

WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Curriculum and Instructional Supervision



**The Practice and Challenges of Instructional Supervision in Aba Fransua
Primary School of Gubre Town**

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Declaration

I Abera Teshome hereby declare that the work presented here is genuine work done originally by me and published or submitted else where for the requirement of degree program. Any literature,data or work done by other and cited within this report has been given due acknowledgement and listed bibliography section.

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Acknowledgement

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Abstract

The purpose of study was to examine the Practice and Challenges of Instructional Supervision of Aba Fransua primary School in Gubrye Town. To conduct the study, descriptive survey was employed and qualitative data was collected through interview. Purposive sampling technique was employed to select the principals, supervisor and woreda education officer because they are small in number. The school was selected through random sampling techniques in order to save time and finance. To this end one primary school selected randomly from these school, 2 principals, 1 education officer and 1 supervisor were selected purposively because they are small in number but 48 teachers were selected through random sampling because they are large in number. Totally, 2 principals, 1 supervisor, 1 education officer and 48 teachers were included in this study. Questionnaire and interview were the main data gathering instruments for this study. Thus 48 teachers filled the questionnaire. An interview was also conducted to enrich the qualitative data. As a result 2 principals, 1 supervisor, 1 education officer were interviewed. Quantitative data collected through questionnaire was analyzed by using frequency and percentage and data gathered through interview was analyzed in line with questionnaire. Consequently, the main findings come out from this study were: instructional supervisor attempt to identify strengths and limitation was insufficient; teachers gained support from supervisors in order to improve their instructional skills was insufficient. Instructional supervisor's effort in liaising schools/ clusters with various organizations, community groups and others interest in matters that affect quality education were insufficient. Based on this it was recommended that, the school administration, woreda education office and city administration should take appropriate measures including supply of adequate financial support to supervision and supply written materials like relevant manuals and guide lines to supervisors. The woreda education, school administrations and town administration should supply the relevant manual and guide lines for supervisors to guide them how supervision service should practice and planned to practice. The supervisors should guide lines in order to support teachers and school workers on their work. Regarding inadequate budget the school administration, woreda education office and Gubrye town administration office should allocate finance to facilitate supervision process because finance is a blood for any organization to achieve its goals.

Acronyms and abbreviations

ESDP Education sector development program

MoE Ministry of Education

PTA Parent Teacher Association

UNESCO United Nation Educational, scientific and Cultural organization

WEO Woreda Education office

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Chapter one

1. Introduction

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

1.1 Background of the study

One widely held aim of education is to equip students with knowledge, skills, attitudes, and competencies that enable them to render useful service to themselves and the society at large, Todor (1992; (peter, 2011). For example, notes that the formal education system of nation is the principal institutional mechanism used for developing human skills and knowledge. Education is, therefore; viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. In these context nations, organizations and individuals spend huge sums on the provision and consumption of education for the citizenry.

Many countries across the globe have attempted to restructure their school supervision service to enhance educational quality. This desire for restructuring is stimulated and inspired by the disappointment probably with the effectiveness of supervision and by the drift towards more school independence. Indeed the ability of schools to use their greater autonomy effectively will depend to a large extent on the support services on which they can rely, while supervision may be essential to guide them in their decision making and to monitor their use of resources. (Emmanuel and M, Gbadegesin, 2014. Also according to (Bernard, 2008) supervision is an intervention that is provided by senior members of a profession to a junior member/s of that some profession. This relationship is evaluative, extends over time, and has simultaneous purposes of enhancing the professional functioning of the junior member/s, monitoring the quality of professional service offered to the clients she, he or they see(s) and serving as a gatekeeper of those who are to enter the particular profession.

Instructional supervision is the function in educational systems that draw together the discrete elements of instructional effectiveness into a whole educational action, Flickman Gordan and Ross (1995; in Carrie Fritz (2003). Supervision, teaching, and learning are major components of the educational system. Without these components, the educational system may not be effective. Instructional supervision in educational organizations has individual goals for improvement and believes that the purpose of instructional supervision is to achieve those specified goals. It is the cycle of activities between supervisors and teachers to improve classroom performance. Instructional supervision is the link between teacher needs and school goals. So the individual can improve and work together towards the vision of the school, (Giordano, 2008). Supervision is a key factor for ensuring the good functioning of primary education. In line with this, the Educational sector development program (ESDP Iv) by the Ministry of education (MoE) noted the importance of providing quality-based supervision to improve the quality of education, (MoE, 2010). Instructional Supervision is critical in the development of any educational program in both developed and developing countries including Ethiopia. In education, the role of educators has undergone a dramatic shift in the recent past. Many teachers especially student teachers and newly qualified teachers may not have mastered or developed sufficient skills for effective teaching; hence there is a need for instruction in the classroom to be supervised, (Manas, 2012).

Instructional supervision in the modern era centers on the improvement of teaching and learning situations for the benefits of both the teachers and the learners helps in the identification of areas of strength and weakness of teachers, follow up activities that we should be directed at the improvement of identified areas of teachers weakness and give recognition teachers and create a cordial working atmosphere based on good human relations. Moreover, it helps the teachers in terms of self-discovery, particularly in the areas of improvisation, and use modern teaching strategies, (Nakpodia 2006; in Manas, 2012). In light of this (MoE, 2002) stated that supervision is the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process.

The purpose of school supervision is the promotion and development of favorable settings for teaching and learning which eventually lead to the improvement of society. However, the primary responsibility of school inspectors is to see that high standards are maintained and that schools are run per laid down rules and regulations. The ultimate aim is to improve the overall

efficiency and raise the academic standards of the instructions. Specifically, the purpose of classroom instruction supervision is to help teachers to learn what their problems are and to seek the best methods of solving their individual or group problem. Teachers should be guided to improve teaching methods and techniques, utilize newly discovered principles of a group dynamic, provide for individual differences, locate and utilize community resources and evaluate their teaching competence, (Emmanuel, 2014).

1.2 Statement of the problem

Supervised teaching is the practice of supervision of teaching under the total age of an established teacher and teachers should be adequately trained and supported. However, it seems there are some problems associated with the supervision and assessment of student teachers while they are doing teaching practice. For example, it seems as if students are not supervised frequently and timorously. Such problems can easily affect the overall quality of teaching practice, supervision, and assessment, (Negara Rosemary, 2013). School supervision services, which occupy a central position in the management of education have existed for a long time at all levels of the school structure. The achievement of an educational goal is influenced by the degree of the performance of professional teachers, administrators, students, and society at large. The educational system relies on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners (Carton, 1998; in Ngara, 2013).

