



WOLKITE UNIVERISTY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF PEDAGOGICAL SCIENCES

**TO INVESTIGATE PRACTICES AND CHALLENGES OF EDUCATIONAL
SUPERVISION IN SECONDARY SCHOOL OF CHALIA WOREDA, WEST SHOA
ZONE OF OROMIA REGION.**

BY

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**A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF PEDAGOGICAL
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AND LITERATURE.**

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As senior essay research advisor, I hereby certify that I have read and evaluated this senior essay research prepared under guidance by Alemnesh Nagasa entitled practice and challenges of educational supervision in secondary school of chelia woreda. Oromia Regional States recommend that it be submitted as fulfilling the senior essay research requirement.

Advisor Signature Date

As an examiner of the senior essay research open defense examination, I certify that I have read and evaluated the senior essay research prepared by Alemnesh Nagasa and examined the candidate. I recommend that the senior essay research by accepted as fulfilling the senior essay research requirement for the Degree of Bachelor of Art in Educational Planning and management.

Examiner Signature Date

This senior essay research is submitted in partial fulfillment of the requirement for a Degree from the college of Education and Behavioral Sciences at Wolkite university. by my signature below, I declare and affirm that this research is my own work. All scholarly matter that is included in the research were been given recognition through citation. Every serious effort were been made to avoid any plagiarism in the preparation of this senior essay research.

Name of student Signature Date

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Acronyms and Abbreviations

CPD: Continuous Professional Development

MoE: Ministry of Education

NGO: Non-Governmental Organization

BBD: Based on Before Described

CDTLPO: Curriculum Development and Teaching Learning Process Own

Abstract

The purpose of the study was to examine Practices and Challenges of Educational supervision in secondary school of chelia woreda. The study employed descriptive survey design and a mixed method approach to collect and analyze data. Samples of schools and study participants were drawn from two secondary schools using availability, random and stratified sampling techniques. Self-developed questionnaire was employed as the main data collection instrument in addition to interview and document analysis. Quantitative data were analyzed using descriptive statistics including frequency counts and percentage. Qualitative data were analyzed by using narration. The outcomes of the study suggested that lack of material and human resources at schools and trained supervisors as well as absence of attempts to identify teachers training needs were among the practices observed in schools. Furthermore, lack of sustainable and organized training system, budget as well as absence of school coordination, low morale and commitment of supervisors were the challenges faced by supervisors in the study. Thus, such a situation made it difficult for supervisors to contribute adequately to the professional development of teachers. Based on this, it was recommended that the Region Bureau of Education take appropriate measures including supply of adequate material and financial support to schools and providing needed training and administrative support for supervisors so that they would better be able to assist teachers fill gaps in knowledge, attitudes, and skills the profession requires teachers to be in possession for discharging responsibilities given to them by the society.

Table Contents	page
Acknowledgement	II
Acronyms and Abbreviations	III
Abstract	IV
Chapter one	1
1. Introduction.....	1
1.1 Background of study.....	1
1.2. Statement of the Problem	3
1.3. Research question.....	4
1.4. Objectives of the Study	4
1.4.1. General objective.....	4
1.4.2. Specific objective	4
1.5. Significance of the Study	5
1.6. Delimitation of the Study	5
1.7. Operational Definition of Terms	5
1.8. Organization of the Study	5
2. Review of Related Literature	7
2.2. Historical Development of Educational Supervision.....	8
2.2.1. Global Context.....	8
2.2.2 Ethiopian Context.....	9
2.3 Principles of Supervision	11
2.4 Major Skills of Supervisory Personnel.....	12
2.4.1 Technical Skills	12
2.4.2 Human Relation Skills.....	12
2.4.3 Conceptual Skills.....	13
CHAPTER THREE	14

3. Research Design and Methodology	14
3.1 Research Design.....	14
3.2 Source of Data.....	14
3.3 Sample and Sampling Techniques	14
3.4. Data Collection Instruments.....	15
3.5. Procedures of Data Collection.....	16
3.6. Methods and Procedures of Data Analysis and Interpretation.....	16
3.7 Ethical Considerations.....	16
CHAPTER FOUR.....	17
4. Presentation, Analysis and Interpretation of Data	17
4.1. The Demographic Characteristics of Participants.....	17
4.2. Analysis and Interpretation of Data	18
4.3 Support provided for teacher supervision	21
4.4 Perceptions on Educational Supervision	24
4.5 Challenges of Educational Supervision.....	26
CHAPTER FIVE	29
5. Summary, Conclusions and Recommendations.....	29
5.1 Summary	29
5.2. Conclusion.....	31
5.3. Recommendation.....	32
Reference	34
Appendix-A.....	35
Appendix-B.....	40
Appendix-C.....	42

List of tables	page
Table-4.1 The demographic characteristics of participants	17
Table 4.2support provided in planning and implementing instruction.....	18
Table 4.3 supervisory practices of educational supervision.....	22
Table 4.4perceptions on education supervision.....	24
Table4.5 challenges of educational supervision.....	25

Chapter one

1. Introduction

1.1 Background of study

Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to ameliorate the flaws while improving on the merits thereby increasing the standard of schools and achieving educational goals.

The term supervision is derived from word “Super video” meaning over seeing. 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 group. Corron, H.E. (1998) defines school supervision as the process of 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.

Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and improvement of the teaching in the school framework Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach.

Until the 1980s, teaching was viewed basically as transmission of predetermined knowledge to students (De Grauwe, 2001).

Teachers were charged with the responsibility of transmitting knowledge in an uncontaminated form as possible, through scientifically tested procedures thought to be immutable and universally applicable. Learning to teach was largely a matter of mastering these procedures.

Supervisors were employed as objective evaluators and powerful controllers to check if teachers were indeed using the prescribed methods in their classrooms and to take corrective measures (De Grauwe, 2001).

However, the more recent concept of teaching is based on the assumption that knowledge is constructed, dynamic and conditional (Nelson, 1996) and teaching is an intellectually and morally complex work (Ball and Wilson, 1996).

The role of the teachers is to facilitate students' learning on the basis of morally defensible grounds, while managing the multiple and conflicting social, political and economic agenda played out in schools. Teachers learn to teach by emulating their own students, generalizing from their own experiences as learners, and by being socialized in schools, communities and education systems in which they work (Fullan, 1991, 1993). Supervision in this paradigm is directed towards helping teachers become smarter at making professional judgments, not only about curriculum, students and pedagogy, but also about the structures and cultures in which their work is located (Oliva, 1997). An education system in any country is established as a result of the determination of the broader aims of education, which are in line with the aspirations of the country (Okumbe, 1998). To put these aspirations to effect and to ensure the attainment of educational aims, schools split the broader, short-term goals and objectives. To achieve this, a school implements an appropriate curriculum aimed by society in order to solve a problem. For long time, Educational supervision focused on administrative activities due to lack of enough expertise, and they were present at far distance from the school. Thus supervisory practices emphasized on controlling rather than supporting teachers. This tradition resulted in the lack of efficiency and effectiveness in school supervisory practices, which in turn led to search for new organizational model as organizational success depends on the crucial necessity of effective and efficient supervision that implies cooperation of the members and stimulation of group thinking on the real problems. In relation to this, Fekadu, (2003) states that in order to meet educational objectives and enhance the teaching-learning process, supervisors and teachers are expected to design and enrich educational pedagogy. Tesfaye (2003) argues that creative supervisors shall well discover and devise a means of solving instructional problems. Therefore, the concept of creativity and innovation should therefore be encouraged; hence, supervisors need to keep themselves abreast of new findings by participating in workshops and seminars, by making critical observations, and by taking refreshment courses. Competencies of school supervisors, which assessed cluster school in instructional supervision of teachers in government secondary schools of Chelia woreda, were conducted so far. Thus, the main objective of this study is to investigate Practices and Challenges of Educational Supervision in secondary schools of Chelia woreda.

