Education Office

STATEMENT OF THE AUTHOR

First I declare that this thesis is my own work and that all sources of material used for this thesis have been properly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for a M.A. degree at Haramaya University and is deposited at the university library to be made obtainable to borrowers under rules of library. I solemnly declare that this thesis is not submitted to any other institution anywhere for award of any academic degree, diploma or certificate.

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After his graduation, he was employed in Angetu Secondary School of Harena Buluk Woreda, Bale Zone as a teacher and worked for two years. He also served as vice principal, principal and supervisor for the next five years. Then he joined Haramaya University for postgraduate program in July 2016 to pursue his MA degree in school leadership

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PRACTICES AND CHALLENGES IN IMPLIMENTING INSTRUCTIONAL PEER SUPERVISION IN SECONDARY SCHOOLS OF BALE ZONE

Safi Abdela

ABSTRACT

The purpose of this study was to assess practices and challenges in implementing instructional peer supervision in secondary schools of Bale zone. Three basic questions were formulated, which emphasized on perception of teachers towards peer supervision, how are peer supervision committee employ procedures of classroom observation, major challenges hinder implementation of supervision. Descriptive survey design was employed throughout the study. The study was conducted in 11 sampled schools selected using stratified random sampling techniques. 11 principals, 7 school supervisors and 10 peer supervision committees were selected using availability sampling methods. Furthermore, 151 teachers were selected using simple random sampling methods. Questionnaire and interview was the main instruments of data collection. Teachers and peer supervision committee members filled questionnaires. All principals' and supervisors were included for the interview. Frequency, percentage and mean were used to analyze and interpret the quantitative data. In addition, t-test was applied to see the significance difference between the mean of teachers and peer supervision committees. Qualitative data gathered through interview and documents were analyzed using narration. The data analysis revealed that peer supervision practices were inefficient. Teachers perceived peer supervision as performance evaluation than supportive activities and also procedure of classroom observation were not effectively implemented. Among the major challenges influencing instructional peer supervision, lack of relevant training programs for peer supervision committees, teachers' negative attitude towards peer supervision, and lack of supervision materials like manuals and shortage of budget for supervisory activities hinder proper implementation of peer supervision. Based on these findings recommendation forwarded include: Awareness on teachers, training, workshop and experience sharing for peer supervision committees to improve supervisory competence. Finally, resources like manuals and adequate financial budget allocation for the success of peer supervision at the school was suggested.

Key terms: Peer supervision, Classroom observation, Peer supervision committees

1. INTRODUCTION

This section deals with background of the study, statement of the problem, basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of terms and organization of the study.

1.1. Background of the Study

Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes (MoE, 2015). Supervision has been useful in equipping teachers with the necessary knowledge and skill to solve educational problem by creating awareness about dynamic methodological changes in the teaching learning process (Sergiovanni, 2006). It provides opportunity for experts to follow-up, support and helps to improve performance of teacher. Supervision carried out by the school personnel (principals, department heads, senior teachers, and appointed supervisors) aimed at providing guidance, support, and encouragement to teachers for their professional development and improvement in the teaching-learning process, which relay on the system that is built on trust and collaborative culture (Beach and Reinhartz, 2000; Tyagi, 2010). It directs teachers towards helping pupils and improves teacher's professional knowledge and skills.

In order to improve teaching learning process, school leadership should effectively monitor, support and evaluate staff and school activities as per planned. According to Glickman (2004) the practice of leadership for education effectiveness should involve institutional monitoring, institutional self-evaluation, quality supervision and quality data for educational indicators. In the light of this, (MoE, 2002) stated supervision as the process in which supervisors provides professional support for the school principals and teachers to strengthen the teaching and learning process. Several alternative approaches of supervision can improve teacher professionalism such as mentoring, peer supervision, peer assessment, portfolios, and action research. Kutsyuruba (2003) said that the application of a different approach to supervision has a very important role, not only providing a choice to the teacher but also providing options for administrators and schools.

Now a day's supervision of teachers is practiced in many countries of the world. By The Initiative of United Nation Education Scientific and Cultural Organization (UNESCO), from 1998-2001 a study carried out in some Asian and African countries revealed that supervision for schools become better than before. Such supervision includes demonstration teaching lesson observation, organization of seminars, meetings and workshops, and guidance in the preparation of instruction plans. Supervision in African countries is similar to the Asian trend and has common features to share. In Botswana, attention has been given providing in-service and guidance to teachers and support curriculum development. Nakpodia (2006) asserts that instructional peer supervision asserts that instructional supervision in the modern era centers on the improvement of teaching learning situation for the benefits of teachers and learners helps in the identification of areas of strength and weaknesses of teachers.

In Ethiopia instructional supervision is carried out externally by education experts and internally by members of school community with the main purpose of supporting teachers and principal's professional growth which in turn contributes maximizing learning out comes. Supervision within the school can be delivered by principals, vice principals, department heads and senior teachers. School based supervision committees are expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2007).

In modern schools, as social organization instructional peer supervision is becoming important aspect because it is required for improving teaching learning. Instructional peer supervision creates a class room for learning through visiting one's classroom, giving feed-back for the benefit of students. Supervision is primarily concerned with the improvement of classroom practice for the benefit of students regardless of what may be entailed, be it curriculum or staff development (Bolin and Panaritis, 2002). To achieve the goal of peer supervision the stakeholders play vital role for the success of collaborative work in order to improve learning teaching. As illustrated by the Ministry of Education (2002), the school principals, vice principals, department heads, and senior teachers should take major responsibility in supervisory practices within their schools. In realizing instructional peer supervision and teaching learning approach, teachers in a given school work collaboratively in pairs and small teams to observe each other.

Absence of peer supervision in the classroom may have adverse effect on the quality of education which usually focuses on number of pupils who have promoted to the next grade level and level of pupils' achievement in examinations. Weakening instructional supervision services by concerned body deteriorate the quality of education and students academic achievement (Bale Zone Education Bureaus report, 2009). Instructional peer supervision is believed to improve quality of education and teacher professional performance. The realization of teacher performance and the quality of education remains questionable unless due emphasis is given from education officials at different levels to implement instructional supervision effectively. In light of this, it is quite useful to assess the current practices and challenges of instructional peer supervision in secondary schools of Bale Zone.

1.2. Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners achievement in particular (UNESCO, 2007). Peer supervision is an option for experienced teachers who choose to meet regularly and provide supervision to each other on a mutual basis. Many teachers, especially newly qualified teachers may not have developed skills for effective teaching; hence, there is a need for peer supervision to support each. Supervision is process that involves observation, the facilitation of supervisee self-assessment, evaluation, and feedbacks given for teachers to provided professional support and improve instruction (Beach & Reinhartz 2000).

Peer supervision helps the teacher improves his or her skills of teaching and ensure utilizing information from each other before begin teaching lessons. Supervision is a complex process that involves working with teachers and other educators in a collegial, working collaboratively to learn from one another while planning instruction, develop support materials, watching one another's work to enhance the quality of teaching and learning within the schools (Beach and Reinhartz, 2000). The supervision manual of MoE (2015) illustrated the role of supervision in school system as: "Ensuring curriculum implementation, providing direct technical support to teachers, providing on job training to teachers, conducting formative education program evaluation, monitoring and evaluation".

School principals and cluster supervisors should look at the schools as whole, assess the strengths and weaknesses of the schools, carefully plan, organize and coordinate the resource. They are also expected to play great role in initiating peer supervision services in the schools to assure the quality of education. Instructional supervision become effective when supervisors (principals, vice principals, department heads, senior teachers) assigned as supervisors focus their attention on building the capacity of supervisee, then giving them the autonomy they need to practice effectively, and finally, enabling them responsible for helping students be effective learners (Sergiovanni and Starratt, 2007). Instructional peer supervision committees in the school should take major responsibility in supervisory practices within their schools. These responsible partners involve themselves in the regular observation of teachers and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

UNESCO (2007) pointed out that, some complaints about supervisors' work further include irregular and improper visits, not enough time spent in the classrooms and irrelevant advice. That means, all teachers do not recognize the positive effects of supervisory work. Teachers also dislike the classroom observation fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing support.

The findings of different researches conducted by Chanyalew (2005), Atiklt (2008) and Million (2010) on the practice of instructional supervision in secondary schools of different regions and zones of our country have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level and also there's inadequate classroom observation to monitor teachers' instructional improvement.

The other is MA thesis of Mitiku (2011) conducted on importance of peer supervision to teachers' professional development in Amhara Regional State, Dembecha secondary school. The gaps with this research are: it was conducted for English department teachers only, it excluded supervisor as a sample for the study and it is not reliable as it can't represent wide geographical area. Recognizing the existing gaps, this study had been worth to carry out.

In addition no study was made on this topic in secondary schools of Bale zone as far as the researcher knowledge; due to this reason the researcher feel there is a gap that needs to assess. That is why the researcher had initiated to conduct on practices and challenges in implementing instructional peer supervision in secondary schools of Bale zone. This study therefore, tried to assess teacher perception towards instructional peer supervision. The study would also try to identify how supervision committees employed procedures of classroom observation. In addition the study would try to identify the major challenges that hinder implementing peer supervision in the secondary schools of Bale zone. Thus the study were try to answer the following basic question.

1.3. Research Questions

The study would attempt to answer the following basic questions.

1. What is teachers' perception towards instructional peer supervision in Bale zone secondary schools?
2. What are the procedures employed by peer supervision committees while conducting classroom observation in secondary schools of Bale zone?
3. What are the major challenges that hinder implementing peer supervision in the secondary schools of Bale zone?

1.4. Objectives of the Study

1.4.1. General objective

The overall objective of this study would be to investigate the extent to which peer supervision is being implemented and to identify the challenges that hinder implementation of peer supervision in the Zone.

1.4.2. Specific objectives of the study

1. To assess the perception of teachers towards the practice of instructional peer supervision in secondary school of selected Bale Zone.
2. To examine the procedures followed by school supervision committee while conducting classroom observation in secondary schools of Bale zone.
3. To identify the major challenges that hinder implementing instructional peer supervision in secondary schools of Bale zone.

1.5. Significance of the Study

The purpose of studying practice and challenges in implementing instructional peer supervision was to create conducive classroom environment for learning teaching. Therefore the study may provide information for different levels of educational experts, i.e. WEO, ZEO, and REB to know the current practice of instructional peer supervision in secondary schools. It may also give pertinent and timely information to principals, teachers, and peer supervision committee members concerning existing system and peer supervisory practices. It may also provide important information for school teachers to enhance learning- teaching processes. This study may help to provide information about practice and challenges of peer supervision and initiate other researchers to conduct further study around the topic. In addition it helps as literature for other studies in the area as body of knowledge. Lastly it may provide information to policy designers that will help further development of educational actions.

1.6. Delimitation of the Study

To make the study more manageable, this study was delimited to practices and challenges in implementing instructional peer supervision in secondary schools of Bale Zone due to time and financial constraints. The study was also delimited methodologically to stratify sampling technique because to avoid any influence that may come as a result of experience of respondents. In order to carry out the study the researcher would apply quantitative and qualitative methods because, quantitatively to summarize the data in simple and understandable way and qualitatively to strength the quantitative data and to triangulate the

findings. The study also was delimited by data gathering tools which includes questionnaire, interview guides and document analysis.

Even though there are many challenge of instructional peer supervision in secondary schools. The researcher was delimited to independent variables, such as shortage of time, lack of budget and availability of educational resources, lack of training and teachers' negative views toward peer supervision. In Bale zone there are twenty woredas and 55 secondary schools and 963 teachers, among these the study was delimited on 11 (25%) secondary schools, 151 (50%) of sample school teachers and all 11 principals and 7 supervisors due to the same reason.

1.7. Limitation of the Study

The main limitation the researcher encountered in this study was the scarcity of literatures which are related to the practices and challenges in implementing instructional peer supervision. Most of the recent literatures that were accessible from foreign countries were not always relevant to the local situation in Ethiopia. Another limitation was some teachers and school principals did not show willingness to give information and failure of few respondents in filling and returning the questionnaires as soon as possible. To solve the problem, the researcher managed all the above constraints through continuous contact and friendly approach with all the informants like teachers, peer supervision committees, principals and supervisors.

1.8. Operational Definition of Terms

Challenges: factors that hinder the implementation of instructional peer supervision.

Peer supervision committee: are members of peer supervision i.e. department heads and vice principals who are responsible for running peer supervision program

Peer supervision: a process of peer observation, analysis, feedback and evaluation of classroom performance by ones peer for the purpose of improving instruction .

Practices: To do something repeatedly in order to improve performance through instructional peer supervision.

School based supervision: refers to supervision conducted at school level by principals, vice-principals, heads of department and senior teachers for the purpose of supporting teachers.

School leaders: In this study context defined as persons that are principals and vice principals who coordinate the administrative and academic activities and providing support for teachers in order to achieve school goals.

1.9. Organization of the Study

This research paper was composed of five main parts. The first part deals with the introduction of the study which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and concepts of operational key terms. While the second part deals with review of related literature pertinent to the study and the third part emphasized on the research design and methodology that incorporates: research design, research method, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration, the fourth part focused on finding and discussions on important issues. The last part, part five, of the study focused on the summary, conclusion, and recommendations.

2. REVIEW OF RELATED LITERATURE

2.1. Definition of Supervision

The concept of supervision is diverse and varies from individual to individual. The term “supervision” has been given different definitions, but from an educational view the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Akitunde (2007) noted that supervision is an act of overseeing activity/people or watches over a particular task being carried out correctly by other people. It is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach and Reinhartz, 2000). Glatthorn (2007) argues that supervision is a process of facilitating the professional growth of a teacher primarily by giving the teacher feedback about classroom instructional supervision.

Supervision can mean general overseeing and controlling, managing, administrating, evaluating, or any activity in which the principal and others are involved in the process of running the school. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non-judgmental and ongoing instructional dialogue. Various authors suggested that teachers should have access to various options of supervisory approaches (such as clinical supervision, peer coaching, cognitive coaching, mentoring, reflective coaching, teaching portfolios, and professional growth plans) in order to enhance their professional growth and instructional efficiency (Sergiovanni and Starratt, 2007; Zepeda, 2007). In whatever context, supervision is meant for improvement of teacher work performance.

