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CHALLENGE AND PRACTICE SUPERVISION ON TEACHER'SPROFESSIONAL DEVELOPMENT AT ABAFRANSOA MARKOSE PRIMARY SCHOOL IN WOLKITE TOWN ADMINISTRATION

A SENIOR ESSAY SUBMITTED TO EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILMENT OF REQUIRMENTS FOR BACHELOR ATRS(BA) DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

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Abbreviations and Acronyms

BBD: Based on Before Described

CDTLPO: Curriculum Development and teaching learning Process Owner

CPD: Continues Professional Development

ESDP: Education Sector Development Program

MOE: Ministry of Education

Abstract

The purpose of this study is to investigate the challenge and practice of supervision on teacher's professional development in abafransoe markose primary school. The study deals with examining the actual experiences/practices/ and challenges that constrains principal in abafransoa school. The researcher reviewed the related literature on: historical context on supervision, dimensions of in supervision, supervision in teaching learning, and challenge and practices supervisor on teachers' professional development. In order to meet the objectives of the study descriptive survey research design was employed. The respondents of this study consisted of 30 teachers, 1 principal, 3 vice principals and1supervisor.Accordingly, teachers were selected school by simple random technique and the rest of respondent such as principals, vice principals, supervisor, purposive sampling techniques. In general the researcher incorporated 64.53 %(31) of the sample populations as respondents. Furthermore, in the study both quantitative and qualitative methods were employed. Questionnaires, interviews and document analyses were used for collecting relevant data. So, a questionnaire was prepared and filled by teachers, supervisor. For qualitative portion, interview and document analyses were administered to gather qualitative data. Out of the 31distributed questionnaire31were returned, (producing an overall 100 % of return rate). Similarly Data obtained from questionnaires were analyzed using statistical tools such as percentile. . Interview and document analyses were considered to complement the questionnaires in narrative form. Findings from the data analyses revealed that supervisor did not identify teacher's instructional limitation regularly.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach. Until the 1980s, teaching was viewed basically as transmission of predetermined knowledge to students (De Grauwe, 2001). Teachers were charged with the responsibility of transmitting knowledge in an uncontaminated form as possible, through scientifically tested procedures thought to be immutable and universally applicable. Learning to teach was largely a matter of mastering these procedures. Supervisor was employed as objective evaluators and powerful controllers to check if teachers where indeed using the prescribed methods in their classrooms and to take corrective measures (BBD).

However, the more recent concept of teaching is based on the assumption that knowledge is constructed, dynamic and conditional (Nelson, 1996) and teaching is an intellectually and morally complex work (Ball and Wilson, 1996). The role of the teachers is to facilitate students‟ learning on the basis of morally defensible grounds, while managing the multiple and conflicting social, political and economic agenda played out in schools. Teachers learn to teach by emulating their own students, generalizing from their own experiences as learners, and also by being socialized in schools, communities and education systems in which they work (Zelehner and Gore, 1990 fullan, 1991, 1993). Supervision in this paradigm is directed towards helping teachers become smarter at making professional judgments, not only about curriculum, students and pedagogy, but also about the structures and cultures in which their work is located (Oliva, 1997).

An education system in any country is established as a result of the determination of the broader aims of education which are in line with the aspirations of the country (Okumbe, 1998). To put these aspirations to effect and to ensure the attainment of educational aims, schools split the broader, short-term goals and objectives. To achieve

1.2 Statement problem

School supervision services, which occupy central position in the management of education, have existed for long time at all levels of school structure. The achievement of educational goals is influenced by the degree of the performance of professional teachers, administrators, students and the society at large, as stated by (Corron, 1998) educational systems rely on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners.

In Ethiopia, attention is currently given to the provision and quality of education at all levels. The utilization of educational facility, technologies, and materials so as to strengthen the teaching- learning process and the expansion of education is given due attention (Education and training policy, 1994). Assuring and enhancing the quality of teaching and learning has become a major concern all over the world (Firdissa, 2009). The society and employers need those who are capable of solving challenges and who bring quality to student learning by implementing appropriate supervisory service; therefore, this expectation can be achieved through those supervisors who are well equipped with knowledge, skill, understanding and favorable attitude.

It is unfortunate that some teachers teach students without having much formal knowledge of how students learn best, and do not necessarily consider how their students learn as far as the way they teach is predicated on enabling learning to happen. As a result, the learning environment in which learners learn affects the learning outcomes. It is stated in the ETP that the main objective of the teaching-learning process in our country is to create problem solving citizens (ETP, 1994). One of the measures by which this quality is assured is through educational supervision; the quality of teachers is then a must to be attained. Hence teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the educational supervision before starting to teach their students. These factors affect the quality of students‟ learning in many ways if not appropriately considered by the teachers. Students have different ways of absorbing information and of demonstrating their knowledge. Their exposure to different methods of teaching affects the way they grasp knowledge. When the teacher lacks control of the methods of teaching to be used, it does not bring quality to student learning. If teachers do not commit themselves to use the teaching method suited to the content to be delivered, it was result in less skilled manpower production that becomes less effective in solving the problems of the community in particular and society in general.

This study was conducted in abafransoa Markose primary school. The main purpose of the study is to investigate the challenges and practice supervisor for the professional development of teachers.However,

the existing reality in implementation of Educational supervision at school do not seem to reveal a positive impact in supervision services on educational improvement moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum. Such supervision problem might have a negative influence on teacher satisfaction with their jobs. Furthermore, weaknesses in Educational supervision are common at primary school, and these can have a negative impact on the quality of education. So these problems and the impact they may have on the quality of education have initiate the researcher to study the challenges and practice supervisor on professional development of teachers in abafransoa Markose primary school In gubra sub city in wolkite twon administration of Gurage zone.

1.3 Basic questions

1. To what extent do the challenges and practice supervision relate to teachers professional development in terms of class room management in the abafransoa Markose primary school?
2. What are the challenges and practice supervision on teacher's professional development in terms of teaching methods and materials in the abafransoa Markose primary school?
3. How the roles of supervision are affecting teachers' professional development in terms of student assessment techniques in the abafransoa Markose primary school?
4. What possible measures should be taken by all concerned bodies to overcome the challenges faced by supervisor to improve the situation in the abafransoa Markose primary school?

1.4 Objective of the study

1.4.1 The general objective

this study is to investigate the challenges and practice supervisor on teacher's professional development in primary school of abafransoa Markose.

1.4.2 The specific objectives of the study

1..To assess the challenges and practice on teacher's professional development in terms of class room management.

2..To investigate the challenges and practice supervisor on teachers professional development in teaching methods and materials.

3. To indicate the role of supervisor affects that teacher's professional development in terms of student assessment techniques.

4. To indicate possible measure to be taken by all concerned bodies to overcome the challenges faced by supervisor and to improve the situation in the study area.

1.5 Significant of the study

This research brings about the following benefits.

It enables those involved in supervisory Practice to assess the concept of supervision to improve the teaching learning process.

· It enables teachers and supervisor to see challenges and their recommendations.

· It contributes as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the Status of Educational supervision.

· It informs Supervisor and other stakeholders about teachers‟ perceptions, expectations, and orientations in Supervisory services to react accordingly.

· It should contribute toward a better understanding for further related researches and finally, the ultimate issue underlying the study is to initiate school toward utilization of supervisory activities to best they can.

1.6 Delimitation of study

The study examines the challenges and practice supervisor on the professional development of teachers in government primary school In gubra sub city in wolkite twon administrationof in Gurage. As regards school, the study is delimited to primary school. The study was conducted during the Academic year 2022/23.