1.2. Statement of the Problem

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

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

It is unfortunate that some teachers teach students without having much formal knowledge of how students learn best, and do not necessarily consider how their students learn as far as the way they teach is predicated on enabling learning to happen. As a result, the learning environment in which learners learn affects the learning outcomes. It is stated in the ETP that the main objective of the teaching-learning process in our country is to create problem solving citizens (MOE, 1994). One of the measures by which this quality is assured is through educational supervision; the quality of teachers is then necessary to be attained. Hence, teachers need to consider instructional objectives, content of the instruction, characteristics of teachers and learners, and specific conditions of the instruction that can play a great role in the educational supervision before starting to teach their students.

These factors affect the quality of students' learning in many ways if not appropriately considered by the teachers. Students have different ways of absorbing information and of demonstrating their knowledge. Their exposure to different methods of teaching affects the way they grasp knowledge. When the teacher lacks control of the methods of teaching to be used, it does not bring quality to student learning. If teachers do not commit themselves

to use the teaching method suited to the content to be deliver, it is result in less skill manpower production that becomes less effective in solving the problems of the community in particular and society in general.

This study is foremost of its sort to be conducted secondary school in chelia woreda. The main purpose of the study was to investigate the Practices and Challenges of educational supervision in secondary schools in chelia woreda. However, the existing reality in implementation of Educational supervision at school do not seem to reveal a positive impact in supervision services on educational improvement moreover, it appears that teachers are not properly supported by supervisors in tackling challenges in the implementation of the curriculum.

1.3. Research question

In order for the problem stated to be investigated, the following research questions are raised:-

1. How are supervisors contributing for the professional development of teachers in secondary school of chelia woreda?
2. How do supervisors engage with teachers in their educational supervisory practices with respect to the professional development of teachers?
3. What do Supervisors and teachers view educational supervision in the study area?
4. How are the challenges affecting supervisory practices in relation to teacher professional development?

1.4. Objectives of the Study

1.4.1. General objective

- ✓ The general objective of this study is to investigate Practices and Challenges of educational supervision in secondary school of chelia woreda.

1.4.2. Specific objective

The specific objectives of this research are:

- To examine the contributions of Educational Supervision.
- To indicate existing perceptions of supervisor and teachers on practice of Educational supervision.
- To figure out the challenges faced by supervisors in their attempt to promote the professional development of teachers.

1.5. Significance of the Study

This research brings about the following benefits. It enables those involved in supervisory Practice to assess the concept of supervision to improve the teaching learning process. It enables teachers and supervisors to see challenges and their recommendations. It will contribute as a source of additional information for further research of the subject and creates awareness among concerned members of the society about the Status of Educational supervision. It informs Supervisors and other stakeholders about teachers' perceptions, expectations, and orientations in Supervisory services to react accordingly. It should contribute toward a better understanding for further related researches and finally, the ultimate issue underlying the study is to initiate schools toward utilization of supervisory activities to best they can.

1.6. Delimitation of the Study

The study examines Practices and Challenges of educational supervision in the secondary school of chelia woreda. As regards schools, the study is delimited to Secondary schools. Nevertheless, conditions do not permit to study all problems in all schools. There are three governmental secondary schools in chelia woreda. Therefore, I have been forced to conduct this research on the two Governmental secondary schools in chelia woreda.

1.7. Operational Definition of Terms

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

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

Secondary School:- In this study, it is an educational level of grade nine and ten meaning second cycle secondary which is two years.

Supervisors: - In this study, it refers to School Supervisors School Principals, Deputy Directors, and Department Heads of Selected Schools.

1.8. Organization of the Study

This study is classified in to five chapters. Chapter one deals with Background of the study, statement of the problem, research question, objectives of the study, significance of the study, delimitation of the study, operational definition of terms and organization of the study. Chapter two consists of review of related literature. Chapter three deal with

methodology and Procedure of data collection. Presentation and analysis of data deal with in chapter four. Finally, Chapter five consists of summary, conclusion and recommendation.

CHAPTER TWO

2. Review of Related Literature

This chapter discusses relevant aspect regarding Practices and Challenges of Educational supervision. Therefore, it treats the following major topics.

2.1 Conceptual framework of Educational Supervision

In whatever context, supervision is meant for improvement of work performance. Today, different people view supervision in different lens. In a broad sense (Pierce and Rowell, 2005) define supervision as a developmental process designed to support and enhance the individual's motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand. Basically, in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers.

Many scholars have defined the term Educational supervision in various ways because Supervision may be seen as a positive for program improvement. Sergiovanni and Starrat, (1983) define Educational supervision as a set of activities and role specifications specially design to influence instruction. (Glathorn in Mhama, 1992) verify that Educational supervision is "... a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desire". Other scholar like Gothrie and Reed, (1991) considered Educational supervision as "The function of leadership concerns with improving, enhancing and reinforcing teaching effectiveness. Similarly, (Eye and Netzer, 1965) defined it has "a form of service which is one phase of school administration dealing with the achievement of educational services." According to Hoy et al, (1986) Educational supervision is the set of activities design to improve the teaching learning process. The purpose is neither to make judgment about the competence of teaching not to control them but rather to work cooperatively with them. Sergiovanni and others, (1995) have define Educational supervision as "an art that can release teachers' initiative, responsibility, creativity, internal commitment and motivation". The Ministry of Education, (1994) defines Educational supervision as the set of activities designed to attain educational objectives, to render the teaching learning –learning effective to reach and develop the curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth.

Another author Harris, (1985) defines Educational Supervision as "what the school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employee to promote pupils learning".

Furthermore, Knezevich, (1969) defines Educational Supervision as a plan program for the improvement of instruction, a program of in-service education and cooperation group development, the effort to stimulate, coordinate, and guide continue growth of teachers in schools, both individually and collectively, assistance in the development of better and satisfying teaching-learning situation, a means of maintaining existing programs of instruction as well as improving them to the level of satisfying both the needs of the teachers and of the school together.

As points so far indicate, supervisors as leaders, are concern with the function that range from goal setting to curriculum implementation, to training and retraining of teachers and school based supervisors. This also shows that supervisors need to pass through various trainings themselves so that they can be successful in carrying out responsibilities leveled upon them. Thus, supervision is useful to develop teacher's profession for the improvement of Education.

