



THE CONTRIBUTION OF SUPERVISION TO TEACHER'S INSTRUCTIONAL IMPROVEMENT IN THE TVET COLLEGES OF OROMIA REGIONAL STATE, ETHIOPIA

Mr. Chanyalew Woldegebriel

Research Scholar, Andhra University Visakhapatnam

Prof. R. Ranghanatan

Department of Education

Andhra University Visakhapatnam

ABSTRACT

Cluster TVET level or school level supervision is common in Ethiopian educational institutions. This supervisory team was responsible to perform different functions. However, the authors focus was to investigate the status of cluster level supervisory practices to bring about teachers instructional improvement. To achieve this objective, descriptive survey research method and a mixed method of research design were used. A mixed method of research design was used to combine both the quantitative and qualitative designs. The Quantitative data were secured by questionnaire and the qualitative one was secured by the interview. Samples for the study were selected from six clustered TVET colleges Teachers and supervisors team from eighteen clustered TVET institutions of the region, The data was analyzed through the Statistical Package for Social Sciences (SPSS) version 20. One way ANOVA test was applied to see whether there was a statistically significant difference between teachers and supervisors

Keywords: supervision, instructional improvement, classroom instruction

1. Background of the Study

Education is the heart of development endeavor made by every nation, be it in developing or developed. Mohanty (2007) stated that education is a common denominator of social,

economical, and political development. To improve the level of education, there is a need to look for opportunities that can increase the professional development and job performance of teachers, Teachers can influence the teaching learning outcomes either positively or negatively because they are not only determine the quality of instructional delivery but also influence quality education when it comes to implementation of the curriculum and educational policies (Ofojebe & Theodoraho 2010).

Lockhead & Verspoor, 1991; Zepeda, 2003 & Barro, 2006) asserted that the growth and development of the learning outcome depends largely on the effectiveness of education being offered. Effective education also depends on the level of the teacher and the support given by the supervisor: since the teacher and the supervisor are inseparable and are keys to better student achievement. Sergiovanni & Starratt (1993) considered supervision as a focus for improving teacher's knowledge, skills, and ability to make decision and solve a problem effectively. Supervision is a formal process that focuses on professional development and improvement of instruction.

Supervision has a potential to improve class room instruction, staff development& orientation, assessment and evaluation (Wiles & Bandi, 2000). According to Fisher (2011), a supervisor is an educator who provides leadership to teachers' improvement of instruction delivery to the students in the classroom. The Technical and Vocational Education and Training (TVET) sector is a part of education and training systems and a number of measures within TVET institutions are recommended by Ethiopian TVET agency one of which is the introduction of staff development unit at the institute level and supervision system at the cluster level(MOE; 2014). It is widely acknowledged that the effectiveness of teachers/ trainers greatly influences the effectiveness of TVET institutes in producing qualified and skilled graduates. The effectiveness of any education system also strongly depends on the quality of interactions and relationships that occur between the supervisor, teachers and students (UNESCO, 2012).

A system which is implemented in the school to change the teaching practices that can build the capacity of teachers requires a well equipped in terms of knowledge & skills and a well organized supervisory support.

2. Statement of the Problem

TVET sector is a part of education and training systems that play crucial roles in the production of technical work force. To make TVET institution effective, it needs to increase the professional development and instructional improvement of teachers for the trainees' better achievement; which can be done through and by the supervision. "Effective supervision is therefore a crucial issue in the delivery of Technical and Vocational Education as it is the main avenue through which technological and entrepreneurial exploits could be ensured for sustainable economic development" (Clark and Olumese 2012:6).

Institutions of TVET are providing effective supervision to develop people in the professions (Afferro & Razali 2012). Ponnusamy, in Simin & Mohammed (2014) reveals that a school leader (a supervisor) can greatly influences the teachers, who in turn have a direct influence on students' achievement. Supervisor who can provide the necessary leadership in supporting the teachers' performance can have a positive impact on their school's work environment and leads teachers to practice and display the desired behaviors in the workplace, especially in their professional commitment towards the school organizations.

