



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

INVESTIGATING PROBLEMS OF IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION IN CASE OF HIDASE FIRE SECONDARY AND PREPARATORY SCHOOL IN WOLKITE CITY ADMINISTRATION

A SENIOR ESSAY SUBMITTED TO WOLKITE UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENT OF BACHELOR OF ARTS DEGREE IN EDUCATIONAL PLANNING AND MANAGEMENT

PREPARED BY - : TIGIST YEKOYE

Advisor:- Mr CHERAMLAK FEKADU

WOLKITE, ETHIOPIA

MAY, 2023

APPROVAL SHEET

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHEVIORAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
INVESTIGATING PROBLEMS OF IMPLEMENTATION OF INSTRUCTIONAL
SUPERVISION INCASE OF HIDASE FIRE SECONDARY AND PREPARATORY SCHOOL IN
WOLKITE CITY ADMINSTRATION

A SENIOR ESSAY SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIRAL
SCIENCE

BY: TIGIST YEKOYE

Advisor: :-Mr CHERAMLAK FEKADU

Major Advisor

Signature

Date

Examiner

Signature

Date

AKNOWLEDGEMENT

First of all, I would like to thank the almighty God for his permission to perform my daily activities as well as breathing fresh air or to exist in life. Next, I would like to thank my advisor Mr. Cheramlak Fekadu for his best, heartfelt, energizing, constructive advice, showing direction, and encouragement. Thirdly, I would like to thank Hidase Fire Secondary and Preparatory School teachers and principal for their voluntary participation in answering questions. Finally, I would like to thank my family for giving financial and support to conduct this study.

Table of Contents

Table of Contents	iv
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 Back ground of the study	1
1.3 Research Questions	2
1.4 Objective of the study	3
1.4.1 General Objective	3
1.4.2 Specific Objectives	3
1.5 Significant of the study	3
1.6 Delimitation of the study	3
1.7 Limitation of study	4
1.8 Definition of operational Key terms	4
1.9 Organization of the study	4
CHAPTER TWO	5
2. Review Literature.....	5
2.1 Concept of Supervision.....	5
2.2 Purposes of supervision	5
2.3 Historical development of Supervision.....	6
2.3.1 Administrative Supervision.....	7
2.3.2 Scientific Supervision	7
2.3.3 Human relation supervision	7
2.3.4 Neo-scientific supervision.....	7
2.3.5 Major skills of supervisors	10
2.4 Technical skill.....	10
2.4.1 Human skill.....	10
2.4.3 Conceptual skill	10
2.5 Domains of supervision and roles of the supervision	11
2.6 Function of supervision.....	11

2.6.1 Administrative function	11
2.6.2 Educational function	12
2.6.3 Supportive function.....	12
2.7 School-based supervision.....	12
2.8 Problems of instructional Supervision	13
CHAPTER THREE	14
3. RESEARCH DESIGN AND METHODOLOGY	14
3.1. Description of the study area	14
3.2. Research Design.....	14
3.2Research Method	14
3.3. Population, Sample and Sampling Technique	14
3.3.1 Population	14
3.4 Instrument	15
3.4.1Questionnaire	15
3.4.2 Interview	16
3.5 procedure of data collection.....	16
3.6 Methods of data analysis.....	16
CHAPTER FOUR.....	17
4. Data Analysis and Interpretation.....	17
4.1 Characteristics of the respondents.....	17
4.2 Practice of Supervision	17
4.3 Roles of Supervisors	19
4.4 management of the supervisor	21
4.5 challenges of supervision	21
CHAPTURE FIVE.....	23
5. Summary Conclusions and Recommendation	23
5.1 Summaries.....	23
5.2 Conclusions.....	23
5.3 Recommendation	25
References.....	26
Appendix 1.....	27

Questionnaire prepared for teachers	27
---	----

LIST OF TABLES

Table 1: size of population sample	15
Table 2: General information of respondents	17
Table 3: view of teachers on practice of supervision aspects.	18
Table 4: view of teachers on practice of supervision aspects	19
Table5 view of teacher on roles of supervisors.....	19
Table6. View of teachers on management technique of the supervisor.....	21
Table7.challenges of supervision that affects supervision.....	21

ABSTRACT

The main purpose of this study was to find out the investigating problems of implementation of instructional supervision in case OF Hidase Fire secondary and preparatory school. This study utilized a descriptive survey method and collected from Hidase Fire secondary and preparatory school directors, vice directors, and supervisors. The presentation, analysis and interpretation of data was based on the data collected from the questionnaire and observation filled and returned by sample selection and analysis by quantitative method. Based on the major finding of the study and conclusion drawn, the role of supervisor in our education system is to enhance effectiveness of teaching learning process and a source of guidance, support and control.

The main task of supervisor is to assist teachers to solve the problems in teaching learning process and improve it. The major hindering factors were: lack of clear understanding about supervision, lack of training and orientation of supervisors, personnel and lack of budget

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study

The concept supervision refers the process of administering, managing, evaluating, controlling and providing valuable feedback. Hence, definition instructional supervision is the importance way of raising Student's achievement and creating valuable educational opportunities for students.

This can be achieved by the supervisor clearly defining goals for the teachers and facilitating opportunities for the teachers to learn about local, state and federal requirements.