2.2. Historical Development of Educational Supervision

2.2.1. Global Context

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialize countries that start 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 workers. Later on the concept of supervision was borrow from the industries. The main purpose was to control the school plan and pupil's achievements (Dull, 1981). Over several decades' great changes were observe in the philosophy, objective, function, technique and in the outcomes of supervision according to Olivaet. Al, (1997) these changes had happened, because supervisory behaviors and practices are affect by the political, social religious and industrial forces existent at the time.

This situation clearly to be observe when one examines the stage of development in the evolutionary process. Different authorities in the field have considered distinct periods and stage of supervision. Eye and Netzer, (1965) notified that the classification is to a greater

extent a matter of personal preferences. For the sake of the objective of this research, the student researcher selects (Oliva, et. al's, 1997) period for the readers of this paper. The distinct periods are state in the table as follow.

The implementation of supervision has passed many phases before it arrive the current activities on this point Lucio and Mcneil, (1979) stated that. The history of modern school supervision shows that in the 1st quarter of the century supervision was in general, dominated by a classical view of people and institution. Teachers were regard as instruments that should be closely supervise to ensure that mechanically carryout the methods of procedures determine by administrative and special supervisors. In the second quarter of the century supervision was conceived as the practice of human relations. This review endowed teachers with feelings and motives but often gave less attention to their properties as reasoning beings. Presently there are demands for supplementary approach which will recognize the importance of both mechanism and moral. Yet stress cognition in its process.

Thus, Educational Supervision has long history in order to reach at the time it passes different period. Concerning other authors, the stages of developments supervision varies markedly. They home differ in terminology relate to the prominent features of each period and in the limits of any periods, indicating the difficulty of setting beginning and ending dates for phases which continually overlap.

Furthermore, the early stage supervision was marked by classical view and was led by layman. However, supervision to day hold a wide variety activities and personnel directed toward a major goal: the improvement of instruction. The current concept of supervision has its natural roots in the emphasize on "cooperative group work" democratic human relations and "research orientation."

2.2.2 Ethiopian Context

As it was mention by different authors, supervision was introduced into the Educational system of Ethiopia around 1930s bearing its original name inspection. According to the basic rationale for the introduction of supervision into Ethiopian education system were the fast growth of school the need for coordination of the curriculum, and perhaps the most important reason was to assist teachers in the classroom activities. When we see the supervisory trends of our country we can understand the changes of terminologies form

inspection to supervision and Vice-versa such changes were not based on pedagogies but were rather political motive (Haileselassie, 2002).

Although classifying of inspection/supervision into stages based on mere changes of terminologies is not quite sound; as the change of inspection to supervision and vice-versa were not based on pedagogies but were rather politically motivated. Moreover, we do not find convincing pedagogical explanation to justify the shift made in terminology. Furthermore, the shift was allegedly centered on required competence and has nothing to do with the terminology. Therefore, resorting to change in terminology does not reflect change in concept or content (Haileselassie, 2002). In this regard, Inspection supervision in the Ethiopian context can be divided into four stages:-

1. The first period, 1934-1954 E.C. In this period, the inspectorial activities were carried out by laymen. The inspectorial office was carried by a British educational expert and two other Ethiopians. Direct inspection through visits, Curriculum relates tasks and staff recruitment were the major responsibilities of inspection during this period.

2. The second period, 1955-1973 E.C. The term inspection was officially replaced by supervision. The preparation of a handbook for supervisors, and the beginning of supervisors training programmed which was reached by an agreement between the MOE and the H.S.I.U (now A.A.U) were the major steps undertaken during this period.

3. The Third Period, 1974-1980 E.C. in this period once again the changes of name from supervision to inspection will be introduced.

With the socialism demands of strict control, more attention being given to administrative activities than professional and pedagogical helps.

4. The fourth period, 1986 E.C. to date inspection was changed into supervision with the essence of promoting Democratic Educational Leadership. The Ethiopian Educational Training Policy of 1994 has made the educational management more decentralize.

Regarding this (Hailesilassie, 2002) remarked that what is envisaged at present is democratic supervision which would seek the participation of all concern in all spheres of the educational establishment items of decision-making, planning and envelopment of objectives and teaching strategies in an effort to improve teaching learning process. Accordingly, devolution of authority to the grassroots level and decentralization of decision-making process in instructional supervision are taking place.

In general, we can conclude that starting from the time of its introduction until recently tremendous efforts; have been invest on Educational supervision to make it more relevant for the betterment of Education.

2.3 Principles of Supervision

Bar and his Colleagues, (1947) defined principles. As "... aggregates of general roles of laws, concepts of fundamental truths, generally accept tenets (beliefs)". Basic principles of supervision forward by scholars like (Haileslassie, 1997, Ayer and et al., 1954 and Melchoeir cited in Amberber, 1975) include the following:

Supervision is Attitudinal:- This principle compare that effectiveness to supervision depends up on the attitude of the supervisor and constructive attitude in the crowner.

Supervision is Creative: - This principle suggests that supervision should seek latent talents, provide opportunity for the existence of originality and for the development to unique contributions.

Supervision is Cooperative: - This principle implies instead of directing attention only to the improvement of individual teachers, the cooperation efforts of the entire staff in the study of educational problems of schools is so important.

Supervision should be Them Ethically Sound:- This principle emphasize sensitivity to ultimate values, aims and polices with specific reference to their adequacy, "Fastness" and law, with special emphasis given to accuracy and change and development and methods interims of changing values, clear aims and policies.

Supervision should be Scientific: - This implies that supervision should use orderly systematic and critical methods of study as well as utilizing more objectives, precise, sufficient, important, and more expertly secured and more systematically organized data and conclusion within its province as well as its own materials and procedures.

Supervision should be Democratic: - This suggests that supervision should provide full opportunity for cooperation and participation as well as for substation of leadership for authority. In addition to this, according to Haile Selassie, (2002) supervision is established on the following principles and beliefs to achieve the intended educational objectives.

Supervision provides a mechanism for teachers and supervisors; supervisors must see themselves not as cities of teaching performance, but rather as collaborators with teachers; teachers should not be yield as consumer of research, but as generators of knowledge about

learning and teaching; acquiring an understanding of the learning teaching process demand the collection of many types of data. And supervisor should focus not only on individual teachers but also on groups of teachers.

2.4 Major Skills of Supervisory Personnel

Katz in Sergiovanni and Starratt, (1992) indicates three interrelate basic skill of supervisory personnel. These skills are technical, human and conceptual skill. The details of these skills presented briefly as follows.

2.4.1 Technical Skills

Technical skill implies "an understanding of and proficiently in a specific kind of activity particularly one involving methods, processes, procedures or techniques" (Ayalew1991).According to Terry, (1963) technical skill includes proficiency and clear understanding specific activities involving a process, procedures and techniques. It consist specialized knowledge and ability to perform and helps to accomplish the mechanical demanded in performing a particular job such as pupils and looking in to general working techniques of scholars. Sergiovanni and Corner, (1980) explain that in education; technical skill assumes an understanding of and proficiency in the method process, procedures and techniques of teaching and learning activates. Therefore, in order to manage the teaching learning activities properly and improve the teaching learning process, the supervisor must have adequate technical skill than other skills.