The existing TVET trainers/instructors are mostly inappropriately practically skilled, i.e. not competent to provide TVET in accordance with the occupational standards (Munzwa & Tirivangana 2009).

Effective supervisors provide learning opportunities for teachers to develop the knowledge, practices and attitudes that are needed to achieve agreed goals and expectations (Department of Education & Training 2005). Moreover, Montgomery in Carrie &Greg (2003) underlined that:

Most teachers lack grounding in relevant teaching theory and become susceptible to fashions and fads in teaching. Therefore, many teachers are unable to develop an effective system for teaching. Effective leadership by the instructional leader, however, may provide a platform for improving the teaching process.

The study intended to examine the contribution of educational supervision to instructional improvement of TVET Colleges of Oromiya Regional state of Ethiopia. Hence, the researcher proposed the following central questions to address the problem and to guide the study

- How far college level supervisors are practicing educational supervisor's roles in the clustered TVET Colleges/ institutions?

- To what extent college level supervisors contribute to instructional improvement of teachers in the clustered TVET institutions

3. Objectives of the study

The objectives of the study are:

1. To assess and shading light on how supervisors are practicing educational supervision in the clustered TVET Colleges/ institutions..
2. To spot the role and contribution of supervisors to instructional improvement of teachers in the clustered TVET institutions.

4. Research Methods

To achieve the objective mentioned above, descriptive survey research method was used. According to Creswell (2012:376) “a survey research method is helpful to describe trends, to determine individual opinions, to identify important beliefs and attitudes of individuals and to provide useful information to evaluate programs in schools”.

4.1. Sample size and Sampling Techniques

According to Creswell (2008), a population is a group of individuals who have the same characteristics and researchers choose a sample of participants from a population. To make the TVET colleges manageable TVETs in the region were grouped in to eighteen clusters. From these clustered TVETs six of them were selected to the study. In order to get representative sample TVET cluster colleges of the region, samples were taken from all sides of the region (.East, West, North, South and the Central part of the region by using stratified simple random sampling.

In the region TVET college teachers and supervisors were categorized by their levels of educational background (A, B and C levels). “A” level’s is teachers/supervisors with a master or MSC degree, “B” level’s is teachers/supervisors having a first degree/ BSC degree holders, and “C” level’s is teachers/supervisors having a diploma. So, from each levels or strata’s representative samples were selected by using stratified simple random sampling. The sample was distributed in proportion to the number of teachers and department heads (team members of cluster level supervision) in all levels or strata’s in the selected sample TVET colleges. All supervisors and 50% of teachers were selected to the study.

4.2. Research Instruments

Survey researchers are typically collected data by using two basic forms: questionnaires and interviews (Creswell 2012). Based on this facts the researcher employed questionnaire and interview to collect data from the sample respondents or populations. In other words, the construction of data collection instruments of the research (questionnaire and interview) was mainly based on the basic questions of the research.

A set of questionnaire was prepared to obtain necessary information from teachers and supervisors (deans, v/deans supervisor team coordinators and department heads) of TVET colleges. The items in the questionnaire were open ended. The questionnaires originally prepared in English and translated to home language Amharic which is working language of the country in order to minimize and overcome expected language barriers. The questionnaire consisted of two parts: the first one is about the demographical information of the participants and the second part is all about the school level supervisor's contribution to teacher's instructional improvement and it encompasses six statements.

The two basic types of interviews are focus group and one-on-one interviews (Creswell 2008). Accordingly a one to one interview for the supervisor's team and the focus group interview to teachers were employed.

4.3. Data collection Procedures

The data collection instruments (questionnaire and interview) were developed after careful review of the related literature and after enriching it with the result of the pilot test, the research guide and university professor's feedbacks. Before the questionnaire was distributed to the respondents orientation was given to the selected teachers and college level supervisors.

The other issue that takes in to consideration was the time to collect quantitative and qualitative data in the mixed research design. Timing within a mixed methods design is classified in to two ways: concurrent or sequential and (Morse, in Creswell, 2006). The researcher selected the concurrent timing design. Concurrent timing design occurs when the researcher implements both quantitative and qualitative methods during a single phase of the research study. Quantitative data were collected from both supervisors and teachers of the sample colleges where as the qualitative data were collected from some selected supervisors of quantitative data

respondents of teachers and supervisors. The joint display analysis strategy was used in the results section. Its presentation was quantitative then the qualitative and followed by suggestions.