2.2. Concept of Instructional Peer Supervision

Various scholars use instructional peer supervision and instructional peer observation alternatively. Peer supervision is a form of collegial supervision with teachers observing teachers and working together for instructional improvement. Elliott and Childley (2002) advocates peer supervision as a process in which teachers help colleagues establish instructional goals and then to provide valuable classroom feedback on progress toward those

goals. Sergiovinni and Sarrat (2002) similarly discussed collegial supervision as peer supervision featuring which refers observation of each other's teaching followed by analysis and discussion. In instructional peer supervision teachers work together for mutual benefits where developmental feedback is emphasized and self-directed learning and evaluation is encouraged. Beach and Reinhartz (2000) defined Collegial supervision as a moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns.

In instructional peer supervision different activities undertaken within mutual arrangements in which peers work together for mutual benefit where developmental feedback is emphasized and self-directed learning is encouraged. Teachers are expected to learn from one another while planning instruction, develop support materials, watching one another's work and thinking together about impact of their behavior on their students (Showers and Joyce, 2006). Thus when teachers are working together within their schools, aimed at helping each other in teaching learning process, they are engaging in instructional peer supervision.

Chrisco (2005) defined peer supervision as a professional support where teachers taught one another, observed a series of classes and exchange classes, that is, the teachers were assisting each other in teaching the students learning. Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction (Beach and Reinhartz, 2000). The term coaching is introduced to characterize practice and feedback following staff development sessions. Thus, peer coaching provides possible opportunities to beginner teachers to refine teaching skills through collaborative relationships, participatory decision making, and immediate feedback (Sullivan and Glanz, 2000). In this regard, research findings showed that beginning teachers rated experienced teachers who coached than as highly competent and the process itself as very necessary (Kutsyuruba, 2003).

Instructional Peer supervision differs from more traditional forms of supervision in that it doesn't require the presence of a more qualified and identified expert in the process. They need to develop a collegial relationship so as to be effective and improve the instructional program.

Sergiovinni and Sarrat (2002) discussed collegial supervision as peer supervision featuring which refers observation of each other's teaching followed by analysis and discussion. Other terms that describe peer or collegial supervision include mentoring, cognitive approaching and peer coaching of teachers as supervisor's role actively working with each other. Mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teachers successfully learn their roles, establish their self-images as teachers figure out the school and its culture, and understand how teaching unfolds in real class rooms (Sergiovanni and Starratt, 2007). It can start with the lesson planning phase and goes through the whole process of teaching learning process.

A colleague does not have administrative authority. They share the same status except seniority and offer very useful observation and guidance about teaching learning which contribute directly or indirectly to improve instructional process. In the process of instructional peer supervision, both partners agree to work together as colleagues. Peer consultation, however, may be the more appropriate term to describe a process in which critical and supportive feedback is emphasized while evaluation is deemphasized.

Instructional Peer supervision is inbuilt supervision that teachers initiate internally and agree to learn cooperatively. Sergiovanni and Starratt (2002) shared the above idea as in peer supervision or collegial supervision teachers agree to work together for their own professional development. They help each other through observing the class room reciprocally even if have various experiences. Sometimes the observee takes the lead in the process, and in other time the observer takes the lead.

The literatures mentioned above shows that as scholars have differed in terming and expressing the term instructional peer supervision but the expression have shared common goals in stressing on reciprocal arrangements, mutual benefit, developmental feedback self-directed learning and direct observation. Sergiovanni and Starratt (2002) noted that collegial or peer supervision extends well beyond classroom observation. It provides a setting in which teachers can informally discuss problems they face, share ideas, help one another in preparing lessons and provide other support to one another. When teachers supervise themselves,

principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together.

2.3. Models of Peer Supervision

The interest of a person or institution to realize peer supervisory may have varied depending on the set ambitions to be addressed .It is therefore, decisive to be clear about the reasons why one is undertaking peer supervision. Where schools are considering adopting a program of peer supervision it would be sensible to discuss with staff and simplify purposes and concerns. Where staff question the value of peer supervision of teaching, this may lead to instrumental approaches where staff simply go through the prepositions but dot really engage meaningfully with the peer observation of teaching process. Peel (2005) argues that complain to peer observation of teaching is not likely to be effective.

As Gosling (2005) suggests, there are three main incentives for peer observation of teaching: evaluation, development and collaboration.

2.3.1 Evaluation model

“Is characterized by judgments being made on the quality of teaching in order to serve a management purpose for internal quality assurance purposes, to pre prepare for external audit or to make judgments about individual teachers for probation, promotion of investigating underperformance.”

2.3.2 Developmental model

“It focuses on assisting staff to improve their teaching learning and can be explicitly staff-led with no predetermined agenda may be used with inexperienced lectures to assist them achieve standards of competency, for example on postgraduate certificate.”

2.3.3. Collaborative model

“It is part of a broader project to establish a culture that nurtures the improvement of teaching within a department. Collaborative peer review of teaching and sustaining conversations about teaching learning which are constructive and purposeful and open problems in teaching to public debate and discussion.

Table 1 the characteristics of different model for peer observation.

Characteristics	Evaluation model	Developmental model	Collaborative model
Decisions	Management-led on quality teaching	Judgments made about areas for improvement	Non-judgmental
Purpose	Identify under performance, preparation for external audit	Develop and improve teaching competence, often through facilitation, reflection on teaching	Improve teaching through dialogue and reflection, sharing issues for investigation
Observer	Senior staff and selected evaluators	Expert teachers or educational developers	Teachers observe each other
Relationship of observer to observed	Power chain of command	Expert-teacher relationships	Equality, mutuality

Adopted from Gosling (2005)

Therefore, as to him, there are significant differences between the three models. With the evaluation model senior staff observes the other staff, whereas with the developmental model educational developers observe the practitioner. The collaborative model involves practitioners observe each other. The status of evidence is also important. The more hierarchical evaluation model is based on authority of senior staff. Expert diagnosis is fundamental to the development model while collaborative model is far more collegial and involves the shared perceptions of observer and the observed. Depending on the number of persons participated in each peer pair and /or group of colleagues; different models exist for peer supervision. Arrangements from dyads to working in group (Markus, 2003). A third arrangement is trialed involving three teachers in rotating dyads so that person 1 acted as a supervisor to person 2, then person 2 acted as a supervisor to person 3 and person 3 supervised person 1 (Squires & Williams, 2003)

2.4. Characteristics of Effective Instructional Peer Supervision

A typical instructional peer session begins with a 'check in' round where peer members signal their supervision issues, the time is divided and an agenda is set. Each member then takes a turn as the supervisee and the other become the supervisor. The peers use a range of highly structured peer processes for supervision and the session ends with a final review in order to increase the peer's effectiveness and ensure that they leave 'intact'. Over time peers together work, they will learn what factors need to be present for peer supervision to work and these have been reinforced in their work in training others. The supervisor must observe the teacher's work, ask questions about why the teacher used certain teaching methods and provide information on the best teaching practices, hence enabling the teacher to improve their teacher's profession (Glickman, 2004).

2.4.1 Equality

The term refers to colleagues of equal status. In instructional peer supervision no one has more or less than any other by way of seniority, profession or experience. If one member is accountable to another; this will impact on the effectiveness of the supervision. Members in instructional peer supervision need to be free to speak about their practice without restraint or concern for consequences (Chrisco, 2005)

2.4.2 Confidentiality

In looking at peer supervision a number of key opinions emerge from the literature and confidentiality is one which entails separation of peer supervision of teaching from other institution processes such as under performance or promotion ;and inclusively involving all staff with teaching responsibilities irrespective of grade or status and reciprocity with a focus on mutual benefit to observer and observed (Gosling ,2005) and development focus rather than judgment (Carter & Clark,2003) These collected characteristics put the class room observation a formative process to improve learning teaching process as a result of improved teachers profession.

2.4.3 Effective feed back

Gosling (2005) shortened that feedback is more effective when: the source of information is perceived as credible supportive empathetic respectful and well intentioned. It focuses on specific descriptive behaviors rather than general behaviors and the person. It provides the amount of information the teacher can use rather than the amount the observer wants to give and it is part of a process of frequent feedback not a one-time fix. It allows for response and dialogue and is checked for clear communication (the observer understands what the teacher is trying to do and the teacher understands what the observer is saying).

2.4.4 Unobtrusiveness

Peer supervision is unobtrusive and does not affect the environment. It considers the teachers developmental stage, learning style and teaching experience. It provides the amount of information the teacher can use rather than the amount the observer wants to give; and it is part of a process of frequent feedback, not a one-time fix. It focuses on both positive behaviors which could be changed and the source of feedback is someone in similar status to the teacher (Chrisco, 2005)

2.5. Contributions of Instructional Peer Supervision

Instructional peer supervision supports and contributes to the development of teacher profession for both newly employed and experienced teachers. Instructional peer supervision provides valuable skills building for individuals in reflective practice and promotes development of teacher profession. Instructional peer supervision allows teacher to get support as a person and as a worker, to be pro-active rather than reactive and can play a valuable role in giving more people, more access to more supervision which in turn impacts on the quality of service to clients. Peer consultation can offer a number of benefits to counselors that include decrease dependency on "expert" supervisors and greater interdependence of colleagues. According to the MoE (2002) supervision has the duties to help teachers to improve professionally; organizes training programs and gives induction orientation to new teachers, Mentoring and peer-coaching.

Instructional peer supervision helps to develop solution to the existing issues together. Area of one teacher suffers problems, other teacher perform perfectly. The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni and Starratt, 2002). Participants talk about one another on topics relating to teaching-learning, their working lives and management of professional problems. As stated by Carron De. Grauwe and Gavina (2005) education systems rely on instructional peer supervision to control and improve instruction by improving quality of teachers.

Other benefits of instructional peer supervision include increased access/frequency of supervision, reciprocal learning through the sharing of experiences. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the vision of the school (Glickman, 2004). Through participation in instructional peer supervision an individual gain new ideas for work life, improvement of professional interaction, better exchange of knowledge between colleagues and the issues they may come to discuss are: professional challenges; teaching-learning, self-exploration; diversity and culture; new interventions and solutions. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals and teachers professional growth, and ultimately to maximize learning achievement (MoE, 2002).

2.6. Role of Key Stakeholders in Implementing Instructional Peer Supervision

The major roles and responsibilities of the key stakeholders in implementation instructional peer supervision program are discussed as the following

2.6.1. The teacher

Instructional peer supervision involves collaborative patterns working together voluntarily, to learn about and improve teaching learning. Teacher should be volunteer and committed to regularly practice peer supervision. In peer supervisory process the teacher should play the following major roles (Gottsman, 2000): commitment to peer coaching and to instructional improvement, be willing to develop and to use a common language of collaboration to discuss

the total teaching act without praise or blame, request observation and observe as coach when requested, be open-minded and willing to look for better ways of conducting classroom business, act as a colleague and as professional.

2.6.2. The peer supervisory committee

According to school based supervision manual of the region (OREB, 2007), the responsibilities and duties of instructional supervision committee are: promoting qualitative improvement in the teaching learning process in the classroom with cooperation; helping teachers to have the necessary instructional skills, experience and knowledge for the grade level in which they teach, building the confidence of teachers and upgrade their pedagogical skills and competence; learning achievement of students in the school; developing strategies to improve the functioning of the professional development of teachers; creating opportunities for mutual sharing of experience and holding discussion with individual teacher concerning classroom organization, lesson plan and media preparation and conducting pre-class observation conference, classroom observation and post observation conference with teachers as well as supporting different committees established in the school.

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience, the peer supervision committee (the department heads and vice principals) have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the supervision committee: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions, advice teachers to use active learning in the classroom, facilitate experience sharing programs

Peer supervision committee is representative of all staff teacher that facilitate process of in-school supervision. The peer supervisor's role is a key to the success of any peer supervision program. The peer supervisor committee should organize progress of teacher performance before and after peer supervision and give meaningful feedback. Peer supervisor should play the following two roles (Marczely, 2001): one, halt the spread of isolationism among teachers. Second, assist teachers in establishing new ways of cooperating with colleagues. To make meaningful and objective classroom observation, especially as suggested by Marzely, peer

supervisor should train in techniques of clinical supervision and endeavor to acquire the following skills and attributes: skill to make effective decision; ability to deal with conflict; communication skill that built trust; ability to work with other group members and conferencing and related skills.

2.6.3. The school leadership

The school leadership is major ingredient in peer supervision. As illustrated by the Ministry of Education (MoE, 2002), the school principals, vice principals, department heads, and senior teachers should take major responsibility to carry in-built supervisory practices within their school. Create a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources, giving the professional assistance and guidance to teachers to enable and realize instructional objectives and supervise classes when necessary, coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members.

The principal can facilitate peer coaching in the school in the following major ways (Gottzman, 2000): demonstrating that he/she values peer coaching; encouraging peer coaching and conferencing; providing desired resources such as funds, to support instructional peer supervision program, establishing peer conference teams; encouraging for professional growth; facilitating publicity for peer coaching activities at meeting with teachers, parents and providing release time necessary for peer coaching. The role of school leadership is promoting effective peer supervision to enhance rapid change in their schools, improve teaching learning, and provides meaningful supervision to assist teachers in developing and growing in their professional knowledge, skills, and abilities.

2.7. Procedure Instructional Peer Supervision

Instructional Peer supervision strategy involves three topmost processes: pre-observation discussion, observation and post observation discussion. Here the first thing to do is to decide who will observe and who will be observed. A peer can be selected from the individuals' own school and from another school (Gosling, 2005). It may be useful to have feedback from someone in the same department who can comment on the teaching of specific subjects but

may also be useful to get comment from members of another department on teaching learning process. Peers can be at varying levels of experience so long as both parties are comfortable with the arrangement, but care may be needed where there is the possibility that differences in status or experience lead to issues of power getting in the way of genuine mutual support.

2.7.1. Pre-observation

This is a face to face talk between the observer and the observee prior to visit to the teacher's class room. Pre-observation meeting is a preparatory stage in the process of class room observation. Richards and Lockhart (1999) argues that pre-lesson discussion can also be used to identify a focus for the observation and agree on specific procedure. The pre-observation meeting involves planning the classroom observation strategy by the observer and observee. During this conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni and Starratt, 2002)

The peers may arrange a session that issues to be considered at the meeting in which the observer and the observee may discuss and agree before actual observation. Peers need to be given freedom as well as opportunity to start co-operative projects of their own time; the purpose and content of the lesson will be defined. During pre-observation meeting, the supervisor and teacher discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, and the evaluation (ADEA, 1998). These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire (Glickman et al., 2004).

2.7.2. Observation

Classroom observation is the phase where the observer gathers information about the lesson according to previously agreed. The observer teachers observes the classroom based on pre prepared checklist observation. The pre-observation conference involves planning the classroom observation strategy by the teachers and supervisors. During this conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information

(Sergiovanni & Starratt, 2002). In light of this, the supervisor as a professional practitioner observes the teacher based on areas agreed up on and collects as much information as possible about the teaching and learning situation (ADEA, 1998). Gosling (2005) suggests that the observer is not expected participate in any way except filling out the peer supervision format by looking at what is actually happening during the lesson delivery and does not rely on memory to avoid giving interpretations without evidence.