Regard to this, (dictionary of education,1992) defines instructional supervisions "All efforts of designated school officials towards providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instructions :involves the stimulation of professional growth and development of teachers.

The selection and revision of educational objectives materials of instruction and methods of teaching and evaluation of instructions. Educational supervision is an inter personal process the enables to assure quality of education assist learning environment.

According to Glanths and Neville (1997) educational supervision is a vital partner in promotion educational excellence through educational change and transformation. 'Supervision is a service provided to teachers for maintaining and improving instruction with the student as the ultimate beneficiary'.

Educational supervision is the most important factor to teaching learning process in the school as well as in the class room activity. Its objective is to increase teacher performance that facilitates student learning.

According to Sargiovani and Strarrat (2002) have asserted that the purpose of supervision in school instruction assistance (teacher knowledge of the subject they teach, skill in teacher of class room management. deposition that promote high achievement) to improve teachers' capacity in the teaching and learning process. The purpose of instructional supervision is to improve instruction and to strengthen class room management and insure that the curriculum is following supervision aims at helping teacher ensure Poor effective teaching and all the ministry policies, rules regulation are implemented (MOE,1996)

1.2 Statement of the problems

Teachers are not satisfied with their job. Supervisors cannot supervise the day to day activities of teaching learning process and some of these teachers are not properly supporting supervisors in taking problem in the implementation of the new teaching strategies in the class room. This and the like problem motivated researcher to conduct this study on the issue of investigating problems of implementation of instructional supervision in Government in case of Hidase Fire secondary and preparatory school wolkite city Administration .Instructional supervision plays the most important roles that are to increase teacher performance and raising student's achievement. Even if the is an important role there are dissatisfaction in supporting service and way of supervision being the rendering factor in government in case of Hidase Fire secondary and preparatory schools in wolkite city Administration among this most of secondary and preparatory school supervisors supervise one school once in a weak.

1.3 Research Questions

1. What is the major problems that affect implementation instructional supervision in Government in case of Hidase Fire Secondary and preparatory school in wolkite city Adiministration ?
2. To what extent Supervisor manage or control their class room supervision procedures in Government in case of Hidase Fire Secondary and preparatory school in wolkite city Administration?

3. To what extent supervisors use major roles and functions of instructional supervision in Government in case of Hidase Fire Secondary and preparatory schools in Wolkite city Administration?

1.4 Objective of the study

1.4.1 General Objective

The general objective of the study was aimed to investigate the major problems that affect implementing instructional supervision in government in case of Hidase fire secondary and preparatory school in Wolkite city administration.

1.4.2 Specific Objectives

- ✓ To identify the major problem and practices that affect the implementation of instructional supervision In Government in case of Hidase Fire secondary and preparatory school in Wolkite city Administration.
- ✓ To identify the techniques that the supervisor manage or control in the class room
- ✓ To identify the major roles and function of supervision in the school

1.5 Significant of the study

The studies has the following significant

- ✓ It may provide solution for the problem related to implementation instructional supervision.
- ✓ It may create positive attitude to teacher toward supervision by creating good relationship.
- ✓ It may assist supervision to understand the practice of supervision and then encourage them to give more attention to more implementing supervisor's activity in secondary and preparatory school.
- ✓ It was help the supervisor to put their effort for further investigation.

1.6 Delimitation of the study

This research was delimited only to Government in case Hidase Fire secondary and preparatory school in Wolkite city administration.

Due to finance, workloads on time constraints difficult to conduct the study incase of Hidase Fire secondary and preparatory school in Wolkite city Administration. In this case this studies where

delimited to investigate problems of implementation instructional supervision on Government in case of Hidase Fire Secondary and preparatory School in wolkite City administration.

1.7 Limitation of study

Due to skill gap or less experience of research, time and work load the researcher were limited only two government in case of Hidase Fire secondary and preparatory schools. The other limitations were that some of the teachers and supervisors were busy during the researches gather the data and some teachers may fill the questioner carelessly, however we was tolerate the problem until we gate basic information.

1.8 Definition of operational Key terms

Secondary and preparatory school: refers to the school established to offer two years lower general secondary and preparatory education

Challenges: refers to factors that affect instructional supervision.

Investigating: a study searching of the facts of a subject or problem of instructional supervision.

1.9 Organization of the study

This study has five chapters. The first chapter deals with background of the study, statement of the problem, object of the study, significance of the study, scope of the study, organization of the study and operational definitions of terms. The second chapter reviews literature related to concepts of the problem area. Chapter three deals with research design and methodology including the source of data, the study population, sample size and sampling technique, procedure of data collection, data gathering tools , and methodologies of data analysis. Chapter four includes data analysis and interpretation of the collected data. Finally chapter five include summary conclusion and recommendation.

CHAPTER TWO

2. Review Literature

2.1 Concept of Supervision

Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision. Regard to these different writers provide a number of definitions of supervision different time, some are supervision as a process of facilitating the professional growth of teachers, Interaction and helping the teacher to make use of the feed back in order to make teacher more effective (Glanthon.1992) education supervision is positive. Continuous and forward-looking process concerned with improving student learning based on formative evaluation.

Educational supervision is behavior formally provided teaching behavior in such way as to improve students learning (Oblige 1989) supervision as to enhance instructional supervision and others noted that educational supervision. From this definition it is possible to understand supervision is instructional leadership that relates perspectives to behavior classifies purpose contributes to and supports organizational actions coordinates interactions, provides for maintenance and improvement of the instructional program and global achievements.