1.7 Limitation of the study

It was obvious that research cannot be totally free from limitation. Therefore, some limitations were observed and faced in this study in order to take full information from the school principals, teachers and supervisor. In the case of lack of ample time, they do not provide enough information to us. Because of a lot of task and they were busy. In spite of these shortcomings, However, it attempted to make as much as possible.

1.8 Operation Definition of key terms

Operational and contextual definitions of the selected terms of concern used in the study are as follows:

Supervision: In this study supervision considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum.

Professional Development: Refers to the development of teachers in their professional role specifically it is staff development resulting in person's being of greater use to the schools through the acquisition of greater knowledge, skill, or different attitudes.

Primary School: In this study it is an educational level of grade one up to grade eight meaning first and second cycle education.

Supervisor: In this study it refer to School Supervisors, School Principal.

1.9 organization of the study

This study was organized in to three chapter. The first Chapter is the introductory part which was include background of the study, statement of the problem, basic research questions, objective of the study, general and specific objective, significance of the study, delimitation of the study, and definition of operational terms and organization of the study. Chapter two review related literature was presented. In the third Chapter are research design and methodology and the fourth chapter Data Presentation, Analysis and Interpretation and chapter five Summary of the study.

CHAPTER TWO

2.1 Review of related literature

This chapter discusses relevant aspect regarding challenges and practice supervisor on the professional development of teachers therefore; it treats the following major topics. Review of related literature

2.2 Conceptual frame work of Educational supervision

In whatever context, supervision is meant for improvement of work performance. Today, different people view supervision in different lens. In a broad sense (Pierce and Rowell, 2005) define supervision as a developmental process designed to support and enhance the individuals motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand.

Basically in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Many scholars have defined the term Educational supervision in various ways because Supervision may be seen as a positive for program improvement.

Sergiovanni and Starrat, (1983) define Educational supervision as a set of activities and role specifications specially designed to influence instruction. (Glathorn in Mhama, 1992) verified that Educational supervision is "... a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired". Other scholar like Gothrie and Reed, 1991) considered Educational supervision as "The function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness. Similarly (Eye and Netzer, 1965) defined it has "a form of service which is one phase of school administration dealing with the achievement of educational services."

2.3 Historical development of Educational supervision

2.3.1 Global content

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that started the activity was Britain in 17^{th} century. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial in order to control the industrial workers. Later on the concept of supervision will borrowed from the industries. The main purpose will to control the school plan and pupils achievements (Dull, 1981).

2.3.2 Ethiopian context

As it will mention by different authors, supervision will introduce into the Educational system of Ethiopia around 1930s bearing its original name inspection. According to the basic rationale for the introduction of supervision into Ethiopian education system were the fast growth of school the need for coordination of the curriculum, and perhaps the most important reason will to assist teachers in the classroom activities. When we see the supervisory trends of our country we can understand the changes of terminologies form inspection to supervision and Vice-versa such changes we not based on pedagogies but were rather political motive (Haileselassie, 2002). According to the MoE, Educational supervision Manual (1987) Educational inspection started for the first time to Ethiopian school system in 1934 it was mentioned that inspection was needed because of the increasing number of teachers demanded coordination and helping them in their teaching. Starting from, 1937 a central inspectorate office was established headed by a British national Lt. command John Miller, assisted by two Ethiopians. Their job was to keep record of number of students, teachers, classroom, as well as visit some school in the provinces and write reports.

In 1943 the first program for training inspectors was started in Addis-Ababa Teachers Training school. The reason behind this was that more and more schools were opened, the number of teachers increased and student population grew significantly and generally the educational activities become more and more complex beyond the competence of former three inspectors. Hence, a total of twenty four inspectors were trained 1943-1946 They were assigned to inspect to inspect educational programs as well as financial accounts (MOE, 1987).

According to educational supervision (MOE, 1987) the training program of school inspectors was discontinued in 1946. However, due to the increase in numbers of schools, the training program was reopened in Kokebe Tsebha School in 1948 It continued for seven consecutive years. The training combined school directors and inspection together. From 1948-1954 a total of 124 inspectors were graduated.

In 1955 the inspection program was changed in to supervision with the aim of focusing only in curriculum and educational programs so as to improve the teaching learning process by participating and supporting the teachers. Later on from, 1962-1965 those who were trained as supervisors were expected to serve as a regular school programs and sports, adult educational programs and mass media supervisors. During the socialist regime since the government followed education policy of socialism.

The socialist system had shifted supervision to inspection in 1973. Accordingly educational supervision was replaced by inspectional. Thus, the main goals and activities of the inspection program were monitoring and evaluation of the policy, directives and planned programs and strategies as per job description at each level of education system (MoE, 1987).With the introduction of education and training policy in 1987 a shift from inspection to supervision was again witnessed. New departments of supervision of educational program have been established at federal and regional level with branches up to woreda level. That is helping teacher for the improvement of educational achievement of students.

2.4. Professional Developments

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual group or school and which contribute through these to the quality of education in the classroom. Glickman et al, (2004) noted virally any experience that enlarges a teacher's knowledge appreciation skills and understanding of his or her work falls under the domain of professional development the scholars further stated a supervisor with responsibility for professional development cannot hope to make every activity interesting and valuable to every teacher. This means the supervisor should not always be driven by needs and interests of teachers they should be driven by the goals and purposes of the school

education", „on-the-job-training", „workshop", „post qualification courses" etc. whether formal or informal, structured or unstructured, teacher initiated or system-initiated, accredited or not. Desimone (2009) concurs with Gray (2005) and Mohammed (2006) and writes that teachers experience a vast range of activities and interactions that may increase their knowledge and skills and improve their teaching practice, as well as contribute to their personal, social, and emotional growth as teachers. These experiences can range from formal, structured topic specific seminars given on in-service days, to everyday, informal "hallway" discussions with other teachers about instruction techniques ,embedded in teachers' everyday work lives (p.182)

Further, Guskey (2002) describes professional development programs as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Desimone, Porter, Kwang Suk Yoon & Birman (2002) Concur with Guskey (2002) in looking at Professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In addition, (Fraser et al. 2007), list a number of competing claims for professional development that are evident in the literature of professional associations such as: lifelong

learning for professionals, a means of personal development, a means of assuring a wary public that professionals are indeed up-to date, given the rapid pace of technological advancement, a means whereby professional associations can verify that the standard of their professionals are being upheld and a means for employers to garner a competent, adaptable workforce.

From the above definitions of CPD, it can be noted that Continuing Professional Development is designed to contribute to learning of teachers who have completed their initial or pre-service training. For the purposes of this study, the term Continuing Professional Development refers to the formal courses and programs that are attended by primarily and secondary school teachers with the purpose of enhancing their professional skills so that they become better teachers. These formal courses and 28 programs may be in the form of but not limited to the following as outlined by Gray, (2005) whole-school training days; undertaking joint training exercises with other schools; joining teacher networks, engaging with specialist subject associations; and attending short courses in the form of address problems related to access, equity, and quality of educational provision workshops and seminarst sub-city or zonal, district or national levels in a major initiative to.