During the lesson, the major task of the observer is to note down whether most things went according to plan. Here also issues like: What role does the observee play in the process? What was good about the lesson? What are the teacher's strengths and weaknesses? What can be improved? What brings about student interaction? Did objectives were attained? All these and others are filled on the format prepared for this purpose. Concerning these supervisory tasks, direct assistance can be used to gather classroom data on the extent to which moral principles are present in the classroom. Supervisors, mentors and coaches can work with teachers to develop observation tools to describe classroom culture, reflect on current conditions, and engage in classroom-based improvement (Glickman and Gordon, 2004).

2.7.3. Post-observation meeting

Post-lesson observation is better to be conducted immediately after the observation, so that the details of the lesson are easily remembered (Martin and Double 2005). He believes that the feedback meetings need to be held as soon as possible after the observation so that the hints of the session observed are new in mind. The major purpose of this conference is to offer feedback to the teacher about the teacher performance.

According Pajak (2002), Post-observation conference is a conference session, which focuses on consistencies between the idea image and actual enactment of the lesson. In post-observation phase looking the match as well as the mismatch between what is intended and what happened in class with the observation checklist previously developed together. The post-observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/unit and what actually happened (Sergiovanni & Starratt, 2002). Carefully going through each category is very important and based on the feedback provided by observer improvement for teaching learning

process. In general the post-observation conference can be seen as a vital component of peer supervisory procedures which solely deals with the action providing teachers constructive feedback on the lesson taught and classroom management in the hope of effecting some improvement in teachers' general performance, effective-teaching learning process and satisfaction of teachers.

2.8. Major Factors that Hinder Implementation of Instructional Peer

Supervision

Instructional peer supervision is type supervision in which teachers observing teachers and working together for instructional improvement. It takes place at the school level in order to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. Instructional peer supervision plays a very great role to increase self-confidence for teachers and classroom efficiency of instruction. Thus, peer supervision is considered highly beneficial for self-managing schools intending to increase its effectiveness.

There are different factors that affect instructional peer supervision practice in schools. The major ones can be discussed in this study as follows.

2.8.1. Teachers views toward instructional peer supervision

Most of the time, the perception of teachers towards supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because of these and other reasons supervision is not a positive experience for some teachers. Supporting this idea, Goldhammer (2000) stated that, teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat. This indicates that some of the teachers perceive peer supervision also as those processes which control and evaluate them.

Various activities push teachers to perceive supervision in negative aspect. The attitude and satisfaction of teachers toward instructional supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and

supervisors (Kutsyuruba, 2003; Sergiovanni and Starratt, 2007; Zepeda, 2007). The way teachers perceive supervision in schools and classroom is an important factor that determines the outcomes of the supervision process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

2.8.2. Availability of educational resources and budget

The absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of peer supervision. Because of financial scarcity the supervisory programs gets weaker (MoE, 2002). Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007). MoE (2002) explained the problems of supervision in relation to our context: the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one.

Educational materials like stationary, supervision guides and manuals have their own impact on peer supervision work. There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). For instructional peer supervision implements successfully and achieves its goal, sufficient material resource should be available.

2.8.3. Time constraints

Principals and teacher lack of time for continuous follow up and support instructional peer supervision established in school as a result of, work overload caused by many other responsibilities that they carry out in schools. Thus, the school leaders' high workload and high credit hour per week of teacher negatively affects the practice of peer supervision. The school level supervisors (principals, vice-principals department heads and peer teachers,) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching.

2.8.4. Training

Principals and peer supervision committee do also face resistance to instructional peer supervision by veteran teachers who consider themselves experts as a result of experience. Providing awareness about the advantage of instructional peer supervision to teaching learning and professional growth has key role in its implementation. Lack of professional training of supervision affects process of instructional peer supervision. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. Instructional peer supervision needs continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job.

2.8.5. Communication between supervisors and teachers

The way supervisors observe classroom and give feedback to supervisees have great impact on peer supervision. There could be an overabundance of advice giving and other less than helpful responses. Teacher's instructional supervision depends largely on several factors such as smooth teacher-supervisor relationship, availability of supervisory choices based on teachers' needs, as well as mutual trust, respect and collaboration among supervisees and supervisors (Sergiovanni and Starratt, 2007).

The teachers must be well supervised and advised in order to sustain their interest and make them dedicated, committed, willing, enthusiastic and inspiring teachers. Teachers strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007). Supervisor should be honest, objectives, democratic, good listener, and observer while supervising peers. In the process of peer supervision, both partners agree to work together.

2.9. Current Practices of Instructional Peer Supervision in Oromia Region

A comprehensive and coordinated approach needs to be established between all those educational sectors starting from education central offices to woreda and school level. Supervision, as a technical service cooperatively done, is incorporated all levels of education system (MoE, 2002). To efficiently and effectively achieve the intended objectives of educational supervision in country, the two approaches of supervision designed as the country are being implemented in the region: supervision carried by external body and school based (peer) supervision. External supervision includes supervision carried out by federal MoE; Regional Education Bureau; 'Woreda' Education Office and CRC supervisor. School based supervision is a supervision carried out by members of internally initiated staff. School based supervision, combined with principals and supervision committee to rendering the necessary professional and technical support to maintain quality and standard in order to ensure achievement of educational objectives (MoE, 2005).

Most of the times some external supervisor come to school once or twice a year and could not look at every teacher in every school. Therefore, the Ministry of Education Suggested School based (peer) supervision system should applied to achieve the intended objectives of educational supervision. Instructional supervision meets local needs and develops a collaborative level (MoE, 2002). As teaching learning process is a day-to-day and continuous process, the function of peer supervision at the school level should also be a continuous responsibility.

Supervision, at school level consist the number of supervision committee members who are recruited and selected among best and experienced teachers. The committee members are coordinated by the vice principals of the schools or one of the teachers selected among members

According to School based-supervision manual of the region (OREB, 2007), the following responsibilities and duties are given to School based-supervision committee: Helping teachers to have the necessary instructional skills, experience and knowledge; providing supervisory service through different strategies of school based instructional supervision such as induction,

mentoring, clinical supervision, collegial supervision, informal supervision, self-directed supervision and in service training; building the confidence of teachers and upgrade their pedagogical skills and competence; creating opportunities for mutual sharing of experience and holding discussion with individual teacher concerning classroom organization, lesson plan and media preparation; evaluating and controlling the implementation of curriculum and standards of the whole education system; conducting pre-class observation conference, classroom observation and post observation conference with teachers as well as supporting different committees established in the school. In general the supervision committee is responsible to support teachers as well as school leaders in their school.

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the Study Area

The study was conducted in Bale zone of Oromia regional state. Bale zone is one of the Oromia regional state which is found in the southern part of region. Bale zone is bordered on the south by Guji zone, on the west by West Arsi zone on the north east by West Hererge and East Hererge zones, and in east by Somali region. The zone is found at 430 km distance in southeastern direction of Addis Ababa. Based on the administrative structure of the regional state of Oromia, Bale zone is sub divided in to 18 Woredas and 2 administrative towns. Basically, the natures of woredas in Bale zone are geographically separated in three area as highland, Semi desert, and desert area. The zone has different social organizations that provide different services. It has a total of 804 primary schools, 55 secondary schools, 19 preparatory schools, one Teachers Training Colleges, 7 technical and vocational education training and 1 educational institution (university). The main purpose of this study was to investigate the practice and challenges of peer supervision in Bale Zone secondary schools. Thus, the researcher focused on 55 secondary schools found in Bale zone.

3.2. Research Design

The study was carried out using descriptive survey research design. The researcher used this design because it enables us to obtain precise information about the peer supervision practiced in secondary schools of study area. It is also helpful to generate large amount of data from relatively wide area and draw valid general conclusions concerning about the gathered data. According to Creswell (2003) descriptive survey method is used to generate views and opinions of relatively large number of respondents and to indicate a clear picture of the situation.

Although the study was descriptive survey design, the researcher also used the integration of qualitative and quantitative approach. Because qualitative research develops an understanding of the individuals and events in their natural setting, and it is an important part of contextual analysis for the purposes of penetrating beyond the facts and the figures about institutions (Nconco, 2006). According to Best and Kahn (2006) quantitative methods involves some

types of comparison or contrast and attempts to discover relationships between existing non-manipulated variables.

3.3. Sources of Data

3.3.1. Primary sources of data

The primary sources of data were teachers, school principals, supervisors and instructional peer supervision committee members.

3.3.2. Secondary sources of data

Secondary sources of data was obtained from relevant document related to the study such as legal document like supervision plan, previous supervision record, checklist items for supervision service, feedback given after supervision, records of peer supervision meeting, minute of instructional peer supervision, and instructional peer supervision format.

3.4. Population of the Study

A study population is the entire group of people to which a researcher intends the results of a study to apply (Aron and Coups, 2008). The study was conducted in secondary schools of Bale zone. Currently, the zone has 20 Woreda having 55 secondary schools, 963 teachers, 55 principals, 22 vice principals and 20 supervisors. To get fair distribution of population samples from geographical nature of the zone, the researcher grouped woredas under zone in to three strata as highland area, semi desert and desert area. In general teachers, supervision committee members, principals, and supervisors were the respondents of the study.

3.5. Sample Size and Sampling Techniques

Depending on geographical nature of the zone the researcher divided the twenty woredas in to three strata. These are the high land, the Semi desert and the desert woredas that contains 9, 5, 6 woredas respectively. Out of 20 woredas in the zone the researcher selected 7 (35%) woredas (Agarfa, Goba, Sinana, Gasera, Harena Buluk, Sewena and Rayitu) from each strata by using stratified random sampling technique which are 3 from high land, 2 from semi desert

and 2 from desert. In the seven (7) selected woredas there were a total of 21 secondary schools.

Out of 21 secondary schools, 11(50%) of secondary schools from each strata was selected using simple random sampling. These 11 selected secondary schools have a total of 301 teachers, 101 peer supervision committee, 11 principals and 7 supervisors. From a total of 301 teachers in the selected secondary schools 151 (50%) teachers were selected using simple random sampling technique in order to give equal chance for all teachers. All 101(100%) instructional peer supervision committee members, 11 (100%) Principals and 7(100%) school supervisors in the 11 selected schools were taken using available sampling methods because their number is manageable and they are the key in implementing and facilitating instructional peer supervision program. Therefore, a sample size of 270 (64%) of respondents was included in the study as shown in the table below

Table 2: Population sample schools

R. No	Name of the school	Teachers		Peer supervision committee members		Principals		Supervisors	
		Population(N)	Sample(s)	Population(N)	Sample(s)	Population(N)	Sample(s)	Population(N)	Sample(s)
1	Agarfa	43	22	13	13	1	1	1	1
2	Baha Biftu	28	14	13	13	1	1		
3	Goba	53	27	13	13	1	1	1	1
4	Finca Bamo	16	8	6	6	1	1		
5	Obora	22	11	6	6	1	1		
6	Galema	44	22	13	13	1	1	1	1
7	Sambitu	14	7	6	6	1	1		
8	Gasera	47	24	13	13	1	1	1	1
9	Angetu	15	8	6	6	1	1	1	1
10	Malka Micha	10	5	6	6	1	1	1	1
11	Chalchal	9	5	6	6	1	1	1	1
Total		301	151	101	101	11	11	7	7
Sampling techniques			Random sampling		Availability sampling		Availability sampling		Availability sampling

3.6. Data Collection Instruments

3.6.1. Questionnaire

One of the instruments that were employed for data collection is questionnaire. A questionnaire is a document consists of written list of questions provided to individuals in the samples to elicit information. It was comprised of two sets (Close-ended and few open-ended) items. They are useful for collection of appropriate data and to secure data from many respondents at a time (Gay, 2000). Hence, questionnaires was prepared in English language and administered to teachers, and supervision committee members (department heads and vice principals) with the assumption that they can understand the language. Thus 252 questionnaires were distributed to 151 teachers and 101 supervision committee members. Then each person responds to exactly the same questions because similar instructions are given to the respondents. In these study two sets of questionnaires was used. The first sets of items deals with the general background of respondents. The second and the largest part contains both close-ended and few open-ended items that address how are peer supervision committee employ procedures of classroom observation, challenges that hinder implementing peer supervision.

The closed ended item type of the questionnaire was used in the form of Likert-scale by which the researcher had the chance to get a greater uniformity of responses of the respondents that helped him to make it easy to be processed. In addition to this, few open ended type of items were used in order to give opportunity to the respondents to express their feelings, related to practices and challenges of peer supervision practices in the schools. In supporting the above ideas, Cohen (2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

Before the final questionnaire was delivered to the respondents, it was tested by small similar groups to evaluate its reliability and validity. Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments in tapping information from more than one respondent. The items were tested during a pilot study. For testing, Misra secondary school, found in Bale zone, was used. The researcher was provided

explanation about the objective of the study and how to respond the questionnaires. Twenty-two respondents (sixteen teachers, and 6 instructional peer supervision committee members) were taken for responding the questionnaires in the testing area. The reliability was measured by using the Cronbach- Alpha Coefficient. Consequently; the calculated reliability was found to be 0.76 for teachers perception towards peer supervision, 0.79 for classroom observation procedure employed by peer supervision committees and 0.74 for the challenges hinder implementation of peer supervision practiced in secondary schools of the zone. Cronbach's alpha coefficient normally ranges between 0 and 1 (George and Mallery, 2003). As suggested by Cronbach's the reliability coefficients result >0.7 acceptable. Therefore, the researcher accepts if the coefficients >0.7 and reject < 0.7 . Thus, the researcher accepts the calculated reliability since its result is greater than 0.7 which is in the range of acceptable alpha.

3.6.2. Interview guide

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. Interview permits greater depth of response which is not possible through any other means and used to collect more supplementary opinion. The purpose of interviewing is to find out things one can't observe directly, behaviors that took place in the past, that happen when the researcher is not around and how people organize and apply meaning to occurrences (Patton, 2002). Thus, the researcher was prepared semi-structured interview items for principals and supervisors to obtain further information and to strengthen the information obtained through questionnaire. They can have detailed information about perception of teachers towards peer supervision, the procedure employs classroom observation and major problem hinder instructional peer supervision practices in their school. Eighteen semi structured interviews were held to 11 principals and 7 supervisors through face to face interaction. Afan Oromo language was used to make communication easier during interview process and then later translated back to English.