2.4.2 Human Relation Skills

According to Sergiovanni, and Carner, (1980) Human relation skill could be verified as the executives, ability to wear effectively as a group member and build cooperative effort within the team he/she heads. (Terry, 1983) reveal that human skill includes the ability to work with others, to win cooperation's, being able to communicate idea and beliefs to others, and what ideas others are trying to convey to their group members.

(Jenson, 1967) suggested that, benefits of supervision in smooth and good interpersonal relationships with the employees are: Know and respect the individual characters, talent and potentials, Help to avoid teachers frustration, can approach in which teachers fell free to express problems of concern to them, Recognize good work and make use of every opportunity to complement teachers for work well done and for improvement noted, Assist teachers in devising technique for creating and maintaining good classroom discipline,

Encourage giving constructive in a friendly, firm and positive manner. To conclude a supervisor endowed with human skill is said to have the skill to generating a friendly and conducive climate that may render the well-being satisfaction of all members and the organizations; he or she is approachable in such a way that teachers can feel to express problems of concern; he or she able to provide constructive criticism in a positive and friendly way; what is more he or she is able to decide the type of skills he or she develops in working with others.

2.4.3 Conceptual Skills

Conceptual skill relates to the ability to integrate and coordinate the organizations activity (Ayalew, 1991). In a sense, it concerns the ability, to see the "total picture", how parts of the organization fit together and depend on each other, and how a change in one part of the organization can cause a change in another part. Griffs, (1956) defined conceptual skill as the ability to view the organization as a whole: recognizing how the various function of the organization depend on one another, and how changes in any one part affect all the other, hence, in order to advance the overall welfare of the total organization, the supervisor be able to master the conceptual skill. This skill includes the effective mapping of interdependence for each of the components of the school as an organization, the educational program as an instructional system, and the functioning of the human organization in general (Sergiovanni and Carver, 1980). Hence, the development of conceptual skill relies heavily on a balanced emphasis of administrative theory, organizational, and human behavior.

CHAPTER THREE

3. Research Design and Methodology

This chapter deals with research design, source of data, samples of population and sampling techniques, instruments and procedure of data collection, and method of data analysis is mentioned as follows.

3.1 Research Design

The study will use a descriptive survey method. The appropriateness of this design for the study was noted by many scholars. For example:- Koul, (1996) states that descriptive survey design becomes useful particularly where one needs to understand some particular information. Best and Khan, (1989) have noted that a descriptive survey research design involves a clearly defined problem and definite objectives. It used to obtain information concerning the status of educational supervision for secondary school in chelia worda. According to Creswell, (2003) descriptive survey method is used to generate views and opinions of relatively large number of respondents and to indicate a clear picture of the situation. It is also a method that enables us to obtain pertinent and precise information about the issues. A mixed method approach will be employed in the study because of the advantages it offers to collect both quantitative and qualitative data and analyze them using both quantitative techniques and qualitatively triangulate the data obtained.

3.2 Source of Data

The study collected data from primary and secondary sources. The primary sources of data will be supervisors, and teachers. Secondary data will be collected from sources including: school supervision-related documents, teachers' portfolios, action plans of Supervisors, and teachers, checklists of supervision, guidelines available in sub- city education offices, and schools.

3.3 Sample and Sampling Techniques

In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools, supervisors are selected by purposive sampling technique. As a result, among the three secondary schools found in chelia worda. Two schools were selected by simple random sampling technique, which is lottery method

because of it, gives equal chance for all schools to be selected. Then, four principals and vice principals of the schools were selected through availability sampling due to their responsibility to follow up the overall activities of the school and to provide supervision service for teachers. Since the sample school teachers, number too small: the researcher has used availability-sampling technique to include all of the two schools teachers. In addition to this, in order to increase the validity of the study all the 42 teachers (i.e. 19 teachers from Tulu Mako secondary school and 23 teachers from Tulu Mara secondary school) are included in the study using availability-sampling technique.

3.4. Data Collection Instruments

Questionnaire, interview, document analysis are the instruments used for the purpose of the study. Therefore, employing multiple data collection instrument help them to combine strengthen and amend some of the inadequacies of the data and for triangulating it (Creswell, 2003).

Questionnaire

Questionnaires are developed by me for town Supervisors; School based supervisors and teachers using literature on the area. It is used in order to collect data from a relatively larger size of the population under study. The reason why a questionnaire was used is easily to handle and is simpler for the respondents to answer within a short period of time (Koul, 2008). The questionnaire has five parts. The first part is about demographic characteristics of Teachers. The second part is about contributions of educational supervision. The third part is about perception on supervisory services. The fourth part is about challenges of educational supervision and the last or fifth part is about views and suggestions.

The number of items is thirty-four. Both open ended and close-ended items will included in the questionnaire considering the benefits the semi-structured type provides in terms of the freedom to elaborate opinions and enrich the data collected to answer with the alternative given and Likert scale items for seeking respondents feeling and views. In order to establish content validity, the questionnaire was examined by the advisor and a panel of experts.

Interview

Interview is developed by the me for curriculum development and teaching learning process owners using literature on the area. It was used in order to collect data from those

who would provide information needed for the study. The reason why structured interview was employed was that the procedure to be used is standardized and determined in advance as well as to obtain answers to carefully phrased questions (Koul, 2008).

Document Analysis

Documents useful for the study including plans of schools, reports of schools, supervision manuals, checklists, and minutes of meetings held with sub-city education officials were used in the study. Supporting this Best and Khan, (1989) have noted that document analyses are important and relevant sources of data, useful in yielding information, and Exploring educational practice. Document observations were held with supervisors to Examine school planning execution of different school activities, availabilities of resources in school, and services provision in all professional and pedagogical development.

3.5. Procedures of Data Collection

Questionnaires were distributed for the participants of the study by the researcher. The respondents were asked to gather at convenient places and made to fill out the questionnaires. Interviews were made after obtaining the consent of the participants. As regards documents, the researcher made rapport with school authorities to get access into the documents and review them in the light of the objectives of the study.

3.6. Methods and Procedures of Data Analysis and Interpretation

Quantitative data obtained using questionnaire is analysis using descriptive statistics including frequency, t-test, and percentages. Then, they were interpreting in the light of literature and the experience of the researcher. Qualitative data obtain through interviews and document analysis were analysis using narration and interpreter in the light of literature.

3.7 Ethical Considerations

I have tried to establish good relationship with all the interviews by making herself clear where I comes from, why I decide to conduct the research. Why I choose the interviews for the study etc. I has also arranged the interview time without affecting or without consent of each informant and interview.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

This chapter deals with presentation, analysis, and interpretation of the data gathered from the respondents through questionnaire, interview, and document analysis. It consists of two major parts. The first section deals with the characteristics of all those who took part in the study. The second section presents the analysis and interpretation of the main data.

The data was gathered from total 42 respondents. That is, a total of forty two teachers. To this effect, forty two questionnaires distributed to teachers. These account 71 percent for teachers. From total about 28 percent, such percentages are taken as appropriate for the purposes of the study. The data was analyzed in both quantitative and qualitative method. The qualitative part was supposed to be complementary to the quantitative analysis.

All Curriculum development and teaching learning process owners and school principals, participants took part in the interview.