2.5 Continuous teacher professional development

2.5.1 Global context

The term Continuing Professional Development (CPD) is said to have been coined by Richard Gardner, who was in charge of professional development for the building professions at York University in the mid-1970s (Gray, 2005). Continuous professional Development (CPD) is among the new initiatives that targeted to develop the professional competence and professional ethics of teachers, teaching at all levels of the school system or educational structure. Mintesnot,(2008) described CPD as follows “Continuous refers to throughout the Practioner‟s working life, professional refers to maintaining the quality and relevance of professional service, and Development implies the progression in personal quality to the acquired knowledge and skill”. Continuous professional development (CPD) has unique definition as it is varied from different educational traditions and contexts. It is variously called teacher development, in service training (INSET) staff development, human resource development, continuing education and lifelong learning the term is used interchangeable with the term professional development (Naziha Ali R,2010).

2.5.2 Ethiopian Context

Continuing Professional Development refers to the career-long process in teachers‟ lives those results in developing teachers‟ professional knowledge, skills, attitudes, & aspirations, and a general understanding

of their changing roles and tasks to raise student achievements and learning (MOE, 2009). In Ethiopia continuous professional development can be placed into two categories MoE, (2009) Updating is a continuous process in which every professional teacher participates during their career as a teacher. It focuses on subject knowledge and pedagogy to improve classroom practice. Upgrading is the process by which teachers can choose to participate in additional study outside their regular work as teachers at appropriate times in their career, e.g. convert a certificate diploma to a diploma of the first degree or first degree to master's degree.

2.5.2.1 Roles & Responsibilities of cpd stake holders

Each stakeholder in CPD has responsibilities. These can be either as an individual or as an institution. The responsibilities of stakeholders are: (MoE, 2009) according to the document the responsibilities of different level of education system is stated as follows;

· Teachers are responsible for: engaging in their own Continuous Professional Development throughout their careers, consulting with others (e.g. mentors, supervisors), identifying personal CPD needs in the light of the institution's Annual CPD Plan and individual Professional Competencies, working collaboratively with colleagues to improve teaching and learning carrying out sixty hours of CPD each year. Putting CPD into practice in the classroom needs being committed to supporting the wider CPD needs of their institution, maintaining a Professional Portfolio to record all their CPD, and other professional activities.

(School leaders are responsible for: ensuring that learning and student achievement is inclusive, and at the centre of strategic planning and resource 29 management, creating a CPD management strategy within the institution, ensuring that an effective CPD needs analysis is carried out each year, identifying issues for consideration as CPD proprieties together with colleagues ensuring that the institution/department/faculty produces an Annual CPD Plan and manages the budget. Regularly monitoring the effectiveness of the changes to teaching and learning, ensuring the quality of engagement of teachers in CPD activities, monitoring and assessing the content of individual professional Portfolios and giving constructive feedback, collaborating with other local institutional leaders to facilitate effective responses to shared CPD issues, collaborating with Woreda, zone and REB professionals to endure those national and regional CPD priorities are addressed in institutional CPD planning, taking part in regional and national CPD activities which ensure that knowledge and experience is up- to-date, ensuring that all teachers in schools take part in sixty hours of CPD activities each year.

(Clusters are responsible for: establishing and supporting the Cluster CPD Committee, managing and

Coordinating CPD activities within the cluster, collating and sharing individual school CPD plans, supporting, as appropriate, the Annual School CPD plans, providing opportunities for collaboration and the sharing of good practice within the cluster (samples of good lessons, effective teaching strategies, innovative use of readily available materials for practical lessons etc.) , making available resources for cluster schools to use in the classroom, providing training opportunities as appropriate, supporting the delivery of the induction program for Newly Deployed Teachers, Reporting annually to the Woreda on cluster CPD activities, Maintaining an effective communication system between all the schools.

(Woreda and Sub City Education Offices are responsible for: annually producing local CPD plans ensuring that all schools have annual CPD plans, monitoring and evaluating the CPD activities of schools , collecting data about CPD activities in the Woreda/sub-city , collecting data of individuals‟ and schools‟ participation in CPD , providing support and training to clusters and schools via the supervisors , raising awareness of and promoting inclusive education in all schools, collaborating with school directors to administer the „Induction‟ CPD process and to moderate judgments on passing/failing , providing support and advice on the maintenance of professional portfolios , overseeing and facilitating the work of clusters and Woreda in their support of CPD.

(Regional Education Bureaus/Zones are responsible for: analyzing and identifying regional priorities, production of materials and delivering training to implement them, sharing information with all stakeholders, annually producing and circulating regional CPD plans, appointing a responsible person for CPD, allocating the resources needed to implement the regional CPD program including the development of Teachers‟ Professional Portfolios, ensuring that resources are written in the language that teachers will understand best, with high quality translation, produced in sufficient quantities (minimum ratio of 1 booklet to twenty teachers) and distributed throughout the region, Monitoring and evaluating the CPD program regionally and producing an annual report which should be submitted to Teachers and Leaders Development of the Ministry of Education, Raising awareness of and promoting inclusive education throughout the region through CPD , Overseeing and facilitating the work of teacher education institutions in their support of the CPD effort , Giving support to Woredas, zones and sub cities within the region , Compiling Educational Management formation System (EMIS) CPD statistics for the region and submitting them annually to the MoE.

(The Ministry of Education is responsible for: Analyzing and identifying national priorities, production of materials and organizing training to implement them annually producing and circulating national CPD plans raising awareness of the need for Continuous Professional Development designing, implementing and

reviewing the National Framework for CPD monitoring and evaluating the CPD program nationally and producing an annual report, producing support materials to be used throughout the Federal Republic, helping to increase capacity by training trainers, raising awareness of and promoting inclusive education through CPD, collating and reporting EMIS CPD statistics, Producing an Annual CPD Plan for employees of the MOE, Giving support to regions, Conducting consultation meetings on achievements and challenges.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The main purpose of this chapter is to provide an overview of the basic research design and methodology that was used to carry out this study. Under this overview the basic research design, research methodology, source of data, sample size and sampling technique, data collection instruments, procedure of data collection and method of data analysis was treated in detail.

3.1 Research design

The research design of the study refers to the overall plan for collecting and analyzing data needed to find answers to the research questions (Slavin, 2007:9). The research design spells out the basic strategies adopted by the researcher to develop information that is both accurate and interpretable. For this, study descriptive survey research design was employed. Because the major goal of this study is to assess the challenges and practice supervison on teacher's professional development as it exists at present, it is also relevant to gather detailed information concerning current status of the educational supervision.

3.2 The research method

The method which was employed both quantitative and qualitative techniques are more emphasizes on quantitative one. Current approach in which the researcher contains quantitative and qualitative data in order to provide comprehensive analysis of the problem. The major purpose of this study was to assess the challenges and practice supervion on Teacher's professional development ln abafransoa Markose primary school.

3.3 Sources of data

In conducting this research the researcher used both primary and secondary sources. Both of them was collect through data collection method.

3.3.1 Primary sources of data

In this study primary data sources was employed to obtain reliable information about the challenges and practice supervisor on teacher's professional development. The major sources of primary data was teacher and supervisor, principal, vice principals.

3.3.2 Secondary source of data

The secondary sources of data are books, sources from internet dawn load and the school document records. These sources was strengthening the data obtain through questionnaires and interviews.

3.4 population, of sample size and sampling technique

The population of the study comprises, teacher and principals, vice principals. In order to obtain reliable data for the study, various sampling techniques was employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the school, one supervisor, One principal, two vise principals was select by purposively sampling and teachers selecte by simple random Because simple random sampling was one in which each and every member of the population has an equal chance of being selecte (Cohen,et al, 2005).Consequently, among two of government primary school found in the selection of Gubre Twon administration,one of them are select by random sampling technique because, since the school has all similar in their levels and characteristics to the problem and the method gives equal chance of being selected(Abraham,woube,belete and wondafrash,1996).