2.2 Purposes of supervision

The purposes of supervision are:-to help people change their behavior on the job and to assist them in doing their work better (Olilade 1989). According to Sergiovanns and started, 2002 have asserted that the purpose of supervision uses effectively to students' academic success. According to Glanth and Neville, 1997, educational supervisions a vital partner in promoting educational excellence through educational change and transformations and also employing varied methods. Educational leaders in professional growth of teachers. Faster curriculum development and support instructional improvement, According Burton and Buckner (cited in Olive and Pawles, 1997).

The major purpose and features of supervision is characterized by variation and change whose primary purpose was once to insure the enforcement and rules identifying deficiencies and increase instructional efficiency, changed to quality assurance teacher development, satisfaction, improvement, instruction and student learning.

To summarize, the above different writers the purpose of supervisions are:-

- ❖ Improving the quality and instruction
- ❖ Improving the curriculum
- ❖ To ensure continuity between the levels of education
- ❖ Minimize the wastage human resource
- ❖ Provided feed back to the teacher
- ❖ Ensure improvement over time
- ❖ Asses current knowledge, skills and attitudes
- ❖ Testing and Measuring educational progress
- ❖ Help teachers in developing needed teachers' competence
- ❖ Enhance educational personal and professional development

2.3 Historical development of Supervision

Supervision is believed to have its origin in the practice of individual and business enterprises. Among the industrialized countries that started the activity was Britain in 17th 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 working. Later on the concept of supervision was borrowed from the industrial. The main purposes was to control the school plan and pupils achievement (dull, 1981) over several decades great changing were observed in the philosophy objectives, function, technique and in the outcome of supervision according to olive (1997) this changes has happened, because supervisory behaviors and practices are affected by the political, social, religious and industrial forces existent at the time different authorities in the field have considered distance periods and stage of supervision. Supervision as field of educational practice with a clearly roles and responsibility emerged slowly as a distinct practice in relation to the institutional academic, cultural and professional dynamics that have historical general the complex agenda of schooling. This section explicit how supervision is evolved.

2.3.1 Administrative Supervision

Administrative supervision was prominent in early 18thc and late 19thc supervision was concerned as an administrative duty aimed at ensuring that teachers do their jobs what the supervisors do is observe the teachers, evaluate their performance and take appropriate action. The activities involved inspecting, checking, telling, rating and monitoring.

2.3.2 Scientific Supervision

Scientific supervision practices became dominant between the 1920s and 1950s. The social, political and technological trends are changing from time to time. Educators believed that more scientific approaches to supervisory practice in schools, it is claimed that supervisors must have the ability to analyze teaching situations and to locate the probable causes for poor work with a certain degree of expertise. Scientific supervision exercises face-to-face supervision by visiting classrooms daily reviewing lesson plans.

2.3.3 Human relation supervision

This theory emerged during the 1930s with the work of Elton Mayo from Harvard University. Mayo believed that the productivity of workers could be increased by meeting their social needs at work, providing them opportunities to interact with each other, treating them decently and involving them in the decision-making process.

- ✓ Participation is considered to be an important element in human relations supervision with the objectives to make teachers feel an important part of the school.
- ✓ Collaboration and partnership between teachers and supervision is important for effective implementation of educational goals.
- ✓ Supervisors need to have interpersonal skills human relation supervisors had to come sensitive to the behavior of groups and individuals to groups.
- ✓ Human relation supervisors had to come sensitive to the behavior of groups and individuals to groups.

2.3.4 Neo-scientific supervision

In the early 1980s, school reformers began a renewed interest in scientific management thinking and practice changed from the original model. This reform is commonly referred to as neo-

scientific. The neo scientific supervision shares with scientific supervision an interest in control, accountability and efficiency. but the means by which it achieves these ends is far more impersonal. The supervisory style is authoritative or inspectoral.

2.3.5 Development of Supervision in Ethiopia

Supervision has been practiced in Ethiopia for many years there are different assumptions raised by authors for the starting of the system in the country. Haileselassie (2002), point that starting of the supervision in the country was after the introduction of modern (western) type of education in to the country. It has passed four stages from the introduction up to the present. As follows:

I.1934E.C-1954E-C

Supervision was introduced in 1937 E.C. It was led by British educational experts and two other Ethiopians. Its original home was “inspection “MoE (1979 E.C). Among the forces that brought about the need for school inspection around 1944 E.C were the first growing number of elementary and secondary schools, the steadily increasing the number of students, the school personnel, the need for curriculum coordination and the most important was to assist school personnel in their instructional activities (Gudeta Mamo, 1969). As stated in MoE, (1979 E.C) at the time, the major role of inspection was to realize whether or not the politics, guidelines, directions, plans and programs of the ministry were applied as intended to all levels of educational setting.