4.4. Data Analysis

The valuable responses obtained from the questionnaire were tabulated, interpreted and analyzed using one way ANOVA. . The one-way Analysis of Variance (ANOVA) can be used for the case of a quantitative outcome with a categorical explanatory variable that has two or more levels of treatment. One way ANOVA was used to compare the means of two levels of a single independent variable” (Geoffrey, David &David, 2005).

The data deserve through interview were grouped based on common responses to each item and presented the results using Triangulation concurrent mixed design. The researcher used a Triangulation concurrent mixed methods design to this study. In this approach, both the qualitative and qualitative data collection instruments such as questionnaire and interview are administered at the same time and then combined these data into the interpretation of the overall results (Creswell, 2003).

5. Results and Discussion

The main purpose of this research was to find out the contribution of supervisors to teacher’s instructional improvement through mixed research method. In order to come up with the findings seven closed ended questionnaire statements and two interview questions were presented to the respondents. The questions are related to supervisory practices that can contribute to teacher’s instructional improvement. The result and discussion presented by grouping the practices of a supervisor in terms of their relation to Classroom Observation, Technical support of the supervisors, and the communication skill of the supervisors.

Table1: Supervisory practices related to Classroom Observation

No	Statement	Respondent Group	N	Mean	Std. Deviation	95% Confidence Interval for Mean		ANOVA Test	
						Lower Bound	Upper Bound	F-value	p-value
1.1	Visits classrooms to observe teaching & learning activities on regular basis.	Teachers	215	2.11	1.047	1.97	2.25	0.025	0.874
		supervisors	60	2.08	0.907	1.85	2.32		
		Total	275	2.10	1.017	1.98	2.22		
1.2	Ensures that continuous assessment records are kept up-to-date.	Teachers	215	2.21	1.073	2.07	2.36	0.537	0.464
		supervisors	60	2.10	1.037	1.83	2.37		
		Total	275	2.19	1.064	2.06	2.32		

Under tables one, two statements were presented to the respondents which are related to supervisor’s classroom visits. The first one was about the frequency of classroom visits to point out the areas that needs the supervisor support. The average level of agreement by the teachers and supervisors were 2.11 and 2.08 respectively: which were statistically indifferent ($p\text{-value} = 0.874 > 0.05$) that reflects both teachers and supervisors respondents had low level of agreement to the statement. This means, supervisors were not in a position to make regular instructional visits. This finding was verified by the interview and discussion point forwarded to the supervisors and teachers respectively. The interview/discussion point was about the frequency of classroom visit by the supervisor. Accordingly, almost all teachers claimed the absence of classroom visit even in a year time: let alone the experienced teachers even the novices teachers were not visited by the supervisors. They further notified that they (supervisors) are in the supervisory position only to fill the teacher’s performance appraisal format in each semester of the year. However supervisors were agreed about the absence of regular visits during the discussion but they denied the total absences of classroom visits and qualified the two times visits in a year time (one in each semester). Researchers or scholars in the field of education confirmed that when there is a regular visit of the supervisors then the performance of teachers will get improved. USAID (2010) identified that in countries where supervisor’s regular

classroom visits are in place then teachers are moving away from low level performance like adherence to a standardized lesson plan and the use of attendance registers to an approach that engages teachers in discussions for better in student outcomes. Rous (2004) and Blasé and Blasé (2004), revealed that when the feedback offered by supervisors after each classroom visit was objective based solely on classroom observation and/or given genuinely, then it will be very helpful to teachers in their instructional practices and should serve as a guide for instructional improvement. Drake & Roe, (2003) said that, the supervisors are visiting teachers classrooms with the primary goal of improving instruction and foster formative growth within a collegial environment