3.7. Procedures of Data Collection

To answer the basic research questions raised, the researcher went through a series of data gathering procedures. The expected relevant data was gathered by using questionnaires, interviews and document analysis. In doing so, having letter of authorization from Haramaya University and Bale zone education office; the researcher went to seven sampled woredas education offices and principals of respective sampled schools for consent. After agreement has been made the researcher introduced his objective and purposes of the study. Then the questionnaires were administered to sample teachers and peer supervision committee members with in selected schools. To avoids any confusion the researcher closely assisted and supervised.

With similar procedure above, interview was made to secondary schools principals and supervisors. Information obtained from interviewee was carefully recorded and written in hand book to minimize loss of information while interview conducted. In addition, the data available in document forms related to instructional peer supervision was collected from the sample schools. Finally, the data collected through various instruments from multiple sources was organized and get ready for data analysis.

3.8. Methods of Data Analysis

The data was analyzed through both quantitative and qualitative methods. The analysis of the data was based on the responses collected through questionnaires and interview. The data collected through close-ended questions were tabulated and interpretation was made with help of percentage, frequency, mean, standard deviation and the t-test was used. Because, the percentage was used to analyze the background information of the respondent, whereas, the mean and standard deviation are derived from the data as it serve as the basis for interpretation of the data as well as to summarize the data in simple and understandable way (Aron and Coupus, 2008).

T-test was used to test if there is significant difference between the mean scores of the two groups (instructional peer supervision committees and teachers). On the other hand, the data gathered through interview was analyzed narrative to strength the quantitative data analysis.

Moreover, especially narration analysis was used. To this end, the results served in triangulating the findings. Finally, conclusions were made and recommendations were forwarded.

3.9. Ethical Considerations

After receiving supportive letter from Haramaya University, the researcher, went to the study area and contact with principals, supervision committee members, teachers, and school supervisors to get their willing and to arrange their convenient time to the questionnaires and interviews. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished voluntarily without harming and threatening the personal and institutional wellbeing. In addition, all information obtains from individual respondents were kept confidential.

4. RESULTS AND DISCUSSIONS

This part deals with the presentation, analysis and interpretation of the data gathered from the respondents of sample schools through questionnaire, interviews and document analysis in line with the objectives of the study. The data was collected from a total of 270 respondents. To this effect, a total of 252 copies of questionnaires were distributed to 151 teachers and 101 instructional peer supervision committee members. Except 4, all the question papers were returned from both teachers and instructional peer supervision committee members. Moreover eleven sampled school principals and seven secondary school supervisors were interviewed. It contains two major parts; the first part presents characteristics of respondents. The second part deals with the findings from the data gathered through questionnaire, interview and document analysis.

Both teachers and peer supervision committee members responded to 26 and 4 closed-ended and open-ended items respectively. The data were analyzed in terms of the frequency count, mean scores and standard deviation. T-test was also computed to test the significant difference between the responses of the teachers and peer supervision committees. Item scores for each category were arranged under five rating scales. The data obtained from the open ended items of the questionnaire, interview, document analysis were presented and analyzed qualitatively to triangulate the data collected through the closed ended questionnaires.

4.1 Characteristics of Respondents

The different groups of respondents were asked to indicate their background information. The following table 2 and 3 shows the distribution of respondents' background characteristics by their sex, age, academic qualification, work experience and current position.

Table 3: Sex and age characteristics of respondents

No	Character		Respondents				Total	
			Teachers		Peer supervision committee members			
			No	%	No	%	No	%
1	Sex	Male	94	64	64	64	158	64
		Female	54	36	36	36	90	36
		Total	148	100	100	100	248	100
2	Age in years	20-24	8	5	0	0	8	3
		25-29	35	24	20	20	55	22
		30-34	57	39	41	41	98	40
		35-39	11	7	20	20	31	13
		40 & above	37	25	19	19	56	23
		Total	148	100	100	100	248	100

As shown in the table 3 character 1, 94 (64%) and 54(36%) of respondents were male and female teachers respectively. Among instructional peer supervision committees 64(64%) were male and 36(36%) female. This implies that, the majority of teachers and instructional peer supervision committees are males and participation of female teachers in the sampled secondary schools is low. All the interviewees (11principals and 7secondary school supervisors) were male. From this, one can conclude that the leadership positions of secondary schools were dominated by males.

Concerning age of respondents shown, in the table 3 item 2 above 8(5%) of the respondent teachers were found to be in the ranges of 20-24 years, 35(24 %) and 57(39%) of the teachers were found in the range 25-29 and 30-34 years respectively. Whereas, 11(7%) and 37(25 %) of teacher respondents with age 35-39 and above 40 years respectively. Regarding the ages of instructional peer supervision committee, 20(20%) are in the range of 25-29 and 41(41%) in the range of 30-34. The rest 20(20%) and 19(19%) fall in the ranges of 35-39 years and above respectively. This indicates that a large number of teachers were found in the youngest age. Thus, the researcher has good opportunity to get sufficient information from such variety age group.

From the age distribution of interviewed school principals and supervisors participants, 8(72.7%) and 5(71.4%) were found to be in the ranges of 30-34 and 35-39 years respectively. The rest, 3(27.3%) of the principals and 2(28.6%) of school supervisors were in the age range of ≥ 40 years. Hence, this might indicate that at this age level, school principals and supervisors of secondary schools might have mature age to play the leadership role.

Table 4: Academic qualification and work experience of respondents

No	Character		Respondents				Total	
			Teachers		Peer supervision committee members		No	%
			No	%	No	%		
1	Academic qualification	Diploma	5	3	1	1	6	2
		Degree	139	94	92	92	231	93
		MA/MSc	4	3	7	7	11	4
		Others	0	0	0		0	
		Total	148	100	100	100	248	100
2	Work experience in years	1-5	40	27	13	13	53	21
		6-10	40	27	30	30	70	28
		11-15	29	20	25	25	54	22
		16-20	17	11	15	15	32	13
		21 & above	22	15	17	17	39	16
		Total	148	100	100	100	248	100

As indicated in the table 4 character 1, regarding the academic qualification of teachers and instructional peer supervision committee, only 5(3%) of teachers and 1(1%) instructional peer supervision committee members, had a diploma holders. Whereas, the majority of teacher respondents 139(94%) and instructional peer supervision committee, 92(92%) had a first degree holders. The rest 4(3%) and 7(7%) respondents teacher and instructional peer supervision committee were second degree holder respectively. Thus, from the data, we can infer that there is no much gap between the teacher and instructional peer supervision committee respondents in their educational level.

Concerning to the educational level of the interviewees, 8(72.7%) and 5(71.4%) of secondary school Principals and school supervisors respectively had a first degree holders. While 3(27.3%) of principals and 2 (33.3%) secondary school supervisors were MA degree holders. Therefore, we can conclude that majority of principals and secondary school supervisors had equivalent education level to serve their teachers.

Concerning work experience of the respondent teachers, 1-5 and 6-10 years' experience were 40(27%) whereas, 29(20%) and 17(11%) of teachers respondents had work experience 11-15 and 16-20 respectively. The rest 22(15%) of teacher respondents had work experience 21 and above. It could be possible to conclude that, the majority of the teachers experience was below ten years. Regarding the total experience in teaching, the majority 30(30%) and 25(25%) of instructional peer supervision committee were found in the range of 6-10 and 11-15 year experience whereas 13(13%) of peer supervision committee were found to be in the range below 5 year services. The remains 15(15%) and 17(17%) respondents of peer supervision committee were 16-20 and ≥ 21 experience respectively.

With respect to experience level of the interviewees, most of the principals 7(63.6%) and 5(71.4%) secondary school supervisors reported to have 6 to 10 year experience and the remaining 4(36.4%) principals and 2(28.5%) secondary school supervisors had 1-5 years' experience as educational managers. This shows most of them have average experience and hence, they were very important in the position to give necessary information about the practices and challenges of instructional peer supervision in their respective schools.

4.2 Presentations, Analysis and Discussion of the Findings of the Study

This part of the study have the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to practices and challenges of instructional peer supervision in secondary schools of Bale zone.

4.3 Teachers Perception towards Peer Supervision

Because of its evaluative nature of supervision in the past, some teacher's today's associate peer supervision also with performance appraisal and controlling way of teachers. Concerning this idea teachers and peer supervision committee members were asked to rate their perception towards peer supervision in their school. To examine respondents' viewpoint, eight items were given and their response was summarized in the following table 5 and 6.

Table 5: Respondents views on teachers' perception of instructional peer supervision

No	Item	T. Res	SD		D		Un		A		SA		Res	No. Res	\bar{x}	σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Teacher associate peer supervision with performance appraisal than providing them support.	248	4	1.6	25	10.1			174	70.2	45	18.1	T	148	3.8	0.97	3.92	1.65	0.1
													Psc	100	4.04	0.63			
2	Teachers perceive peer supervision has no significance to improve classroom instruction.	248	28	11.3	152	61.3	4	1.6	57	23	7	2.8	T	148	2.39	1.08	2.46	1.13	0.25
													Psc	100	2.54	1.0			
3	Instructional peer supervision improved teachers' skill in managing students.	248	5	2	28	11.3	4	1.6	141	56.9	70	28.2	T	148	3.95	1.03	3.98	0.53	0.92
													Psc	100	4.02	0.88			
4	Instructional peer supervision is a difficult activity to carry out in our schools.	248	40	16.1	169	68.1	3	1.2	35	14.1	1	0.4	T	148	2.08	0.85	2.16	1.41	0.15
													Psc	100	2.24	0.9			

Key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc= Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t-v= t value, p-v =P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

As depicted in Table 5 item1, the respondents were asked whether or not teacher associate instructional peer supervision with performance appraisal than providing them support. Accordingly, the calculated result shows that, 4(1.6 %) were responded strongly disagree and, 25(10.1%) of the respondents disagree with the issue. The majority of respondents 174(70.2%) were responded agree, 45(18.1%) of the respondent were responded strongly agree. The calculated mean and standard deviation of teachers and instructional peer supervision committees ($\bar{x} = 3.86$, $\sigma = 0.97$) and ($\bar{x} = 4.04$, $\sigma = 0.63$) were respectively shows in the range of agree level with item that teachers associate peer supervision with performance evaluation than providing them support. The overall mean $\bar{X} = 3.92$ indicates that both teachers and peer supervision committee members agreed with the idea that teachers see peer supervision as more evaluative than supportive.

In the same way data gained from the interview confirm the above idea. One school supervisor said “some teachers show resistance against supervisory activities. They raise different cases and asked permission to miss regular class during class observation. Because they suspect supervisors as they find out poor performance of teachers.”

In light of the forgoing analysis, Johnson and Johnson (2002) teachers have a trust their supervisors to develop positive views towards instructional peer supervision. When teachers cannot trust their peer supervisors their ability to deliver quality teaching learning is seriously impaired. Thus, teacher’s perception of peer supervision is valuable to improve instruction. Therefore, from the above analysis, it could be concluded that negative perception of teachers towards instructional peer supervision adversely affects the implementation of peer supervision in secondary schools of Bale Zone. The calculated p-value was found 0.1 which is greater than critical p-value at $\alpha = 0.05$. Therefore, it shows that, there is no significant difference between the two groups.

As illustrated in Table 5 item 2, the respondents were asked to rate their agreement level of perception, whether or not teachers perceive peer supervision has no significance to improve classroom instruction. The majority of the respondents, 152 (161.3%) were disagree while 28 (11.3%) were strongly disagree. Small number of respondents 4 (1.6%) and 7 (2.8%) responded undecided and agree respectively. The rest 57 (25%) of the respondent teachers

were responded strongly agree with the issue above. The calculated mean and standard deviation value of respondent teachers with ($\bar{x}=2.39$, $\sigma=1.08$) and peer supervision committees ($\bar{x}=2.54$, $\sigma=1.01$) disagree with the idea that peer supervision has no significance to improve classroom instruction. The overall mean is $\bar{X}=2.46$ indicate that both groups disagree with this issue.

From this analysis the researcher determine, most of the teachers recognize the significance of peer supervision that improves instruction. However, due to less awareness creation about peer supervision some teachers saw peer supervision as performance appraisal and fear to be observed. According to Haileselasie, (1997) stated in Ethiopian many teachers still fear being supervised because the history of supervision which has always been biased toward evaluation. Indeed even though supervision service extends to schools yet it was not far away from controlling because teachers were supervised for appraisal rather than supporting to classroom instruction. Moreover, the calculated p- value is 0.25 and it is greater than 0.05 significance level. Thus one can conclude that there is no significant difference between the two groups.

As shown item 3 of the same table, respondents were asked to rate their agreement level whether or not instructional peer supervision improves teachers' skills in managing students. Accordingly, 5 (2%), 28 (11.3%) and 4 (1.6 %) of respondents were strongly disagree, disagree and undecided with opinion respectively. The majority of the respondents 141(56.9%) and 70 (28.2%) were agree and strongly agree respectively that instructional peer supervision improve teacher skills in managing students. The computed mean value of teachers ($\bar{x}=3.95$, $\sigma=1.03$) and peer supervision committee with ($\bar{x}=4.02$, $\sigma=.88$) agreed with the issue. The average mean score of the response was ($\bar{X}=3.98$) which are in the range of agree. This reveals that implementing instructional peer supervision in the school improves teacher's skill in well handling students. The significance level ($p=0.92$) greater than 0.05, this indicates that there is no significant difference between the opinions of instructional peer supervision committees and teachers. The above finding shows, instructional peer supervision improves teachers' professional skills. In light to this, peer coaching provides possible

opportunities to beginner teachers to improve teaching skills through collaborative relationships, participatory decision making, and get immediate feedback (Sullivan, 2000).

In the Table 5 of item 4, teachers and peer supervision committees were required to indicate their view on whether conducting peer supervision in their school is possible or not. Accordingly, the calculated result shows majority of the respondents 40 (16.1%) and 169 (68.1%) were responded strongly disagree and disagree with idea respectively. Few respondents 3 (1.2%) and 36 (14.5%) of teachers and peer supervision committee were answered undecided and agreed with above opinion respectively. The calculated mean score of teachers ($\bar{x}= 2.08$) and standard deviation $\sigma= 0.84$ reveals disagree. The peer supervision committee also disagrees with the issue with mean score $\bar{x}=2.24$ and standard deviation $\sigma = 0.9$. The waited mean value for both groups is 2.16 showing disagreement of respondents with the issue which implies the possibility of conducting instructional peer supervision in the schools.

