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DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

THE PRACTICE AND CHALLENGES OF SUPERVISION IN PUBLIC PRIMARY SCHOOLS OF OROMIA REGION IN SHASHAMANE CITIES IN CASE OF SELAM PRIMARY SCHOOL.

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Abstract

The purpose of study was to examine the practice and challenges of supervision in Public primary schools of Selam Shashamane city administration. To conduct the study, descriptive survey was employed and qualitative data was collected through interview. Availability sampling technique was employed to select the principals, supervisor and City education officer because they are small in number. The schools were selected through random sampling techniques in order to save time and finance. To this end 1primary schools selected directly. From these schools, 1principals, vice principal and 1 supervisor were selected purposively because they are small in number but 16 teachers were selected through random sampling because they are large in number. Totally, 1 principals, 1 supervisor, 1 vice principal and 16 teachers were included in this study. Questionnaire, interview and document analysis were the main data gathering instruments for this study. Thus 16 teachers filled the questionnaire. An interview was also conducted to enrich the quantitative data as a result 1 principals,1supervisor,1 vice principal and 1 department heads were interview Quantitative data collected through questionnaire was analyzed by using frequency and percentage and data gathered through interview and document analysis was analyzed in line with questionnaire. The outcomes of the study suggests that, conduct pre observation conference, observation and post observation conference, arrange inter-school visitation, give constructive feedback, allow teachers to participate school improvement plan, set strategies for future improvement, coordinate teachers to meet and learn from each other's and support teachers to prepare instructional plan. Furthermore, lack of adequate budget, incompetent enough of supervisors, inadequate staff for supervision, poor relationship between supervisor and teachers, work overload, absence of relevant manual and guide lines of supervision and lack of follow up the activities of teachers were the challenges faced supervisors in the study. Based on this it was recommended that, the school administration, city 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.

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ACRONYMS ABBREVIATIONS

A.A: Addis Ababa.

ESDP: Education sector development program.

MOE: Ministry of Education.

PTA: Parent Teacher Association.

UNESCO: United Nation Educational scientific and Cultural organization.

CEO: City Education office.

CHAPTER ONE

1. INTRODUCTION

This chapter's deal with the background of the study, statement of the problem, objectives of the study, delimitation of the study, limitation of the study and operational definition.

1.1 Background of the study

One widely held aim of education is to equip students with knowledge, skills, attitudes and competences that enable them to render useful service to themselves and to the society at large. Todor (1992) in (peter, 2011:16).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 influence the development and economic fortunes of a nation and the quality 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 restructure 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, 2014:269).Also according to (Bernard, 2008:1) 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 gate keeper 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 in to a whole educational action. Flick man Gordan and Ross (1995) in (Carrie Fritz (2003:1).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 purpose of instructional supervision is to achieve those specified goals. It is cycle of activities between supervisors and teachers with the objective of improving class room performance. Instructional supervision is the link between teacher needs and school goals. So individual can improve and work together towards the vision of the school. (Giordano,

2008:11). Supervision is a key factor for ensuring the good functioning of the primary and secondary education. In line with this, 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, 2010:10). 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 dramatic shift in the recent past. Many teachers specially 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 class room to be supervised. (Manas, 2012:59). Instructional supervision in modern era centers on the improvement of teaching and learning situation 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. More over it helps the teachers in terms of self discovery particularly in the areas of improvisation and use modern teaching strategies. (Nakpodia 2006 in Manas, 2012:59). In light of this (MOE, 2002:11) stated that supervision as the process in which supervisors provide professional support for the school principals and teachers to strength the teaching and learning process.

The purpose of school supervision is the promotion and development of favorable setting for teaching and learning which eventually lead to the improvement of the society. However, the primary responsibility of school inspectors is to see that high standards are maintained and that schools are run in accordance with 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 class room instruction supervision is to help teachers to learn what their problem is 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 group dynamic, provide for individual differences, locate and utilize community resources and evaluate their teaching competence. (Emmanuel, 2014:270).