For statement 1.2 teachers and supervisors rated their level of agreement with 2.21 and 2.10 respectively. The rating by those groups of respondents had statistically insignificant different as the p- value = 0.464 which is greater than 0.05. Similarly, the 95% confidence interval was within the range of 2.06 and 2.32 which is low level agreement by the respondents. This implies that the supervisors were unable to keep the continuous classroom visits records of teachers up-to-date. Maintaining the continuous classroom visits records of teachers is an essential means or device to see the progresses of a teacher and to identify the gap that needs the help or guidance of a supervisor. Effective school supervision keeps the assessment records and provides relevant and continuous supports and encouragement in order to improve teachers’ instructional practices (Emmanuel, Gbadegesin & Olabisi; 2014)

Table2: Supervisory practices related to Technical support of the supervisors

No	Statement	Respondent Group	N	Mean	Std. Deviation	95% Confidence Interval for Mean		ANOVA Test	
						Lower Bound	Upper Bound	F- value	p- value
2.1	help teachers to figure out what to do when a given technique or text is not effective with all students	Teachers	215	1.94	0.910	1.82	2.07	1.907	0.168
		supervisors	60	2.13	1.033	1.87	2.40		
		Total	275	1.99	0.940	1.87	2.10		
2.2	Help teachers to use different methods of	Teachers	215	1.90	0.859	1.78	2.01	5.819	0.017
		supervisors	60	2.22	1.059	1.94	2.49		

teaching according to the nature of the subject	Total	275	1.97	0.914	1.86	2.08		
---	-------	-----	------	-------	------	------	--	--

Similarly, teachers and supervisor respondents rated the low level of agreement to table two statements one which inquire whether or not a supervisor help teachers to figure out what to do when a given technique or text is not effective with all students. The average rating level by those respondents was 1.94 by the teachers and 2.13 by the supervisors which indicated that there was no statistically difference between the two groups of respondents (p - value =0.168 >0.05). In their total rating, teachers and supervisors were agreed to the level of 1.99 on average with 95% confidence interval ranges from 1.87-2.10. This data confirmed the low level agreement of respondents to supervisor's ability to help teacher to figure out what to do when a given technique or text is not effective with all students. Individual difference among students is always there and supervisors are expected to acquaint teachers with the notion of such differences in order to create good classroom environment Teaching without the knowledge of different people learns differently, is like training doctors in the techniques of surgery without giving them a thorough knowledge of anatomy and physiology (Darling -Hammond 2006). In other words, a teacher who has no knowledge about individual difference is a teacher without the fundamental knowledge that can help to figure out what to do when a given technique or text is not effective with all students.

Under statement 2.2 respondents were asked whether supervisors were helping teachers to use different methods of teaching according to the nature of the subject or not. Their rating were not significantly different as the p - value= 0.017>0.05. The 95% confidence interval ranges from 1.86-2.08 that disclosed the low level agreement to the supervisors support of teachers to use different methods of teaching according to the nature of the subject. In total both groups agreed to the level 1.97 on average. From this data it is possible to deduce that, supervisors were not capable enough to adopt the supervisory practices to the teachers' level of competency. Likewise USAID, (2005) noted that, instruction is improved when the teacher understands the subject matter knowledge or acquaints her/him self with the science of pedagogy that includes the different approaches and methodologies of teaching styles through supervisory support and to implement them to teach effectively.

Table 3: Supervisory practices related to the supervisors communication skill

No	Statement	Responden Group	N	Mean	Std. Deviator	95% Confidence Interval for Mean		ANOVA Test	
						Lower Bound	Upper Bound	F-value	p-value
3.1	Hold individual and/or group meetings with teachers to review their work for improvement	Teachers	215	1.95	0.892	1.83	2.07	1.230	0.268
		supervisors	60	2.10	1.069	1.82	2.38		
		Total	275	1.98	0.934	1.87	2.09		
3.2	Create strong relationship with stakeholders for determining and improving skills needed in the labor market.	Teachers	215	1.88	0.870	1.77	2.00	3.044	0.082
		supervisors	60	2.12	1.059	1.84	2.39		
		Total	275	1.93	0.918	1.83	2.04		
3.3	Help teachers reflect on their teaching practices	Teachers	215	1.88	0.917	1.76	2.01	0.727	0.395
		supervisors	60	2.00	0.991	1.74	2.26		
		Total	275	1.91	0.933	1.80	2.02		