In Ethiopia, attention is currently given to the provision and quality of education at all levels. The utilization of the educational facility, technologies, and materials to strengthen the teaching-learning process and the expansion of education is given to attention (ETP, 1994; in Natsanet, 2014). Assuring and enhancing the quality of teaching and learning has become a major concern all over the world. According to, Firdissa(2009; in Natsanet, 2014) society and employers need those who are capable of solving challenges and who bring quality to students 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. Unfortunately, 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 to happen.

The learning environment in which learners learn affects the learning outcome. It is stated in the ETP that the main objective of the teaching-learning process in our country is to create the problem-solving citizens ETP (1994; in UNESCO,2006). One of the measures by this is quality is assured through educational supervision; the quality is then a must to be attained. Hence teachers need to consider instructional objectives, the 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 demonstrating their knowledge. When the teacher lack control of the methods of teaching to be used, it doesn't commit bring quality to students learning. If teachers do not commit themselves to using the teaching method suited to the content to be delivered, it results in less skilled manpower production that becomes less effective in solving the problems of the community in particular and society at large (UNESCO, 2006). The gaps that affect the improvement of quality education on the side of instructional supervision practice as; educational officers and principals did not exert much effort for the success of instructional improvement of teachers with the help of instruction; instructional supervisors did not provide professional support to teachers to improve their limitation peacefully, beginner teachers did not use student-centered teaching methods, (UNESCO, 2006).

Due to these reasons the researcher intended to assess the practice and challenges of Instructional supervision in Aba Fransua public primary school.

1.3 Basic Research Questions

The study has raised the following basic research questions:

- 1) What is the practical status of instructional supervision in Aba Fransua primary school?
- 2) What instructional supervision models and options are emphasized in Aba Fransua primary school?
- 3) What is the major challenges of instructional supervision in Aba Fransua primary school?

1.4 Objectives of the study

1.4.1 General objectives of the study

The general objective of the study was to assess the practice and challenges of instructional supervision in Aba Fransua primary school.

1.4.2 Specific objectives of the study

- 1) To identify the practice of instructional supervision looks like in Aba Fransua primary school.
- 2) To identify the supervision models and options emphasized of Aba Fransua primary school.
- 3) To identify the challenges that affect school supervision of Aba Fransua primary school.

1.5 Significance of the study

This study believed to be significant for the following reasons: It may provide important information to local policy-makers and program designers. It helps the school leaders and teachers to identify the strength and weaknesses of instructional supervision activities to make measures against challenges schools faced during instructional supervision implementation. The researcher will use as a benchmark to other researchers in the future.

1.6 Delimitation of the study

Geographically, this study was delimited to Aba Fransua public primary school of Gubre town and all the findings and conclusions reflect the actual situation in Aba Fransua public primary school. So that the study was delimited to specific and manageable size of these school. Conceptually, this study was delimited to assessing "the Practice and Challenges of Instructional Supervision in Aba Fransua Primary School".

1.7 Limitation of the study

During conducting this research some problems were occurred. Since the research work could not free from limitation, the study has some limitations. Those problems are lack of time, materials, financial problems and lack of resources.

1.8 Operational definition of key terms

Practice:- the way of doing something, that is the usually or expected way in a particular organization or situation.

Primary school;- is a school usually includes grades (1-4) 1st cycle primary schools and second cycle (5-8) grades

Supervisor;- refers to school personnel involved in conducting instructional supervisions an appointed supervisors.

Supervision:- is act of overseeing activity/ people or watches over particular task being carried out correctly by other people.

Supervision model:- a framework and guideline what we follow when we develop the supervision.

Challenges:- is a difficult tasks especial one that the person making the attempts finds more enjoyable because that of difficult.

1.9 Organization of the study

This research paper has been organized into five chapters. The first chapter deals with the problem and its approach. The second chapter contains the review of related literature. The third chapter contains the research methodology. The fourth chapter provides analysis and interpretation of the data. The fifth chapter provides summary of the finding, conclusion and recommendation of the study and finally list of reference with the important information of the paper in the appendix.

Chapter two

2. Review of related literature

This chapter deals with concepts of instructional supervision, principles of supervision, development of educational supervision in Ethiopia, models of supervision, and challenges instructional supervision.

2.1 Concepts of instructional 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 task of supervision, Ogunsaju (1983; in S.Aonasany 2002). According to S. onasany (2002:1) supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerit and using benefitting and amicable techniques to ameliorate the flaws while still improving on the merits there by increasing the standard of the schools and achieving educational goals. The term supervision is derived from the word “super video” meaning to oversee, Adepoju (1998; in S. Aonasany 2002) it is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Adepoju (1998; in S.Aonasany 2002) defines school supervision as the process bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Also according to S.Aonasany (2002:1) supervision in school is a vital process and combination of activities which is concerned with teaching and improvement of the teaching in the school frame work.

According to UNESCO (2006) external supervision is the work of inspectors, advisors, councilors, coordinators, facilitators, etc that are located outside school at local regional or central level. The common characteristics of all these officers involved in the external supervision are:

- Explicitly responsible for control and support

- Locate outside the school
- They regularly visit the school

Supervisors are indicated as managers that are responsible to oversee what is going on in the organization, Certo (2006). Also MoE (2012) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools but not part of line managers. From above definition it is clear that, supervision include many activities targeted toward achieving educational objectives.

Instructional supervision has come to be accepted within the counseling profession: supervision is an intervention that is provided by a senior member of a profession to a junior member/s of that same profession. This relationship is evaluative, extends over time and has the simultaneous purposes of enhancing the professional functioning of the junior member/s, monitoring the quality of professional service rendered to the clients he/she see and serving as a gate keeper of those who are to enter the particular profession. It is perceived as a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their cooperation in order for the supervisors to be successful in their tasks of supervision. Other schools of thought see supervision as a way of persuading people to desist from applying wrong procedures in carrying out certain functions on their jobs and at the same time to emphasize the importance of good human relations in an organization. The essence of supervision is therefore the monitoring of the performance of school staff, noting the merit and demerits and using benefitting and amicable techniques to ameliorate the flaws while still improving on the merits there by increasing the standard of schools and achieving educational goals. Thus the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in school.

Also Sailesh dharma (2012) views instructional supervision as the actions that enables teachers the quality to improve instructions for students and as an act that improves relationship and meets both personal and organizational needs. And also describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. Educational supervision has been defined as leading and collaborative processes, focusing on planning, inquiring, analyzing and assessing through scientific process. The concept educational supervision is to improve teaching and learning

processes. It was important for supervisor to seek for the weaknesses in the teaching and learning processes in order to set plans and strategies to solve the problems, Ameira (2015).