4.1. The Demographic Characteristics of Participants

The demographic characteristics of participants in the study are presented in Table 4.1 Next page.

No	variable	category	Teacher No	%
1.	sex	male	30	71
		Female	12	28
		Total	42	100
2.	Age	20-25	2	4.7
		26-30	16	38
		31-35	12	28.5
		36-40	8	19
		41 above	4	9.5
		Total	42	100
3.	Experience	1-5	12	28.5
		11-15	7	16
		Above 15	5	11.9
4.	Qualification	BA/BSc	35	83

		MSc	7	16
		Total	42	100

As it shown in table 4.1, the characteristics of the respondents were summarized by using the variables Sex, Age, Experience, Qualification, Current Position, and work experiences as supervisor. The sex composition of participants of the study indicates that about 71 percent of them are male while the rest female. This suggests that personnel in education are mainly composed of the male sex. However, the inclusion of about 28 percent of female participants helped to include some data from them.

All of the interviewees, curriculum development and teaching learning process owners, supervisor, and around 71 percent of teachers are above the age of 30. This suggests that most of the respondents are more mature enough to provide data needed for the study. About 71 percent of the participants are above the age of 30 implying that most had the maturity level required to provide comprehensive data. From the whole, few respondents 7 percent of the participants are 21 or above years experiences. Concerning qualification of respondents, majority 92 percent from total respondents were under graduate levels and the remaining 8 percent of them were MA/MSc holders.

Concerning current position of respondents, about 2 percent curriculum development and teaching learning process owners and about 42 percent of teachers are participant of the study. This suggests that on the whole, all of the respondents are from education sector and core people for the study to provide data needed implying that most had the maturity level required to provide comprehensive data.

4.2. Analysis and Interpretation of Data

Table 4.2 Support provided in planning and implementing instruction

No.	Variables	Respondents	Responses											
			MT		ST		RARE.		NA		Total			
			<i>Fr</i>	%	<i>Fr</i>	%	<i>Fr</i>	%	<i>fr</i>	%	<i>fr</i>	%		
1.														

they were stressed that most of the time they were busy by schools administrative activities and others activities, which are related with academic issues. Regarding assistance provided for teachers in terms of formulation of objectives, identification of locally available resources, selecting teaching techniques and organization of co-curricular activities, most supervisors claimed that they provided assistance mostly while most teachers replied that this was not at all provided. The interviews held with Curriculum development and teaching learning process owners suggested that the level of support provided for teachers by supervisors could not be taken as significant enough to contribute to the professional development of teachers. The presence of conflicting responses compelled the researcher to check for evidence of appropriately stated objectives in lesson plans, locally available sources used for teaching and learning, and the number and types of co-curricular activities organized. Results indicate that most of our supervisors had not got training opportunities in how information were gathered analyzed and planned through systematic manners this made the schools to have different implementations so as to achieve the intended objectives thus the plan which compresses routine activities and prepared in ad hock systems may not bring radical change in implementation of school goals in regard to assist teachers in selecting teaching techniques which enhance learning. As indicated in Table 4.2 item 4 helping teachers in organizing co-curricular activity rarely responded that most of the time whereas a sometimes teachers reply as rarely if not at all there is a gap between what the teachers view and supervisors respond about on helping teachers in organizing co-curricular activity. In light of this MoE, (2005) depicted in inadequate of organizing evaluation and planning capacity at higher levels of the organization structures was critical problem in realizing the goals of education specially with regarding to secondary education. Accordingly the same table item 5, 6, 7 with regard to improving teachers skills in the usage of documentation for classroom management, most of the supervisors claimed that they at least sometimes provided help in documentation while rarely teachers replied that the help was provided if not at all. Whereas most of supervisors claimed that they provide assistance in assessment, most of teachers claimed that the assistance was provided rarely if not at all. As regards action research, sometimes supervisors claimed that they provided the service at least some teachers. Claimed that it was provided rarely if not at all. The absence of harmony between

the two categories made the research look for evidence of documents of teachers regarding classroom management, assessment of students, and action research conducted by teachers. Results show that almost all supervisors were employed from even primary teaching staff without certification by school administration.

Thus, from these analysis and interview, it can be inferred that the supervisors did not have enough knowledge in respected to designing strategic planning so as to supporting school principles to manage organizational change. In line with this (MOE, 2012) noted, supervisors need to have knowledge to determine strategic change requirements and opportunities: to support schools principles in developing, implementing and evaluating change strategies. The findings indicated that most of school supervisors' participants the real supervision is nonexistent in secondary schools today. But contrary to this, in Sub city reported as Supervisors and school principals formally visit or supervise their teachers in classroom, and keep appraisal forms and supervision reports for concerned body. As MoE, (2012) stated school supervisors should show the specific performance outcomes. Skills, knowledge and attitude required the overall professional development of the schools supervisors to perform schools supervisory tasks and play the professional leadership role expected of them around schools as per the required or set standard levels.

4.3 Support provided for teacher supervision

The other use of educational supervision for the teachers were Facilitating training on teaching theories and practices, Organizing in-school supervision program, Providing short term training at school level, Organizing induction program for new teachers, Initiate teacher to develop group for better learning and other. Teachers were acquired new knowledge and skill through short-term trainings, summer courses, observing others, using mentoring, coaching and by reading different books in the library.

Study findings through both interview and document analysis revealed that, the supervision that is done in secondary school repeatedly said that supervisors do not supervise their teachers in a formal way. Occasionally, majority of them simply check if teachers' pedagogic documents are well prepared, Teachers' presence, checking teacher attendance book, No more or less than that is done concerning supervision.

Study findings through both interview and document analysis revealed that, the supervision that is done in secondary school repeatedly said that supervisors do not supervise their

teachers in a formal way. Occasionally, majority of them simply check if teachers' pedagogic documents are well prepared, Teachers' presence, checking teacher attendance book, No more or less than that is done concerning supervision.

Table 4.3 Supervisory Practices of educational supervision

Challenges			Scale		
No	Items	Strongly agree	agree	Disagree	Strongly disagree
1	Supervisors' lack of skill in applying techniques of supervision	74%	22%	2%	--
2	Teachers' lack of knowledge about the concept of supervision	45%	35%	5%	
3	supervisors' use of supervision for administrative purpose only	65%	30%		
4	Supervisors' lack of commitment for their work	51%	30%	4%	
5	Supervisors' use of less participative approach	64%	32%		
6	Shortage of school finance to support supervisors' practice			65%	32%

Farley (2010) cited in Glickman, (2001) depicted, in Educational supervision, supervisors need three pre-requisite skills: knowledge, interpersonal skills and technical skills accordingly to the questioner prepared with different variables to identify and look through supervisory specific practices, respondents viewed in the following ways.

Table 4.3 Analyzed educational supervisory practices at secondary schools of chelia worda. As indicated in the table for the first item respondents were asked whether supervisors had skills to make clear rules, regulation, procedures and policies for school or not. In respect to this, strongly agree school supervisors replied most of the time and sometimes In contrary agree teaches, and from the total population agree respondents responded rarely and not at all on the issues that make clear rules, regulations, procedures and policies of the school could not performed by supervisors to support teaching and learning process.