1.2 Statement of the problem

Supervised teaching practice practical 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 easy affect the overall quality of teaching practice, supervision and assessment.(Negara Rosemary,2013:3).School supervision service, which occupy central position in the management of education have existed for long time at all levels of school structure. The achievement of educational goal is influenced by the degree of the

performance of professional teachers, administrators, students and the society at large. Educational system relies on educational supervision to improve instruction by improving the quality of teachers and the achievement of learners. Carton, (1998, in Ngara, 2013:4).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 to due to attention (ETP, 1994, in Natsanet, 2014:4). Assuring and enhancing the quality of teaching and learning has become a major concern all over the world. According to , Firdissa(2009) in (Natsanet, 2014:5) the society and the 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. 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 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,2006:3).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, 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 use the teaching method suited to the content to be delivered, it is result in less skilled man power production that becomes less effective in solving the problems of the community in particular and society at large. (UNESCO, 2006:4_5).The gaps that affects the improvement of quality education on the side of instructional supervision practice as; education officers and principals did not exert much effort for the success instructional improvement of teachers with the help of instructional; instructional supervisors did not provide professional support to teachers to improve their limitation peacefully, beginner teachers did not use student centered teaching methods. (UNESCO, 2006:6).

THUS, this proposed study will be attempted to assess the practice and challenges of supervision in selam primary school and job performance of their school in this proposed study is to identify the practice and challenges of supervision in that school.

1.3Research Questions

- 1, what is the supervisor function like in selam primary school?
- 2, what types of models and control options were emphasized in selam primary school?
- 3, what are the main the challenges that affect the supervision of selam primary school while implemented?

1.4 Objectives of the study

1.4.1 General objectives of the study

General objective of the study was to assess the practice and challenges of supervision in public Salam primary schools of administration.

1.4.2 Specific objectives of the study

- To identify the major challenges of instructional supervision face in its implementation.
- To identify the measures taken by supervisors to improve supervision service in the Selam primary schools.
- to assess the types of supervision models used in primary schools.

- To assess the supervisory options supervisors used in selam primary schools.

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 will help the school leaders and teachers to identify the strength and weakness of supervision activities to make measures against challenges school faced during supervision implementation.

The research will use as benchmark to other researchers in the future.

1.6 Delimitation of the study

This study would be delimited to Oromia regional state West Arsi Shashamane City administration in some 1 selected primary schools of Shashamane City administration from schools to assessing the practice challenges of supervision. The selected schools to study were Salam primary schools because to conduct research in all school was difficult. So that the study was delimited to specific and manageable size of these one schools.

1.7 Limitation of the study

Since the research work could not free from limitation, the study has some limitations. One limitation of the study was, the study only focus on primary school supervisions. The study has also the limitation of survey type research such as clarity of wording and it not includes the instrument of data collection like observation. The generality of this study was limited by only one primary school of city administration.

1.8 Operational definition

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

Primary school; is a school usually includes grades (1-6) 1st cycle primary schools and second cycle (7-8) grades.

1.9 Organization of the study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 concepts of supervision

Supervision is a way of stimulating guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. Ogunsaju (1983) in S.Aonasanya (2002:1).According to S. Aonasanya (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.

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(2015:22).

2.2 Principles of Supervision

According to wanza (1984:3) in Charles Kiamba (2011:33) ten 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 devices and techniques of teaching which intern gives them self-confidence and stimulates a desire for professional growth.

2.2.5 Integration:

It entails working together harmoniously, despite personal and professional differences and similarities. The instructional supervisor should be able to guide through the principle of integration by selecting or organizing materials that are complete and coherent so as to achieve harmony in the school setting.

2.2.6 Community orientation:

It entails a good relationship between the school and the community it serves. The community leaders should be utilized in the school decision making process to enhance the achievement of the schools educational goals. Charles (2011:34)

2.2.7 Planning:

Instructional supervisor must be a good planner and organizer for both human and material resources for the best attainment of organizational goals. The head teacher should continually think through present and future problems, analyze those set priorities and finally select the attentive course of action.

