



The Mediating Role of Teachers' Attitudes toward Instructional Supervision in the Association between Instructional Supervisory Practice and Teachers' Job Performance

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The school needs to pay instructional supervision considerable attention to implement better teaching-learning procedures that will result in a more effective education. These procedures ought to remain democratic and cooperative. The attitude of the teachers toward supervision influences the outcomes of the supervision process. Therefore, in the context of secondary schools in Ethiopia's Dembecha area, this study sought to explore the mediating effect of teacher attitude to instructional supervision in the relationship between job performance and instructional supervisory practice. A mixed research design that was convergent parallel was utilized. Using comprehensive sampling, all four principals, two secondary school supervisors, and three hundred teachers participated in the study. Consequently, the study discovered that although teachers' work performance was at a moderate level, the status of instructional supervisory practice and their attitudes about it were at a low level. There were positive, significant, and moderate levels of correlation between instructional supervisory practice, teachers' attitudes toward instructional supervision, and teachers' job performance. Finally, the study revealed that teachers' attitude toward instructional supervision has a mediating impact on the association between instructional supervisory practice and job performance. In terms of practical applications, this study supports educators and school administrators in recognizing the benefits and drawbacks of instructional supervision and in implementing corrective actions to address the issues secondary schools encounter. Secondary schools' instructional supervision practices need to be improved further to be widely accepted by teachers and put into practice.

Introduction

The most crucial tool for teaching people how to think, operate and make decisions is education (Hoque et al., 2020). Achieving many other Sustainable Development Goals (SDGs) will depend on education. Since access to high-quality education can help individuals

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escape free from the cycle of poverty, the United Nations decided to guarantee that all boys and girls receive free, equitable and high-quality primary and secondary education by 2030 (Zeh, 2021). Given the importance of high-quality education in the modern world, governments around the world are placing a high premium on education. According to Sullivan and Glanz (2007), one of the primary inputs in education delivery, teacher training and supervision have a direct impact on the quality of education. Different forms of educational supervision exist, including developmental, peer coaching, and clinical supervision, to name a few (Hoque et al., 2020).

The history of instructional supervision predates formal education. At first, the term 'instructional supervision' was used to describe an inspection that was limited to the one time when the entire school was evaluated as a place of instruction (Acheson, 1987). Today, the literature generally agrees that the objectives of instructional supervision are to enhance practice, improve student learning and achievement, foster reflection, and improve the school as a whole (Abdissa, 2019; Hoque et al., 2020; MoE, 2017). Enabling each teacher to become a successful teacher is the overarching goal of effective school-based instructional supervision (Abdissa, 2019). The system theory examines how each success in school depends on interactions with one another in school and their relationship to the environment at large (Bertalanffy, 1968).

A theoretical framework for comprehending the behavior of complex systems in school is systems theory. It is a holistic approach that sees a system as a collection of linked and dependent components that cooperate to accomplish a single objective. 1. Systems theory may be applied to the educational setting to comprehend how various elements of the system interact and impact student results in Ethiopia. This was evident in Ethiopia, where the Ethiopian Education Development Roadmap (2017–2030) was implemented system theory to prepare all students for global competitiveness (MoE, 2017). As excellent teaching fosters school-based processes, one tactic that teachers could use to help them reach their goal of better instruction is school-based supervision (Ampofo et al. 2019; Berhanu, 2023a). This is true since supervision is concerned with the growth and development of both teachers and students. Furthermore, several studies assert that supervision can improve teaching methods and result in student achievement by improving teacher professional development and job performance (Berhanu, 2023b; Kholid & Rohmatika, 2019). These days, supervision is based on a technological approach that aims to continuously train teachers rather than inspect or evaluate the work of teachers. This study focuses on the promotion of instructional leadership and supervision at all levels of the educational system, as advised by the Ethiopian government (MoE, 2017). Effective instructional supervision techniques are critical to meeting the public's needs, improving schools, and fostering teacher professional development (UNESCO, 2007). Furthermore, as a means of guaranteeing the standards of instruction and learning, the Ministry of Education of Ethiopia (MoE, 2010) has emphasized the need for teacher monitoring and support in its Education Sector Development Program (ESDP IV). Zepeda (2007) stated that instructional supervision has been recognized as a crucial element of staff development and a means of fostering professional development and competency.

According to Mensah and Boakye-Yiadom (2019), to ensure that the school achieves its goals, instructional supervision requires school leaders to implement closer, more frequent, and ongoing internal audits. Furthermore, practicing instructional supervision is positively associated with teachers' effectiveness (Hafsat et al., 2020), teacher self-efficacy (Ma & Marion, 2019), student academic achievement (Maponya, 2020; Robinson et al., 2008; Shava

et al., 2021) and school improvement (Shava et al., 2021). A meta-analysis of about 27 empirical studies indicated that instructional school principals improved student outcomes by 3-4 folds higher than transformational school principals (Robinson et al., 2008). All these empirical studies showed the importance of instructional leadership in providing quality education.