The existing responses were crosschecked by interview response from school principals and supervisors. Most of the principals said that “It is possible to conduct instructional peer supervision in the schools. However, less willingness of some teachers to learn from each other’s diminishing the practices of instructional supervision in their schools.” The significance level ($p=0.15$) is greater than 0.05, this indicates that there is no significant difference between the opinion of peer supervision committees and teachers. Therefore, one can deduce that instructional peer supervision is not difficult activity to conduct in the school but require teachers’ commitment to implement.

Table 6: Respondents views on teachers' perception of peer supervision (cont...)

No	Item	Total Res	SD		D		Un		A		SA		Res	No. Res	\bar{x}	σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Teachers are well oriented about activities of instructional peer supervision.	248	22	8.9	173	69.8	4	1.6	49	19.8			T	148	2.36	0.9	2.31	0.9	0.36
													Psc	100	2.26	0.87			
2	Instructional peer supervision is necessary to know what and how to teach.	248	31	12.5	4	1.6			44	17.7	169	68	T	148	3.1	0.89	3.12	0.33	0.73
													Psc	100	3.14	0.89			
3	Teachers believe that classroom observation by peers enable them to use variety of teaching techniques and use instructional materials.	248			38	15.3	7	2.8	145	58.5	58	23	T	148	3.98	0.92	3.88	1.66	0.09
													Psc	100	3.78	0.92			
4	Teachers dissatisfied with peer supervisory service given in our school.	248			59	23.7	2	0.8	157	63.3	30	12	T	148	3.57	1.08	3.64	1.1	0.27
													Psc	100	3.7	0.84			

Key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t-v t-value, p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

As illustrated in the Table 6 item 1, the respondents were asked whether or not teachers are well aware of the activities of instructional peer supervision. The respondents 22 (8.9%) were rated strongly disagree, 173 (69.8%) respondents were responded disagree. The rest 4 (1.6 %) and 49 (19.8%) respondent groups answered undecided and agree respectively with the issue. The calculated teachers mean with ($\bar{x}=2.36$, $\sigma= 0.9$) were not well oriented about activities of instructional peer supervision and the peer supervision committees ($\bar{x}=2.26$, $\sigma=.87$) were also disagree about the issue. The overall mean $\bar{X}=2.31$ shows the disagreement of the majority of respondents with the issue. Therefore, based on the majority of teacher respondents, one can conclude that teachers were not well aware of the activities of peer supervision in the study area. On the other hand, the data collected from the interview supported the above idea. One school supervisor during interview said:

Some teachers showed their frustration and resistance against the supervisory activities. They were teachers who wrote notes on the blackboard the whole period instead of implementing their normal lesson plan. Because, they suspect if they implement normal lesson peer supervisors would find out poor performance of teachers.

Moreover, the calculated P-value is 0.36 and it is less than 0.05significance level. This shows there is significant difference between the opinions of the two groups. Therefore, from the result of mean scores and data obtained from interview, one can conclude that there was lack of awareness about the practices of instructional peer supervision among teachers.

As depicted in the Table 6 item 2, both teacher and peer supervision committee member respondents were responded 31(12.5%) and 4(1.6%) strongly disagree and disagree respectively to the question that peer supervision is necessary to know what to teach and how to teach. Majority of respondents answered 44(17.7%) agree and 169 (68.1%) strongly agree with idea. The calculated mean and standard deviation teachers ($\bar{x}=3.10$, $\sigma =0.89$) and peer supervision committee ($\bar{x}=3.14$, $\sigma =0.89$) answered agree to the idea of peer supervision is necessary for teachers know what to teach and how to teach. The average means($\bar{X} =3.12$) fall in the range of agree level indicates that instructional peer supervision is important to improve teaching learning.

From the above result analysis, one can realize that instructional peer supervision is necessary to enable teachers to use variety of teaching techniques and instructional materials.

In the same way data gained from the interview confirm the above idea. One of the principal suggest that “ Even if teachers know what and how to teach the peer supervision is necessary to identify strong side of supervisee and area to be improved while presenting lesson”. MoE (2002) in its supervision manual indicated that, the necessity of continuous classroom observation is enabling teachers to evaluate their routine tasks and helps to improve their poor performance. Supporting this idea, Munson (1998) argues that peer supervision is necessary and acted as a mirror for teachers to reflect their own teaching practice they learned about themselves and their teaching by seeing others teaching. The significance level ($p=0.73$) is greater than 0.05, which indicates that there is no significance difference between the opinions the two groups.

As shown in the Table 6 item 3, the respondents were asked to rate whether or not teachers believe that classroom observation by peers enable them to use variety of teaching techniques and use instructional materials. Accordingly, 38 (15.3%) of respondents disagree and 7 (2.8%) were answer undecided to the idea. Majority of respondents 145 (58.5%) and 58 (23.4%) were responded agree and strongly agree that classroom observation by peers enable teachers to use variety of teaching techniques and instructional materials. The calculated mean score of teachers and peer supervision committees ($\bar{x}=3.99$, $\sigma =0.92$) and ($\bar{x}=3.78$, $\sigma =0.92$) reveals respectively agree on the idea. The combined mean ($\bar{X}=3.88$) indicates majority of respondents were in the range of agree indicates that classroom observation helps teacher to use different techniques of teaching and using instructional materials.

The qualitative data gathered through interview on this issue similarly indicated that most of teachers believe that class room observation enables them to use variety of teaching techniques. During interview one of a school principals said “teachers accustomed the use of variety of instructional supportive materials since instructional peer observation practiced in their school. This shows teacher perception towards peer supervision was changing in our school.” The significance level ($p=0.09$) is greater than 0.05, which indicates that there is no significance difference between the opinions the two groups.

As shown on item 4 of the same table the respondents were asked to rate their agreement level whether teacher dissatisfied with peer supervisory service practiced in their school or not. The respondents responded 59 (23.7%), 2 (0.8%), 157 (63.3%) 30 (12.1%) were respectively answered disagree, undecided, agree and strongly agree with the above idea. The calculated mean shows that teachers with ($\bar{x}=3.57$, $\sigma=1.08$) and instructional peer supervision committees with ($\bar{x}=3.71$, $\sigma=0.84$) agree that teacher dissatisfied with peer supervisory service practiced in their schools. The overall mean value 3.64 also shows that majority of the respondents agree with idea. This indicates that teachers were not satisfied with current practices of peer supervision in their school. From the interview session made with interviewee, one school supervisor said that

One of the reasons of dissatisfaction of the teachers on supervisory activities is the peer supervisor factors. These are less smooth interaction between teachers and peer supervision committees, some of the peer supervisor frightening teachers with performance evaluation made at the end of semester (efficiency) and way of providing feedback to teachers after classroom observation. If the approach of peer supervisors is not motivating it rather degrades the level of encouragement and dissatisfies teachers.

Moreover, the calculated p-value is 0.27 is greater than 0.05 significance level. Thus, one can conclude that there is no significant difference between the two groups.

From open ended questionnaire respondents were asked if they have any other perception about instructional peer supervision practiced in their school. They were pointed out that, smooth teacher-peer supervisor relationship and availability of supervisory choices based on teachers' needs affect the perception of teachers towards peer supervision. Concerning this idea, the research findings of Tesfew and Hofman (2012) regarding the supervisor factors, teachers provided their suggestion on the behavior of supervisors that the supervisors should be collaborative and friendly with teachers (supervisee) and should be free from prejudice, fault finding and control. In the similar way UNESCO (2007) proposed that, teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

4.4. How are Peer Supervision Committees Employ Procedures of Classroom Observation

The purpose of instructional peer supervision is to assist teachers to contribute more effectively towards the improvement of student achievement. Thus, supervision of teachers while they are teaching in the classroom is among the better strategies for helping them. As Jones (1998) indicates, classroom observation is a way of gathering data concerning teaching learning activities in the class by taking into account improving teacher effectiveness, then looking at what is actually happening in the classroom. Classroom visit enables supervisors not only to identify any shortcomings of teachers and the problems encountered by them, but also to understand what leads to better performance of the teaching learning process (MoE, 2002). In respect to the procedures of classroom observation, respondents were asked whether or not the procedures have been implemented appropriately in their school.

Table 7: Respondents views on how do peer supervision committee employ pre observation procedure

No	Item	Total Res	SD		D		Un		A		SA		Res	No. Res	\bar{x}	σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Peer supervision committee convinces teachers that classroom visit is helping process in teaching.	248	30	12.1	153	61.6			57	23	8	3.2	T	148	2.34	1.06	2.46	1.7	0.08
													Psc	100	2.58	1.06			
2	Teachers and peer supervision committee agree on observation checklist before data collection on the lesson being thought	248	56	22.6	157	63.3			30	12.1	5	2.0	T	148	2.06	0.92	2.08	0.4	0.68
													Psc	100	2.11	0.98			
3	Peer supervisors discuss with teachers on the objective of the lesson before actual implementation	248	31	12.5	153	61.6			56	22.5	8	3.2	T	148	2.34	1.06	2.46	1.7	0.08
													Psc	100	2.58	1.06			

Key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t-v t-value p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

As indicated in the Table 7 item 1, question raised for respondents to rate whether or not peer supervision committee convince teachers classroom visit is helping process of teaching. Accordingly, the calculated result shows that, 30 (12.1%) respondent teachers were strongly disagree, 153 (61.6%) of respondent teachers were responded disagree, 57 (23%) of respondent were answered agree, while 8 (3.2%) of respondent were responded strongly agree. The calculated mean of teachers and peer supervision committees ($\bar{x}=2.34$, $\sigma =1.06$) and ($\bar{x}=2.58$, $\sigma =1.06$) and respectively disagreed about the issue. The weighted mean is ($\bar{X}=2.46$) with standard deviation 1.06 which are in the range of disagree average level. This reveals that peer supervision committees visit classroom without convincing teachers.

The calculated p-value is 0.08 which is greater than 0.05 levels indicates there is no significant difference between the two groups. During the interview, one school supervisor suggested “peer supervision committee did not convince teachers that practiced process is helping teaching learning. Thus, teachers were sometimes notified through the notice board two or one days before conducting classroom visit” So, this indicates that teachers might not convince about the benefit of classroom observation in helping teaching learning process.

For successfully implementation of peer supervision, teachers and peer supervision mutually agree prior to observe classroom. In light to this, during pre observation conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni and Starratt, 2002).

As in item 2 Table 7 above indicated that respondent teachers and instructional peer supervision committees were asked whether peer supervision committees made agreement with teachers on observation checklist before data collection on the lesson being thought. Accordingly, majority of respondents 157 (63.3) were responded disagree and 56 (22.6%) of respondent teachers were responded strongly disagree, 30 (12.1%) and 5 (2%) were responded agree and strongly agree respectively. The calculated mean score of teachers and peer supervision committees ($\bar{x}=2.06$, $\sigma=0.92$) and ($\bar{x}=2.11$, $\sigma 0.98$) respectively reveals disagreed on the point. Therefore, based on the overall mean ($\bar{X} =2.08$) the respondents disagree on the

issue. This shows peer supervision committee did not make mutual agreements with the individual teacher on checklist observation before data collection of lesson thought.

In relation to this, one of the interviewed supervisors said;

The peer supervision committee in the school just count how many times a teacher in the given year observed, but not focuses on professional support they provide following procedure of class observation and did not make mutual agreement on the purpose and observation checklist before classroom observation. Rather they entered the classroom on schedule might attached on the school notice board.

From document analysis, of sampled schools no record observed by the researcher on the minutes of supervision regarding pre observation discussion agreement and post observation provision feedback. Thus, from the above analysis during pre-observation the teachers and peer supervision committees were not commonly aware and convince the process of peer supervision and suitable date of time for observation to made.

The main objective of pre-observation conference is establishing teachers' acceptance and agreement. To this end, teachers together with peer supervisors must have an opportunity in discussing and deciding on the purpose, criteria, frequency, procedures instruments and follow up activities prior to the actual classroom observation. In light to this, during pre-observation meeting, the supervisor and teacher discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, and the evaluation (ADEA, 1998). The significance level ($p=0.68$) is greater than 0.05, this indicates that there is no significance difference between the opinions of committees and teachers.

Regarding item 3 of table 7 indicated that respondent teachers and peer supervision committees were asked whether Peer supervisors discuss with teachers on the objective of the lesson before actual implementation or not. Accordingly, majority of respondents 153 (61.6) were responded disagree and 31 (12.5%) of respondent teachers were responded strongly disagree, 56 (22.5%) and 8 (3%) were responded agree and strongly agree respectively. The calculated mean score of teachers and peer supervision committees ($\bar{x}=2.34$, $\sigma=1.06$) and

($\bar{x}=2.58$, $\sigma =1.06$) respectively reveals disagreed on the point. Therefore, based on the overall mean ($\bar{X} =2.46$) the respondents disagree on the above issue. This shows that Peer supervisors were not discuss with teachers on the objective of the lesson before actual implementation. The significance level ($p=0.08$) is greater than 0.05, this indicates that there is no significance difference between the opinions of peer supervisor committees and teachers. In pre-observation conference both observer and observee should agree in the process of class room observation. In light to this Richards and Lockhart (1994) argues that pre-lesson discussion can also be used to identify a focus for the observation and agree on specific procedure should follow. During pre observation conference teacher and peer supervisors together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni and Starratt, 2002).

Table 8: Respondents views on how do peer supervision committee employ classroom observation procedure

No	Item	Total Res	SD		D		Un		A		SA		Res	No. Res	\bar{x}	σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Peer supervision committees observe throughout the time allocated for classroom observation.	248	29	11.7	127	51.2	2	0.8	90	36.2			T	148	2.36	0.9	2.38	0.29	0.76
													Psc	100	2.40	0.94			
2	Peer supervision committees record what teacher and student performing while teaching learning process.	248	6	2.4	104	41.9			108	43.5	30	12	T	148	3.36	1.11	3.3	0.74	0.45
													Psc	100	3.25	1.12			
3	Peer supervision committees frequently visit class room to support teachers and students.	248	51	20.6	158	63.7	3	1.2	36	14.5			T	148	2.05	0.86	2.11	0.99	0.32
													Psc	100	2.17	0.95			

Key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t-v t-value p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

With regard to Table 8 item 1, the respondents were requested to rate their response whether or not peer supervision committees observe classroom attentively from the beginning to the end of the period. Accordingly, 29 (11.7%) of respondents were responded strongly disagree, 127 (51.2%) of respondents were answered disagree 2 (0.8%) undecided to the idea and 90 (36.2%) of respondents were responded agree with the idea. The calculated mean of respondent teachers ($\bar{x}=2.36$, $\sigma=0.9$) and peer supervision committees ($\bar{x}=2.4$, $\sigma=0.94$) reveals disagree with idea. The cumulative average of mean ($\bar{X}=2.38$) indicates that peer supervision committee did not follow up teachers lesson attentively from the beginning to end.