In table three statements one the average rating by the teachers and supervisors were 1.95 and 2.10 respectively. The two groups of respondents were not significantly different since the p-value= 0.268 >0.05. As the 95% confidence interval shows, those respondents had a low level agreement to the statement i.e. 1.87-2.09 fails below the moderate level of agreement. This depicted that supervisors were unable to hold individual and/or group meetings with teachers to review their work for improvement. A supervisor meeting it could be individual base or group need to be administered with the objective of teacher’s professional development or to contribute on instructional improvement. A successful supervisor is holding a meeting so as to attain the desired objective of the institution. As the ILO (2010) study depicted, effective involvement of novice and experienced teachers including the supervisory team as professionals, can contributes to the attainment of the desired objective of the institution since they often know what will work best in meeting the particular skills needs for student populations in relation to occupational profiles in their own TVET schools, classroom environments, and the vital networks with employers and unions, parents and local school authorities/municipalities. A collegial

relationship between a teacher and formally designated supervisor that includes shared responsibility to focus upon teacher growth rather than teacher compliance and facilitate teacher collaboration of instructional improvement efforts (Glickman et al., 2010).

For statement 3.2, the average rating by the two groups of respondents was 1.88 by the teachers and 2.12 by the supervisors. These ratings were not significantly different as the p -value = 0.082 > 0.05. Likewise, both teachers and supervisors respondents had low level agreement to the point as the 95% confidence interval range from 1.83-2.04 that is significantly failed in the low level agreement. This statistical data show that supervisors were not in a position to create strong relationship with stakeholders for determining and improving skills needed in the labor market when it is necessary. A supervisor can make a different relationship with different groups of stockholders who are affected by the product of the TVET College. At a micro-level or college level partnerships can be developed between individual enterprises, TVET colleges and local governments, community organizations and a range of training providers (Mitchell, in HRDC 2014).

As the stakeholder parents in particular and the community/society in general needs to be involved on the decision to the fate of the school/ college. A point of discussion with those stakeholder shall be their pupil's level of achievement; delinquency, the quality, etc. McLaughlin, in HRDC, (2014) depicted that; a partnership should be maintained with parents or the community at large on the goal and the trainer's levels of performance. On top of this Desforges & Abouchaar (2003) confirmed that when a special relationship between parents and professional educators obtained, in terms of shared aims, good learning progress could take place even in the absence of good practice in the teaching.

Supervisors also create a good relation with those organizations that are absorbing their products. To determine and improve what skills are needed in the labor market, improve the quality of training in colleges and also be able to ensure quick absorption of graduates into jobs there should be a need for a strong relationship between colleges and industry (HRDC, 2014). This research further explained that capable supervisors can create a partnerships that can increase teachers performance and access to education services, particularly for the institution that tend to be poorly commenced the instruction by the traditional delivery. TVET College student's visits to industries, workplace visits and workplace experience aimed at giving them a

better understanding of the world of work and to increase the level of employability upon graduation (Robertson H, 2015).

In the same vein, both teachers and supervisor respondents had low level of agreement to the statement 3.3. These respondents had almost the same level of agreement (p - value= 0.395 >0.05). The 95% confidence interval that ranges from 1.80-2.02 disclosed the low level agreement of respondents. Reflection of teachers about their instruction is one of the mechanisms to improve their classroom instruction and hence supervisors have to create an environment that encourages teachers to reflect on their own classroom situation. When the situation is not encouraging to reflect their instruction then they tend to be defensive. In supporting, Helen(2008) suggested that when teachers reflect on their competence or challenges to their professional identity they are on the right track for change. On the other hand, if situations are not inviting then, teachers may close themselves off to learning and adopt defensive postures to avoid exposing their inadequacies. The supervisor's ability to encourage teachers to reflect on their own abilities is a contributing factor to higher professional development and then student achievement (Brenda Kay, 2011).