Examining the justification of the present study, secondary schools were created to produce highly qualified individuals who could be self-sufficient and valuable contributors to higher education. Everyone who works in secondary schools, principals, teachers, support personnel, and even graduates, was expected to actively participate in changing the behavior of secondary school students through instruction, learning, and mentoring. Regretfully, a large number of Ethiopian secondary school teachers have been found to perform ineffectively at work (MoE, 2017). Despite all the efforts made by the government and other relevant stakeholders to improve the quality of their work performance, teachers continue to perform poorly. This could have added to the low academic achievement of secondary school students, as seen by their results on internal and external exams. As an example, of the more than 900,000 Ethiopian students who sit the admission exam in 2022, only 3.3% passed. In the social sciences, the pass rate was only 1.3%, while it was 3.6% in the natural sciences. Interestingly, no pupil in 39.2% of the schools passed the national exam (Addis Standard, 2023).

Therefore, the researcher is curious as to whether instructional supervision practice has any bearing on the work performance of secondary school teachers because all efforts have been wasted. In addition, studies on the topic of instructional supervision in secondary schools in Addis Ababa and other parts of Ethiopia were carried out by a variety of researchers. In secondary schools in several areas and provinces, Berhe (2020), Kutsyuruba (2003), Million (2010) and Senbeta (2019) investigated the practice of instructional supervision. They discovered several commonalities, including a lack of knowledge about how to use different supervisory options, a lack of ongoing pertinent training for department supervisors and teacher leaders who are expected to conduct supervisory activities at the school level, and insufficient classroom observation to track teacher instructional improvement. However, no research was carried out focusing on the connection between teachers' views on instructional supervision, instructional supervisory practices, and job performance in the literature. As a result, the primary objective of this study was to determine how teachers' beliefs about instructional supervision, instructional supervisory practices, and job performance in secondary schools in Ethiopia's Dembecha district relate to each other.

Literature review and hypotheses

Instructional Supervisory Practice and Teachers' Attitude to Instructional Supervision

Previous research on teacher attitudes has shown that supervisory practices have a good or negative impact on teacher views (Khun-inkeeree et al., 2019). The directive method influenced the attitude of teachers, even if collaborative and nondirective supervision approaches did not correlate with the attitude of teachers (Khun-inkeeree et al. 2019). This suggested that teachers in schools are still choosing to use the directive instructional method. Research conducted in Zimbabwe by Acheson and Gall (1980) and Turkey by Kayaoglu (2012) revealed that teachers had a bad attitude regarding supervision. The attitude of teachers towards instructional supervision practices is crucial in terms of instructional supervision as



they affect the result of the process (Mwaniki et al., 2018). Some teachers may view the way their supervisors improve their instructional supervision differently than other teachers (Hoque et al., 2020). Sharma et al. (2011) discovered that in poor nations, the supervisory procedure is not executed effectively.

The study also revealed the views of teachers on supervision, both favorable and unfavorable (Mwaniki et al., 2018). Furthermore, less consideration of supervision can harm the supervisory process as a whole, as well as teachers, students, and the school. According to Hoque et al. (2020)'s comparative study, teachers in Malaysian secondary schools expressed dissatisfaction with the supervisory tactics used. Teachers' statements that supervisors are more interested in pointing out their flaws than in helping them perform better serve as evidence of this (Sharma et al., 2011). District education specialists assigned to school-level supervision in Ethiopia in previous years were not well versed in school-based supervision outside of the current research region (Berhe, 2020; Million, 2010).

Teachers around the world often hold the belief that being under observation during class can lead to anxiety, tension, and discomfort (Borich, 2008). The idea of supervision can be harmful, since teachers have not realized that it promotes professional development (Aldaihani, 2017; Ayandoja et al., 2017). On the other hand, if the supervisors are impartial and democratic, certain teachers value the benefits of the supervisory practice. From a practical point of view, supervision should prioritize peer cooperation, positive communication, mutual trust, and shared knowledge between the teacher and the supervisor (Zepeda, 2007). This indicates that a crucial factor to consider is the attitude of teachers toward supervision. A good supervision strategy is essential to altering their viewpoint, which in turn affects their attitudes. Supervisors work with different teachers to apply different tactics and strategies to develop the intention of supervision. This is because teachers, being adult learners themselves, may differ in their upbringing, life experiences, ability, and degree of empathy (Beach & Reinhartz, 2000). Therefore, by formulating Hypotheses 1, this study aims to determine whether instructional supervision practice can improve teachers' attitudes towards instructional supervision.

- H1: Instructional supervision practice is positively correlated with teachers' attitude towards instructional supervision.

Teacher Attitude to Instructional Supervision and Teacher Job Performance

Teachers typically have negative attitudes toward supervision because, in the early stages of inspection, the main goals are teacher control and evaluation. As a result, teachers' effectiveness on the job was impacted by their failure to improve the teaching-learning process with the support of supervision (Glatthorn, 2007). According to a study by Hoque et al. (2020), certain teachers viewed school instructional supervision as little more than an attempt to find fault, intervene in their work, and settle personal scores with supervisees. Some teachers, on the other hand, perceived supervision as a useful tool for furthering their professional growth and as a means of achieving a more comprehensive improvement in student performance.