The open ended questionnaires' from teachers also confirms that peer supervision committee leaves the class at the middle of the lesson or before the lesson is completed, they might miss relevant information. The calculated p-value is ($p=0.76$) greater than 0.05 indicates there is no significant difference between the two groups.

The result indicated that peer supervision committee might not be as such effective to stay for the entire period in the class while observing the teachers. The purpose of classroom observation is improving the quality of teaching learning activities in the classroom. Hence, the supervisor should stay in the class from the begging to the end of that period. Since teaching learning process is continuous and holds various activities; observing specific part of the classroom observation cannot enable to know the detail performance of the supervisee teacher (MoE, 2002).

As depicted in the Table 8 items 2 above, the respondents were asked to rate whether or not peer supervision committee recorded what teacher and students are performing. Accordingly, 6 (2.4%) of respondents responded strongly disagree, 104 (41.9%) of respondents were answered disagree while 108 (43.5%) responded agree and 30 (12.1%) respondents were strongly agree with idea. The calculated mean score of teachers and peer supervision committees were ($\bar{x}=3.36$, $\sigma =1.11$) and ($\bar{x}=3.25$, $\sigma=1.12$) respectively agree that peer supervisors recorded essential data concerning the activities of teachers and the students during the observation phase. The overall mean is 3.3 reveals that they had agreement on the point. Thus from the analysis, peer supervision committee recorded student and teachers activities in the class while observation phase despite most of them not stay in the classroom

from beginning to end of periods. The significance level ($p=0.45$) is greater than 0.05. This indicates that, there is no significant difference between the opinions of peer supervision committees and teachers. During classroom observation the supervisor is not only focuses on the recording teachers' performance, but also records what the students are doing. While the class observation is going on, the supervisor must follow the lesson in detail from the beginning to the end (Gurnam and Chan, 2010). Confirming this idea, Chan (2010) advocates the importance of peer supervisor in staying the entire period so that they have the capacity to provide necessary comment and support for subject teachers.

As indicated in the same table of item 3 above the respondents were requested to rate if peer supervision committee frequently visit classroom to provide support for both teacher and students or not. Consequently, 51 (20.6%) of respondent teachers were responded strongly disagree, 158 (63.7%) of respondents were replied disagree, 3 (1.2%) of respondents were responded undecided and 36 (14.5%) of respondents were answered agree with the idea. The calculated mean score of teachers and peer supervision committees ($\bar{x}=2.05$) and ($\bar{x}=2.17$) respectively reveals disagree with issue. The weighted mean score of response is 2.11 in the range of disagree level indicates that the peer supervision committees were not frequently visit classroom to assist teachers and students.

From document analysis most of the sampled schools of peer supervision committees had a plan and checklist of observation to visit classroom. They planned to support teachers four times per year. However, the response of respondents from open ended questionnaire and document observation reveals classroom observation was made out once per a semester or even once per year for individual teacher in sampled schools. Therefore, from this analysis it is possible to conclude that peer supervision committees not support the teachers adequately and frequently. The calculated p - value=0.32 is greater than 0.05 indicates there is no significant different between the two groups.

Table 9: Respondents views on how do peer supervision committee employ classroom observation procedure

No	Item	Total Res	SD		D		Un		A		SA		Res	No res	\bar{x}	Σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Teachers conduct conference with peer supervision committee to receive feedback of classroom observation soon.	248	64	25	151	60.9	2	0.8	31	12.5			T	148	2.35	0.75	2.4	1.03	0.3
													Psc	100	2.46	0.88			
2	Peer supervision committee clearly organize data collected during classroom observation	248			90	36.2	2	0.8	127	51.2	29	11.7	T	148	3.36	1.11	3.38	0.36	0.71
													Psc	100	3.41	1.09			
3	The discussion mainly emphasizes on improvement of teaching learning process.	248			80	32.2	5	2.0	113	45.6	50	20.2	T	148	3.55	1.15	3.53	0.25	0.8
													Psc	100	3.51	1.15			
4	Comments are being given to teachers in written form rather than discussing face to face	248	47	19	164	66.1			32	12.9	5	2.0	T	148	2.10	0.89	2.13	0.48	0.62
													Psc	100	2.16	0.98			

key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T= teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

As indicated in the Table 9 item 1 above, the respondents were asked to rate their response whether or not teachers conduct conference with peer supervision committee to receive feedback of class observation. Accordingly, 64 (25%) of respondents were responded strongly disagree, 151 (60.9%) respondents were replied disagree. Few of respondents 2 (0.8%) were replied undecided and 31 (12.5%) of teachers respondents were responded agree with the idea. Moreover, the calculated mean score of teachers and peer supervision committee with ($\bar{x}=2.35, \sigma=0.75$) and ($\bar{x}=2.46, \sigma=0.88$) respectively disagree that peer supervisors did not provide immediate feedback for the supervisee teacher as soon as the classroom observation taken place. Post-lesson observation is better to be conducted immediately after the observation, so that the details of the lesson are easily remembered (Martin & Double 2005).

The weighted mean 2.4 shows that, the disagreement of respondents with the issue. The p-value ($p=0.3$) is greater than 0.05 shows that there is no significance difference between groups. The response of open ended questionnaire from most of the teachers revealed that usually peer supervision committee give feedback days or even a week after the actual observation had taken place.

In the interview session one school principal said,

After class observation giving immediate feedback may not be possible because most of the time teacher have continuous classes or the peer supervision committee themselves may have another class. So they have to wait until suitable time has come and this may have taken two to three days even a week.

As indicated in the Table 9 item 2, question raised for respondents to rate whether or not peer supervision committee clearly organize data collected during classroom observation. Accordingly, the calculated result shows that, 90 (36.2%) respondent teachers were disagree, 2 (0.8%) of respondent teachers were responded undecided, 127 (51.2%) of respondent were replied agree and 29 (11.7%) of respondent were responded strongly agree to the idea. The calculated mean of teachers and peer supervision committees 3.36 and 3.41 respectively agreed about the issue. The weighted mean score is ($\bar{X}=3.38$) with standard deviation 1.09 which are in the range of agree average level. This reveals that peer supervision committees organize

observation data collected in a clear manner to discuss with teachers for post observation conference. The calculated p-value is 0.71 which is greater than 0.05 levels indicates there is no significant difference between the two groups.

Thus from interview with school principals confirmed that peer supervision committees organize their observation data in clear organization to undertake post observation conference. Similarly, regarding the above idea literature revealed that, as soon as the class observation has been conducted the supervisors organize their observation data into clear discipline for feedback to the teacher. Collect, analyze and present data gathered during classroom observations for post observation conferences, with the goal of strengthening teacher's performance to improve student achievement (Zapeda, 2003).

As depicted in the Table 9 item 3, teachers and peer supervision committees were requested to respond whether or not their discussion emphasizes on improvement of teaching learning process. Consequently, 80 (32.2%) of respondents were responded disagree, 5 (2%) of respondents responded undecided to the idea, 113 (45.6%) of respondents responded agree and 50 (20.2%) of respondents replied strongly agree. The calculated mean score of teachers and peer supervision committees 3.55 and 3.51 with standard deviation 1.15 respectively agreed with the idea. The average mean score ($\bar{X}= 3.53$) shows that, peer supervisors and supervisees agree on the issue. Thus, from this analysis their discussion focuses on way of enhance teaching learning process. The significance level ($p=0.8$) is greater than 0.05. This indicates that there is no significant difference between the opinions of instructional peer supervision committees and teachers.

As shown in the Table 9 item 4, respondents were asked to rate their levels of agreement regarding whether or not comments given to teachers in written form rather than discussing face to face after classroom visit. Accordingly, 47 (19%) of teacher respondents were responded strongly disagree, majority of respondents 164 (66.1%) were disagree while 32 (12.9%) and 5 (2%) of respondents were responded agree and strongly agree respectively. The calculated mean score of teachers with ($\bar{x}=2.10$, $\sigma=0.89$) and instructional peer supervision committees ($\bar{x}=2.16$, $\sigma=0.98$) disagreed on the point. The average mean of respondents $\bar{X}= 2.13$ were in the range of disagree level indicates that peer supervisors

emphasize to give comments for the supervisee teachers through face-to face interaction. The significance level ($p=0.62$) is greater than 0.05, this indicates that there is no significance difference between the opinions of peer supervision committees and teachers.

From the above Table result analysis, one can realize that after classroom observation, peer supervisors well organized observation data and discuss with supervisee on way of improving teaching learning. However, their discussion and provision of feedback were not as soon as the observation program finished.

4.4 Views of the Respondents on Major Factors Affecting Instructional Peer Supervision Practices

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goal of the school might be better attained (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in school. According to (Bernared and Goodyear, 1998) stated that supervisor will not be able to carry out instructional evaluation effectively unless qualified well and trained in techniques of evaluation. This sub part of statistical finding of the study presents about major factors affect implementation of instructional peer supervision at schools. As has been presented in tables 8 below respondents were asked to rate their agreement on the expected major factors that could possibly affect instructional peer supervision.

Table 10: Respondent's view about challenges related to perception and availability of resource

No	Item	Total Res	SD		D		Un		A		SA		Res	No Res	\bar{x}	Σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Teacher perceives peer supervision as fault finding rather than supportive activity.	248	10	4	34	13.7			170	68.5	34	13.7	T	148	3.7	1.05	3.75	0.75	0.45
													Psc	100	3.8	0.88			
2	Teachers perceive peer supervision as a preferable means of teachers supportive system	248	44	17.7	168	67.7			32	12.9	4	1.6	T	148	2.11	0.94	2.13	0.29	0.76
													Psc	100	2.15	0.85			
3	There is shortage of material resource like supervision manuals, guidelines and stationary materials to prepare checklists.	248	4	1.6	24	9.7			175	70.5	45	18.1	T	148	3.86	0.96	3.95	1.75	0.08
													Psc	100	4.05	0.6			
4	There is inadequacy of financial budget for instructional peer supervision program.	248	7	2.8	25	10.1			171	68.9	45	18.1	T	148	3.86	0.96	3.93	1.65	0.1
													Psc	100	4.0	0.63			

Key: Fr= frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t- = t-value p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 =strongly agree.

As shown in the Table 10 item, 1 respondents were asked whether teachers perceived peer supervision as faulty finding rather than helping activity. Accordingly, 10 (4%) of respondents were responded strongly disagree, 34 (13.7%) of respondents were responded disagree, 170 (68.5%) of respondents were responded agree and 34 (13.7%) of respondents were responded strongly agree with the idea raised above. The calculated mean value of respondents teachers $\bar{x}=3.70$ $\sigma=1.05$ and peer supervision committees $\bar{x}=3.80$, $\sigma=0.88$ shows agreement to the idea. The average mean score also ($\bar{X}=3.75$) in the range of agreement level indicates teachers perceive peer supervision as fault finding rather than helping activity. The significance level ($p=0.45$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and peer supervision committees.

In the same way, the data gained from the interviewee school principals confirmed the respondents' idea. As one of the participant school principal said "some teachers showed their resistance against the supervisory activities. Because, they suspect both school supervisor and peer supervision committees as they find out poor performance of them." Thus, from the above analysis, it could be concluded that negative perception of teachers towards peer supervision adversely affects the practice of supervision in secondary schools of Bale zone. Moreover, teachers dislike the fault finding of supervisors so that the school peer supervisors must be both skillful and fair minded. In the similar way UNESCO (2007) proposed that, teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

In the same Table of item 2, question was raised to the respondents to rate whether or not teachers perceived peer supervision as preferable means of teachers supportive system. Consequently, 44 (17.7%) of respondents were responded strongly disagree, 168 (67.7%) of respondents responded disagree, 32 (12.9%) of respondents responded agree and 4 (1.6%) of respondents responded strongly agree with idea. The calculated mean reveals teachers and peer supervision committees with ($\bar{x}=2.11$ $\sigma=0.94$) and ($\bar{x}=2.15$ $\sigma=0.85$) respectively disagree. The average mean of respondents 2.13 indicates disagreement. Thus, teachers did not perceive instructional peer supervision as preferable system of assisting them. This negative perception of teachers towards instructional supervision affects the academic success of students.

Sergiovanni and Starrat (2002) describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for students' academic success. The significance level ($p=0.76$) is greater than 0.05. Hence, there is no significance difference between the opinions of teachers and peer supervision committees.

With regard to item 3 of Table 10, the respondents' were asked whether or not shortage of instructional supervision material like manuals, guide line and stationary materials in their schools. Accordingly, majority of teacher respondents 175 (70.5%) and 45 (18.1%) were responded agree and strongly agree. Few teacher respondents 4 (1.6%) and 24 (9.7%) were responded strongly agree and agree. The calculated mean score of teacher with standard deviation ($\bar{x}=3.86$, $\sigma=0.96$) and peer supervision committee ($\bar{x}=4.05$, $\sigma=0.6$) agree with opinion. The average mean ($\bar{X}=3.95$) was in the range of agree indicates that, absence of manuals and guideline to fully implemented techniques and procedure of peer supervision in their school. The calculated p-value is 0.08 is greater than 0.05 shows there is no significance difference between the two groups respondents. Similarly, during the interview session, all school supervisors and principals revealed that there was no supervision manual in their school which can be used as guide line for peer supervision in the school. One of the school supervisors said that:

Lack of supervision manual adversely affects instructional peer supervision in our schools. As a consequence, the peer supervisor committees were inefficient on how to assist other teachers in proper way; they lack how to prepare appropriate criteria to help teachers and how to gather necessary information when conducting supervisory activities.

From the result findings it is possible to conclude that lack of instructional material resource like supervision manuals and inadequacy of stationary material adversely influence the proper implementation of peer supervision in Bale Zone.

As indicated in item 4 of the same table respondents were asked to rate their level of agreements concerning there is inadequacy of budget for instructional peer supervision program in the school. Consequently, few respondents 7 (2.8%) responded, strongly disagree,

25 (10.1%) of respondents were replied disagree. Majority of respondents 171 (68.9%) were responded agree and 45 (18.1%) of respondents replied strongly agree to the idea. The calculated mean of teachers and peer supervision committee members with ($\bar{x}= 3.86$, $\sigma=0.96$ and $\bar{x}=4.0$, $\sigma= 0.63$) respectively agree that lack of budget was among the factors that hinder implementation of peer supervision program in the school. The overall $\bar{X}= 3.93$ shows the agreement of the total respondents with the idea. Therefore, based on the overall mean score, sufficient budget has not been allocated for supervisory activities in the school. The significance level ($p=0.1$) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

Supporting this, Ministry of Education (2002) in its supervision manual revealed that, another drawback for the efficiency of educational supervision is that, no sufficient financial resource is supplied for it. Therefore, the analysis above shows inadequate allocation of budget for school weaker the implementation of supervisory programs. In order to do an effective job, this problem should be solved as a first priority (MoE, 2002).