II.1955-1974 E.C

This period was the time which the term inspection was replaced by supervision. There were reasons that push to changed inspection to supervision. According to Amberber Mengesha (1969), the reason why the term inspection replaced by supervision was, the objectives of inspection was only to control teachers’ activities without systematic and clear guidance and direction. Beside this, as stated in MOE (1987 E.C) the replacement of inspection by supervision was found necessary to improve educational activities through strengthening the man power. The purpose of introduction of supervision over inspection was working so as to focus on curriculum,

the teaching content, and methodology and to render professional assistance and guidance to classroom teachers. In 1955 E.C for the realization of this program, teachers and school directors came from various parts of the country and totally fifty five supervisors graduated after a one year training program in Addis Ababa University. Subsequently in 1956 E.C all former inspectors were given supervisory courses and were assigned as supervisors in various 'Teklay Gizatis'. This training, which was a one year program, continued until 1965 E.C.

III.1974-1985 E.C

As to MoE (1979 E.C), In 1966 E.C the change in political system (regime of feudalism to military/ Derg regime) in the country brought back again inspection to take the place of supervision. There were two reasons why inspection replaces supervision: It was believed that supervision focused on curriculums improvement and quality control, while inspection was assumed to focus on general inspections management and auditing, supervisors had many chains of command for their reports, and many times the reports had not reached the highest authorities on the right time to take necessary action whereas, the inspectors were responsible to the highest educational authorities because, their report had immediate response much better than that of supervisors.

IV.1986 E.C-Up –to Present

The change of political system again brought the change from inspection to supervision. This was mainly because of the revision of education and training policy in the year 1986 E.C. Haile Selassie (1996), this policy has made a change in the objectives as well as organizational structure of the educational system. That is educational system becomes decentralized. As a result the educational, the educational supervision program structured in to two groups. These are within the school system and out of school system supervision. Supervision within the school system is organized by school principal, vice principal, heads of department, and senior teachers in the school based setting. Whereas, out of school supervision is organized in central, regional, zonal and woreda level. Both structures common responsibilities are to maintain the quality and standard of education at various levels and to provide professional and technical assistance. So that, the educational objectives of the system would be achieved.

2.3.6 Major skills of supervisors

The supervisor must possess the necessary knowledge and required skills related to this job. In line with this (Stankossen, 1996) pointed out that effective supervisors, need to develop three broad skill. These are technical skill, human skill and administrative skills.

2.4 Technical skill

In education, technical skill assumes an understanding of and proficiency in the method process procedures and techniques of the teaching learning activities (Sergiovanni and Carves, 1980).

2.4.1 Human skill

Human skill is an essential skill to resolve conflict, to motivate, add and communicated effectively with other personal. It is based on knowledge and understanding and social values and practice and the dimension and human behavior. (Kimard, 1988) A like terry (1998) reveals that human skill includes the ability to work with others to win cooperation being ability to communicate ideas and believes to others and what others are trying to convey to these group members. To conclude, the provision of successful human relation is the result of effective common share of understanding between the supervisor and the teacher.

The absence of effective human relation may result to unsuccessful performance. Hence effective communication is essential to motivate teachers to work and to build cooperative among teachers.

2.4.2 Conceptual skill

Allay (1991) states that conceptual skill relates the ability to integrate and coordinate organizational activities. In a sense it concerned the ability to see the picture. How the different parts of the organization fit to gather and depend on each other and how change in one part of the organization can cause a change in other part conceptual skill include the effective mapping of interdependence each of the components of the school as an organization. The educational program as an educational system, and the function of human organization on general. Thus, the development of conceptual skill depends heavily on abalone emphasis of administrative theory and organizational and human behavior. Likely, man in (Alfenson, 1984) remarked that conceptual skill includes the ability to visualize the organization as a whole, to see the “being

picture” to all the various function involved in a given situation. To sum up conceptual skill is the ability demanded by the supervisor to see the organization or the institution as a whole; or recognize the parties.

2.5 Domains of supervision and roles of the supervision

- ✓ Community relations: establishing maintaining open and productive relations between the school; and its community
- ✓ Staff over allotment developing facilitating mining full opportunity for professional growth
- ✓ Planning and change; initiating implementing collaboratively developed strategies for continuous improvement
- ✓ Communication; ensuring open and clear communication among individuals and groups though the organization
- ✓ Motivating and organization helps people to develop a shared vision and achieve collective aims
- ✓ Research and program evaluation encouraging experimentation and assessing put comes.
- ✓ Problem solving and decision making using a variety of strategies to clarity and analyze problem and to make decisions
- ✓ Service to teacher providing materials resource and assistance to support teaching and learning
- ✓ Observation and con fermenting providing teed back to teacher based on classroom
- ✓ Curriculum; coordination and integrating the protests curriculum development and implementation
- ✓ Personal development; recognizing and reflecting upon personal and professional beliefs and action

2.6 Function of supervision

2.6.1 Administrative function

The supervision has been given authority by the agency to oversee the work the supervision. This carries the responsibility both to ensure the organization policy is implemented which implies enable supervise to the best of their ability (swown and Bourne 1995).

2.6.2 Educational function

The primarily goal is to dispel ignorance reflection exploration of the work (Kodushin 1992) supervisors may be helped to

- Understand the client better
- Become more aware their own reaction and responses to the client /understanding the dynamics of how he and their client are interacting
- Explore way of working with client
- Look at how they intervened and the consequence of their intervention;

2.6.3 Supportive function

Managers are expected to develop relationships and environment that enables to work together and respond to change such joint performance involves having common goals, common values, the right structure and development (Orucher 1988) in supportive supervision the primary problem is worker moral and job satisfaction (Kodushin 1992)

2.7 School-based supervision

Supervision is organized at different levels system. When we envisage the hierarchy from top to bottom, we find next to education and supervision department of MOE which has a function at federal and retinal level, come supervision departments of regional education bureaus. The third rank in the hierarchy is zonal supervision panel.