In Malaysian secondary schools, teachers' attitude toward supervision and their performance were positively correlated (Hoque et al., 2020). According to a study by Kutsyuruba (2003), novice teachers want to use instructional supervision more frequently if it satisfies their professional needs, fosters collaboration and trust, and offers them support, guidance, and

assistance. Demerouti et al. (2001) introduced the job demand–resources (JD-R) theory, which contends that intrinsic factor such as attitude has an impact on employee performance. To guarantee effective supervision, it is therefore essential to understand the views and expectations of teachers about the supervision of instruction and its relationship to their work performance. In light of this, the study presents the following hypothesis:

- H2: Teacher attitude toward instructional supervision is positively correlated with their job performance.

Instructional Supervisory Practice and Teacher Job Performance

The improvement of teacher performance and professional development are the primary goals of instructional supervision. The practice of school leaders supervising instruction is crucial for the betterment of students and teachers, as well as for meeting community demands in general (Berhe, 2020). According to Assefa (2016), to successfully and efficiently handle and execute instructional challenges, supervisors and teachers must establish a shared understanding and plan together. According to Irfan (2018), school leaders' supervision has a significant impact on teachers' ability to teach, since it raises the quality of instruction that results from coaching. Research indicates that teacher performance and profession cannot be detached from tracking operations (Aldaihani, 2017; Ayandoja et al., 2017). However, not all school leaders perform planned routine supervision by the supervisory stages, and the outcomes of follow-up supervision are not used to improve teacher learning in the classroom (Kartini et al., 2020). Some teachers still struggle to create engaging lessons, have not incorporated technology and information into their lessons, are not proficient at delivering instruction, and have not yet reached their full potential when it comes to using contemporary teaching techniques (Kartini et al., 2020).

Teachers' work performance will rise in schools where leaders demonstrate effective supervision practices and vice versa, according to studies by Ampofo et al. (2019), Hoque et al. (2020), Kartini et al. (2020),) and Setyaningsih and Suchyadi (2021). This result validates a study by Fashiku (2016) that found a substantial relationship between teacher performance and instructional supervision by leaders in terms of communication patterns. Unfortunately, because school leaders are not performing their direct instructional supervision, teachers are not performing their assigned tasks as intended (Ampofo et al., 2019). In the theoretical context of Ethiopia, the National Education Policy (MoE, 2017) explicitly states the role and responsibilities of teachers in the educational system. The issues of teacher effectiveness were highlighted in the Ethiopian Education Roadmap 2017–2030. It has been determined that the qualities of leader supervision seriously hinder the ability of teachers to succeed (MoE, 2017). Demerouti et al. (2001) introduced the job demand–resources (JD-R) theory, which contends that intrinsic factors such as attitude, personal growth, and self-esteem have an impact on employee performance. There was no research on the current problems, specifically in the Ethiopian context. The purpose of this study is to fill this knowledge gap on how instructional supervisory practice of school leaders (principals and supervisors) affects teacher performance directly and indirectly through teachers' attitudes toward instructional supervision. Thus, the researcher formulated the third hypothesis as follows:

- H3: Instructional supervisory practice will be positively correlated with the performance of teachers in the job.

Based on hypotheses 1 and 2, the researcher proposed hypothesis 4:



- H4: Teachers' attitudes toward instructional supervision have a mediation effect in the association between instructional supervisory practice and job performance

Theoretical framework

The general systems theory by Bertalanffy (1968) was the theoretical basis for this study. He defined "systems" as the intricate relationships between various components in a learning environment. Another definition of a system provided by Arnold and Wade is "groups or combinations of interrelated, interdependent, or interacting elements forming collective entities" (2015, p. 7). Therefore, a system is a collection of components that work together to achieve a common goal through their interdependence. The theory looks at each element that makes up a phenomenon, how those elements interact with one another, and how those elements relate to the larger environment (Bertalanffy, 1968). The General System Theory acknowledges the relationships and interdependencies between the many components of the educational system (Ampofo et al., 2019). As a result, modifications to one stakeholder group within the school are likely to have an impact on other stakeholder groups. Differences in one element of the school environment are likely to cause differences in the way the other elements—students, teachers, administrators, parents, and many others—are dependent on each other. In the process of producing human resources, education plays a crucial role. The production function involves balancing input levels with external elements to generate a final product that meets quality standards. In particular, secondary schools in Ethiopia are institutions consisting of supervisors, teachers, students, and administrators who work together to achieve goals. This is especially true when considering the study at hand. Thus, differences in the instructional assistance provided by school leaders are likely to result in a change in the role teachers' play in the classroom. According to this theory, inputs include instructional supervision practice by school leaders. This factor then influences teachers' views of instructional supervision, which in turn produces varying degrees of job performance from teachers.

The job demand-resources model (JD-R) is another theory (Demerouti et al., 2001) that explains the relationships between the variables. According to this theory, both extrinsic factors such as a worker's pay and the style of leadership they receive, and intrinsic factors such as attitude, personal growth, and self-esteem affect an employee's performance. Teachers' attitudes about instructional supervision and their practices in instructional supervision are believed to be determinants of their work performance, according to this theoretical reflection. Better performance can only be achieved, according to this theory, when there are reasonable expectations, a positive outlook, and reciprocal behavioral influences between managers and employees.