2.2 Principles of Supervision

According to wanza (1984) in Charles Kiamba (2011) principles of supervision are listed as the following:

2.2.1 Leadership

It involves accomplishing goals with and through the people. For example, in a school situation an instructional supervisor should provide professional and instructional guidance so as to achieve the schools predetermined educational goals.

2.2.2 Cooperation

It denotes joint action for a common cause. In this case, supervision should unite teachers and parents through recognition of contributions of all the stake holders.

2.2.3 Consideration

The instructional supervisor should regard and respect the feeling of others. He/she should appreciate people's criticism, faults and weaknesses. He/she should avoid personal attacks and should give criticism of professional rather than personal nature.

2.2.4 Creativity

It entails constructive thinking and problem solving ability. The instructional supervisor needs to encourage teachers to discover more effective devises and techniques of teaching which intern gives them self-confidence and stimulates a desire for professional growth.

2.3 Development of educational supervision in Ethiopia

The concept of "supervision" and "inspection" have been changed frequently in education system, the reason was not clearly pedagogical. Haileselassie (2001) retrieved into 1942 educational inspection was practiced for the first time, then it was changed to Supervision in late 1960s, again to inspection in mid 1970s and for the fourth it shifted to Supervision in 1994. Haileselassie, (2001) stated that: Apart from perhaps political decisions one do not come up with any sound educational pedagogical rational to justifying the continuous shift made in the name. With the

name changes made we do not notice any significant changes in either the content or purpose and functions

From 1994, onwards, Supervision has been practiced in Ethiopia decentralized educational management. Educational Supervision is recognized at the center (MoE), Regional, Zonal, Woreda and school levels. Instructional supervision at school level is practiced by Principals, deputy principals, department heads and senior teachers.

The major responsibilities of subject area instructional supervisors in Addis Ababa include:

- ◆ Expanding and reporting the programs
- ◆ Organization and management of teaching learning activities
- ◆ Developing and presenting alternative methods used to improve instructional programs
- ◆ Guiding and monitoring schools and teachers
- ◆ Preparing and organizing professional training, workshops, seminars, etc.
- ◆ Monitoring and supporting the monitoring (induction) programs for beginner teachers
- ◆ Providing direct assistance and perform instructional and managerial activities in schools with teachers, principals by organizing S
- ◆ Implementing clinical, collegial, peer coaching and cognitive coaching techniques of instructional supervision, and etc.

2.4 Models of supervision

Models of supervision refer to eras or periods of time in which Supervision was influenced by social, political and economic movement in society and education, Peter (2011). Also Granz 2000 in peter (2011) observe that supervisory practice has evolved since its origin in colonial time and its effectiveness as a means of improving instruction depends the ability of educational leaders to remain responsive to the needs of teachers and students. Also Bays (2001) in peter (2011) presents different models of evaluation of supervision.

2.4.1 Inspection/Traditional/ Supervision model

Supervision as inspection was dominated method for administering schools in 19th century. Teachers were viewed deficient and inspector inspected their practice for errors. Supervisors employed the tools of directing, controlling and overseeing the activities of teachers to ensure that teachers performed their duties as expected. Supervisors are seen to devote most of their time and attention to find out what is wrong with what teaches are doing in their class rooms according to this form of supervision. Teachers were seen by ninth century supervisory as inept. Sullivan (2000) in Peter (2011). Daresh (2006) in Peter (2011) notes that supervisor who uses this approach is inclined to suggest what and how teachers should teach. The explanation is that teachers (mostly females) were seen as bedraggled troop incompetent and back ward in outlook. This result in employing more experienced teachers (inspectors) who provided basic over sight to ensure that teachers provided quality of instruction. It is supervision in its earlier form, which was merely continued to the inspection of the work of the teacher and the person who was responsible for this job was popularly known as school inspection. In this case the inspector visits a school to pick holes here and there and is always on the lookout of bringing out inconsistencies and gaps to the notice of the head of the instruction. Such as inspection does not serve useful purpose it simply makes the teacher unhappy. (Netsanet,2014).

2.4.2 Supervision as social efficiency model

Supervision as social efficiency was espoused at the beginning of the twentieth century. This model of supervision was greatly influenced by technological advancements of the time. Bobbitt (1913) in Sullivan and Granz (2000) tried to apply the ideas exposed by Taylor to the problems of educational management and supervision. According to Sullivan colleague, what Bobbitt called scientific and professional Supervisory methods, were, in fact, scientific and bureaucratic methods of supervision which were aimed at finding a legitimate and secure niche for control oriented Supervision within the school bureaucracy, but not to provide professional assistance and guidance to teachers. Bobbitt also maintains that supervision is an essential function to coordinate school affairs. Bobbitt maintaining that "Supervisory members must coordinate the labors of all, find the best method of the work and enforce the use of these methods on the part of the workers" cited in (Sullivan and Granz, 2000) Bobbitt's assertion suggests that this model of supervision is similar to Supervision by inspection. The only difference between the social efficiency model and inspection is the attempt to introduce impersonal methods in the process of

supervision.(Sullivan and Glanz,2000) note that supervisors believed as did Bobbitt himself, that the way to eliminate the personal element from administration Supervision is to introduce impersonal methods of scientific administration and supervision and this brought about the development of rating schemes and supervision became synonymous with teacher rating. Supervisor who use this model of supervision rely heavily on teacher rating and evaluation. These supervisors as well as the proponents, hold the view that rating scheme are objective and power full.

2.4.3 Scientific Supervision model

Scientific supervisory practices, the dominant model between the 1920s and 1950s, were advocated by Burton, Barr and Stevens in Sullivan and Glanz (2000).This advocates through the use of rating cards as a scientific tool for supervising teachers was inadequate. According to Burton (1930) in Sullivan and Glanz (2011) recognized the usefulness of rating scales in some instances and believed it was desirable to devise more objectively predetermined items to evaluate teaching procedures. The application of scientific principles is a part of a general movement to place supervision on professional basis. The scientific model of supervision suggests that supervisor should have some level of expertise and skill to direct teachers the way they should teach. Supervisors must have the ability to analyze teaching situation and to locate the probable causes for poor work with a certain degree of expertness; they must have the ability to use an array of data gathering device peculiar to the field of Supervision itself; they must possess certain constructive skills for the development of new means ,methods and materials of instruction, they must know how teachers learn to teach they must have ability to teach teachers how to teach and they must be able to evaluate. In short they must possess training in science of instructing pupils and the science of instructing teachers. (Sullivan and Glanz, 2000) said that scientific Supervision is based on the premise that measurement instruments should be used to determine the quality of instruction.