Among the total 67 teachers that are found in the selected one primary school sample 34 was included in the study. Since, the number of principal, supervisor and vice principals in each target school is small it is appropriate to take all the entire population of them as samples in order to make the sample representative enough. Therefore, the total number of research participants was, i.e. 30(45%) teachers, 1(100%) school principal, 1(100%) vice principal, 2(100%) school supervisor, 1(100%).

3.5 Instruments of data collection

In order to gather the required data from the sample of respondents, three data collection instruments was used namely, questionnaires, interviews, documents analysis. Given below is a description for each of these instruments.

Questionnaire, interview, document analysis, and focus group discussion was used to collect the information for the purpose of the study. Therefore, employing multiple data collection instrument help the researcher to combine, strengthen and amend some of the inadequacies of the data and for triangulating it (Cresswell, 2003).

3.5.1Questionnaire

Questionnaire was valuable tool for gathering data, which helps to save time, encourages objectivity, provide rapid analysis and feed back to the researcher Best (2004).Questionnaires was developed by the researcher for the school teachers; School based supervisor, and Teachers using literature on the area. It was used in order to collect data from a relatively larger size of the population under study. The reason why a questionnaire was used is easily to handle and is simpler for the respondents to answer within a short period of time (Koul, 2008).

Both open ended and close-ended items was include in the questionnaire considering the benefits the semi-

structured type provides in terms of the freedom to elaborate opinions and enrich the data collected to answer with the alternative given and Likert scale items for seeking respondent's feeling and views. In order to establish content validity, the questionnaire was examine by the advisor.

3.5.2. Interview

Interview was developed by the researcher for principal and vise principal using literature on the area. It was used in order to collect data from those who would provide information needed for the study. The reason why structured interview was employed was that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased questions (Koul, 2008).

Focus Group Discussion Items for focus group discussion was develop by the researcher for obtaining data and information from PTA Discussions was plan in order to give more opportunities to the participants in order to collect richer information from those who would provide information needed for the study.

3.3.3 Document Analysis

Documents useful for the study including plan of school, report of school, supervision manual, Check list, and minutes of meetings held with wordae education officials was used in the study. Supporting this Best and Khan, (1989) have noted that document analyses are important and relevant sources of data, useful in yielding information, and exploring educational practice. Document observations were held with supervisor to examine school planning execution of school activities, availabilities of resource in school, and services provision in all professional and pedagogical development.

3.6 procedures of data collection

Questionnaires were distribute for the participants of the study by the researcher. The respondents was ask to gather at convenient places and make to fill out the questionnaires. Interviews and focus group discussions was make after obtaining the consent of the participants. The interviews took about one hour at an average. As regards documents, the researcher was made rapport with school authorities to get access into the documents and review them in the light of the objectives of the study. Questionnaire was administered for 30 teachers and 1 school Supervisor in which it was not selecte for main study. The respondents from pilot study group wil bel consulted about how best to revise these questions. And all respondents‟ correction was made and the questionnaires was distributed to main study for 30 teachers 1 school supervisor directly by the researcher in all sample school sample. The researcher brief about the

research objective and its significance while distributing questionnaire for respondents.

3.7 Methods and procedures of data analysis and interpretation

Quantitative data obtained using questionnaire was analyze using descriptive statistics including frequency, Besides, for suitability of analysis the five point likert Scale responses of the questionnaires was

Made to be categorize in the five scales (strong agree,agree, undecided, and disagree, strong dis agree). Qualitative data obtained through interviews and focus group discussions was analyzed using narration and interpreted in the light of literature.

3.8 Ethical considerations

The study was conducted in such a way that it considered ethical responsibility that is being honest about what exactly the study is all about and what it intended to measure. The respondents can assure that the information that they provide was confidential and only be used for the intended purpose. Besides, the respondents name should not be needed during when the data is collected.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part present the analysis and interpretation of the main data. The objective of this study is to investigate the challenge and practice of supervisor on teacher's professional development in abafransoa markose primary school. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with instructional supervision practices by observing the comments written in the instructional supervision book and assesses the working conditions of supervisors, specially the availability and conditions of resources.

Questionnaire was distributed to 31 respondents and 31copies were collected.

4.1 Result and Discussion

Table 1 Characteristics of the Respondents

No.	Variable	Category	Respondents								Total	
			Teacher		School Principal		Vise principal		supervisors			
			No.	%	No.	%	No.	%	No.	%	No.	%
1	Sex	Male	23	76.66	1	100	2	100	1	100	27	79.41
		Female	7	23.33	0	0	0	0	0	0	7	23.33
		Total	30	100	1	100	2	100	1	100	34	100
2	Experience	1-5	4	13.3							4	13.3
		6-10	1	53.3			1	50	1	100	18	60

			6	3								
		11-15	6	20	1	100	1	50			8	26.66
		16 and above	4	13.3							4	13.33
		Total	30	100	7	100	14	100	28	100	34	100
3	Edu. Background	Degree	30	100	1	100	2	100	1	100	34	100
		Master										
		TOTAL	30	100	1	100	2	100	1	100	34	100

Female teachers in the sample primary schools are fewer. To this end, the contribution or role of women in school base supervision program became less or insignificant as compared to men counterparts. Shown in the table 4.1 of item 1 the majority of teachers and interactional supervisorare males. This accounts for 27 (79.41 %) and 21(75%) respectively. The remaining 7(23.1%) teachers and 0(0%) interactional supervisorare females.

Item 2 of table 4.1 shows that 4 (13.3%) of the teacher respondents had 1 to 5 years experience. Whereas 16 (53.33 %) teacher respondents were 6 to 10 years experience, 6 (20%) teacher respondents were 11-15 years service and 4(13.3%) and above sixteen years experience. Since the act of assigning supervision committee members at school level is a recent trend, the current supervisorin the study area are supposed to be less experienced in supervision work. Thus, it is possible to say they are less experienced in supervision work.

Regarding the educational background of the respondents 34(100 %) of teachers were first degree holders; 34 (100%) of teachers were first degree holders. From this, it is possible to conclude that, all teachers, supervisor in the sample school were qualified primary school teachers and principals.

Table 2 what extent do educational supervisor identify the strengths and limitations of teachers in the classroom management in order to design appropriate intervention?