The XYM mediation hypothesis, which estimates the indirect effect of instructional supervisory practice (X) on job performance (Y) through teachers' attitudes toward the instructional supervision (M) model of Igartua and Hayes (2021), forms the basis of this study's conceptual framework. This model can be used to investigate issues from a systemic perspective and, ultimately, the interrelationships between the variables were tested. Furthermore, the goals of this research closely match the characteristics and intent of the XYM model. Fig. 1 displays the theoretical model of the relationships developed during the investigation. Note: The symbol  illustrates the indirect effect of instructional supervision practice (H4).

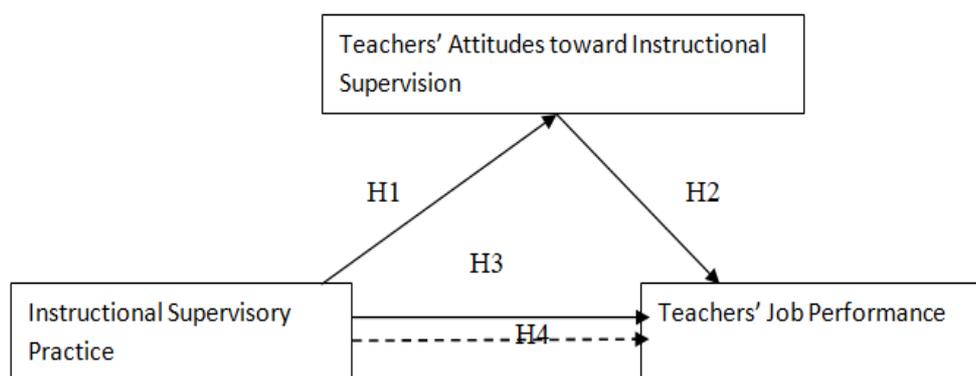


Figure 1: Proposed Conceptual Framework

Figure 1 Alt text: This study followed the conceptual framework of the Igartua and Hayes XYM model (2021) (the mediation hypothesis that estimates the indirect effect of instructional supervisory practice (X) on job performance (Y) via the attitude of teachers towards instructional supervision (M)).

Methods

Research Design

By combining quantitative and qualitative methodologies, a convergent parallel mixed research design was used. This design facilitates the collection and interpretation of a wide range of data from different school stakeholders regarding the practice of instructional supervision, the attitudes of teachers toward it, and the effectiveness of their work. To clarify the results, this design, which combines quantitative and qualitative data collection, is the most widely used mixed-method design in educational studies (Hanson et al., 2005).

Participants

Primary data was collected using questionnaires and interviews with various samples, including principals, teachers, and secondary school supervisors. This study was carried out in secondary schools in the Dembecha district in the West Gojjam province of Ethiopia. The total of four secondary schools in the Dembecha district is divided into two groups, with two schools in each group. Using a comprehensive sample technique, two clusters, the Wad Yezeleka cluster and the Dembecha cluster, were taken into consideration. These two groups consist of 320 teachers, 2 school supervisors, and 4 principals. When the population is small, it is possible to include each participant of the study (Bekuretsion, 2014). Therefore, using comprehensive sampling, the entire target population was regarded as the study sample. However, teachers returned 310 (93.7%) copies of the questionnaire. Qualitative data was collected through interviews with four principals and two supervisors.

Measures

The main methods of collecting data for this study were interviews and questionnaires. The Likert scale had five points, ranging from strongly disagreeing to strongly agreeing, for each item. In self-report surveys, several strategies have been used to reduce the bias of the

common method from procedural and statistical viewpoints. For example, the author's overly brief and short items follow the introduction of scales to avoid fatigue-related biases. The quality of the item phrasing is enhanced by subject matter specialists. Experts in the relevant fields examined the scope, clarity, and logical coherence of the items. Certain items were discarded by the advice of specialists. Additionally, to guarantee the reliability and validity of instruments measuring teachers' views about instructional supervision and instructional supervision practices, initially, the questionnaires were first piloted with 80 instructors at other Schools because the two scales (Teacher attitude to instructional supervision and instructional supervisory practice) are not employed in Ethiopian contexts, then exploratory and confirmatory factor analyses were carried out for them.

Teachers' attitudes toward instructional supervision

The teachers' attitude toward the instructional supervision scale was adapted from Hoque et al. (2020). Using 80 valid survey responses, an exploratory factor analysis was performed. The KMO coefficient (.80) and Bartlett's test of sphericity can be used to assess the suitability of the data for factor analysis of teacher views on the instructional supervision scale. Chi-square = 743.071 ($p=0.0$) is approximately correct. For the single dimension, the overall variance was 63%. There are seven items on the scale. Some examples of these statements are: "I consider that instructional supervision contributed to the improvement of effective classroom teaching; I feel relaxed while I am being supervised." The results of the confirmatory factor analysis (CFA) the researcher performed on the instrument's fitness showed RMSEA = 0.070, IFI =.90, NFI =.96, RFI =.96, NNFI =.96 and CFI =.97, GFI =.87 and AGFI=.84. All these values were accepted. The scale's internal consistency was indicated by its Alpha coefficient and its value was 0.841.