2.2.8 Flexibility:

The supervisor should be flexible and adaptable to new or alternative teaching learning and supervisory situations.

2.2.9 Objectivity:

It entails sound assessment of performance, goals and objectives. It also involves keeping of clean records of instructional functions. This record helps to prevent rise of bias due to personal opinions.

2.2.10 Evaluation:

It entails both formative and summative evaluation based on objective of observation and in relation to educational plans and objectives. It is clear that for any learning institution to achieve its educational goals; those given authority to do so must carry out instructional supervision. Charles (2012:34).

Also according to Emmanuel (2014:271) the basic principles of educational supervision including:

Also according to Emmanuel (2014:271) the basic principles of educational supervision including:

1) Purposiveness:

The need for a set purpose makes it mandatory for the agents concerned with the exercise to determine at the beginning of a teaching program what is to be considered "poor "or" excellent " .This will enhance objectivity and productivity.

2) Plan: Supervision of instruction must be planned. The supervisor should know how, when, what and where to launch his activities.

3) Diversity: Supervisor should give room for the diversification of supervision. He/she should allow for intelligent creativity since too much control or coercion could lead to formalism and resentment and may create confusion.

4) Dialectical relation:

Supervision should be cyclic in nature. It should provide a deed back to the teachers as well as to the supervisor. The democratic and cooperative supervision should be geared towards making the teacher become cognizant of the need for improvement.

5) Code of conduct:

Supervisor should ensure that he/she appears decent, responsible and respectable that he is punctual to school arriving in time, take part in the morning assembly, that he/she introduces him/herself to the school head explaining the purpose of his visit and that he concentrates on the particular aspect of the school he/she intends to inspect thus avoiding the tradition to Cover too wide ground in a day.

6) Principles of safe and healthy environment:

The school environment should be conducive for effective teaching learning activities. The supervisor could do a lot to make the office, school compound a happy place for both teachers and students if he/she sets the right tone by creating a healthy environment.

7) Principles of adequate information for employees:

A newly recruited staff needs to know the history, objectives, roles operation and career policies of the organization as contained in the organizations' hand book. He/she should have access to the annual report and condition of service. The supervisor should tell the new staff his/her specific schedule of duties, level of authority and his/her immediate supervisor. He/she needs to be adequately informed about when, where and how he gets paid, the resumption and closing hours of work, the break period, annual leave, casual leave and etc.

8) Principle of guidance:

The supervisor owes it a duty to guide job incumbents on how, what, where and when to carry out their duties. This is ensured through close monitoring and supervision. Personality improvement is important in an organization because it seems to reflect the image of the organization for which they work.

9) Principle of effort recognition and reward:

Recognition and reward for good work done when carried out promptly and publicly serve as morale booster for other staff. According to opinmi (2011) in Emmanuel (2014:272) the following are some ways in which the supervisor could acknowledge the good work of his staff:

a) Prompt acknowledgement and recognition of job in the presence of others.

b) Follow up with a formal letter of commendation and making sure that the letter gets in to his/her personal life.

c) Giving a certificate of merit to such a staff.

d) Giving a bonus of cash reward.

e) Giving some incremental credits in the salary.

F) Recommendation for promotion to the next grade level.

10) Principle of constructive criticisms. The main task of the supervisor is to motivate his staff to operate at their fullest possible capacity. Criticism should be done constructively and privately while good work should be recognized. Poor work deserves some attention as well.

11) Principle of liberality:

Opportunities should be created for subordinates to aspire to leadership position. In fact subordinates should see themselves as Supervisors in training. At times, responsibilities should be delegated to ensure sense of responsibilities and belonging on the parts of the subordinates.

12) Principle of encouragement:

The supervisor owes it a duty to encourage the staff to thirst for new knowledge and continue to search for new ways of carrying out duties. This is because it has a multiplier effect on both the supervisor and the organization. Education is lifelong to enable the staff solve new problems. This is done through reading, discussion with senior colleagues, seminars, workshops, training, retraining programs and etc.

13) Principle of Networking:

A good supervisor develops team spirit and networks with other Supervisors or senior officers within or outside the organization to tap from their wealth of experience. This will help him/her to perform well.