2.4.4 Democratic Supervision model

The movement to change supervisory theory and practice to a more democratic one occurred in the 1920s as a direct result of growing opposition to autocratic supervisory methods. (Peter, 2011). From the 1920s to the 1940s attempts were made to make Supervision a more democratic process. Bays (2001) in (Peter, 2011) indicates that supervision at this time was seen as a helping function and aimed at improving instruction through paying attention to human relations. Sullivan and Glanz (2000) noted that democratic supervision was influenced by Dewey's (1929) theories of democratic and scientific thinking as well as Hosis's (1920) ideas of democratic supervision. Supervisors at that time attempted to apply scientific and cooperative problem solving approaches to educational problems. This model of supervision advocated respect for teachers and cooperation in supervisory processes. Sullivan and colleagues posit that the tenets of democratic supervision assumed that educators, including teachers, curriculum specialists and Supervisors would cooperate to improve instruction. Newlon cited in Sullivan and Glanz (2011) maintain school organization must be set up to invite the participation of the teacher in the development courses. This model recognizes the teacher as a fellow worker rather than a more "cog" in a big machine. The idea behind this model is that Supervisors and teachers decide together what and how to teach.

2.4.5 Developmental Supervision model

The developmental Supervision was proposed by Glick man, Gordon and Ross Gordon (1998) in (Peter, 2011), in this model, the supervisor chooses an approach which will suit the individual teacher characteristics and developmental level. The notion underlying this model is that each person is continuously growing in fits and starts in growth spurts and patterns. The supervisor might choose to use directive, collaborative or nondirective approaches when working with each other. Supervisor's behavior changes as supervisees gain experience and supervisory relationship also change. Supervisees' and progress in experience from a beginning stage, through intermediate to advanced levels of development at each level of development, the trend begins in a rigid, shallow, imitative way and moves towards more competence, self-assurance and self-reliance. Peter had also observed the changing level of autonomy of supervisees as they progressively gain experience Stoltenberg and Dilworth (1987) in Peter (2011) believe that beginning supervisees may depend on the supervisor to diagnose clients (students) behavior and

establish plans for remediation, whereas intermediate supervisees would depend on Supervisors for understanding of difficult clients but would sometimes chafe at suggestions. To them advanced supervisees function independently, seek consolation when appropriate and feel responsible for their correct and incorrect decisions, (Peter, 2011).

2.5 Challenges in the instructional supervision

According to, (Bernard and Goodyear, 1998) stated that a supervisor will not be to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound up to date knowledge of the subject matter, good organizing skill, and ready to accept idea and interest. Scholars, (Danielson and McGreal, 2000) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintain relationships. According, (Cogan, 1973), one of the most important factors that affect supervision effectiveness is the ‘unclarified, ambivalent relation of teachers to supervisors’. He goes on to say that ‘teachers as a whole saw the supervisor’s job as to effectively bar himself many areas of direct action with the teacher out of fear of arousing resentment and distrust. Along with overseeing the actual work product of people placed under their supervision, managers who take on supervisory roles often serve as mentors. Supervisors notice which employees excel at certain tasks and encourage them to pursue further education or give them more responsibilities. Supervisors also track poor performers and either help them improve or find replacements. Either way, supervisors face challenges In their day-to-day activities.

Chapter three

3. Research design and methodology

This chapter deals with the description of the study area, research design , source of data, population, sample and sampling techniques, instruments of data collection, the procedure of data collection, methods of data analysis, and ethical considerations.

3.1 Description of the study area

The study was the Practice and Challenges of Instructional Supervision in Aba Fransua Primary School of Gubre town. Aba Fransua primary school is found in Gubre town, which is found in Cheha Woreda Gurage zone of south nations nationality and peoples region of Ethiopia. It is found on the main road from Wolkite to Hossaina 3 kms away from Wolkite University main campus.

3.2 Research design

In this study descriptive survey method was employed to collect data through questionnaire and interview. Descriptive survey was used to collect quantitative data and interview was used to collect qualitative data. The researcher utilized descriptive methods in conduct of the study because descriptive research is a method used to obtain information relating to the existing status of an issue or phenomenon to describe "what exists" within the variables or conditions of the situation. Because a descriptive survey analysis was made on practices and challenges of instructional supervision of Aba Fransua primary school, it is appropriate when a researcher wanted to design Aba Fransua primary school in order to obtain information concerning the practice and challenges of instructional supervision.

3.3 Sources of data

The relevant data were generated from both primary and secondary sources of data.

3.3.1 Primary source of data

The primary sources of data of this study were senior teachers, principals, vice-principals, unit leaders, department heads, and an educational bureau chairperson.

3.3.2 Secondary Source of data

The secondary data would be included the school instructional supervision-related documents, a checklist of supervision, teachers' portfolios, guidelines available in city administration and schools.

3.4 Population, sample size, and Sample techniques

3.4.1 Population

The Aba Fransua primary school was selected from two 2 primary schools of Gubrye town for this study. The targeted population of this study were; teachers, supervisors, department heads and woreda education officer. The total population was 60. From this 53 were teachers, the other 5 were school principals, 1 was supervisor and 1 was woreda education officer.

3.4.2 Sample size

The sample for this study was 52. From this 48 teachers, 2 principals, 1 supervisor and 1 educational officer was selected as the sample of the study .

3.4.3 Sample technique

In order to save cost and give equal chance for all participants from total population the researcher used simple random sampling for teachers and school selection. And the researcher used availability for principals, supervisor, and educational officer.

Table;1 The following table describes the population,sample ,and sampling techniques of the study.

Population, sample size, and Sample techniques	Types of respondents							
	Teachers		Principals		Supervisors		Woreda education Officer	
	No	%	No	%	No	%	No	%
Population (N)	53	88.3%	5	8.3%	1	1.7%	1	1.7%
Sample (n)	48	92.3%	2	3.85%	1	1.92%	1	1.92%
Sampling techniques	simple random sampling		Availability sampling		Availability sampling		Availability sampling	

3.5 Instrument of data collection

In this study questionnaire, interview and document analysis were used to collect information regarding to the practice and challenges of instructional supervision in school.

3.5.1 Questionnaire

The researcher distributed 48 questionnaire sheets to 48 teachers because the data provided from the questionnaire is the most comfortable to analyze and interpreted than data collected by other instruments.

3.5.2 Interview

The interview was conducted to get qualitative information to study and it was conducted with 1 supervisor, 1 woreda education officer, 2 principals, and because they are small in number. The data gathered from interviews were analyzed by narration.