Instructional supervisory practice

Exploratory factor analysis using 80 valid survey data was used to design and validate the instructional supervisory practice scale. The results of this analysis included the KMO coefficient (.82) and Bartlett's sphericity test, chi-square ($SD = 496$) = 74,071 ($p = 0.0$) is approximately fair. There are eight items on the scale. The following are some examples of these items: 'School leaders make classroom visits during teaching and after classroom observation; we discuss the results with school leaders'. For the single factor, the instrument's total variation was 65%. The researcher used CFA to determine the fitness of the instrument, and the indices values are RMSEA=.081, AGFI=.90, GFI=.87, NFI=.96, RFI=.96, NNFI=.95, and CFI=.98. According to Schermelleh-Engel et al.'s (2003) indices criteria, every value received was good or acceptable. The scale's alpha coefficient was 0.647 which indicates that the items exhibited internal consistency (Field, 2009).

Teacher job performance

The teacher job performance scale was adopted from Berhanu (2023b). It was validated in the context of Ethiopian secondary schools. The Teacher Job Performance Scale contains 8 items. Sample items include I work to keep my job competencies up to date; I take on challenging work tasks when available. The Alpha coefficient for the scale is 0.841.

Semi-structured interview

Due to its flexibility and ability to accommodate additional questions based on the interviewee's responses, the semi-structured interview is preferred (Lindlof & Taylor, 2002).

To gather additional specific information, interviews were conducted with cluster supervisors and school principals to learn more about their experiences with supervisory practices. The following are the semi-structured interview protocols:

- (1) What strategies do you use to strengthen the in-built instructional supervision?
- (2) How do you feel about the attitudes of teachers in your school toward the practice of instructional supervision?
- (3) How well do the school's teachers perform?
- (4) Do teachers provide instruction effectively and do students learn what is required of them?
- (5) What techniques do you use to inspire teachers to improve their performance at work?

Data Collection Procedure and Ethics Considerations

To obtain data from the respondents for this study, a few steps were taken. The survey questionnaire was initially sent to the district education bureau after approval by the university. Then the author got permission from school principals, and later teachers were asked to provide verbal informed consent before being individually given the questionnaire. After that, participants received precise instructions on how to complete the questionnaire. Furthermore, to increase response rates and lessen social desirability bias, the author guarantees teachers anonymity. Teachers also had plenty of time to complete the questionnaire at the correct locations. The reliability and validity of the scales were examined. Before the final analysis, the screening data and the fundamental assumptions were verified following the acquisition of the final data. Lastly, the author triangulated the quantitative findings with interviews.

Data Analysis

From a sample of respondents, the researcher collected both quantitative and qualitative data. The author first verified that the surveys were completed before classifying them. The SPSS-25 was used to examine the characteristics of the respondents and additional quantitative data. Using SPSS 25, an EFA was performed to verify the validity of the construct (Carpenter, 2018). To verify the fit of the model, a confirmatory analysis was performed with LISREL 8.7. Using Cronbach's alpha, the reliability of the measures was examined. To assess the relationship between the research variables, the Spearman-Rho correlation was used in conjunction with descriptive analysis to determine the present attitudes and practices gathered from the data. According to Hoque et al. (2020), a mean value falling between 1 and 2.99 is low, 3 and 3.99 is intermediate, and 4 and 5 are high for descriptive analysis. To investigate the direct and indirect effects of instructional supervisory practice on teachers' job performance, structural equation modeling was employed. Additionally, a qualitative analysis was done on the information gathered from the semi-structured interview.

Results

Questionnaire items were distributed to 320 respondents and 310 (93.7%) of the participants returned. Additionally, two supervisors and four principals were successfully interviewed. Both the principals and supervisors are 30 years or older and have 10 years or older. The personal information of the teachers is presented in Table 1.



Table 1. *Personal information of teachers*

	Category	N	%
Gender	Male	183	59.0
	Female	127	41.0
Length of service	<5	69	22.3
	6 - 10	84	27.1
	11- 15	44	14.2
	>16 years	113	36.5
Age	18- 25	14	4.5
	25-34	123	39.7
	35-44	124	40.0
	>45 years	49	15.8

As shown in Table 1, most of the teachers in the Dembecha secondary schools are in the adulthood stage. Regarding the length of experience, the majority (77.8%) of the participants had six and above the length of service. Therefore, it can be said that most of the respondents are experienced teachers.

Instruction supervisory practice, teachers' attitudes toward instructional supervision, and job performance

The perception of the status of the instruction supervisory practice, the attitude of the teachers toward instructional supervision, and the performance of the job through the mean and the relationship between the variables through the Spearman correlation are presented in Table 2.

Table 2. Correlation among instruction supervisory practice, Teacher attitude to instructional supervision, and job performance.