14) Principle of objectivity:

Both internal and external Supervisors should be objective in their sense of judgment and decision making process. Objectivity will endear them to their subordinates.

15) Principle of Tact:

Diplomacy is needed in dealing with subordinates and superordinates. Open confrontation which may degenerate into acts of insubordination should be avoided as much as possible.

Also according to Netsanet (2014:13) the basic principles of educational supervision are:

1) Supervision is a cooperative:

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level.

2) Supervision is creative:

Supervisors are expected help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

3) Supervision should be democratic:

Freedom should be given to for every member to try and give his/her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

4) Supervision is attitudinal:

To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

5) Supervision is evaluative and planned activity:

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators, to get information and should observe situations in the school.

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 from www.ukessays.com/.../research..into...the.... 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. Hailesilase, (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. www.ukessays.com/.../research in to the....

From 1994, onwards, Supervision has been practiced in Ethiopia decentralized educational management. According to www.Ukessays.com /... /research ...into the.... 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. Also according www.ukessays.com/... The functional and true sense of educational supervision depends on the supervisory operation made at the grass root levels. In this regard, subject area instructional supervision has practiced in all schools of Addis Ababa since the beginning of 2004. The major responsibilities of subject area instructional supervisors in Addis Ababa include (1) expanding and reporting the programs, organization and management of teaching learning activities; (2) developing and presenting alternative methods used to improve instructional programs; (3) guiding and monitoring schools and teachers; (4) preparing and organizing professional training, workshops, seminars, etc; (5) monitoring and supporting the monitoring (induction) programs for beginner teachers; and (6) providing direct assistance and perform instructional and managerial activities in schools with teachers, principals by organizing and implementing clinical, collegial, peer coaching and cognitive coaching techniques of instructional supervision, etc. www.ukessays.com/.../research...into...the

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 (2011:27).Also Granz

2000 in peter (2011:27) 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 (2011:27) 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. Daresh 2006 in peter (2011:28).The behavior of supervisors using inspectional practices reflects the view that most teachers are incompetent.

Also according to S.A onasany (2002:3) inspection could be described as the critical examination and evaluation of a school as place learning. Through inspection, necessary and relevant advice may be given for the improvement of the school. Such advice is usually registered in a report. The frequency of the inspection of a school depends on a number of factors such as the number of schools in the area, the availability of inspectorate staff, and the needs the school etc.

Inspection is carried out specifically to ensure that minimum standards are maintained in the basic activities of teaching and learning. This is with regards to content coverage, resource provision, maintenance of discipline and keeping of statutory records and accounts. Inspection is seen as an instrument with which the political and administrative authorities maintain the necessary contact with the schools, teachers, pupils and the community and so ensure that the system is working satisfactorily. In this sense inspection is to be viewed as fulfilling a controlling, coordinating and communicating role as guardian of education standards. (Florence, 2013:63).

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. Granz (1998) in Peter (2011:28) has noted that supervision at that time was influenced by the scientific principles of business management and industry and was aimed at making teaching more efficient. Bobbill (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, 2000:13) 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,2000:14) 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 powerful.

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 (2000:15).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 (2011:15) recognized the usefulness of rating scales in some instances and he left 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, 2000:16) 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, 2011:30). From the 1920s to the 1940s attempts were made to make Supervision a more democratic process. Bays (2001)in (Peter, 2011:30) 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 (2000:16) noted that democratic supervision was influenced by Dewey's (1929) theories of democratic and scientific thinking as well as Hosic'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 (2011:15) 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. This was an initial attempt to introduce collaboration in Supervision which involved supervisor and teacher but not collaboration among teachers. (Peter, (2011:30).

2.4.5 Developmental Supervision model:

The developmental Supervision was proposed by Glick man, Gordon and Ross Gordon (1998) in (Peter, 2011:36), 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. Supervisors behavior change 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 (2011:37) believe that beginning supervisees may depend on the supervisor to diagnose clients (students) behavior and establish plans for remediation, where as 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, 2011:37).