Table 11: Respondent's view about challenges related to time constraints and training

No	Item	Total Res	SD		D		Un		A		SA		Res	No Res	\bar{x}	σ	\bar{X}	t-v	p-v
			Fr	%	Fr	%	Fr	%	Fr	%	Fr	%							
1	Peer supervision committees are overloaded with class and have no enough time to support all teachers.	248			90	36.2	2	0.8	127	51.2	29	11.7	T	148	3.36	1.11	3.38	0.36	0.71
													Psc	100	3.41	1.09			
2	Special follow up of teachers lacks due to additional work burden in the schools.	248	4	1.6	25	10.1			173	69.8	46	18.5	T	148	3.86	0.96	3.95	1.73	0.08
													Psc	100	4.05	0.64			
3	Short term training, workshops were arranged for committee to upgrade their advisory status.	248			19	7.6			108	43.5	12	4.8	T	148	4.27	0.86	4.33	1.16	0.24
													Psc	100	4.4	0.85			
4	Peer supervision committees are well trained to supervise and support teachers.	248	77	31.0	124	50			46	18.5	1	0.4	T	148	2.27	0.68	2.3	0.65	0.51
													Psc	100	2.33	0.78			
5	Experience sharing session has not been organized for peer supervision.	248	5	2	22	8.9			119	47.9	10	4.1	T	148	4.18	0.98	4.17	0.12	0.9
													Psc	100	4.16	0.92			

Key: Fr=frequency, SD = strongly disagree, D = disagree, Un = undecided, A = agree, SA = strongly agree, Res = Respondents, T = teachers, Psc = Peer supervision committee, \bar{x} = mean, σ = Standard deviation, \bar{X} = average mean, t-v = t-value, p-v = P-value at $\alpha=0.05$ and degree of freedom (250)

Rating scale ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree.

As shown in the Table 11 item 1, respondents were asked to indicate their level of agreement regarding that, whether peer supervision committees are overloaded with class to support teachers or not. Accordingly, 90 (36.2%) of respondents were responded disagree, 2 (0.8%) of respondents were responded undecided, 127 (51.2%) of respondents were responded agree and 29 (11.7%) of respondents were responded strongly agree to the idea. The calculated mean of teacher respondents ($\bar{x}= 3.36$, $\sigma=1.11$) and peer supervision committees ($\bar{x}= 3.41$, $\sigma=1.09$) agree that the respective committees have no enough time to help teachers. The average mean is 3.38 reveals the group of respondents agrees on the point. From qualitative data of interview session all school principals also supported the above idea. One of the interviews said “since most of our peer supervision committees were having a teaching load of more than 25 periods per week, it is impossible to provide appropriate peer supervision service to teachers.” Therefore, based on the response of majority respondent it is possible to conclude that having work burden and time constraints affect the instructional peer supervisor’s capacity of providing effective instructional supervision. Consequently, the calculated p-value 0.71 indicates there is no significance difference between the two groups.

With regard to Table 11 of item 2 above, respondents were asked to indicate their level of agreement regarding lack of follow up of the activities of teachers by peer supervision committee in their school. Accordingly 4 (1.6%) of respondents were responded strongly disagree, 25 (10.1%) of respondents were responded disagree. Majority of respondents 173 (69.8%) of respondents were answered agree and 46 (18.5%) of respondents were responded strongly agree. Hence, the computed mean score of teachers and peer supervision committee 3.86, and 4.05, respectively agree that there was lack of special follow up due to additional work burden. The weighted mean score ($\bar{X}= 3.95$) shows the agreement of the respondents with the idea that peer supervisors provide little facilitation role to teachers. The significance level ($p=0.08$) is greater than 0.05. This indicates that there is no significant difference between the opinions of teachers and peer supervision committee.

As depicted in Table 11 item 3, the respondents were asked to reply whether instructional peer supervision committees were got short term training, workshop and facilitation role to support teachers. Accordingly, majority of respondents 108 (43.5%) were responded agree, 121

(48.8%) of respondents were responded strongly agree, 19 (7.6%) of respondents were responded disagree with the issue. In light of this, teachers and peer supervision committees agree with the mean ($\bar{x}= 4.27, \sigma=0.86$) and ($\bar{x}= 4.4, \sigma=0.85$) respectively. The average mean value 4.33 indicates both group of respondents were agree that peer supervisors were not get relevant training to support teachers and less facilitation role played. Similarly the response collected from the interview also confirmed the same idea. One school supervisor said “there were no organized training programs given for instructional peer supervision committees.” In the same way one of school principal said “due to financial constraint and less emphasis given by focal person of wereda they could not offer relevant training program.” Coinciding with this, the finding of Ahmed cited in Rashid (2001) indicated that the absence of in-service training for supervisors adversely influence the practices of instructional peer supervision. The significance value ($p=0.24$) is greater than 0.05 shows there is no significance difference between the two groups.

As indicated in the Table 11 item 4, the respondents were asked whether instructional peer supervision committees were well trained in supervision to give technical and other support to teachers. Consequently, 77 (31%) of respondents were responded strongly disagree, 124 (50%) of respondent teachers were responded disagree, 47 (18.9%) of respondents were agree to the issue. In light of this, teachers and peer supervision committees disagree with the mean score ($\bar{x}= 2.27, \sigma=0.68$) and ($\bar{x}= 2.33, \sigma=0.78$) respectively. The average mean value 2.3 indicates both group of respondents were disagree that peer supervisors were well trained to supervise and support teachers. The significance value ($p=0.51$) is greater than 0.05 shows there is no significance difference between the two groups.

From qualitative data during interview session, one of school supervisors said:

I was not seen any train given to peer supervision committee as well as school leaders(principals and supervisors) concerning implementation of peer supervision and the processes of supervision were running through in the school by experience and self-creative method of the peer supervisors. ...that is why the peer supervisors fail to implement the principle and techniques of classroom observation procedure.

The document analysis also supports the suggestion of interviewed school supervisor above. Therefore, it can be concluded that, peer supervision committee did not get necessary trainings, workshops and seminars related to instructional supervision which enables them to discharge their responsibilities of providing support for teachers. Similarly, regarding to training, workshops and seminary lack of continuous training system for supervisors to update their pedagogical knowledge and skills is obstacle of the practice of supervision (Merga, 2007).

With regard to Table 11 item 4, the respondents were asked to rate whether or not experience sharing session has been organized for peer supervision. Accordingly, 5 (2%) of respondents were responded strongly disagree, 22 (8.9%) of respondents were responded disagree, 119 (47.9%) of respondents were responded agree and 102 (41.1%) of respondents were responded strongly agree with issue. Similarly, the computed mean scores of respondent teachers ($\bar{x}=4.18$, $\sigma=0.98$) and peer supervision committees ($\bar{x}=4.16$, $\sigma=0.92$) shows agree with issue. The average mean ($\bar{X}=4.17$) indicates both group of respondents were agree that there was shortage of experience sharing session with other schools supervision committees. From this analysis the school leaders do not organize experience sharing program to improve the supervisory skills of instructional peer supervisors. In relation to this, MoE (1987) indicates that one of the activities of instructional is organizing and implementing teachers' in-service trainings and experience sharing sessions. The significance p-value 0.90 is greater than 0.05 indicate there is no significance deference between the teachers and peer supervisors. From the interview session one of school supervisor said:

In addition to the absence of in-service training programs for peer supervision committees, lack of budget for transportation hinder obtaining experience sharing from those school which relatively practiced better peer supervision program. Beside these, problems less commitment and interest of peer supervisors to gain and share experience were also tackling the implementation of peer supervision in the study area.

All respondents (during interview and on open ended questions on questionnaire) were requested to indicate if there were other challenges against instructional peer supervision in their school. Consequently, most of the interviewees argued that, large staff size, shortage of material resources like manuals and checklists, commitment, and absence of incentive for peer supervisors were challenges against the implementation of peer supervision in secondary schools of Bale zone. In line with the findings above related to challenges of peer supervision, researcher like Fikadu (1999) pinpointed that Ethiopian supervisory practices encountered many problems to list: supervisors don't implement the principle and techniques they learned, teachers have negative attitude towards the supervisory program and supervisors lack prerequisite skill in human relations while working with teachers. Supporting the above idea, MoE (2002) explains that most of the factors affecting the practice of supervision in our country were: shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one.

Finally, all respondents were asked to explain possible solution they suggest to overcome the challenges and to improve the implementation of peer supervision in their school. Here some of the respondents confirmed that the school and woreda education administrators' together with address challenges mentioned above. Thus, from the above, analysis several factors tend to militate against effective implementation of peer supervision in secondary school study area.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The central aim of this study was to assess the practices and challenges in implementing instructional peer supervision in secondary schools of Bale zone. With this regard, this part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the implementation of instructional peer supervision in secondary schools study area.

5.1 Summary

As it was stated in chapter one, the purpose of the study was to investigated practice and challenges in implementing instructional peer supervision in secondary schools of Bale zone. Thus, the study attempted to address answer for the following basic questions:

1. What is teachers' perception towards instructional peer supervision in Bale zone secondary schools?
2. To what extent peer supervision committee employ procedures of classroom observation in secondary schools of Bale zone?
3. What are the major challenges that hinder implementing peer supervision in the secondary schools of Bale zone?

To this effect, the study was conducted in 11 secondary schools of the Bale Zone. Consequently, 11 principals, 7 school supervisors and 101 instructional peer supervision committee members were selected as a sample by using availability sampling while 151 teachers was selected by simple random sampling technique. For the study, primary and secondary data sources were employed. Data was gathered through both quantitative and qualitative tools. Accordingly, a total 252 copies of a questionnaire were prepared and distributed for 151 teachers and 101 instructional peer supervision committees respectively. From the distributed questionnaires, 4 questionnaires did not return. This reduced the sample population of teachers in to 148 and peer supervision committees to 100. On the other hand, to obtain qualitative data, interview sessions were conducted with principals and secondary school supervisors. Moreover, document analyses were used to obtain qualitative data.

The quantitative data obtained were analyzed and interpreted using different statistical tools such as mean scores and percentage. T-test was utilized to check whether there is statistical significance difference between the opinions of the respondents assisted by a computer SPSS program version 20. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document were analyzed by narration. Hence, the major findings of the study are summarized as follows:

Concerning the demographic character, majority of respondent teachers 158 (64%) and all school principals and supervisors were male in the sampled secondary schools. The remains 90 (36%) of respondents were female. In the age case of respondents, major and few percentages of respondents were in the age range of 30-34 and 20-24 respectively. Regarding academic qualification of teachers respondents 231 (93%), 11 (4%) and 6 (2%) were first, MA and diploma holders respectively. In sampled secondary schools, 8 (72.7%) principals and 5 (71.4%) of school supervisors were first degree holders and only 3 (27%) principals and 2 (33.3%) of school supervisor were MA holders. With respect to experience of teacher respondents 21%, 28%, 22%, 13% and 16% were engaged in the experience range 1-5, 6-10, 11-15, 16-20, 21 and above respectively.

With regard to teachers' perception towards instructional peer supervision, teachers and peer supervision committee respondents were responded their opinions. The result shows that the teachers and peer supervision committees have relatively same views. The respondent's perceived that proper implementation of instructional peer supervision in the school has essential in improving teachers' skills in managing students and helps in using variety of teaching techniques. Based on the quantitative and qualitative data obtained majority of teachers and peer supervision committee responded that most of teachers were not well oriented about activities of instructional peer supervision and associate instructional peer supervision with evaluation of teachers' performance.

The qualitative data obtained from interview with school supervisors also confirmed that many teachers considered classroom observation as performance appraisal, and not consider as helpful for improvement of classroom instruction. The response of the respondents, the finding

reveals that, the approach of some peer supervisors is not motivating the teachers it rather degrades the level of encouragement and dissatisfies teachers.

With regards to classroom observation procedure employed by peer supervision the results indicated conducting all procedure of classroom observation is crucial to give relevant support for teachers, so that they can improve instructional presentation skills. However, majority of teacher and instructional peer supervision committee respondents revealed that instructional peer supervision committees fail to implement the pre-observation conference in a proper manner. They did not make discussion with teachers on the checklist before actual presentation. As respondents revealed, the instructional peer supervisors carried out the classroom observation without establishing teacher's agreement on period and lesson to be observed; and without making discussion on check list of observation. Similarly, the peer supervisor did not convince teachers that classroom visit supports the process of teaching learning.

In light of this the interviewed respondents and document analysis confirm that the peer supervisor do not following procedure of classroom observation properly. The finding of the study also demonstrated that the majority of the respondents responded that instructional peer supervisors register the activities of teachers and students while stay in the class. However, the peer supervisor committees fail to stay throughout the time owed to lesson and as a result insufficiently record information of a given teachers while classroom observation. The analysis of the study shows that the instructional peer supervision committees did not visit classroom frequently to support teachers. From the open ended questionnaire it was found that classroom observation was typically conducted only once per semester or even for some teachers once per year. Large number of respondents revealed that the instructional peer supervisors undertake post observation conference and provides comments not as soon as classroom observation over.

Majority of the teachers, supervision committees and secondary school leaders indicated that the existence different factors that hinder proper implementation of instructional peer supervision in their school. Thus, the great number of respondents specified their agreement that, teachers perceived instructional peer supervision as performance appraisal than helping activities and have negative attitudes towards peer supervision practiced in their school. Peer

supervision committees lack relevant training programs to update their advisory skills of supporting teachers and shortages of experience sharing session with other experienced person affect supervisory activities.

Again the findings of the study revealed that challenges such as inadequacy of budget to facilitate supervisory activities, shortage of instructional supervision manuals and guidelines to conduct effective peer supervision, lack of time due to work load of supervisors were among the major challenges against instructional peer supervision in secondary schools of the study area.

5.2 Conclusions

The main purpose of instructional peer supervision is capacitating teachers for creating a better learning condition for students. This requires the positive attitude of teachers towards peer supervision. Unless teachers perceive peer supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. However, the findings show that teachers were not well oriented to the potential benefits of peer supervision. They connect peer supervision with evaluation performance of teachers. From this it can be concluded that teachers in secondary schools of Bale Zone have limited understanding about the significance of instructional peer supervision. In light of this, efforts of peer supervision committee and school leaders to change perception of teachers toward peer supervision were limited and this negatively affects the practices of instructional peer supervision and in turn students learning.