The next hierarchy is the school based supervision, which is known as inbuilt supervision hence, it we are to talking about educational programs supervision in its function and true sense it is when fully made operational at the grass root, i.e. the school level. The mission center is the school where the actual teaching leaching activities in takes place. According to dull (1981) supervisory leaders are personnel who perform supervision tasks. They include supervisors, principal and department heads.

As the teaching activity is a day to day and continues process the function of supervision at school level should also be a continuous responsibility. In this respect the school must provide its own supervisors from within the school. Within each school system supervisors are principals vice principals, department heads and the senior teachers with relevant training in supervision

was undoubtedly have the competence, to supervise the educational activities of their colleague teachers (MOE.1987). Modern school supervision being trim with the principle of cooperation try to coordinate individual activates of supervisory and teaching staff in to one to promote team and group efforts directed to common goals (Neagly and Evans 1970) now in Ethiopia, principals, vice principals. Department heads, senile teachings are ejected to play major roles in supervision at the school level.

2.8 Problems of instructional Supervision

Supervision is a complex process that needs high educational and professional qualification. Less competence, less communication skill and negative attitude of teachers play a great role in its familiarity (Mbamba, 1992:107). The major problem of educational supervision is inadequate professional knowledge and competence of supervisors who are assigned on the job. Harrison (1968) has stated that individuals who have been assigned in educational supervision without sufficient preparation and knowledge may harm the job. Educational supervisors who are competent and knowledgeable assist teachers in:

solving immediate and practical instructional problem, promoting teachers' professional development, and Improving the curriculum.

Another problem in educational supervision is lack of human relations skills of the supervisors. The supervisor must be effective in his/her communication skills in order to assist teachers in their professional development. Singhal (1996) has stated that a good supervisor communicates with his/her subordinates effectively to help them for professional development. Without this skill it is difficult to conduct educational supervision effectively.

As it has been cited by Grauwe (2001) different problems are manifested in four African countries (Namibia, Zanzibar, Botswana and Zimbabwe) the lack of resources has multiple implications. The number of supervisors has not kept pace with the number of schools aner of supervisors has not kept pace with the number of schools and teachers, as a result of the school/supervisor and teacher/supervisor ratios .

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

Wolkite is a town and separate woreda in south-western Ethiopia. The administrative center of the Gurage Zone of the Southern Nations, Nationalities and People' (SNNP) Region, this town has a latitude and longitude of 8°17'N 37°47'8 and an elevation between 1910 and 1935 meters above sea level.

3.2. Research Design

In this study descriptive survey method was employed. This method helps to gather various kinds of data in relatively minimum resource to obtain information about the current status and also to know the existing problems of implementing instructional supervision on government in case of Hidase Fire secondary and preparatory school in wolkite city administration.

3.3 Research Method

As to the method of the study, this research were perform a mixed approach it means both quantitative and qualitative approaches emphasis. Qualitative were use in order to understand the view of individuals, events in their natural setting and to gain the information by open ended questionnaire, interview and documents and information to gain by closed ended questionnaires was employed with quantitative research method. the information is classified data organized and summarized in the tabular form and analyzed was convenient. Abdullah H,H (2001)

3.4. Population, Sample and Sampling Technique

3.4.1 Population

The research of the study were government schools in case of hidase fire secondary and preparatory schools in Wolkite city administration , use of these Hidase Fire secondary and preparatory schools were selected by using purposive sampling techniques . In this research study include , a total number of teachers is 99 as 1 principal and 3 vice principal ,supervisor 1 and support staff 19.among this the data were selected a source of data for this study using

simple random techniques to select supervisor or while availability sampling technique employed to select principals .

Table 1: size of population sample

Number		Sample Size
99 Teacher	76 male	99
	23 Female	
19 Support Staff	7 Males	19
	12 Females	
1 Principal		5
3 Vice Principal		123
1 Supervisor		

Source Hidase Fire secondary and preparatory school in Wolkite city administration [2013]

3.5 Instrument

The researchers were used two types of data collection instruments; such as questionnaire and interview were used in the study. Because these are most important tool to gathering data in this study

3.5.1 Questionnaire

The question was closed ended. Because it is a convenient item to record responses and simple for respondents to read and respond the question in clear way

3.5.2 Interview

Structure interviews were be employed for school principals and secondary and preparatory school supervisors to obtain detail information.

3.6 procedure of data collection

The data collection procedure was done based on the work plan of the research. Before collecting data from the field, the drafts of 20 questionnaires were examined by advisor and friend's .The comments were including improving the clarity of statements and grammatical errors. Similarly, before, the questioners were administered to respondents; the purpose of the study was explained to them by the researcher.

After that questionnaires were distribute to respondents, after they filling the questionnaires were collect the questionnaires. Finally, the researchers were analysis interpretation of the findings by using percentage and narrative.

3.7 Methods of data analysis

The data were be collected from respondents and document organized in systematic form. To analysis the quantitative data depending on the nature of the basic questions percentage and narrative were used to guide the analysis and interpretation of the finding. In order to analyze data obtained through interview from school principals' secondary and preparatory school supervisors the researchers were used with qualitative data to enrich the analysis and interpretation.