Item 2 of the same table on conducting pre-observation Conference about agree supervisors confirmed that most of the time as they can conduct pre-observation conference in agree teachers were responded not at all as they were not informed pre-observation conference from total respondents about agree of them reply as not at all. Item 3 of table 4.3 Observing teachers throughout the time allocated for classroom observation for this agree school supervisors replied as they did most of the time on the contrary strongly agree teachers and from the whole agree replied as not at all.

Moreover, the information explored from interviewed and supervisors showed that they were conducting supervision on more of administrative activities, which was done by school rather than to conduct direct classroom observation so as to support teachers on their academic issues. One supervisor said ... Really I am not conducting classroom observation in this academic year because I am given six schools and most of works were pushed down to supervisors and also I engaged with urgent report these and others issue made me very busy therefore in this situation it is difficult to support teachers so as to Improve their academic performances.

The sixth item deal with setting strategies for future improvement with supervisees agree supervisors replied most of the time strongly agree teachers and from the whole agree replied not at all the next item aims at arranging inter-school visitation to share good practices the target groups were asked to take their level accordingly agree supervisors responded most of the time on the contrary strongly agree teachers and from the total agree replied not at all. They could not make inert school visitation for the purpose of sharing good practice throughout the study area in order to develop teachers in their profession but it is great to arrange the bench mark activities on experience sharing between schools and making evaluations for the performance of schools.

For the last item evaluating school performance to give feedback for improvement similarly strongly agree supervisors replied most of the time on the other hand agree teacher respondents responded rarely from the whole strongly agree were replied rarely and not at all. These indicate that a lot of effort requires implementing for the success of supervisory service for teachers professional development to meet its goal.

4.4 Perceptions on Educational Supervision

In order to assess whether educational supervision is perceived either positively or negatively in both school supervisors and teachers Perception questions were raised as follows.

Table 4.4 Perceptions on educational supervision

perception		Scale			
no	item	Strongly agree	Agree	Disagree	Strongly disagree
1	Supervision helps to improve quality of teaching and learning	80%	20%	--	--
2	Supervision focuses only on weak points of teachers	50%	40%	10%	
3	Supervision is a means for controlling teachers	50%	30%	--	
4	Supervisors focus on administrative matters	40%	40%	10%	

As indicated in table 4.4 above the two group of respondents" were requested to rate their views regarding their perception on Educational supervision for teachers in government secondary schools claimed that they agreed that the concept of educational supervision program on teachers and teaching learning process helped them to apply effective teaching method Item1 of table 4.54Supervision helps to improve quality of teaching and learning supervisors claimed that they agree on the point with (m=3.8) while about (m=1.97) of teachers replied disagree on supervision helps to improve quality of teaching and learning. Item 2 of the same table on the point Supervision focuses only on weak points of teachers about (m=.34) of supervisors claimed disagree in Supervision focuses only on weak points of teachers In the contrary, about (m= 4.97) of teachers claimed agree that Supervision focuses only on weak points of teachers.

Supporting supervisor's idea during an interview session with majority of respondents" explained that: Educational supervision has an influential factor on teachers to apply effective teaching methodology and improved students' achievement. However, regarding

improving teachers' individual skill and knowledge through direct classroom observation was limited. On the contrary for item 3 in the same table the grand mean rated implies that, the two groups of respondents moderately agreed that Supervision is means for controlling teachers (m=3.72) of teachers and (m=1.92) of supervisors.

Regarding item 4 of the same above table on the point that Supervisors focus on administrative matters grand mean implied that supervisors respondents undecided to agree on Supervisors focus on administrative matters (m=2.1) and on the contrary teachers agreed on the point (m=3.93). This indicated that the implementation of educational supervision on the teachers in preparatory schools of selected sub town did not practiced as expected. This needs to give high concern from the sub town and chelia woreda government educational Beauru. The absence of harmony between the two categories made the research look for evidence on literature review From initial point supervision of education begin as a process of external inspection by appointing layperson to inspect both what the teachers were teaching and students were learned. The implication was to remain firmly embedded in the practice of supervision (Starratt et al, 2013) from the beginning the progress of supervision was rooted in bureaucratic inspectional type supervision. Teachers view supervision was rooted in bureaucratic inspectional type supervision. Teachers view supervision for the sake of as often being any other than enriching teachers on their academic (Barclay et al, 2013).

Table 4.5 Challenges of educational supervision

challenges			scale		
No	Items	Strongly agree	Agree	Disagree	Strongly disagree
1	Supervisors' lack of skill in applying techniques of supervision	74%	22%	2%	--

2	Teachers' lack of knowledge about the concept of supervision	45%	35%	5%	
3	supervisors' use of supervision for administrative purpose only	65%	30%		
4	Supervisors' lack of commitment for their work	51%	30%	4%	
5	Supervisors' use of less participative approach	64%	32%		
6	Shortage of school finance to support supervisors' practice			65%	32%

4.5 Challenges of Educational Supervision

In order to assess the challenges of educational supervision in selected high school of secondary school of chelia woreda, some questions were raised for respondents. These are Supervisors lack of skill in applying techniques of supervision, Teacher's lack of knowledge about the concept of supervision, Supervisors' use of supervision for administrative purpose only, Supervisors lack of commitment for their work, using less participative supervisory approach, and Shortage of school finance to support supervisory practices. As shown in Table 4.5 item 1 with regard to Supervisors lack of skill in applying techniques of supervision, agree supervisors claimed that they disagree in the contrary while strongly agree of teachers and from the strongly replied agree on Supervisors lack of skill in applying techniques of supervision. Whereas about strongly agree supervisors claimed agree on teachers' lack of knowledge about the concept of supervision, in the

contrary, about agree teachers claimed dis-agree that teacher's lack of knowledge about the concept of supervision.

From the total population strongly agree and more strongly agree teacher claimed agree on Supervisors' use of supervision for administrative purpose only, As regards Supervisors lack of commitment for their work, about agree supervisors claimed disagree on the contrary, strongly agree of teachers and from the total population claimed agree.

As regards using less participative supervisory approach, about agree supervisors disagree on the point in the contrary strongly teachers and from the agreed with regards to using less participative supervisory approach.

In the last item, respondents were asked if there would be Shortage of school finance to support supervisory practices. Accordingly, majority of supervisor replied agree on the contrary about agr percent of teachers disagree on the point of Shortage of school finance to support supervisory practices, The absence of harmony between the two categories made the researcher look for evidence of documents of supervisor and teachers regarding the issue. In line with this MOE (2012), noted supervisors need to have knowledge to determine strategic change requirements and opportunities: to support school's principal in developing, implementing and evaluating change strategies. Besides, the data, which obtained from supervisors, confirmed that travel allowances were not assigned for supervisory practices. Among them, one interviewee said that. Leave it about the travel allowance in this year my school has not got a piece of paper for teaching aides for the purpose of supervision. Sometimes, I borrowed stationery from schools unless I bought from my pocket. In addition to these, I spend my salary for transportation and communication (phone calling) for supervisory activities.

The other challenges to apply educational supervision in the area are using less participative supervisory approach, supervisors focus on teacher rather than student's progress, and shortage of school finance to support teaching learning process.