Strongly agree =5; Agree = 4; Undecided =3; Disagree =2; strongly disagree =1

No	**Items**	5	%	4	%	3	%	2	%	1	%	No Respondant	Total %
1	Makes teachers familiar with different techniques of classroom management.	7	22.7	12	38.7	4	12.9%l	2	6.45	6	19.3	31	100
2	Guides teachers to encourage their pupils to express their ideas and feelings.	10	32.25	6	19.35	10	32.25	2	6.45	3	9.7	31	100
3	Directs teachers to establish appositive rapport /cordial relationship with pupils to explain to teachers the ways of considering and teaching pupils with abilities.	4	12.9	2	6.45	6	19.35	9	29	10	32.25	31	100
4	Educational Supervisor encourage and facilitate school self evaluation on instructional matters	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9	31	100
5	Educational supervisor facilitate the availability of instructional materials and encourage teachers to use it appropriately	12	38.7	4	12.9	6	19.35	7	19.35	2	5.4	31	100

6	Educational supervisor encourage teachers in developing instructional goals and objectives	4	12.9	6	19	8	22.6	12	38.7	4	12.9	31	100
7	Educational supervisor‟ advice teachers to use active learning in the classroom	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9	31	100
8	Educational supervisor design appropriate intervention to minimize the identified limitations of teachers in the classrooms	4	12.9	2	6.45	6	19.35	9	30	10	32.25	31	100
9	Educational Supervisor identify the lack of abilities to manage students in the classroom	7	22.6	12	38.7	4	12.9	2	6.45	6	19.35	31	100
10	Educational supervisor identify the student evaluation skill gaps of teachers	10	32.25	6	19.35	10	32.25	2	5.4	3	9.6	31	100
11	Educational Supervisor regularly identify any instructional limitations of teachers in the classroom management.	4	12.9	2	6.45	6	19.35	9	30	10	32.25	31	100

As indicated in item 1 of table 2, the respondents were asked whether the supervisor regularly identify any

instructional limitations of teachers in the classrooms and indicate solutions or not. Accordingly, teachers, supervisor with 7 (22.6%)respondent strong agree,12 (38.7%) agree and 4 (12.9%) undecided respectively reported that, supervisor were moderate in identifying any instructional limitations of teachers in the classrooms and did not regularly indicate solutions of respondents regarding item . This implication, thus, is that, i supervisor have an opportunity to identify instructional limitations of teachers in the classroom but they did not regularly identify the limitations of teachers and did not indicate appropriate solutions. The document analysis and focus group discussion support this issue as supervisee trying to identify instructional limitations of teachers per semester once but did not regularly and they not indicate proper solutions how teachers can improve their limitations.

With regard to item 2 of table 2, the respondents rated whether supervisor identify the lack of abilities to manage students in the classroom or not. Accordingly, teachers and supervisor (32.25%) strongvagree 10 (32.25%)undecided and 6 (19.35%) agree. respectively indicated that, supervisor did not continuously identify lack of abilities to manage students in the classroom during ongoing teaching-learning processes. supervisor respectively are below the average (32.25%) and teachers and supervisor responded that supervisor did not continuously identify teachers‟ lack of skills to manage students in the classrooms.

In item number 3 of the same table, respondents asked to indicate their agreement on extent to which supervisor identify the student evaluation skill gaps of teachers. Thus, teachers and supervisor give a quick response to the problem encountered in the identification of student evaluation skill gaps of teachers during teaching–learning process in the class-room, with responded(12.9%) strong agree 2(6.45)agree and 6(19.35) undecided respectively, indicated that supervisor inefficiently identify the student evaluation skill gaps of teachers in the ongoing class-room teaching learning process as responded. Still it is insufficient and this indicated that somewhat supervisor trying to identify the student evaluation skill gaps of teachers. supervisor during examinations and before examination when teachers submit their exam paper, they look simply and sign on it but still they did not indicate how teachers improve their gaps on student evaluation.

In item 4 of the same table, the respondents asked whether supervisor encourage and facilitate school self evaluation on instructional matters or not. In this case, teacher supervisor with strongly agree 2(6.45), agree 6 (19.35) and undecided 7 (22.6%) respectively indicated that supervisor do not encourage and facilitate school self-evaluation as expected. In addition to this during document analysis there is no any written documented materials on the issues of school self evaluation which have been done by supervisors.

In item 5 of the same table, the respondents asked whether supervisor facilitate the availability of instructional materials and encourage teachers to use it appropriately during ongoing teaching-learning process or not. In this case, teachers and supervisor with strongly agree 12 (38.7%) and 6(19.35%) undecided. respectively indicated that supervisor moderately facilitate the availability of instructional materials and sometimes encourage teachers to use it appropriatelyl respondents indicated with 4 (¯12.9%) that supervisor effectively facilitate the availability of instructional materials and encourage teachers to use it appropriately.

In item 6 of the same table, the respondents rated differently concerning the degree to which surveys were conducted to supervisor encourage teachers in developing instructional goals and objectives. In this case, teachers and supervisor with 3 (7%),6 (19.35) and 7 (22.6%) respectively indicated that instructional supervisor satisfactorily encouraged teachers in developing instructional goals and objective.

In item 7 of the same table, the respondents asked whether Supervisor advice teachers to use active learning in the classroom and indicate the mechanisms how can motivate students or not. In this case, the respodant with dis agree 12 (38.7%) , they feel agree 6(19) and 2(6.45) strongly agree respectively indicated that supervisor do not efficiently advice teachers to use active learning and do not indicate the mechanisms how can motivate students.

In item 8 of the same table, the respondents asked whether supervisor design appropriate intervention to minimize the identified limitations of teachers in the classrooms or not. In this case, teachers, supervisor with responded strongly agree 4(12.9%), 2 (6.45) agree and (19.35) undecided respectively indicated that supervisor do not efficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms as expected. In general, the compiled result indicates that supervisor did not identifying teachers‟ instructional limitations regularly. As a result the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers‟ initiation as well as the schools goal achievement.

Table 3 to what extent do supervisorDesign Various Interventions so as to assist Teachers improve student assessment techniques?

No	Items	5	%	4	%	3	%	2	%	1	%	No	Total %
1	Assists and makes teachers familiar with various assessment techniques.	4	12.9	2	6.45	6	19.35	5	18.6	10	32.25	31	100
2	Encourages teachers to take notes of pupils' performance for assessment records.	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9	31	100
3	Trains teachers to design effective class exercises, tests and examinations.	12	38.7	4	12.9	2	6.45	6	19.35	7	22.6	31	100
4	Provides teachers with the various current assessment techniques.	12	38.7	4	12.9	6	19.35	10	32.25	2	5.4	31	100
5	Trains teachers to ask variety of oral questions suitable to the teaching and learning situation.	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9	31	100
6	Guides	4	12.9	2	6.45	1	38.	6	19.	7	22.	31	100

	teachers to use practical ways of diagnosing pupils' strengths and weaknesses.					2	7		35		6		
7	Encourages teachers to benefit from the assessment results to suggest ways and solutions for difficulties.	7	22.6	12	38.7	4	12.9	2	6.45	6	19.35	31	100

Item 1 of table 3 indicated that, the respondents asked assists and makes teachers familiar with various assessment techniques. Accordingly, teachers, and supervisor with respond 4 (12.9%) strong agree and agree 2(6.45) undcide 6 (19.35) respectively reviled that; supervisor do not arrange induction training for beginner teachers.

Item 2 of the table 3 indicated that, a respondent asked encourages teachers to take notes of pupils' performance for assessment records. Accordingly, teachers, and supervisor with responded dis agree (38.7%), dis agree 4 (12.9%) and strong agree 2 (6.45) respectively indicated that, supervisor in the school do not assist teachers in lesson planning as expected.

In the same table item 3, teachers and supervisor with strongly agree 12(38.7%), agree 4 (12.9%) respectively indicated that, supervisor facilitate experience sharing programs between teachers moderately. While respondents with 4 (12.9%) indicated that supervisor highly facilitate experience sharing between school and teachers. However, this concludes that, experience sharing between teachers and school can improve the performance of the school as well as the performance of individual teachers. Instructional skills, assessment skills, evaluation skills and giving and receiving feedback skills of teachers can be improved when supervisor and more experienced teachers practice experience sharing programs. Theindicated, from teacher and supervisor respondents, the practice done inefficiently but there

were trying to facilitate experience sharing programs. Experience sharing between teachers, helps to identify their limitations and their good work, so, it is very important to improve the teachers‟ instructional limitation. Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less experienced teachers should encouraged and motivated to receive and obtain their good experience.