CHAPTER FOUR

4. Data Analysis and Interpretation

4.1 Characteristics of the respondents

Table 2: General information of respondents

Numbers of variables	Category	Number of Teachers	
		In number	%
Sex	Male	89	67.4
	Female	43	32.57
	Total	132	100
Qualification	Teacher training center	3	2.27
	Diploma	7	5.3
	Degree	116	87.87
	MSc	6	4.54
TOTAL		132	100

The above table two item one show that 67.4 % of male teachers and 32.57% of female teachers. This refers that there was less than involvement of female teachers as compared to male teachers. Concerning to the educational level of teachers in item 2 in the same table show that 2.27% of teachers were T.T, 5.3% teachers of diploma and 87.87% of teachers are degree and 4.54% of MSc. This indicates that are few teachers who have T.T and small amount of diploma and MSc. teachers in high school level. In this case it is fulfilled the national standards of teachers based on qualification.

4.2 Practice of Supervision

Table 3: view of teachers on practice of supervision aspects.

Item	Respondents					
	Agree		Disagree		Total	
	No	%	No	%	No	%
Supervision creates positive atmosphere for professional growth and development	40	90.9	4	9.1	44	100
Instructional supervision is contributed to the effectiveness of the teaching learning process in school	43	97.7	1	2.3	44	100
Supervision allows teachers to participate the management of school operation	43	97.7	1	2.3	44	100
Supervision allows teachers in identifying instruction problems	39	88.6	5	11.4	44	100

The above table 3 in item 1 show that the majority of teachers 90.9% responded that supervision creates positive atmosphere for professional growth and development. On the other hand, 9.1% of teachers responded that supervision did not create positive atmosphere for professional growth and development. This indicates that some teachers did not satisfied by supervision activities for professional growth and development.

According to table 3 item 2, 97.7% of teachers responded that instructional supervision is contributed to the effectiveness of the teaching learning process in school. Whereas 2.3% of teachers responded that instructional supervision did not contribute to the effectiveness of the teaching learning process in school.

In table 3 item3, 97.7% of teachers responded that supervision allows teachers to participate in the management of school operation. On the other hand, 2.3% of teachers that supervision did not allow teachers to participate in the management of school operation.

In table 3 item 4, 88.6% of teachers responded that supervision helps to teachers in identifying instruction problems.

Whereas 11.4% of teachers responded that supervision of teachers responded that supervision did not help to teachers in identification problems. This implies that some teachers did not satisfied by supervision activities in the school.

According to interview 100% of supervisors and 100% principal responded that the availability of effective supervision helps to teachers in identifying instruction problem full filling the gap of teachers and improve teachers' performance.

Table 4: view of teachers on practice of supervision aspects

Number of Items						
	Agree		Disagree		Total	
	No	%	No	%	No	%
Supervision helps to teaching in assessing the training needs of teachers	42	95.4	2	4.6	44	100
Supervision helps to teachers provide short term training of school level	35	79.5	9	20.5	44	100
School based supervision dominated by the principals of the school	23	52.3	21	47.7	44	100
School based supervision is being practiced at school level	26	59.1	18	40.9	44	100

The above table4 item 1 shows that 95.4% of teachers responded that supervision helps to teaching in assessing the training needs of teachers. Whereas 4.6% of teachers responded that supervision did not helps to teaching in assessing the training needs of teachers.

4.3 Roles of Supervisors

Table5 view of teacher on roles of supervisors

Number of items	Respondent							
	High		Medium		low		TOTAL	
	No	%	No	%	No	%	No	%
Supervisor examine the lesson prepared by teachers before actual classroom observation	6	13.5	25	56.6	13	29	44	100
Supervisors collect the necessary evidences that indicate both weakness and strength which can serve as appoint of discussion during post of observation conference	21	47.7	12	27.3	11	25	44	100
Supervisor time on observing the teacher to secure to valid and reliable evidence	18	40.9	14	31.8	12	27.3	44	100
Supervisors and teachers analyze the teaching learning process	13	29.6	21	47.7	10	22.7	44	100

The above table5 item 1 show that 13.6% of teachers responded that supervisor examine the lesson prepared by teachers before actual class room observation is high and 56.8% of teachers before actual lesson room observation is medium. Whereas 29.6% of teacher responded that supervisor collect the necessary evidence that indicate both weakness and strength which can serve as appoint of discussion during post observation conference is high and 27.37% of teachers responded that supervisor collect the necessary information that indicate both weakness and strength which can serve as appoint of discussion during post observation conference is medium. Whereas 25% of teacher responded that supervisor collect the necessary evidence that indicate both weakness and strength which can serve as appoint of discussion during post observation conference is low. Concerning to item 3 in the same table 40.9% of teachers responded that supervisor observe the teacher to secure and reliable evidence is high and 31.8% of teachers responded that supervisor observe the teacher to secure and reliable evidence is medium .whereas 27.3% of teachers responded that supervisor observe the teacher to secure and reliable evidence are low. According to item 4 in the same table 29.6 percent of teacher responded that supervisor and teacher analysis the teaching learning process is high and 47.7 6

percent of teacher responded that supervisor and teacher analysis the teaching learning process is medium. Whereas 27.7 6 percent of teacher responded that supervisor and teacher analysis the teaching learning process is low.