In the overall instructional improvement statements, teachers and supervisors respondents rated their low level of agreement. This statistical data shows that supervisors were not in a position to bring about teachers instructional improvement. Even if one of the functions of supervision is to bring about instructional improvement, supervisors were failed to do so. For example according to Wanzare (2012), instructional supervision embraced all activities that are directed specifically toward establishment, maintenance, and improvement of instruction The school level supervisor should be conversant with what constitutes improved or effective instruction and able to distinguish the deficiency of such effective instruction (Thembinkosi 2013). Instructional improvement is the prime focus in the lives of effective supervisors, and their decision and priorities reflect their commitment. (Laura, Maria, Carper & Virginia 2011).

6. Implication

The research findings reveals that supervisors were not acquainted themselves with the skills of a supervisor such as technical, human and conceptual skills. However, it is understood that, supervision and the knowledge of supervisory skills are the two faces of a coin and one can't exist without the other. A supervisor without those skills is considered like a visually impaired individual without a directing stick. Hence, the research has an implication for supervisors to

acquaint themselves with those essential supervisory skills which are the backbone for supervisors to execute their responsibility effectively and to continue effective making the instructional improvement of teachers.

References

Affero I. & Razali H/ (2012). The Basis of Supervisory Practice for Vocational Education and Training Retrieved from file:///C:/Users/MYPC/Downloads/2_5.pdf on: 04 February 2016

Barrow, R. (2006). Education and Development; Quality Counts. Retrieved from; <http://www.Worled Bank.org/education/pdf / Education>.

Blasé, J. & Blasé, J. (2004). Handbook of instructional leadership: How successful principals promotes teaching and learning (2nd ed.). Thousand Oaks, CA: Corwin

Brenda Kay,(2011). "Teacher's Perception of their Principal's Leadership Style and the Effects on Student Achievement in Improving and non-improving schools" (2011). *Graduate Theses and Dissertations*. <http://scholarcommons.usf.edu/etd/3726>

Clark O. & Olumese A (2012). (2013). Effective supervision as a challenge in technical and vocational education delivery: *Ensuring quality teaching/ learning environment and feedback mechanism. Basic Research Journal of Education Research and Review ISSN 2315-6872 Vol. 2(1) pp. 06-15* Retrieved from http://www.basicresearch_journals.org

Carrie F. & Greg M. (2003) *Supervisory Options for Instructional Leaders in Education Journal of Leadership Education Volume 2, Issue 2 - Winter 2003*. Retrieved from http://www.leadershipeducators.org/resources/documents/jole/2003_winter/jole_2_2_fritz_miller.pdf...

Creswell W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research (4th^{ed}). Boston, Edwards Brothers, Inc.

Creswell, W. (2003). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (second edition). Thousand Oaks, CA.: Sage.

Creswell W. (2008) Research Design Qualitative, Quantitative, and Mixed Methods Approaches: 3rded. Sage Publications, Inc. 2455 Teller Road Thousand Oaks, California 91320

Creswell W., (2006). Designing and Conducting Mixed Methods Research. Retrieved from http://www.sagepub.com/sites/default/files/upm-binaries/10981_Chapter_1.pdf

Darling-Hammond L.(2006) *Constructing 21st-Century Teacher Education Journal of Teacher Education, Vol. 57, No. X, Month 2006 1-15 DOI: 10.1177/0022487105285962*

2006: the American Association of Colleges for Teacher Education

Department of Education & Training (2005). Professional Learning in Effective Schools: The Seven Principles of Highly Effective Professional Learning Printed by McLaren Press, 11–19 Lithgow Street, Abbotsford, Victoria, 3067 ISBN 0 7594 0402 X. Retrieved from

<http://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearning>

Desforges C. and Abouchaar A.(2003). Research Report: The Impact of parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review. Retrieved from http://www.bgfl.org/bgfl/custom/files_uploaded/resources/18617Desforges.pdf

Drake, T. L., & Roe, W. H. (2003). *The principalship* (6th ed.). Upper Saddle River, NJ: Merrill/Prentice Hall