For this purpose, the MoE planned CPD/Continuous Professional Development program. However, during interview the supervisorinformed that, even though they repeatedly asked the principles to arrange experience sharing, there is a little experience sharing. However, facilitating the experience sharing at Woreda, zonal and regional level was written in the primary school instructional organization document (SNNPRSEB, 1997 E.C:7).

As shown on the same table item 4, the respondents asked whether supervisor assist teachers in developing/selecting instructional materials or not. Accordingly, teachers and supervisor with respondent they feel strongly agrree 12 (38.7%),agree 4 (12.9%) and undecided 6 (19.35%) respectively indicated that, supervisor sometimes assist teachers in developing /selecting instructional materials. However, teachers should develop and select instructional materials for proper teaching-learning process. This can improve teachers‟ performance of instruction and as the same time the students achieve and score high results because of those well learned and well prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers Develop/select instructional materials. As the same time students with different abilities to learn can be motivated and then try to grasp what they learn from the instructional materials.

The qualitative data obtained from interview support this idea that, supervisor assist teachers in developing /selecting instructional materials to teaching learning process. While as they were insufficiently assist teachers to prepare materials by themselves.

At the same table item 5, the respondents asked whether the supervisor spread new Teaching methodologies among teachers and school or not. Accordingly, teaches and supervisor with strongly dis agree4(12.9%),strongly agree 2(6.45) and agree 6(19.35)

respectively indicated tha supervisor do not highly spread new teaching methodologies among teachers and schools as expected.

At the same table item 6, the respondents asked whether the supervisor facilitate professional growth of teachers‟ through short term training, workshops and seminars or not. Accordingly, teachers and supervisor with responded strongly agree 7 (22.6%), agree 12 (38.7%) and undecided 4 (12.9%)

respectively reported that, supervisor in moderate rate facilitate professional growth of teachers‟ through short term training, workshops and seminars. .

Bray (1987:136) indicated that, information is important to make good decision. Having this in mind, the respondents were asked whether the supervisor were providing information in the form of training and workshops for teachers‟ and school‟ management or not. So that, still with the luck of budget allocated by the woreda education office and the school management, supervisor did not perform short term training, seminars and workshops for teachers‟ professional growth.

At the same table item 7, the respondents asked whether the Encourages teachers to benefit from the assessment results to suggest ways and solutions for difficulties or not. Thus, teachers and supervisor with undecide 4(12.9%),dis agreeel2 (6.45) and strrongly dis agree 6 (19.35) respectively reported that, supervisor do not support teachers or encourages teachers to benefit from the assessment results.

Furthermore, the information obtained from the principal through interview reveals that these activities are implemented on the department level, not on an individual teacher basis. In addition, the interview assured that supervisor are not capable enough to shoulder their responsibilities in assisting the day to day instructional activities of teachers in the school. This is due to time constraints and large number of teachers in the schools.

Similarly, (MOE, 2002) indicates supervisor are not engaged in solving school problems, because they went to school only to collect information from the hands of school principals. But they do not give necessary support for the school personnel. As Singhal et al. cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of school and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement new practice.

In general, the compiled result indicates that, supervisor do not design various interventions so as to assist teachers improve their limitations. As a result the teachers had not got enough professional support to improve the day to day classroom instruction and instructional skills. Hence, it might reduce the effectiveness of students, teachers‟ initiation as well as the schools goal achievement.

Table 4 To What Extent do Teachers Gained Professional Support from supervisorin order to improve their instructional skills, curriculum, teaching methods and materials supervisorin order to improve their instructional skills.

N	

o	Items	5	%	4	%	3	%	2	%	1	%
1	Supervisor support teachers toprepare different instructional materials to teaching-learning	4	15	4	12.9	6	19.35	12	38.7	2	5.4
2	supervisor advice teachers to conduct action research	2	6.4	6	19.35	7	22.6	12	38.7	4	12.9
3	supervisor facilitateshort term training about different new teaching methodologies	4	12	2	6.45	6	19.35	5	19.35	10	32.25
4	supervisor adviceteachers to use model effectiveteaching methods	7	22.6	12	38.7	4	12.9	2	6.45	6	19.35
5	supervisor createcompetition among teachers onpedagogical skills	10	32.25	6	19.35	9	32.25	2	5.4	4	11
6	supervisor facilitateexperience sharing programs betweenteachers	4	12.9 %	2	6.45	6	19.35	6	19.35	10	32.25

As shown in table 4 items 1, teachers and supervisor with strong dis agree 2 (5.4%), dis agree 12(38.7%), and undecided 6 (19.35%) respectively indicated that, supervisor do not support teachers to prepare different instructional materials for teaching learning effectiveness as expected.

In the same table item 2, respondents needed to show the level of response of the main problems that supervisor support teacher's to conduct action research. The teachers and supervisor with strongly di agree 4(12.9%),dis agree 12(38.7%) and agree 2 (6.45) respectively indicated that, supervisor do not effectively support teachers to conduct action research on pedagogical skill improvement as expected. As different literatures shows that the teachers" pedagogical skill improved can lead the achievement of quality education.

As the (SNNPREB, 1997 E.C), indicated that, action research help to adopt the curriculum to fit the local needs on teacher's skill gaps. Teachers are an important medium to achieve the teaching and learning. They are also the heart of the quality of education (UNESCO, 2007: 22). However, all teachers are not qualified enough and as a result they need support from supervisor how to conduct action research,

(Giordane, 2008).

As the same table item 3, the respondents requested whether the supervisor facilitate short term training about different new teaching methodologies or not. On this issue, teachers and supervisor with 10 strongly dis agree (32.25%), undecided 6(19.35) and strong agree 4 (12.9%) respectively depicted that, supervisor do not facilitate and coordinating short term training to teachers continuously while the indicated, they facilitate and coordinate short term training sometimes.

As the same table of item 4, indicates, teachers and supervisor with (11%) and (5.4%) respectively confirmed that, instructional supervisordo not advice teachers to use model effective teaching methods and do not encourage them to motivate students in the classroom while as with (32.25%) supervisorhighly advice teachers to use model effective teaching methods and encourage them to motivate students in the classrooms.

On the same table item 5, indicated that, teachers and supervisor with responded strong agree 10(32.25),agree 6 (19.35%) and strong dis agree 4(11%) respectively indicated that supervisor do not effectively trying to create competition among teachers on pedagogical skill improvement. supervisor should have skills of evaluation on pedagogical aspects of teachers and this can create positive competition among teachers (MOE, 2000). As the qualitative data obtained from interview indicate that, the evaluation of teacher's to create competition do not prepared by supervisor but the efficiency of teachers filled per semester symbolically.

On the same table item 6, the respondents requested whether the supervisor facilitate the experience sharing programs between teachers or not. The teachers and supervisor with 10(32.25%) 6 (19.35) supervisor do not effectively but moderately facilitate experience sharing programs between teachers to their pedagogical skill improvement.

The other basic function of supervision is promoting teachers‟ professional development in school. Therefore, since the competent and skillful teachers are a key component of successful school, staff development is a major function of supervision. In this the role of supervisor are helping teachers to grow and to develop in their understanding of teaching and learning process and improving their teaching skill (Pajak, 2002).