3.5.3 Document analysis

The researcher used document analysis as an instrument of data collection to get secondary source of data. The researcher used documents related to instructional supervision service: check list of supervision service, teacher's portfolio and guide lines available in schools to get additional data to questionnaire and interviews.

3.6 Procedures of data collection

The data collected through questionnaires was interpreted in the form of a table and interpretation. First, the questionnaire and interview prepared in English. Next, the questionnaires distributed and collected by the researcher. Then the researcher interviewed principals, vice principals, supervisors, and woreda education office experts.

3.7 Methods of data analysis

The data collected by questionnaires would be analyzed by using quantitative and qualitative methods depending on the respondents' answers.. The data was analyzed by use of quantitative means through numbers and percentages. On the other hand, the data collected by interview was analyzed by qualitative method through interviews. The interpretations of the analyzed data only focused on the expected result. After collecting the necessary data the researcher organized and analyzed the data using number and percentage statistical tools then it followed by detailed analysis and interpretation to justify and make sure that the data was certain.

3.8 Ethical considerations

The researcher kindly and respectfully communicated with participants in the study area, which help to collect reliable data from the respondents to make the research result successful. In addition, the purpose of this study was explained to the participants and the researcher has asked their willingness to answer the questions in the questionnaire and interview guide. The researcher has also been informed the participants that the information they provided would be only for the study purpose. Accordingly, the researcher has used the information from participants only for the study purpose.

Chapter four

Result and discussion

This chapter deals with results and discussion of data collected through questionnaire and interview. The purpose of this research was to investigate the practice of instructional supervision and challenges encountered during the implantation of instructional supervision in Aba Fransua primary school.

4.1 Characteristics of respondents

Table 2: Characteristics of respondents

Variables			Teachers		Principal		Supervisor		WoE	
No			No	%	No	%	No	%	No	%
1	Sex	Male	34	70.8	2	100	1	100	1	100
		Female	14	29.2	-	-	-	-	-	-
		Total	48	100	2	100	1	100	1	100
2	Age	20-25	25	52	-	-	-	-	-	-
		26-30	16	33.5	-	-	1	100	-	-
		31-35	7	14.5	1	100	-	-	-	-
		36-40	-	-	-	-	1	100	-	-
		41-45	-	-	-	-	-	-	-	-
		>46	-	-	-	-	-	-	-	-
		Total	48	100	1	100	2	100	1	100

3	Education level	MA	-	-	1	50	-	-	-	
		BA	20	41.6	1	50	1	100	1	100
		Diploma	28	58.4			-	-	-	-
		Certificate	-	-	-	-	-	-	-	-
		Total	48	100	2	100	1	100	1	100

Table,2, illustrates that, the distribution of respondents by sex, age and qualification (educational level) of respondents. The characteristics of the respondents were summarized by using the variables, age, sex, qualification and current position.

In the table 2, the sex composition of participant of the study indicates that about 34(70.8%) of them were male while the rest 14(29.2%) of them female. This suggest that, personal in education were dominated by male, however the inclusion of 14(29.2%) of female participants helped to include some data from them.

From all of respondents, 25(52%) of them were between 20 and 25 age, 16(33.5%) were between 26 and 30 age, 7(14.5%) were between 31-35 age. This implies that, most of the respondents are mature enough to provide data needed for the study. On the whole, more than 85% of respondents were mature enough to give the information needed.

Concerning qualification of respondents, in table 2, item 3, 58.4% of respondents from total teachers, vice principals, department heads and unit leaders are diploma holders. On the other hand 1(100%) supervisor, 4(100%) principals and 1(100%) of education officer were degree holders.

Concerning current position of the respondents about 48(92.30%) of them were teachers 2(3.85%) 2(100%) were principals, 1(1.92%) was supervisor and 1(1.92%) was education officer were the participants of the study. This suggest that, all of the respondents are from education sector and they are a core people for the study to provided data needed to the study and they are mature to give relevant data to the researcher.

4.2 Analysis of the respondents view on planning supervision.

4.2.1 Supervision plan

The respondents were asked about planning of supervision and who prepare supervision plan and how it was prepared in interview lesson. Respondents responded that, supervision plan in their school were well prepared. The supervision plans were prepared by supervisor internally and externally to supervise the activities of teaching learning process. The top management of the educational organizations also prepare supervision plan for supervisors how to supervise, when to supervise the activities of teachers and schools. The implementation of planned supervision to practice was evaluated by school principals, supervisors, parent teacher association (PTA) and senior teachers.

Table 3: Teachers view on planning of supervision

No	Item	Yes		No		Total	
		No.	%	No.	%	No.	%
1	Supervisors help teachers to formulate instructional objective	36	75	12	25	48	100
2	Supervisors help teachers to prepare weekly and annual lesson plan	40	83.3	8	16.67	48	100
3	Supervisors try to improve teachers skill in classroom	23	47.91	25	52.09	48	100
4	Supervisors visit school and teachers activities based on prepared plan	35	72.9	13	27.01	48	100
5	Supervisors allow teachers to participate in school improvement	44	91.67	4	8.33	48	100

Item 1, in table 3, shows that 36(75%) of teachers responded that, school supervisors helped the teachers to formulate appropriate instructional objectives in teaching process, 12(25%) of teachers responded no. So from these responses, majority (75%) of respondents responded that, supervisors helped teachers to formulate appropriate instructional objectives.

In the Same table, item2, 40(83.3%) of teachers responded that, the supervisors helped teachers to prepare weekly and annual lesson plan for teaching learning process. But 8(16.67%) of the teachers responded that, supervisors did not help teachers to prepare weekly and annual lesson plan for teaching process .This response imply that, the supervisors helped teachers to prepare weekly and annual plan for their teaching process and for their instructional objectives.

Also in the same table, item 3, 23(47.91%) of teachers responded that, supervisors try to improve teachers skill in class room management. But 25(52.09%) of teachers responded that, supervisors did not try to improve teachers skill in class room management skill. This indicated that, there was a high support of supervisors to improve class room management skills among teachers.

In table 3, item 4, 35(72.9%) of teachers responded that, supervisors visit the schools and teachers activities based on prepared plan. But 13(27.01%) of teachers responded that, supervisors do not visit schools based on prepared plan. This indicated that, supervisors visit school and teachers activities based on prepared plan.

In table 3, item 5,44(91.67%) of the the teachers responded that supervisors allow teachers to participate in school improvement based on the prepared plan.But, 4(8.33%) responded that supervisors do not allow teachers to participate in school improvement.This indicates that,teachers participate in schoool improvement based on the prepared plan.