As interview held with school principals asserted that absences of competent supervisors were hindered to, conduct sound supervision practices in schools and their numbers were considered as basic challenge. The reason raised by interviewees was most of experienced teacher in schools are not reluctant for hiring as supervisors because of they fear as they might not paid adequate salary in respect to their experiences. The interviewees were also

depicted that absences of trained manpower by educational administration on the market enforced to hold back services of supervision.

There is an attempt from government side to spend large expenditure to fulfill school with qualified school leaderships, short and long term training opportunities are given to school teachers, principals, and supervisors so as to improve their qualification develop schooling system and made assign supervisors so that support schools and their teachers in close distances. In different sub cities supervisors and school principals are hired as merit and kept their career structure though different stage. AS (MoE, 1994) stated, “The school management and other educational personnel need to organize basis of professional principles including professional code of ethics, salary working conditions, incentives, professional development, and overall rights and duties”.

In general, there are different techniques of supervision mentioned earlier essential to give supervisory support to teachers, and to apply these techniques the supervisor should identify the needs of the teacher before he/she select the techniques.

Most of the time classroom observation is very useful to identify challenges of teaching in classroom and find possible solutions together with the teacher by following the steps. Collectively therefore all mentioned challenges directly and indirectly contribute their own influence towards supervision practices to develop their profession. In line with this (MoE, 2010) in asserted the main challenges concern to teacher professional development, leadership, and management capacities at school level remain weak. To document observation is not given enough attention by significant number of school leaders and teachers in the study area. Face-to-face interview with the supervisors were used to gather data on the challenges. The challenges that supervisors reported with reference to supervision of teachers are as follows

Some teachers take a long time to improve their teaching or change their unbecoming behavior. Even after they have been warned orally and counseled several times, some teachers remain obstinate and do not change at all for the better. Majority of supervisors reported that some teachers do not want to be supervised by supervisors of schools those to supervise teachers. These teachers think that the supervisors are not worthy of exercising leadership power over them in school and classroom matters.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

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

5.1 Summary

The study was intended to investigate Practices and Challenges of Educational Supervision for the Teachers in Government High Schools of chelia woreda. To achieve the purpose, the researcher formulates the following four research questions:

1. How are supervisors contributing for the teachers in chelia woreda in government high schools?
2. How do supervisors engage teachers in Educational Supervision to their supervisory practices with respect to the teachers in selected Sub town?
3. How do Supervisors and teachers view educational supervision in the study area?
4. How the challenges of educational supervision are affecting supervisory practices in relation to teacher?

In order to find out answer for the research questions, related literature was reviewed, a sample of 42 teachers and supervisors were selected using different sampling techniques. Descriptive survey method was employed and both primary and secondary source of data were found to be adequate to reach at sound findings.

Then to collect data from respondents self-developed questionnaire was used comprising both open and closed ended items was distributed to the targeted groups. To triangulate the information, data were collected from Curriculum development and teaching learning process owner, and supervisors through interview and document analysis made for further investigation. The data gathered were analyzed by using percentage, the data obtained from interviews and document analysis were qualitatively analyzed and synchronized with the quantitative data according to their relevance. Thus, the study came up with the following findings:

- The study showed that the number of male school supervisor and teachers were much greater than that of females and both the teaching learning process and supervision were dominated by males in the schools of the sub-town under the study
- As the respondents showed, the majority of them were between the age ranges of 31 to 35
- It was found from the responses that majority of school supervisors and teachers in the schools of the sub-town under the study were BA degree holders.
- According to the respondents service, majority of them had less experienced in the teaching learning process
- Majority of school teachers disagreed on the point practice of educational supervision initiate teachers to use all their experience and knowledge in addition with schools are fruitful in supervision service given by supervisors.
- The majority of school supervisors agreed that supervision service improves the professional development of teachers but neither do teachers Some of the participants of the study, especially teachers, related their past supervisory experiences of which some were negative and others were positive. Other participants, especially supervisors, reported a number of challenges they face in carrying out their supervisory duties.
- There were no specific methods and techniques reported that supervisors use in supervising teachers. This was simply because the supervision that is being done is in informal way and supervisors do not carry out instructional supervision in the classroom at most.
- Teachers toward supervision is negative Majority of supervisors in said that teachers do not like to be supervised. This was, to some extent, in relation to how teachers regard supervision as well as what they expect and need from supervision. Experienced teachers prefer less supervision or do not like it at all.
- Finally, the challenges that affected supervisory practices in the study sites were found to be Supervisors lack of skills in applying techniques of supervision and teacher's lack of knowledge about the concept of supervision, lack of clear commitments towards supervision roles, lack of participatory supervisory approach and, Shortage of school finance.

5.2. Conclusion

Based on the above Major findings the following conclusions are made. Supervisory practices were not well organized in the study site. It is evident that most of school supervisors are entirely engaged in administrative rather than in educational supervisory services. This implies that, supervisors do not help teachers and other educational employees to solve problems that are associated with the instructional activities. From this fact it can be concluded that teachers attitude towards educational supervision is negative. Supervisory activities were not held appropriately. Instead of providing professional support to teachers, it becomes fault finding exercise moreover school supervisors are less experienced concerning supervision. Therefore, they were not in a position to offer training and support to enhance professional development of the school community. Action research is virtually not conducted. This results in a negative impact over teaching experience in exercising problem solving methods whenever they face local problems in the teaching learning process. This implies inadequate abilities of supervisors in technical, conceptual, and understanding. Human behavior skills causing for practical implementation of educational supervisory skill. From this fact, it can be concluded that teachers did not get adequate assistance and help from supervisors because of inadequate abilities of supervisors in technical, conceptual, and human skills.

The task of supervision is to assist teachers to solve their problems in the instructional process and improve it. But the practical contribution of educational supervision to the teachers was insignificant. The main obstacles for the effectiveness of supervision in school are supervisory activities were affected by lack of commitment, limited experience of educational support, lack of awareness, lack of cooperative effort, and action among different parties. So, school teachers do not see any worthwhile support rendered by supervisors. Supervisors could not able to carry out the tasks of supervision to enhance quality of learners. The finding of the study revealed that most supervisors were embarked on routine administrative activities than pedagogical issues. As ministry of education stated the primary role of supervisors should be emphasized on curriculum instruction and staff development rather than administrative works. However, supervisors were not emphasized on major tasks of supervision (direct assistance, curriculum development, group development, professional development, and action research) and others supervisory roles

or responsibility thus they are not shouldering their responsibility to provision of quality supervision in the study site.

5.3. Recommendation

Based on the summary of the finding and conclusion drawn the following possible recommendation are forwarded.