Variables	Mean	1	2	3
1. The attitude of teachers toward instructional supervision	2.736	1		
2. Instruction supervisory practice	2.864	.596**	1	
3. Teachers' job performance	3.252	.477**	.529**	1

** is significant at 0.01

Table 2 revealed that the status of teachers' attitudes toward instructional supervision was found to be low level. The result obtained from the qualitative data showed that the majority of teachers have had a negative attitude towards instructional supervision.. For example, a supervisor reported: "Teachers claim that instructional supervision consumes much of their working time, they consider instructional supervision as the government's political instrument, and they behave superficially at the time of visits". Another group supervisor during the interview said: 'Many teachers consider classroom supervision as a performance evaluation and do not consider it helpful for improving classroom instruction'. The principal of a school also said, "Some beginner teachers showed their resistance to instructional supervision activities. They missed their regular teaching classes during a classroom observation. Because they suspect supervisors as they find out poor performance of teachers". Generally, the result showed that teachers perceived instructional supervision at a lower level, i.e., have negative views towards it, and they did not give high value or meaning to its effect. Thus, the researcher can say that there may be a gap in the creation of awareness among teachers about the contribution of instructional supervision to improving classroom teaching and enhancing students' achievement.

Table 2 also indicated that the state of instructional supervisory practice was done at the lower level. During the interview, one supervisor suggested "Teachers were sometimes notified

through the notice board before conducting classroom visits, even though there were times when supervisors visited class without prior notification". Moreover, when asked whether the pre-observation conference was usually conducted with teachers or not, he said, "not usually common." Thus, we conclude from this that teachers might not be well informed before making a classroom visit. Concerning the implementation of the classroom observation that each teacher received, a group supervisor stated: "Classroom observation was carried out once per semester for each teacher". Similarly to, the principal explained the low participation of district education experts during the interview and also said:

Even if education experts had the plan to visit schools and support teachers 3 times a year (at the beginning of the year, at the end of the first semester and at the end of the academic year), experts could not support schools adequately due to various constraints. As a result, we visit schools twice a year.

One of the principals summarized his ideas as follows:

We have received different support on how to carry out our instructional supervision, which is very important. However, the support is simply a campaign made at some urgent time. It lacks continuity. Furthermore, some of the content of the training aligned with our knowledge gap and some were not congruent with the gap they had.

Furthermore, as shown in Table 2, the status of the teacher's job performance was found to be moderate. An interviewed supervisor supported this finding, saying that 'teachers' job performance is somehow good even though they are not seen equally by the government. School principals and department heads have a lot to do with this problem. Teachers cannot do their jobs if immediate school leaders assign unnecessary paperwork. When all things are considered, it has been found that several problems have a detrimental impact on teachers' ability to accomplish their duties. The principal one stated that:

One of the main factors that negatively affected teacher performance was systemic factors. Systemic factors consisted of issues with which teachers could not intervene and make decisions. This finding may imply the effect of centralization and top-down in the education system on teacher performance. Furthermore, school administrative, physical infrastructure, teacher, student and parent-related factors were other important reasons for perceived job performance.

Table 2 also reveals the Spearman correlation coefficient of the relationship between instruction supervisory practice, teachers' attitudes toward instructional supervision, and job performance. All correlations have a positive, significant, and moderate level of correlation with job performance (r ranges from .477 (teacher attitude toward instructional supervision and job performance) to .596, (instruction supervision practice and the attitude of teachers toward instructional supervision) $p < 0.01$) (Cohen's, 1998). Therefore, the increase in school leaders' instruction supervision practice will lead to an increase in the attitude of teachers toward instructional supervision and teachers' job performance.

The association between instructional supervisory practice and teacher job performance as mediated by the attitude of teachers toward instructional supervision

To investigate the mediation effect of teachers' attitudes toward instructional supervision in the link between instructional supervisory practice and teachers' job performance, structural equation modeling analysis was used.