The respondent's response for interview questions about supervision plan indicated that, the school supervision plans were prepared by supervisors selected from schools and it is prepared based on situation. And also some supervisory plan is prepared by top educational management and laid down to the schools to implement

4.3 Evaluation of supervision practice

The respondents responded for interview questions about evaluation of supervision. The evaluation was done by PTA, school administration, supervisors and senior teachers based on check list given to them. Also supervisors evaluate teachers experience on black board, lesson plan preparation, assessment, capacity to teach subject matter and methodology they use in teaching

4.4 Supervisory level used in schools

Table,4 Teachers view on supervisory level.

No	Items	Very high		High		Medium		Low		Very low	
		No	%	No	%	No	%	No	%	No	%
1	Implementation of face to face/clinical supervision for teachers to improve classroom performance	10	20.8	11	22.9	8	16.7	10	20.8	6	12.5
2	Informal supervision/supervisors support without predetermine for the of instructional improvement	12	25	11	22.9	9	18.8	10	20.8	6	12.5
3	The school organize teachers to conduct peer supervision	11	22.9	8	16.7	10	20.8	12	25	8	16.7
4	The opportunity given to experienced and competent teachers to participate in self directed supervision	12	25	10	20.8	9	18.8	8	16.7	9	18.8

Item 1, in table 4, assess whether supervisors implement face to face/clinical supervision in their school or not. 10(20.8%) of teachers responded that, supervisors implement clinical supervision very highly; 11(22.9%) of teachers responded that, supervisors implemented clinical supervision highly; 8(16.7%) of teachers responded that, the implementation of clinical supervision is medium, 10(20.8%) of teachers responded that, clinical supervision was implemented lowly, and 6(12.5%) of teachers responded that clinical supervision model implemented very lowly. This shows that, the implementation of clinical supervision in Primary school of Aba Fransua is high.

Item 2, in table 4, assess whether informal supervision/supervisor s support with out predetermined for the instructional improvement 12(25%) of teachers responded that, informal supervision/supervisors support without predetermine for the sake of instructional improvement supervisors implement very highly; 11(22.9%),highly, 9(18.8%) of them medium,10(20.8%) of them lowly, and 6(12.5%) of them responded very low. This shows that Informal supervision/supervisors support without predetermine for the ake of instructional improvement in Primary school of Aba Fransua is high.

Item 3, in table 4, assess whether supervisors The school organize teachers to conduct peer supervision.11(22.9%) of teachers responded very high,8(16.7%) of insttutional teachers responded high,10(20.8%) of teachers responded medium,12(25%) of teachers responded low, and 8(16.7%) of teachers were responded very low. This shows that the school organize teachers to conduct peer supervision in Aba Fransua primary school is low.

Item 4, in table 4, assess whether supervisors The opportunity given to experienced and competent teachers to participate in self directed.12(25%) of the teachers responded very high,10(20.8%) of the teachers responded high,9(18.8%) of the teachers responded medium, 8(16.7%) of the teachers responded low, and 9(18.8%) of the teachers responded very low. This shows that The opportunity given to experienced and competent teachers to participate in self directed The opportunity given to experienced and competent teachers to participate in self directed the opportunity given to experienced and competent teachers to participate in self directed in Aba Fransua primary school is very high

4.5 Respondents response on models of supervision.

Table.5. Teachers view on models of supervision.

No	Items	Always		Usually		Some time		Never		Total	
		No	%	No	%	No	%	No	%	No	%
1	Supervisors use traditional/inspection models in their school	16	33.3	12	25	14	29.2	6	12.5	48	100
2	Supervisors use democratic model paying attention to human relation	11	22.9	13	27.1	16	33.3	8	16.7	48	100
3	Supervisors use scientific model/identify educational law and apply it to teachers	16	33.3	14	29.2	8	16.7	10	20.8	48	100
4	Supervisors use peer/collegial supervision model	9	18.8	13	27.1	15	31.3	9	18.8	48	100
5	Supervisors use developmental .view supervision models as supportive process	14	29.2	14	29.2	9	18.8	11	22.9	48	100
6	Supervisors use the the above models of supervision based on situation	11	22.9	13	27.1	15	31.3	9	18.8	48	100

In table 5 above item 1, 16(33.3%) of teachers responded that, supervisor in their school always use traditional or inspection model of supervision, 12(25%) of teachers responded that, supervisors usually use traditional model of supervision, 14(29.2%) of teachers responded that

supervisors some time use traditional supervision model, 6(12.5%) of teachers responded that, supervisors never use traditional supervision model. This implies that, supervisors in primary schools are sometime use inspection/traditional model.

Item 2 in the same table, assess whether supervisors use democratic model of supervision or not. 11(22.9%) of teachers responded that, supervisors in primary schools always use democratic supervision model, 13(27.1%) of teachers responded that, supervisors some time use democratic supervision model, 16(33.3%) of teachers responded that, supervisors usually use democratic supervision model, 8(16.7%) of teacher responded that, supervisors never use democratic supervision model in primary schools. This indicated that, as 11(22.9%) of respondents responded, supervisors usually use democratic model/paying attention to human relations.

Item 3, in table 5 assess whether supervisors use scientific supervision model/identify educational laws and apply it to the teachers or not. 16(33.3%) of teachers responded that, supervisors always use scientific supervision model, 14(29.2%) of teachers responded that, supervisors usually use scientific supervision model,8(16.7%) of teachers responded that, supervisors some time use scientific supervision and 10(20.8%) of teachers responded never. As majority 16(33.3%) of respondents responded this implies that, supervisors in primary schools usually use scientific supervision model.

In the same table item 4, assess whether supervisors use collegial supervision model or not. 9(18.8%) of teachers responded that, supervisors always use collegial supervision model, 13(27.1%) of teachers responded that, supervisors usually use collegial supervision model, 15(31.3%) of teachers responded that, supervisors some time use collegial supervision, 9(18.8%) of teacher responded that, supervisors never use collegial supervision. This shows that, supervisors in Aba Fransua primary school of Gubrye town some time use collegial supervision in their schools.

In the same table item 5,14(29.2%) of teachers responded that, supervisors always use developmental supervision model/view supervision as supportive process, 14(29.2%) of teachers responded that, supervisors usually use developmental supervision model, 9(18.8%) of teachers responded that, supervisors some time use developmental supervision model, 11(22.9%) of

teacher responded that, supervisors never use developmental supervision model. This indicates that, supervisors some time use developmental supervision model.

In table 5 above item 6, assess whether supervisors use models of supervision based on situation or not. 11(25%) of teachers responded that supervisors always use supervision models based on situation, 13(27.1%) of teachers responded that, supervisors usually use supervision model based on situation in school, 15(31.3%) of teachers responded that, supervisors some time use supervision models based on situation. This shows that, supervisors usually use supervision model based on the situation in their school.