4.4 management of the supervisor

Table6. View of teachers on management technique of the supervisor

Number of items	Respondents							
	High		Medium		Low		TOTAL	
	N _o	%	N _o	%	N _o	%	N _o	%
Supervisor manage the day to day activity of the school	7	15.9	17	38.6	20	45.5	44	100
Supervisors ability to manage the school	7	15.9	15	34.1	22	50	44	100

The above table 6 item1 shows 15.9% of teachers responded that supervisor ability to manage the day to day activity of the school is high and 38.6% of teachers responded that supervisor ability to manage the day to day activity of the school is medium. Whereas 45.5% of teachers responded that supervisor ability to manage the day to day activity of the school is low. This indicates there is agape of skills on supervisor.

As the same table in item2, 15.9% of teachers responded that supervisor ability to manage the school is high and 34.1% of teachers responded that supervisor ability to manage the school is medium. Whereas 50% of teachers responded that supervisor ability to manage the school is law.

4.5 challenges of supervision

Table7.challenges of supervision that affects supervision

Number of items	Respondents					
	Yes		No		Total	
	No	%	No	%	No	%
Is the workload of supervisor affects supervision in the school?	26	50.1	18	40.9	44	100
Is the availability of supervisor is the best to supervision the day to day activity of the school?	25	56.8	19	43.2	44	100
Is the number of supervisor increase the effectiveness of implementation supervision?	24	54.5	20	45.5	44	100

The above table7 item one shows that 59.1% of teachers responded that the work load of supervisor affects supervision in the school. Whereas 40.9% of teachers responded that the work load of supervisor did not affects supervision in the school.

According to the interview 100% supervisors and 50% principals responded that supervisor's work load affects supervision in the school. Because supervisor did not get adequate time to support those four school in a short period of time. It is difficult to address new training strategy and methods of teaching for teachers for short period of time. Whereas 50% principal's supervisors work load cannot affect supervision in the school rather it depends on the techniques or the ability of his or her addressing style is the most importance way to implement supervision.

According to item 2 in the table indicates that 56.8% of teachers responded that the availability of supervisor is best to supervise the day to day activity of the school. Whereas 43.2% of teachers responded that the availability of supervisor is not best to supervise the day to day activity of the school. Concerned to item 3 in the same table shows that 54.5% of teachers responded that the availability number of supervisor increases the effectiveness of implementation supervision. Whereas 45.5% of teachers responded that availability number of supervisor does not increase the effectiveness of implementing supervision.

CHAPTURE FIVE

5. Summary Conclusions and Recommendation

5.1 Summaries

This study was conducted in government secondary and preparatory school of wolkite city administration in Hidase Fire secondary and preparatory school. The main purpose of the study to identify the current practices and problem in instructional supervision in government secondary and preparatory school Wolkite city Administration in Hidase Fire secondary and preparatory school and recommend possible solution that may alleviate the problem specification. The study was intended to analyze the current practice of instructional supervision in government secondary and preparatory school of wolkite city Administration. In order to achieve the objective of the study was guided by the following basic questions:

- 1.What is the major problem and practices that affect implementing instructional supervision Government secondary and preparatory school of wolkite city Administration.
2. To what extent supervisor manage or control their class room supervision procedures Government secondary and preparatory school of Hidase Fire in wolkite City Administration.
3. To what extent supervisors use major roles and function of instructional supervision government secondary and preparatory school of Hidase Fire in wolkite city administration.

The result of the study indicates that some teachers are not satisfied by supervision activities in the school. The work load of supervisor affects supervision in the school. There are gapes on supervisor to manage the day to day activity of the school and examine the lesson prepared by teachers. Therefore, techniques and awareness creation for supervisors and increase number of supervisor was necessary.

5.2 Conclusions

In dealing with the research problem descriptive survey method was employed review related literature was reviewed and total of 48 respondents were selected by using random sampling techniques. The subjects Of the study were 44 teachers 2 supervisors and 2 school principles'.

In addition to interview was conducted with 2 supervisor and 2 school principles' and observation checklist from the school. In sample government secondary and preparatory school of Hidase Fire in wolkite city administration, the data were collected from various sources by means of questions, interview and observation checklist were analysis and interpreted using appropriate statistical tools and the finding are presented below;

- ❖ Regarding to sex of the respondents 70.5% of male teachers and 29.5% of female teachers. This refers that there was less involvement of female teachers as compared to their male teachers.
 - ❖ Regarding to qualification level 2.3% of teachers is diploma 86.4% of teachers are degree and 11.3% of teachers are MA/MSc. This indicates that there are few teachers who have diploma and small amount MA/MSc teachers in high school level. In this case it full field the national standards of teachers based on qualification.
 - ❖ The majority of teachers 95.4% teachers responded that supervision helps to teaching in assessing the training needs of teachers.
 - ❖ According to 88.6% of teachers responded that supervision helps to teachers in identifying instruction problems. Whereas 11.4% of teachers responded that supervision did not help to teachers in identifying instruction problems. This implies that some teachers are not satisfied by supervision activities in the school.
 - ❖ Regarding to supervisors' work land majority of teachers responded that the work load of supervisor affects supervision in the school.
 - ❖ Majority of teachers responded that the availability number of supervisor increases the effectiveness of implementation supervision.
-
- ❖ According to the interview 100% of supervisors and 100% principals responded that the number of supervisor increase the effectiveness of implementing supervision in the school. Supervisor can address new training strategy and methods of teaching for teachers in short period of time.
 - ❖ Concerning to ability of supervisor 15.9% of teachers responded that supervisor ability to manage the day to day activity of the school is high and 38.6% of teachers responded that

supervisor ability to manage the day to day activity is medium. Whereas 45.5% of teachers responded that supervisor ability to manage the day to day activity of the school is low. This indicates there is a gape of skills on supervisor.