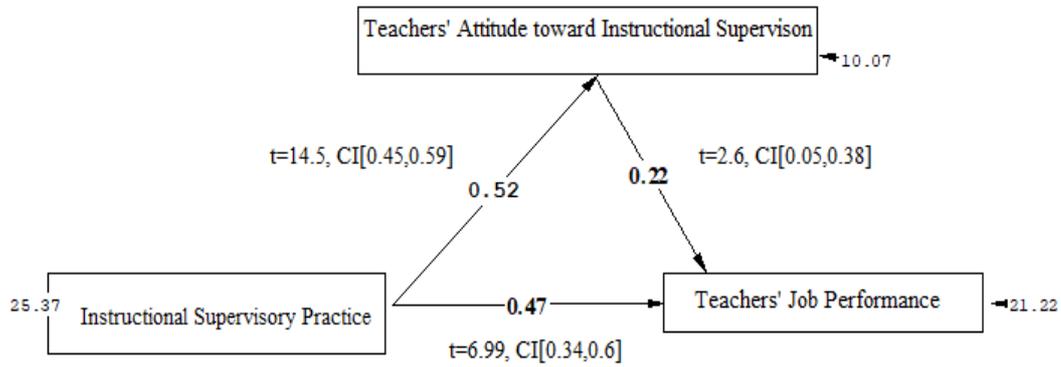


Figure 2: Verified Conceptual Framework

An examination of the conceptual framework suggested was conducted using path analysis. This approach makes it possible to closely examine how teachers' attitudes toward instructional supervision and the instructional supervision practices of school administrators affect their ability to do their jobs well. Using LISREL 8.7, Fig. 2 presents the results of the conceptual framework suggested and shown in Fig. 1. The framework shows that the data fit it well. The fundamental and initial test to evaluate the fit of the framework is the ratio between χ^2 and DF. It fits perfectly if the χ^2/df model is less than 2. In this investigation, $\chi^2/df=0.10$. RMSEA= .049, RMR = .048 SRMR= .043. The RMSEA / RMR / SRMR values were less than 0.5. In addition to the fitness of the model, AGFI = 0.86, GFI = 0.89, NFI = 0.98, NNFI = .97, CFI = .98, The parameters indices of AGFI, GFI, AGFI, NFI, NNFI and CFI were closer to 1. The t statistics did not fail in between -1.96 and 1.96 in all circumstances. Therefore, all model fit indices are good (Schermelleh-Engel et al., 2003).

Table 3: Path Analysis of Association between Instructional Supervisory Practice and Teachers' JP as Mediated by Teachers' attitudes toward instructional supervision

Effects	Direct	Indirect	Total effect
Instructional supervisory practice Teachers' attitudes toward instructional supervision (H1)	0.52		0.52
Teachers' attitudes toward instructional supervision →Job performance (H2)	0.22		0.22
Instructional supervisory practice →Job performance (H3)	0.47		0.47
Instructional supervisory practice Teachers' attitudes toward instructional supervision →Job performance (H4)	0.52	0.24	0.76

Note: In all, the P-values are less than 0.5

The SEM path analyses are displayed in Fig.2 and Table 3. The results showed that instructional supervision practice positively predicted teachers' attitudes towards instructional supervision ($\beta=.52$, $p<.05$, $t= 14.50$, CI [0.45, 0.59]), and instructional supervision practice also positively predicted job performance ($\beta=0.47$, $p<.05$, 95% CI [0.34, 0.6])). Teachers' attitudes toward instructional supervision predicted their job performance ($\beta = 0.22$, $p <0.05$, $t=2.6$, CI [0.05, 0.38]). The path coefficients revealed that the indirect influence of instructional supervision practice is 0.24. Therefore, the indirect and direct impact of instructional supervision practice on job performance (0.76) is greater than the direct impact (0.52), at $p < 0.05$. These findings reveal that the attitude of teachers towards instructional

supervision has a mediating impact on the association between instructional supervisory practice and job performance. On the basis of the findings, all hypotheses were accepted. That means that

- H1: Instructional supervisory practice is positively correlated with teachers' attitudes toward instructional supervision
- H2: Teachers' attitudes toward instructional supervision are positively correlated with teachers' job performance.
- H3: Instructional supervisory practice is positively correlated with teacher job performance.
- H4: The attitude of teachers toward instructional supervision of teachers has mediation effects in the association between instructional supervisory practice and job performance.

Discussion

Both the general systems theories (Bertalanffy, 1968) and the job demands-resources (JD-R) (Demerouti et al., 2001) offer an inclusive understanding of the interplay of several antecedents in employees' job performance. These theories make sense in light of the present research. The current study, which is in line with the JD-R theory, discovers that the outcome, which is teachers' job performance, is influenced by both intrinsic (teachers' attitudes toward instructional supervision) and extrinsic (principals' and supervisors' instructional supervisory practices) elements. The result of the present study demonstrates the inefficiency of principals' and supervisors' instructional supervision practices. This result is in line with studies carried out in several locations, such as schools in Addis Ababa by Assefa (2016), Senbeta (2019) and Berhe (2020), secondary schools in the Borena zone and elementary schools in the town of Bishoftu. Sharma et al. (2011) further demonstrated that the supervisory process is not conducted efficiently in least developed countries. In addition, school management teams rarely take supervision into account. Nevertheless, not all school administrators carry out regular, planned supervision in line with the supervisory stages (Kartini et al., 2020). There is dissatisfaction with supervisory tactics (Hoque et al., 2020) because school leaders do not perform their direct instructional supervision as intended (Ampofo et al., 2019). Some teachers still struggle to create engaging lessons, have not incorporated technology and information into their lessons, are not proficient at delivering instruction, and have not yet reached their full potential when it comes to using contemporary teaching techniques (Kartini et al., 2020). As opposed to the current findings, a study carried out in Ukraine revealed that teachers observe at least five times a year (Kutsyuruba, 2003).

The current study's findings indicate that while teacher work performance corresponds to a moderate level, their attitude toward instructional supervision is at a lower level, which is a negative outlook toward it. Studies by Acheson and Gall (1980) in Zimbabwe and Kayaoglu (2012) in Turkey also found that supervisory attitudes among teachers were unfavorable. Since teacher control and evaluation are the primary objectives of inspections in their early stages, teachers generally have negative attitudes about supervision (Glatthorn, 2007). A Hoque et al. (2020) study found that while some teachers did not see instructional supervision in schools as anything more than an effort to point fingers, others did. It has been repeatedly observed that a significant number of secondary school teachers in Ethiopia carry out their jobs ineffectively (MoE, 2017). Unlike the current study, Jhonson and Jonson (2002) discovered that instructional supervisory practice used by leaders is trusted and positively perceived by teachers.