- The school supervisors need to change the trend of using more time for administrative than teaching learning activities. They may delegate routine administrative activities to stakeholders. As a result, supervisors should be able to make efforts with teachers there by offering effective guidance to promote mutuality, effective performance, and create good relationship with teachers.
- To extend the professional development of school supervisors and teachers on the job and to help them keep up with modern trends of education, it is advisable that the sub city and schools organize refresher courses, seminars, workshops to enhance supervisory concepts and action research in solving immediate problem
- School supervisors should closely work with teachers so that the technical, conceptual and human relation skills that school supervisors render to teachers will be effective and the school supervisors must apply each skill systematically according to educational specialization and background of the school community
- The result of the study depicted that supervisors were not conducting classroom observation through following each supervisory phase and they could not support and initiate teachers to select educational resources and choices of teaching. Besides they were not encouraging teachers to conduct self-evaluation as well as action research to develop teacher's profession. Therefore, supervisors should focus on pedagogical issues by making professional development i.e. peer coaching mentoring self- reflective study groups and doing portfolios in schools.
- Supervisors need to provide an opportunity to promote teachers efficiency in schools. They should help teachers to deal with suitable Educational Practices.
- Synchronize the prerequisite for career structure, incentives, promotion, upgrading from the level what they have qualification to the next degree and for teachers License. And it needs strong coordination and regular and continuous discussions

with the schools and woreda level coordinators. Unless it is difficult to observe the necessary changes that is expected from the program.

- Regional Bureau of Education should monitors and evaluate whether or not the program are being implemented, and provide constructive feedback for individual teachers, facilitators and the schools.

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Appendix-A

Wolkite University

College of Education and Behavioral studies

Department of Pedagogical Sciences

Questionnaire for School Teachers

Dear Respondent,

The purpose of this questionnaire is to collect data for the study entitled “Practices and challenges of Educational Supervision in Government Secondary Schools of Chelia woreda”. Outcomes of the study are expected to throw light on the prevailing conditions and provide insight about directions to be followed in the future. Your assistance in providing information is highly valued. Rest assured that the information you provide will be kept confidential and be used only for the purpose of the study. Writing your name is not required.

Thanking you in advance!

Alemnesh Nagasa

Wolkite University

College Of Education and Behavioral Studies

Department of Pedagogical Sciences

Part One: Personal Information

Direction: Indicate Your Response By Encircling The Letter Of Your Choice Or Providing Answer Where Blanks Are Given.

1.1 Name of your Sub-city_____

1.2 Sex A) Male B) Female

1.3 Age in years A) 20-25 B) 26-30 C) 31-35 D) 36-40 E) 41 or above.

1.4 Work experience in years A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 or above

1.5 Academic qualification A) BA/SC B) MA/SC C) If any other, Kindly specify -----

1.6 Work experience as School supervisor in years A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 or above.

1.7 Your field of study for BA/SC -----

1.8 Your field of study for MA/SC -----

Part Two: Contributions of Educational Supervision

Direction: Indicate Your Response By Putting An “X” Mark In The Box Corresponding To Your Choice As Regards The Frequency To Which You Perform The Following Tasks.

Table 1: Support Provided In Planning and Implementing Instruction

No.	Variables	Respondents	Responses									
			MT		ST		RARE.		NA		Total	
			<i>Fr</i>	%	<i>Fr</i>	%	<i>Fr</i>	%	<i>fr</i>	%	<i>fr</i>	%
1.	Helping teachers in formulating appropriate instructional objectives.											
		Teacher										
		Total										
2.	Assisting teachers in identifying locally available teaching and learning resources											
		Teacher										
		Total										
3.	Assisting teachers in selecting teaching techniques which enhance learning											
		Teacher										
		Total										
4.	Helping teachers in organizing co-curricular activity.											
		Teacher										
		Total										

Part Three: Perception On Supervisory Services

Direction: Indicate The Level of Your Agreement/Disagreement/ Indecision By Putting An “X” Marking The Box Corresponding To Your Choice As Regards Your Views On Of Supervisory Services In Your School.

Perceptions		Scale			
No	Item	Strongly agree	Agree	Disagree	Strongly disagree
1	Supervision helps to improve quality of teaching and learning				--
2	Supervision focuses only on weak points of teachers				
3	Supervision is a means for controlling teachers				
4	Supervisors focus on administrative matters				

Part Four: Challenges of Supervision

Direction: Indicate the Level of Your Agreement/Disagreement/ Indecision by Putting an “X” Mark in the Box Corresponding To Your Choice As Regards of Challenges Faced By Supervisors

Challenges		Scale			
No	Items	Strongly agree	Agree	Disagree	Strongly disagree
1	Supervisors’ lack of skill in applying techniques of supervision				
2	Teachers’ lack of knowledge about the concept of supervision				
3	supervisors’ use of supervision for administrative purpose only				
4	Supervisors’ lack of commitment for their work				
5	Supervisors’ use of less participative approach				

6	Shortage of school finance to support supervisors' practice				
---	---	--	--	--	--

Part Five: Views and Suggestions

Direction: Provide Your Views And Suggestions Regarding The Following Points.

1. in the school? What are the major teacher supporting activities in which you are engaged -----

2. What academic, administrative, human, financial, material etc. challenges are faced you in the effort made to provide support for the professional development of teachers? --

-

3. What is the level of performance of teachers in the school? Are teachers teaching properly and are students learning properly as expected? -----

4. If teachers are not teaching properly and students are not learning properly as expected, do you think this is related to lack of support by supervisors? -----

5. What do you think should be done to improve supervisory practices, reduce their challenges and raise their contribution to teacher professional development? -----

Appendix-B
Wolkite University
College of Education and Behavioral studies
Department of Pedagogical Sciences

Guides to interview conducted with supervisors

Dear respondents,

This interview is part of the study design to collection relevant data about the topic “Practices and Challenges of Educational Supervision in Government secondary schools of Gedo town”. So your responses for all parts of the directions would be kept confidential.

Direction I: General information and personal data

1. Sex ____
2. Age ____
3. Qualification ____
4. Experience as a principal ____ as a vice principal ____ and as a supervisor ____.

Direction II: Give your response to the questions in short and make it precise.

1. To what extent does supervision program organized? With respect to manpower, technology, space, skills, uniformity to construct evaluation instrument, gathering and analysis data on planning, and budget?
2. Do you initiate schools to develop partnerships in respect to use School resources? Share experiences? Conducts inter schools class visiting?
3. To what extent you are supporting the schools to develop their own strategic vision, mission and value?
4. Do you support schools and teachers to identify goals and areas that promote higher level of learning achievements how? Why?
5. To what extent do you assist teachers in the location, selection and interpretation of teaching materials?
6. To what extent do teachers perceive supervisors as a resource- person or information person regarding to provision of supervisory services?
7. Do you prepare training depend on teachers’ context and needs? Do teachers participate on design? How?
8. To what extent do you satisfy with your work and how to create an attractive academic environment?

9. What are the efforts made to initiate teachers in supervisory service for their development?

10. What are the challenge affecting supervision services? What should be done to alleviate these challenges?

Appendix-C
Wolkite University
College of Education and Behavioral studies
Department of Pedagogical Sciences

Document Observation Guideline

Sub city _____

Name of School _____

Date of observation _____

1. Does School supervisors have supervision schedule?
2. How could supervisors identify typical focused teachers? Do they have check lists and Minutes to follow them?
3. Do supervisors have working manual and preparing training? Do they have organized documents?
4. Does training which prepared at school level are focused on teachers professional development need and do teachers participate on the development or construction?
5. Does supervisors and schools principals are organized meeting schedule?
6. Do supervisors voluntary participate in the overall school activity?

Thank you!