As most of interviewers explained, the supervisor in Aba Fransua primary school is medially practiced. Also the school administration stake measures against supervision problems to improve supervision practice in their school. They try to solve the problems supervisions through discussion and by giving short term training for internal supervisors as most of respondents respond.

4.6 Respondents response on factors affect school instructional supervision.

Table 6 Teachers view on factors affect school supervision

No	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
		No	%	No	%	No	%	No	%
1	Supervisors were incompetent enough	15	31.3	13	21.1	11	22.9	9	18.8
2	Poor relationship between supervisor and teachers	17	35.4	16	33.3	10	20.8	5	10.4
3	Inadequate staff for supervision in their schools	19	39.6	14	29.2	11	22.92	6	12.5
4	Supervisors did not consider the developmental stages of individual teachers	18	37.5	14	29.2	9	18.75	7	14.58
5	Insufficient allocated budget for supervisory program	20	41.7	17	35.41	6	12.5	5	10.41
6	Lack of follow up activities of teachers by supervisor	18	37.5	16	33.33	10	20.83	4	8.33

In table 6 above item 1, assess whether Supervisors were incompetent enough 15(31.3%) of teachers responded strongly agree that supervisors were incompetent enough 13(21.1%) of teachers responded agree,11(22.9%) of teachers responded dis agree,and 9(18.75%) of teachers responded strongly disagree. This shows that, supervisors were incompetent enough based on the situation in their school.

In table 6 above item 2, assess whether poor relationship between supervisor and teachers 17(35.4%) of teachers responded strongly agree that the relationship between supervisor and

teachers is poor 16(33.3%) of teachers responded agree,10(20.8%) of teachers responded tha dis agree,and 5(10.4%) of teachers responded strongly disagree. This shows that, the relationship between supervisor and teachers is poor based on the situation in their school.

In table 6 above item 3, assess whether schools inadequate staff for supervision in their schools or not 19(39.6%) of teachers responded strongly agree that supervisors were incompetent enough 14(29.1%) of teachers responded agree,11(22.9%) of teachers responded tha dis agree,and 6(12.5%) of teachers responded strongly disagree. This shows that, there were inadequate staff for supervision based on the situation in their school.

In table 6 above item 4, assess whether supervisors did not consider the developmental stages of individual teachers 18(37.5%) of teachers responded strongly agree that supervisors were incompetent enough 14(29.2%) of teachers responded agree,9(18.8%) of teachers responded tha dis agree,and 7(14.6%) of teachers responded strongly disagree. This shows that, supervisors did not consider the developmental stages of individual teachers based on the situation in their school.

In table 6 above item 5, assess whether insufficient allocated budget for supervisory program 20(41.7%) of teachers responded strongly agree that supervisors were incompetent enough 17(35.4%) of teachers responded agree,6(12.5%) of teachers responded tha dis agree,and 5(10.41%) of teachers responded strongly disagree. This shows that, there were insufficient allocated budget for supervisory program based on the situation in their school.

In table 6 above item 6, assess whether lack of follow up activities of teachers by supervisor or not 18(37.5%) of teachers responded strongly agree that supervisors were incompetent enough 16(33.3%) of teachers responded agree,10(20.8%) of teachers responded tha dis agree,and 4(8.3%) of teachers responded strongly disagree. This shows that,there were lack of follow up activities of teachers by supervisor based on the situation in their school.

Chapter five

Summary, conclusion and recommendations

This chapter deals with the major finding, the conclusions and some recommendations to solve the problems identified.

5.1 Summary

The main purpose of the study was to assess the current practice and challenges of instructional supervision in primary school of Aba Fransua. The study was conducted in one (1) primary school of Gubye town to assess the practice and challenges of instructional supervision with the following objectives:

- 1) To identify the practice of instructional supervision looks like in Aba Fransua primary school
- 2) To identify the supervision models and options emphasized in Aba Fransua primary school
- 3) To overcome challenges that affect school supervision in Aba Fransua primary school

Due to this reasons the researcher intended to assess the practice and challenges of instructional supervision in Aba Fransua public primary school.

Review literature was made in light of their basic question raised. Two set of questionnaires set, the questionnaires included close ended and a few of open ended questions were made and distributed. Accordingly, teachers, principals, supervisor and woreda educational officer were filled out the questionnaires and returned.

The data were analyzed by using frequency and percentage. The following were the finding of the study:

- ✓ Majority (75%) of teachers responded that, supervisors help teachers to formulate appropriate instructional objectives. Eighty three point three percent (83.3%) of teachers responded that, supervisors help teachers to formulate Weekly and annual plan. About seventy two point nine (72.9%) of teachers responded that, supervisors visit schools and teachers activities based on prepared plan. As most of respondents responded, supervision plan was prepared by internal and external

supervisors. About fifty two point one (52.1%) percent of teachers responded that, Supervisors did not consider the developmental stages of individual teachers. About (27.1%) of teachers responded that, supervisors did not support teachers in doing action research. Twenty two point nine percent (22.9%) of teachers responded that, clinical supervision was highly implemented of Aba Fransua primary school in Gubrye town.

- ✓ Regarding factors that affect school instructional supervision 31.3% of teachers strongly agree and 21.1% of teachers agree on that, supervisors were incompetent enough, 27.08% of teachers agree on poor relationship between supervisor and teachers and 35.4% of teachers strongly agree on poor relationship between supervisor and teachers in their schools; 33.3% of teachers agree and 39.6% of teachers strongly agree on inadequate staff for supervision in their schools; 29.2% of teachers strongly agree and 16.67% of teachers agree to work over load of supervision; 22.9% of teachers agree and 33.3% of teachers to absence of relevant supervision manual and guide line; 35.4% of teachers agree and 41.7% of teachers strongly agree to insufficient allocated budget for supervisory program; 29.17% of teachers agree and 37.5% of teachers strongly agree to lack of follow up activities of teachers by supervisor. Also as most of respondents responded, low consideration for teachers developmental stage was another problems of supervision .Therefore, incompetent of supervisors, poor relationship between supervisor and teachers, inadequate staff for supervision, work overload of supervision, insufficient allocation of budget ,lack of follow up the activities of teachers by supervisor and low consideration of teachers developmental stage were the major factors of the supervision of Aba Fransua primary school in Gubrye town.