Teachers' views toward instructional supervision are positively connected with instructional supervisory practice in the current study (hypothesis 1). The current investigation aligns with earlier studies conducted by Khun-inkeeree et al. (2019), who discovered that teacher beliefs were impacted by supervisory practices. However, in contrast, some teachers raise the value of instructional supervision practice (Zepeda, 2007). Their attitudes are influenced by their viewpoints, and changing those viewpoints requires effective supervision techniques. This is because teachers, who are also adult learners, may have different backgrounds, experiences in life, levels of empathy, and abilities (Beach & Reinhartz, 2000). This leads to the conclusion that various teachers may have varying viewpoints on how their supervisor is enhancing their instructional supervision. If teachers perceive supervision negatively, it will still be challenging for supervision to improve teacher performance.

There is a positive correlation between teacher work performance and their attitudes toward instructional monitoring (H2). Consistent with the current investigation, Hoque et al. (2020) demonstrated that a teacher's job performance may be impacted by the approaches of supervision employed at the school. Research by Kutsyuruba (2003) found that new teachers perceive instructional supervision favorably because it meets their professional needs. According to Demerouti et al. (2001), the job demand–resources (JD-R) theory, which holds that intrinsic factors like attitudes and perception affect employee performance, is consistent with the current finding. To ensure efficient work performance, it is crucial to understand the perspectives and demands of teachers. Thus, based on the aforementioned analysis, it can be concluded that teachers' negative views about instructional supervision hurt how well they perform on the job in the Dembecha district's secondary schools.

The present investigation also demonstrated a positive correlation between instructional supervision practice and teacher job performance (H3) and that the relationships between instructional supervision practice and job performance is mediated by teachers' attitudes toward their instruction (H4). According to Irfan (2018), there is a strong correlation between the supervisory practices of school administrators and the effectiveness of teachers in the classroom. Furthermore, Aldaihani (2017), Ampofo et al. (2019), Ayandoja et al. (2017), Fashiku (2016), Hoque et al. (2020), Kartini et al. (2020) and Setyaningsih and Suchyadi (2021) have shown that there is no way to separate the effectiveness of supervisory procedures from teacher performance. The job demand–resources (JD-R) theory was presented by Demerouti et al. (2001). Extrinsic factors, such as instructional supervisory procedures which were used by principals and supervisors, influenced employee performance and outcomes. To guarantee effective supervision, it is therefore essential to comprehend the views and expectations of teachers on instructional supervision. That is, if supervisors and administrators do not perform instructional supervision effectively, teachers are unlikely to view it as a means of fostering student learning and professional development, and the supervisory exercise will not provide the desired results.

Conclusions and Implications

The teacher's job performance was moderate; their views of instructional supervision and the state of practice were low. The study found a modest degree of positive and significant correlation between teachers' attitudes toward instructional supervision, their job performance, and their use of instructional supervision practices. Lastly, the study showed that the relationship between job performance and instructional supervisory practice is mediated by teachers' attitudes towards this practice.

In light of the theoretical implications, this research adds to the body of knowledge regarding the relationship between instructional supervisory practices, teachers' attitudes toward them, and teachers' job performance. This is expected to stimulate more research into the study variables. In terms of practical implications, first, this study also provided empirical evidence that the government can provide appropriate motivation for school leaders to acquire new skills that will enhance their instructional supervision abilities and that consolidating instructional supervision practices can result in well-performing teachers. Second, for the instructional supervision practice of Dembecha District secondary schools to be widely accepted and put into practice by professionals, more development is necessary. The study suggested that instead of using supervision as a mission to discover faults, principals and supervisors can use it to find facts. Supervisors are valuable collaborators who support teachers in their jobs. Third, to dispel any negative impressions teachers may have about instructional supervision, conferences, and seminars can be held regularly to raise awareness of its benefits. Finally, in order to improve teachers' performance, the research first strongly advises education institution executives to establish a consistent and shared culture among instructors and schools about instructional supervision. To help teachers and school administrators share more information about instructional monitoring programs, district, provincial, and educational bureaus can organize conferences, talks, and forums to exchange experiences. Educators, principals, and supervisors can create policies and provide funds and materials to support teachers in comprehending the fundamentals of instructional supervision and adapting their practices.

As limitations and suggestion for future scholars, this study was first restricted to Dembecha, one district; it could be expanded to include other districts as well, where school culture may or may not have an impact on instructional supervisory practice and teacher job performance. Second, due to their cultural background or personal beliefs, some respondents may have biased opinions that influence the study conclusions (Zhang et al., 2021). By utilizing a variety of research tools, including local context observation and participation of multiple respondents, a more objective outcome may be achieved. Therefore, observation measurement will make it possible for later researchers to look at the current issue. Third, the drawback of the current study is that it only gathers data at one time, which reduces the strength of any correlation between the variables it examines. Thus, to fully understand the study issue, the researcher strongly advises future researchers to employ a longitudinal approach. Lastly, it can be advised that more research be done in general areas about principals' and supervisors' attitudes toward instructional supervision, their actual practices, and the obstacles that go along with it at primary and secondary schools to better handle the issues.

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