Emmanuel O. Gbadegesin M. and Olabisi F. (2014). Internal and External School Supervision: Issues, Challenges and Way forward. *Int J Edu Sci*, 7(2): 269-278 (2014) Retrieved from <http://www.krepublishers.com/02-Journals/IJES/IJES-07-0-000-14-Web/IJES-07-2-000-14-ABST-PDF/IJES-7-2-269-14-455-Adu-E-O/IJES-7-2-269-14-455-Adu-E-O>

Fisher, C. F. (2011). Supervision of instruction. Retrieved from www.stanswartz.com/

Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2010). *Supervision and Instructional Leadership: A Developmental Approach*, 8th ed. Boston: Allyn & Bacon

Helen T. (2008). Teacher professional learning and development International Academy of Education International Bureau. Printed in 2008 by Imprimerie Nouvelle Gonnet, 01300 Belley, France.

HRDC (2014). A Report on Forging TVET College Partnerships–Implications for the Post-school Education and Training System

ILO (2010). Teachers and Trainers for the future Technical and Vocational Education and Training in the changing world: Report for discussion at the global dialogue Forum on Vocational Education and Training. Geneva, Switzerland ISBN: 978-92-2-123995-6 (web pdf)

Laura Burton, Maria Krug Carper, and Virginia Wilburn (2011). *The Sociology of Educational Supervision and Evaluation. Journal of Cross-Disciplinary Perspectives in Education Vol.*

- 4, No 1 (May 2011), 24-33 <http://jcpe.wmwikis.net/file/view/burtoncarperwilburn.pdf>
- Lockheed, A.M. & Verspoor, M. E. (1991) Improving Primary Education in developing Countries. Washington DC : World Bank, Oxford University press.
- MOE TVET Agency (2014) Improving Effectiveness and efficiency in TVET: Manual. Addis Ababa; EMPDA.
- Mohanty J (2007). Educational Administration; Supervision and School Management (2nd ed). New Delhi; Kamala Nager
- Ofojebe, W. N. Ezugoh, T. C., (2010). Teachers' Motivation and its Influence on Quality Assurance in the Nigerian Educational System. *An International Multi-Disciplinary Journal , Ethiopia Vol. 4 (2) April, 2010; ISSN 2070-0083*
- Robertson H. (2015). TVET College Times: *The Official Quarterly TVET College Newsletter and Journal: Workplace excursions receive the thumbs up from students ISSN 2076-7021*
- Rous, B. (2004). Perspectives of teachers about instructional supervision and behaviour that influence pre-school instruction. *Journal of Early Intervention, 26 (4), 266-283. doi: 10.1177/105381510402600403*
- Sergiovanni, T. & Starratt, R. (1993). *Supervision: A redefinition*. New York: McGraw- Hill
- Simin Ghavifekr and Mohammed Sani (2014). Head of Departments' Instructional Supervisory Role and Teachers' Job Performance: Teachers' Perceptions *ISSN: 2313-7401 Vol. 1, No. 2, 45-56, retrieved in <http://www.asianonlinejournals.com/index.php/AJSSMS>*
- Theminkosi T. (2013). Teachers' Perceptions towards Classroom Instructional Supervision: A Case Study of Nkayi District in Zimbabwe. *International J. Soc. Sci. & Education 2013 Vol.4 Issue 1, ISSN: 2223-4934 E and 2227-393X Print 25*
- UNESCO (2012) Strengthening TVET Teacher Education: International Centre for Technical and Vocational Education and Training. Hermann-Ehlers-Str. 1053113 Bonn Germany ISBN 978-92-95071-28-5.
- USAID (2005). Education strategy: Improving lives through learning. Washington, DC: American Institutes for Research In partnership with Academy for Education Development
- USAID (2010). Supportive teacher supervision. *Educational Quality in the Developing World, 7(4), 1-4.*
- Wanzare Z (2012). Instructional supervision in public schools in Kenya. *Educ. Manage. Adm. Leadersh. 40(2):188-216.*
- Wiles, J. and Bondi, J. (2000). *Supervision: A Guide to Practice*. NJ: Prentice Hall, P. 8.

Zepeda S.J. (2003). *Instructional Supervision: Applying Tools and Concepts*. Larchmont, NY:
Eye on education.