As the researcher conclude that, supervisor were not facilitating experience sharing programs between teachers to their pedagogical skill improvement. The researcher conclude that, facilitating experience sharing between teachers is the main duties of supervisor because they might have more experience and they develop different instructional skills through experience and then they should facilitate experience sharing but still the study indicated that there were not done as expected

Table 5: Major Challenges of Secondary School Supervisors?

No	Items	5	%	4	%	3	%	2	%	1	%
1	supervisor are do not have overburdened with many tasks	12	38.7	4	12.9	6	19.35	10	32.25	2	5.4
2	Supervisor are responsibleto support beginner teachers instructionally	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9
3	supervisor teaches thesame credit like ordinary teachers	4	12.9	2	7	6	19.35	5	18	11	32.2%
4	Teachers have readiness to accept theirinstructional limitations	7	22.6	12	39	4	12.9	2	6.45	6	19.35
5	supervisors have financial incentives than teachers	12	38.7	4	12.9%	6	19.35	10	32.25	2	5.4
6	supervisor are authorized to take remedial actions	2	6.45	6	19.35	7	22.6	12	38.7	4	12.9%
7	supervisor are gettingsupport from Woreda Education Office	4	12.9	2	6.45	6	19.35	5	19.35	11	32.25
8	supervisor have their own offices, furniture with stationarymaterials	7	22.6	12	38.7	4	12	2	6.45	6	19.35
9	supervisor have enoughtime to support all teachers Instructionally	11	32.25	6	19.35	10	32.25	2	5.4	3	11
10	supervisor have enoughinstructional guidelines	4	12.9	2	6.45	9	19.35	6	19.35	11	32.25

In table 5 of item 1, teachers, supervisor with 12 (38.7%) strong agree and the feel respondent 2 (5.4) respectively indicated that, supervisorwere overburdened with many tasks.

As the same table item 2, with 3 (6.45) they are agree ,4 (12.9%)strong dis agreerespectively indicated that, supervisor are highly responsible than teachers on supporting beginner teachers but they are not doing as expected.

As it can be described in item 3 of table 5, respondents asked to indicate their level of agreement regarding on supervisor teaches the same credit with other with 4(12.9%) strong agree and 11(35.45%) strong dis agree respectively indicated that, supervisor teaches the same credit like other teachers.

In item 4 of the same table respondents asked to indicate their level of agreement regarding that, whether teachers have readiness to accept their instructional limitations or not. with responded 7(22.6%), 4(12.9%) undecided and 6(19.35) strongly dis agree respectively indicates that teachers do not accept their limitation in case of abfransoe primary school

In item 5 of the same table respondents asked to indicate their level of agreement regarding that, whether supervisor have financial incentives than teachers or not. Teachers with strong agree 12(38.7%), 6(19.35%)undecided and 2(5.4%) strong dis agree respectively indicates that supervisor do not have financial allowances than teachers but those external supervisor have.

In item 6 of the same table respondents asked to indicate their level of agreement regarding that, whether supervisor are authorized to take actions on recommendations or not. Teachers, supervisor with strong agree 2(6.45), undcided 7(22.6%) and strong dis agree4(12.9%) respectively indicates that supervisor are not highly authorized like those external supervisor have.

In item number 7 and 8 of table 5, respondents asked to indicate their level of agreement regarding the support from Woreda Education Office and the availability of their own offices with furniture for supervisor. Accordingly, the of each groups of respondent for items 7 and 8 fall between7(22.6%) and 4(12.9%). This indicated that supervisor did not supported by the woreda education officers and do not have suitable offices with furniture.

As it can be described in item 9 and 10 of table5, respondents asked to indicate their level of agreement regarding the time of supervisor to support all teachers instructionally and the availability of enough instructional guidelines.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes summary, conclusion, and recommendations. Firstly it presents summary of the findings. Next, it outlines the major conclusions drawn from the findings; and lastly it provides recommendations on the basis of the conclusions and findings.

5.1 Summary of the Major Findings

The study was intended to investigate the challange and practice supervision on teacher's professional development in abafransoa markose school. To achieve the purpose, the researcher formulates the following four research questions.

1. To what extent do supervisior relate to teachers professional development in terms of class room management in abafransoe school?
2. To what extent do supervisor identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention?
3. To what extent do teachers gain professional support from supervisor in order to improve their instructional skills?
4. How the roles of supervision are affecting teachers' professional development in terms of student assessment techniques inabafransoe school?

In order to find out answer for these research questions, a review of related literature was done. A sample of 30 teachers, 1 supervisor were selected using different sampling techniques.

I. Questionnaire was the main data gathering tool. An interview was conducted to substantiate the To what extent do educational supervisor identify the strengths and limitations of teachers in the classroom management in order to design appropriate intervention?

Quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted . The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study summarized as follows;

➢ Based on the findings of the study the majority of teachers responded that, supervisor do not regularly identify any instructional limitations of teachers in the classrooms with majority respectively indicated that supervisor do not regularly identify any instructional limitations of teachers in the classroom. On the abilities of teachers to manage students in the classroom, the teachers supervisor failed 10 (30%) respectively. This indicated that, supervisor do not; identify the lack of teachers‟ skill to manage students in the classroom during teaching learning process and the classroom management during teaching learning was very low. On the extent which supervisor identify the student evaluation skill gaps of teachers and supervisor with 25 (81%) respectively indicated that instructional supervisor insufficiently identify the student evaluation skill gaps of teachers in the ongoing classroom teaching learning process.

➢ The findings of the study confirmed that intervention of supervisor to assist teachers to reduce their limitations were insufficient that. Teachers, and supervisor responde that, supervisor do not arrange induction training for beginner teachers. On the other hand, supervisor satisfactorily facilitate experience sharing programs between teachers as the total of 12 (38.7%); sometimes assist teachers to develop/select instructional materials with total of 3(11%) but it is not enough; they do not expectedly spread new teaching methodologies among teachers with the total average of 6 (19.35); they do not facilitate professional growth of teachers through short term training, workshops and seminars as the total on 6 (19.35%) and supervisor do not support teachers to do action research and supportive materials as the total average indicated 7 (22.6%).

Based on the findings of the study, the majority of teachers, and supervisor responded that, supervisor do not regularly identify any instructional limitations of teachers in the classrooms with (68.6%) respectively indicated that supervisordo not regularly identify any instructional limitations of teachers in the classroom. On the abilities of teachers to manage students in the classroom, the of teachers and supervisor (69.6%) respectively.

This indicated that supervisor do not identify the lack of teachers' skill to manage students in the classroom during teaching learning process and the classroom management during teaching learning was very less. On the extent which supervisoridentify the student evaluation skill gaps of teachers and supervisor with (36.6) respectively indicated that supervisor insufficiently identify the student evaluation skill gaps of teachers in the ongoing classroom teaching learning process

In general, the result indicated that supervisor did not identify teachers' instructional limitations regularly. As a result the teachers did not get enough support to be competent enough in improving the day-to-day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

5.2 Conclusion

Based on the findings of the study, the following conclusions were drawn:

- The evidences allow the researcher to conclude that supervisor failed to identify any instructional limitations of teachers in the classroom and did not indicate solution. y conclude that teachers instructional skills in the classroom were limited, as supervisor did not continuously encourage teachers by identifying teachers' instructional strengths and continuously follow up teachers by helping them to reduce their instructional limitation in the classroom. This may reduce the effectiveness of students' achievement, teachers' initiation as well as the schools goal achievement.
- Based on the findings, intervention of instructional supervisorin assisting teachers to reduce their limitations were insufficient and did not arrange induction training for beginner teachers. Accordingly, from the above findings, one may conclude that, teachers were not properly assisted and supported by supervisors.
- Based on the findings the support given by supervisor for teachers to improve their instructional approach was insufficient. may conclude that teachers did not get proper professional support from supervisor in order to improve their instructional skills and thus teachers' instructional skills remain unchanged.
- The findings of the study revealed that supervisor were overburdened with multiple tasks. They are highly responsible to support beginner teachers than other senior teachers. conclude that, teachers expect a lot of support from supervisor, as they had great experience and better skill, so, they should be committed to help and support teachers rather reasoning out many challenges as they mentioned. Therefore, the WEO take account the problems faced to supervisor and trying to solve and create conducive working situations and environment, supervisor have many challenges to properly practice supervision in the school.