5.2 Conclusion

The following conclusion was drawn based on the finding of the study .The study finding out that, the major challenges of supervision were ,the poor relationship between supervisor and teachers, incompetent supervisors to support teachers, lack of supervision staff and supervisors were overloaded by supervision and other teaching learning activities. Also supervisors didn't have relevant supervision manual and guide lines which use for supervision purpose in their

school. The shortage of budget was also the challenges of Aba Fransua primary school in Gubrye town. Supervisors in primary schools employed various supervisory options by selecting and coordinating supervisory options based on the individual teachers needs and issue of teaching learning that enhance good teaching process in their school. In order to improve their school supervision they used supervisory options based on situation in the school. Researcher can conclude that, when teachers done their tasks well and they have experience the supervisor use self-directed supervisory option, when teachers did not done their task well supervisors use inspection supervision option.

The finding shows that, teachers did gain effective and constructive professional support to improve their instructional skills. Therefore it can be that, supervisors support teachers on the preparation of instructional materials for teaching learning process, advice to use effective teaching methods and encourage them to motivate students in the class room.

Generally, instructional supervision practice Aba Fransua primary school allow teachers to participate in school improvement program.

5.3 Recommendations

Based on the results of the study and conclusion some recommendations were given as follows:

- 1) School is back bone of any social, cultural, and economic development of every countries whether developed or developing one. To get good teaching learning process supervision is a key. The effectiveness and efficiency of schools based on its supervision practice. So the Aba Fransua primary school of Gubrye town should create a good relationship between their supervisors and teachers to get good supervision practice.
- 2) Regarding to inadequate staff for supervisors, woreda education office, school administrations and Gubrye town administration should facilitate to supervisors because supervision is not achieved as expected plan without fulfillment of facilities.
- 3) The woreda education, school administrations and town administration should supply the relevant manual and guide lines for supervisors to guide them how supervision service should practice and planned to practice. The supervisors should guide lines in order to support teachers and school workers on their work.

4) Regarding inadequate budget the school administration, woreda education office and Gubrye town administration office should allocate finance to facilitate supervision process because finance is a blood for any organization to achieve its goals.

5) The school administration and woreda education office should increase supervisor's skills on supervision through training and development on supervision area.

6) The supervisor should give support to teachers to do action research because action research is very essential to solve teaching learning problems in school.

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Appendix 1

Wolkite university

College of education and behavioral studies

Department of pedagogical science

Questionnaire for Teachers

Dear respondents; The purpose of this questionnaire's was to collect data for the study entitled the practice and challenges of instructional supervision in the Aba Fransua public primary school of Gubrye town

Introduction

Your assistance in providing information highly valued. Your response is only use for the study and remained confidential.

Thank you in advance!!

Instruction:

- 1) Don't write your name on the questionnaire
- 2) Use a thick mark "" to your response of closed questionnaire.
- 3) Write briefly you response for open-ended questions.
- 4) Please give appropriate response based on your school experience.

Part (I) General information and respondent's personal data

Please put a thick mark "√" in the box for your response and give short answers on the blank space.

1) school.....

2) Sex male female

3) Age 20-25 26-30 35_40 40_45

36-40

41-45 >46

4) Current position: vice principal

Department head unit leader senior teacher

5) Level of education. Certificate Diploma BA degree MA degree

Part II: Questions about planning:

1) Do supervisors help teachers to formulate appropriate instructional objectives? Yes
No

2) Do supervisors help teachers to prepare weekly and annual lesson plan?
Yes No

3) Do supervisors try to improve teacher's skill in class room management?
Yes No

4) Do supervisors visit schools and teachers activities based on prepared plan? Yes
No

5) Do supervisors allow teachers to participate in school improvement?
Yes No

6) Do supervisors allocate time for class room observation? Yes No

7) Do school management allocate budget for supervision before implementing planned to action?
Yes No

8) Who prepare supervision plan? Who prepare it?

9) What does supervision plan contains in your school?

10) What does supervision practice looks like in your school?

Part :III Supervisory practice

1Never (N), 2.Some time ST 3 Usually (Us) 4.always (A)

Indicate your response in the table below by using "√" or "√" mark to write in the box.

No	Items	Always	usually	Some time	never
1	Supervisors make clear rule, regulation, procedure and policies of the school				
2	Conduct pre observation conference				
3	Observe teachers throughout time allocated for class room observation				
4	Conduct post observation conference				
5	Provide constructive feedback after observation				
6	Set strategies for future improvement of supervision				

Part: IV The Supervisory options in school

Key: very low (L), low (L) medium (M), High (H),very high (VH).

No	Items	Very high	high	Medium	low	Very low
1	Implementation of face to face/clinical					

	supervision for teachers to improve classroom performance					
2	Informal supervision/supervisors support without predetermine for the sake of instructional improvement					
3	The school organize teachers to conduct peer supervision					
4	The opportunity given to experienced and competent teachers to participate in self directed supervision					

Part V: supervision models

Key; SA Strongly Agree A=Agree,D=Disagree,SD=Strongly Disagree,

No	Item	Strongly Agree	A=Agree	Disagree	Strongly Disagree
1	Supervisors use traditional/inspection models in their schools				
2	Supervisors use democratic model/paying attention for human relation				
3	Supervisors use scientific model/identify educational laws and apply to teachers				
4	Supervisors use peer/collegial supervision				
5	Supervisors use developmental/views supervision as supportive process				
6	Supervisors use the above supervision models based on situation				

Part VI: Teachers view on factors affect school supervision

No	Items	Strongly Agree		Agree		Disagree		Strongly Disagree	
1	Supervisors were incompetent enough								
2	Poor relationship between supervisor and teachers								
3	Inadequate staff for supervision in their schools								
4	Supervisors did not consider the developmental stages of individual teachers								
5	Insufficient allocated budget for supervisory program								
6	Lack of follow up activities of teachers by supervisor								

Appendix 2

Wolkite university

College of education and behavioral studies

Department of pedagogical science

Questionnaire for Teachers

Dear respondents; The purpose of this questionnaire's was to collect data for the study entitled the practice and challenges of instructional supervision in the Aba Fransua public primary school of Gubrye town

Interview Questions

Interview questions for principals, supervisors and education officer

- 1) What is implement face to face/clinical supervision looks like in your schools?
- 3) What is supervision looks like in your school/s?
- 4) What are problems of supervision in your schools/office?
- 5) What solutions you suggest for this problems?
- 6) What are the skills and experience of supervisors looks like? Explain
- 7) What methods you use to increase supervisors skill, knowledge and experience?

Interview question for Department heads

- 1) What is supervision looks like in your school as well as in your departments?
- 2) Who prepare supervision plan in your school? How they prepare?
- 3) How you evaluate supervision practice
- 4) What are challenges you face while supervise the teachers?