- ❖ Regarding to management of the school 45.5% of teachers responded that supervisor ability to manage the day to day activity of the school is low. This indicates there is a gape of supervisor to manage the day to day activity of the school.

5.3 Recommendation

The following recommendations are forwarded for proper implementation of effective instructional supervision. Training for teachers and supervisors by educational experts should be very much essential for fulfill their gape and for effective implementation of instructional supervision at school level.

Secondary and preparatory school principals should use friendly approaches on their Implementation supervision duties to ensure that they do lack of experience, conflict with teachers when carrying out Implementation supervisory practices.

The teachers should be sensitized on the importance of Implementation supervision in their career development; this was guide on teachers how to carry out duties.

The Hidase Fire Educational Management Institute should create awareness to training teachers on the importance of implementation supervision on their career development.

Educationalists should organize seminars and workshops to create awareness to principals on positive ways of conducting Implementation supervision practices. Techniques and awareness creation for supervisor by experienced personnel should be mandatory. Wolkite city administration Education office should increase the number of supervisors to implement effective supervision at the school level.

References

- Dictionary of education, 1992. Book of definition of education: UNESCO
- Dull L, Loyd W (1981), supervision; school leader ship hand book, ohioCharlesE, Merrilpub,C
- Glick man C.D Goldon AND S.P.S Ross Golden,J.M,(1989) Instructional supervision and leadership development approach,Boston person
- GTAE O, 2009, Gondar Town Administration education office population statistical data.
- Kddushin, A (1992) supelilion in social work (3rdedn), Columbian university press
- Ma:Mcgrow:hill boil Ade sanra 1989 an intirodction to educational administration Holy stone Book store.
- MOE. (1996). Educational supervision of school improvement program, Addis Ababa: ministry Ofeducation.Obilade Sandra 1989, an intirodction to educational administration.Obystone; Book store.
- Oliva,p,f and G. E pawlas (1997), supervision for today's school, 5thed, New York longman.
- Sergiovannis T.J and starrate R.J (2002) supervision. Area definition boston.
- SergiovannisT.Jandstarrate R.J (2002) supervision. Area definition boston.MA:

Appendix 1

Questionnaire prepared for teachers

Purpose: the purpose of this questionnaire is to collect the relevant data for problems of supervisors. Thus the genuine response that you give has a greater significance for the success of the study. Therefore, you are kindly requested to fill the questionnaire carefully and honestly.

General direction:

- A. No need to write your name
- B. For those items with alternatives, mark your response on the boxes provided by putting “x”

Thank you in advance for your cooperation!

Part1: General information of the respondents

Please put “x” or marking in the given boxes below

Sex: A. Male B. Female C. Other

Age: A. 21-25 B. 26-35 C. 36- 39

D 40-45 E. 46 and above

Qualification A) T.T B) diploma

C) MA/MSc D) Degree

Part2: practice of supervision related questions

Please put “x” or marking in the given spaces.

(5=strongly agree 4=agree 3=undecided 2=disagree 1=strongly disagree)

ITEM	5	4	3	2	1
A. Supervision helps to teaching in assessing the training needs of teachers.					
B. Supervision help to teachers provide short term training of school level.					
C. School based supervision dominated by the principle of the school.					
D. School based supervision is big practiced at the school level.					

Items	5	4	3	2	1
1. Supervision creates positive atmosphere for professional growth and development					
2. Instructional supervision is contributed to the effectiveness of the teaching learning process in the school operation					
3. Supervision allows teachers to participate in the management of the school operation					
4. Supervision helps to teachers in identifying instruction problem					

Part3: challenge of supervisor that affects supervision

Please insert “x” or marking in the given spaces

(5=STRONGLY AGREE 4=AGREE3=UNDECIDED 2DISAGREE,1STRONGLY

Items	5	4	3	2	1
1. Is the work load of supervisor affects supervision in the school					
2. Is the availability is best to supervisor is best to supervision the day to day activity of the school					
3. Is the number of supervisor increases the effectiveness of implementation supervision					

Part4: role and management of supervisors.

Please insert “x” or marking in the given spaces

(**5=strongly agree** 4=agree 3=undecided 2=disagree 1=strongly disagree

Item	5	4	3	2	1
1. Supervisor examine the lesson prepared by teachers before actual class room observation.					
2.Supervisor collect the necessary evidence that indicate both weakness and strength which can serves as appoint of discussion during post observation conference.					
3.A Supervisor time on observing the teachers to secure to valid and reliable evidence					
4.Supervisor and teachers analysis the teaching learning process.					
5.Supervisor manage the day today activity of the school					
6.Supervisor’s ability to manage the school.					