Therefore, it can be conclude that the respondents were still lacking clarity on the goals, objectives and advantages of supervision at school level. This leads to additional efforts to exert on communicating the rationales and benefits of supervision to the people who are likely to affect.

5.3 Recommendation

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that impede the practice of supervision in abafransoa markose school.

- To this end, the Woreda education office, collaboration with school and other stakeholders should provide training for supervisor.
- As the finding of the study revealed that the instructional supervisory practice on assisting teachers to reduce their limitations in abafransoe school was impeded with many problems. Therefore, it is recommended thatsupervisor in arrange induction training for beginner teachers; assist teachers in lesson planning; facilitate experience sharing between teachers; assist teachers in developing/selecting instructional materials; sharing best practices among teachers; facilitate professional growth of teachers through short term training.
- supervisor must; support teachers on the preparation of instructional materials for teaching learning effectiveness; advice teachers to use model effective teaching methods and encourage them to motivate students.
- Finally, the findings indicated that supervisor are overburdened with many tasks. The school based supervision was not effectively well organized and implemented. Due to this, it is recommended that teachers expect a lot of professional support from supervisor, as they had great experience and better skill. The supervisormust be committed to help and support teachers rather reasoning out many challenges as they mentions. Of course, the WEO should take first hand part to the problems related to supervisor and has to try to solve and create conducive working situations and environment.

Beyond these, further studies need to be conducted in this area with regard to the practices and challenge supervisor on teacherdevelopment abafransoa school; on supervisor and teachers perception about the l supervisory practices and conduct.

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Appendix_1

College of Education and behavioral Studies Department of Educational Planning and Management (EdPM)

This Questioner will be filled by the Supervisor, Senior Teachers.

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled challenge and practice of educational supervision on teacher's professional development in the case of ABAFRANSOA Markose primary school". Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with Genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Provide appropriate responses by using "√" or "X" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part One: General information and personal data

Indicate your response by using "√"or "X" in the box provided.

1. School_____
2. Sex: ---------- Male Female
3. Work experience: - 1-5 years 6-10 years 11-15 years 16-20 years 21-25 years 2 26-30 years 31 and above years
4. Educational background: Diploma First degree MA degree
5. Current work position: Teacher Supervisor

Part Two: Indicate your responses for the following Likert scale items using"√" or "X" mark to write in the box corresponding to an action.

1=Strongly Agree (SA), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Disagree (SD)

To what extent do educational supervisor identify the strengths and limitations of teachers in the classroom management in order to design appropriate intervention?

No	Items	Scales				
		SA 1	A 2	U 3	D 4	SD 5
1	Makes teachers familiar with different techniques of classroom management.					
2	Guides teachers to encourage their pupils to express their ideas and feelings.					
3	Directs teachers to establish appositive rapport /cordial relationship with pupils to explain to teachers the ways of considering and teaching pupils with abilities.					
4	Educational Supervisor encourage and facilitate school self evaluation on instructional matters					
5	Educational supervisor facilitate the availability of instructional materials and encourage teachers to use it appropriately					
6	Educational supervisor encourage teachers in developing instructional goals and objectives					
7	Educational supervisor‟ advice teachers to use active learning in the classroom					
8	Educational supervisor design appropriate intervention to minimize the identified limitations of teachers in the classrooms					
9	Educational supervisor identify the lack of abilities to manage students in the classroom					
10	Educational supervisor identify the student evaluation skill gaps of teachers					
11	Educational supervisor regularly identify any instructional limitations of teachers in the classroom management.					

12. If there are any other means of identifying educational supervision strength and limitations of teachers in the classroom management, please write them briefly----------

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II. To what extent do educational supervisor design various interventions so as to assist teachers improve student assessment techniques?

No	Items	Scales				
		SA 1	A 2	U 3	D 4	SD 5
1	Assists and makes teachers familiar with various assessment techniques.					
2	Encourages teachers to take notes of pupils' performance for assessment records.					
3	Trains teachers to design effective class exercises, tests and examinations.					
4	Provides teachers with the various current assessment techniques.					
5	Trains teachers to ask variety of oral questions suitable to the teaching and learning situation.					
6	Guides teachers to use practical ways of diagnosing pupils' strengths and weaknesses.					
7	Encourages teachers to benefit from the assessment results to suggest ways and solutions for difficulties.					

8. If there are any other ways of intervention to assist teachers to improve their student assessment techniques, please write down briefly----------
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III. To what extent do teachers gained professional support from supervisor in order to improve their instructional skills, curriculum, teaching methods and materials?

No	Items	Scales				
		SA 1	A 2	U 3	D 4	SD 5
1	Supervisor support teachers toprepare different instructional materials to teaching-learning					
2	Instructional supervisor advice teachers to conduct action research					
3	Instructional supervisor facilitateshort term training about different new teaching methodologies					
4	Instructional supervisor adviceteachers to use model effectiveteaching methods					
5	Instructional supervisor createcompetition among teachers onpedagogical skills					
6	Instructional supervisor facilitateexperience sharing programs betweenteachers					

7. If there are any other professional support that teachers gained from instructional supervisor in order to improve their instructional skills, curriculum, teaching methods and materials? please write some of them briefly ----------
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IV. Major Challenges of primary School supervisor.

No	Items	Scales				
		SA 1	A 2	U 3	D 4	SD 5
1	supervisor are do not have overburdened with many tasks					
2	Supervisor are responsibleto support beginner teachers instructionally					
3	supervisor teaches thesame credit like ordinary teachers					
4	Teachers have readiness to accept theirinstructional limitations					
5	supervisor have financialincentives than teachers					
6	supervisor are authorizedto take remedial actions					
7	supervisor are gettingsupport from Woreda Education Office					
8	supervisor have their own offices, furniture with stationarymaterials					
9	supervisor have enoughtime to support all teachers instructionally					
10	supervisor have enoughinstructional guidelines					

11. If there are any other challenges faced on primary school Educational supervisor, please write them briefly----------

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Appendix-2

Interview Guides

Guides to interview conducted on school principal and vise principal.

The purpose of this interview is to investigate issues related to the challenge and practice of educational supervision on teacher's professional development in the case of ABAFRANSOA Markose primary school. would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. School_____

2. Sex_____3.Qualification_____4. Current position_____

Part II: Give your responses for the following questions.

1. How can educational supervisor identify the strengths and limitations of teachers in the classroom management in order to design appropriate intervention? Can you give examples from your experience?

2. How can those educational supervisor design various interventions so as to assist teachers improve student assessment techniques? If so on what major areas?

3. What is your expectation do teachers gained professional support from supervisor in order to improve their instructional skills, curriculum, teaching methods and materials?

4. What practical problems are affecting the educational supervisory practice?

5. What do you suggest to overcome the problems?