Majority of respondents indicated that peer supervision has importance in enabling teachers to use variety of teaching techniques and solving instructional problems. In light of this, the approaches of peer supervisors while observing, supporting and providing feedback to teachers' instructional activities, influences teachers' attitudes towards instructional peer supervision. The finding reveals that, the approach of some peer supervisors in secondary school of study area is not motivating the teachers; it rather reduces the level of encouragement and dissatisfies teachers. Thus, the approaches of peer supervisor while supporting supervisee influences implementation of peer supervision in secondary schools and therefore, should be collaborative, smooth and friendly with teachers

The findings of this study showed that the peer supervision committees were not following the procedures of classroom observation appropriately. Particularly, peer supervisors did not make a mutual agreement with the supervisee teachers on the purpose of observation, on the checklist used to collect data and selecting convenient time and date of observation. The supervisors also did not stay in the class during the entire class period for observation and did not frequently undertake activities. Therefore, it is possible to conclude that teachers in the secondary schools of Bale zone were less supported by peer supervision committees for the effectiveness of classroom performance.

Finally, the results of the study revealed that instructional peer supervision was negatively affected by many problems like negative attitude of teachers towards peer supervision lack of special follow up by peer supervision committee and school leaders, the absence of training programs to update supervision committee, non-availability of supervision manual at school, and insufficient allocation of budget to carry out supervisory activities. From this it can be concluded instructional peer supervision implementation was less supportive for effective teaching and learning process.

5.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of instructional peer supervision in secondary schools of Bale zone.

Providing effective and efficient supervisory support is vital for teachers to accomplish instructional activities in the classroom. Therefore, peer supervision committees and school leaders should be committed to implement peer supervision program appropriately and in collaboration with secondary school supervisors should give emphasis to the creation of awareness in teachers.

Teachers should perceive instructional peer supervision practicing at school positively, since its purpose is purely the professional development of teachers and their relationship with peer supervision committees should be smooth and trusty. Moreover, the approaches of instructional peer supervision committee should be collaborative and friendly.

Conducting frequent classroom observation is crucial for improvement of classroom instruction. Therefore, the school principals should create means for peer supervision committees to frequently observe classroom as much as possible and let them to have sufficient time for supervision, way to minimize their work load must be looked for.

Instructional peer supervision committees need to give emphasis on implementation procedure of classroom observation in a planned manner and discuss with teachers before observation, attend the entire class while conducting classroom and provide feedback as soon as classroom observation completed.

Appropriate and continuous training programs capacitate teachers' professional skills of supporting students. Therefore, school leaders are needed to facilitate and organize training program for instructional peer supervisors and teachers on the significance and how to implement at school level. In addition to this, they should create an opportunity for experience sharing programs regarding peer supervision across secondary schools in the zone. Thus, it is advisable for the school principals through cooperation with Woreda Education Offices, Zonal Educational Department, organize the training programs for the effectiveness of peer supervision at the school level.

The finding of the study revealed the fact that the secondary schools under study area have no supervision manual and guidelines which clearly specifies the responsibilities of peer supervision committees and show them how to carry out supervision in classroom effectively. Thus, Woreda Education Offices in collaboration with Zonal and Regional Education bureau should help secondary schools by providing supervision manuals as necessary reference tools.

Finally, the finding reveals that inadequate financial budget was allocated for supervision program in the schools. Therefore, the Woreda Education Offices and school parent student teachers association should allocate financial budget based on their financial capabilities of the school for the successful implementation of instructional peer supervision.

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7. APPENDICES

7.1 APPENDIX- A- Questionnaire for Teachers

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences
Department of Educational Planning and Management
MA in School Leadership

A questionnaire to be filled by teachers

Dear respondents!

This questionnaire is designed to collect relevant information for the study entitled “practices and challenges of instructional peer supervision in secondary schools of Bale Zone”. Your responses are vital for the study. Therefore, you are kindly requested to read all the questions and provide genuine response.

General Directions

Please note that:

- There is no need to write your name on the questionnaire.
- Read all the instructions before attempting to answer the questions; no need to consult others
- Please write short answer in the space provided for questions that request your opinion or completion.
- Indicate your response either by using a tick mark (√) or by giving short answers on the space provided.

Part I: Personal Information of teachers

1. Sex: Male Female
2. Age range: 20-24 25--29 30-34 35-39 40 and above
3. Academic qualification: Diploma Degree M.A/MSc Other
4. Work experience in years 1-5 6-10 11-15 16-20
21 and above

Part II. For each statement related to teacher's perception to ward instructional peer supervision in your school, please respond by marking (√) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	DS	SD
1	I associate instructional peer supervision with performance appraisal than providing me support.					
2	I perceive peer supervision has no significance to improve classroom instruction.					
3	Instructional peer supervision improved my skills in managing students.					
4	Instructional peer supervision is a difficult activity to carry out in our school.					
5	I am well oriented about activities of instructional peer supervision.					
6	Instructional Peer supervision is not necessary, since I know what and how to teach.					
7	I believe that classroom observation by peers enable me to use variety of teaching techniques and use instructional materials.					
8	I am dissatisfied with peer supervisory service given in our school.					

9. If there is any other perception you have about instructional peer supervision practiced in the school please list down in the space provided _____

Part III. For each statement related to procedure of instructional peer supervision for class room observation in your school, please respond by marking (√) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	D	SD
	Pre Observation					
1	I make agreement with Peer supervision committee before visiting classrooms.					
2	I make agreement on observation checklist before data collection on the lesson being thought.					
	Classroom observation					
3	My peers observe throughout the time allocated for classroom observation.					
4	Peer supervision committee record what I and student performing while teaching learning process.					
5	Peer supervision committee frequently visit class room to support teachers and student.					
	Post observation					
6	I conduct conference with peer supervision committee to receive feedback on classroom observation soon.					
7	Peer supervision committee clearly organize data collected during classroom observation					
8	Our discussion mainly emphasizes on improvement of teaching learning process.					
9	Comments are being given to me in written form rather than discussing face to face					

10. How often do your peer supervisors conduct classroom observation on you?

Part IV. For each statement related to major challenges that hinder implementing instructional peer supervision in your school, please respond by marking (√) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	DS	SD
Teachers perception of instructional peer supervision						
1	Teacher perceives peer supervision as fault finding rather than supportive activity.					
2	Teachers perceive peer supervision as a preferable means of teachers supportive system					
Availability of educational resources and budget						
3	There is shortage of material resources like instructional peer supervision manuals, guidelines and stationery materials to prepare checklists.					
4	There is inadequacy of budget for instructional peer supervision program.					
Time constraints						
5	Peer supervision committees are overloaded with class and have not enough time to support all teachers.					
6	Special follow up of peer supervision committee lacks, due to additional work burden in the schools.					
Training						
7	Short term training, workshops were arranged for peer supervision committee to upgrade their advisory status.					
8	Peer supervision committees are well trained to supervise and support teachers.					
9	Experience sharing session has not been organized for peer supervision.					

10. If there are any other problems that hinder implementation of peer supervision please specify in the space provided.

11. What solution would you suggest to improve peer supervisory program at your school?

Thank you for your cooperation!

7.2 APPENDIX- B- Questionnaire for Instructional Peer Supervision Committee

HARAMAYA UNIVERSITY POSTGRADUATE PROGRAM DIRECTORATE College of Education and Behavioral Sciences Department of Educational Planning and Management MA in School Leadership

A questionnaire to be filled by instructional peer supervision committee

Dear respondents!

This questionnaire is designed to collect pertinent information for the study entitled “practices and challenges of instructional peer supervision in secondary schools of Bale Zone”. Your responses are vital for the study. Therefore, you are kindly requested to read all the questions and provide genuine response.

General Directions

Please note that:

- There is no need to write your name on the questionnaire
- Read all the instructions before attempting to answer the questions; no need to consult others
- Please write short answer in the space provided for questions that request your opinion or completion.
- Indicate your response either by using a tick mark (✓) or by giving short answers on the space provided.

Part I: Personal Information for peer supervision committee

1. Sex: Male Female
2. Age range: 20-24 25--29 30-34 35-39 40 and above
3. Academic qualification: Diploma Degree M.A/MSc Other
4. Work experience in years 1-5 6-10 11-15 16-20
21 and above

Part II. For each statement related to teacher's view toward instructional peer supervision in your school, please respond by marking (\checkmark) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	DG	SD
1	Teacher associate instructional peer supervision with performance appraisal than providing them support.					
2	Teachers perceive peer supervision has no significance to improve classroom instruction.					
3	Instructional peer supervision improved teachers' skill in managing students.					
4	Instructional peer supervision is a difficult activity to carry out in our schools.					
5	Teachers are well oriented about activities of instructional peer supervision.					
6	Instructional Peer supervision is not necessary since they know what and how to teach.					
7	Teachers believe that classroom observation by peers enable them to use variety of teaching techniques and use instructional materials.					
8	Teachers dissatisfied with peer supervisory service given in our school.					

9. If there is any other perception you have about instructional peer supervision practiced in the school please list down in the space provided

Part III. For each statement related to procedure of instructional peer supervision for class room observation in your school, please respond by marking ($\sqrt{\quad}$) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	DG	SD
	Pre Observation					
1	I convince a teacher that classroom visit is helping process in his/her teaching.					
2	I make agreement on suitable date and observation checklist before data collection on the lesson being thought.					
	Classroom observation					
3	I observe throughout the time allocated for classroom observation.					
4	I record what teachers and students are performing during teaching and learning process.					
5	I frequently visit class-rooms to support teachers and student.					
	Post observation					
6	I conduct conference with teachers to give immediate feedback of classroom observation.					
7	I clearly organize observation data collected during classroom observation					
8	Our discussion mainly emphasizes on the improvement of teaching learning process.					
9	Comments are being given to the teachers in written form rather than face to face discussion.					

10. How often do you conduct classroom observation on teacher? _____

Part IV. For each statement related to major challenges that hinder implementing instructional peer supervision in your school, please respond by marking (√) under column SA (strongly agree), A (agree), UN (Undecided), D (disagree) and SD (strongly disagree).

No	Item	Level of agreement				
		SA	AG	UN	DS	SD
	Teachers perception of instructional peer supervision					
1	Teacher perceives peer supervision as fault finding rather than supportive activity.					
2	Teachers perceive peer supervision as a preferable means of teachers supportive system					
	Availability of educational resources and budget					
3	There is shortage of material resource like instructional peer supervision manuals, guidelines and stationary materials to prepare checklists.					
4	There is inadequacy of budget for instructional peer supervision program.					
	Time constraints					
5	Peer supervision committees are overloaded with class and have no enough time to support all teachers.					
6	Special follow up of teachers lacks due to additional work burden in the schools.					
	Training					
7	Short term training, workshops were arranged for peer supervision committee to upgrade their advisory status.					
8	I am well trained to supervise and support teachers.					
9	Experience sharing session has not been organized for peer supervision.					

10. If there are other problems that hinder implementation of peer supervision please specify in the following space provided.

11. What solution would you suggest to improve peer supervisory program at your school?

Thank you for your cooperation!

7.3 APPENDIX- C-Interview Guide for Principals and School Supervisors

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

College of Education and Behavioral Sciences

Department of Educational Planning and Management

MA in School Leadership

Interview guide for principals and school supervisors

Part I: General Information and Personal Data

1. Sex _____ 2. Age _____ 3. Qualification _____
4. Experience: _____

II: Direction: Give your response to the questions in short and make it precise.

1. How do you evaluate the attitude of your teachers towards peer supervision in line with learning-teaching process in your school?
2. What is your opinion regarding the practices and process of instructional peer supervision in your school?
3. Suggest if there were any training and work shop given for peer supervisors to upgrade their supervisory practices.
4. What supervisory procedures do the peer supervision committees follow in conducting classroom visits in your school?
5. What are the main challenges that hinder the practices of instructional peer supervision in your school?
6. What alternative do you suggest to improve instructional peer supervision in your school?

Thank you for your participation!

7.4 APPENDIX- D Interview Guide for Principals and School Supervisors (Afan Oromo)

YUNIVARSITII HARAMAYAA SAGANTAA DAARIKTOREETII EEBBA BOODAA

Qajeelcha gaaffii fi deebii dura bu’oota fi supparvaayizaroota manneen barnootaa waliin gaggeeffame

Kutaa I: Odeeffannoo Waliigalaa

1. Saala _____ 2. Umrii _____ 3. Sadarkaa barnootaa _____
4. Muxannoo hojii _____

Kutaa II: Gaaffilee kanaaf deebii gabaabaa fi ifa ta’ee akka naaf kennitan kabajaan isin gaafadha.

1. Dhimmaa baruu fi barsiisuu mana barumsa keessaniitti gaggeeffamaa jiruun walqabsiisee ilaalchi barsiisonnii dawwii daree waliin (peer supervision) irratti qaban akkamitti madaaltu?
2. Adeemsa fi raawwii dawwannaa daree walii waliin (peer supervision) mana barumsa keessaniitti gaggeeffamu irratti yaanni qabdu maali?
3. Koree dawwannaa waliwaliin (peer supervision committees) mana barumsaa keessaniif, leenjii ykn warkishooppiin adeemsa daawwannaa daree isaanii fooyyessu kenname yoo jiraate haa ibsamuu.
4. Tariibni koree dawwannaa wali waliin (peer supervision committees) mana barumsaa keessaniitti yeroo daawwannaa daree gaggeessan hordofaan maal fakkaata?
5. Rakkooleen ijoo yeroo dawwannaa waliwaliin (peer supervision) mana barnootaa keessanii hojii irra oolchitan isin mudatani maal fa’a?
6. Yaada filannoo dawwammaa waliwaliin (peer supervision) mana barnootaa keessaniitti gaggeeffamaa jiru fooyyessuuf qabdan maal nuuf ibsitu?

Hirmaannaa keessaniif galatoomaa!

7.5 APPENDIX- E-Check List of Document Analysis

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
College of Education and Behavioral Sciences
Department of Educational Planning and Management
MA in School Leadership

Check List of Document Analysis

No.	List of activities to be performed	Observation Comments
1	Instructional peer supervision committees have supervision plan and class room observation schedule.	
2	Instructional peer supervision committees have check lists for classroom observation.	
3	Discussion (agreement) made between peer supervision committees and teachers before actual observation of class room.	
4	Feedback of classroom observation given for teachers by peer supervision committees.	
5	Short term training, workshop and experience sharing made for the peer supervision committees.	