2.5. Approaches to educational supervision:

Supervisors/principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisor should match appropriate supervisory approaches to teachers level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time. (Manas, 2012:60).

2.5.1 Directive approach:

Supervisors who use a directive approach believe that teaching consists of technical skills with known standards and competencies for all teachers to be effective in their instructional practices. Glick man 2002 in (Peter, 2011:40). According to this approach the roles of the supervisor are to direct, model and assess competencies. Peter observe that Supervisors using this approach present their own ideas on what information is to be collected and how it will be collected, direct the teacher on the action plan to be taken and demonstrate the appropriate teaching methods. The direct supervisor sets standards for improvement based on the preliminary base line information from class room observation, shows teachers how to attain standards and judges the most effective way to improve instruction. The directive supervisory approach takes forms: directive control and directive informational. In both situations the supervisor and teacher go through the clinical supervisory stages up to the post conference phase where action plans for improvement are to be taken. Glickman and Tamashiro(1998) in(Peter, 2011:40).Glickman(2002) in (Peter, 2011:41) also indicate that in directive control supervisory approach, the supervisor details what the teacher is to do and spells out criteria for improvement. But in the directive informal approach the supervisor provides alternative suggestions from which the teacher can choose,

instead of telling the teacher what action to take. The supervisor does not directly determine what action a teacher should embark upon.

2.5.2 Collaborative approach:

Supervisors who employ this approach believe that teaching is primarily problem solving in which two or more people pose a problem, experiment and implement those teaching strategies that deemed relevant. According to Glickman (1990) in Peter (2011:42) the supervisor's role in this approach is to guide the problem solving process, be an active member of the instruction and help keep teachers focused on their common problems. The leader and teacher mutually agree on the structures, process and criteria for subsequent instructional improvement. In the collaborative approach to supervision both the supervisor and teacher mutually negotiate the plan of action. Glickman 1990 in (Peter, 2011:41) views of both parties are included in the final plan of action for the instructional improvement. According to Glickman man both supervisor and teacher review, revise, reject, propose and counter propose until they both come to a mutual agreement. The assumption underlying this approach is that both supervisors and teachers perceive each other as valuable partners in the supervisory process. The supervisees in this approach is likely to not feel threatened in pursuit of his/her instructional practices and will probably well come the observation process. Collaborative supervision premised in participation. This approach is employed when both the supervisor and teacher intensely care about the problem at hand and will be involved in carrying out a decision to solve problem. This approach should be employed when both the supervisor and the teachers have approximately the same degree of expertise on an issue to decide on. (Peter, 2011:43)

2.5.3 Non directive approach:

This approach is based on the premise that teachers are capable of analyzing and solving their own instructional problems. Glickman 2002 in (Peter, 2011:43) argues that when an individual teacher sees the need for change and takes responsibility for it, instructional improvement is likely to be meaningful. The leader in this approach is only a facilitator who provides direction or little formal structures to the plan. This behavior of the leader (supervisor) should not be misconstrued as passive or allowing complete teacher autonomy. Instead the supervisor actually uses the behavior of listening, clarifying, encouraging and presenting to guide the teacher towards self recovery. The supervisor may be simply observe the teacher without analyzing and interpreting, listen without making suggestions or provide requested materials and resources rather than arrange in service training. Among nondirective approach to supervision is often employed when dealing with experienced teachers. Peter, (2011:44) suggested that the nondirective approach to supervision should be employed when a teacher or group of teachers possess most of the knowledge and expertise about an issue and the supervisors knowledge and expertise in minimal. Glickman and Timeshare (1990) in Peter (2011:44) also suggest that the nondirective approach to supervision should be employed when a teacher or group of teachers has full responsibility for carrying out a decision or care about solving a problem and the supervisor has little involvement. When supervisor has little knowledge and expertise about an issue, he/she can still employ the collaborative approach. On such occasions, the supervisor should not lead the discussion, but rather solicit opinions, asked for clarification, reflect on issues being discussed and present his/her opinions and suggestions.

2.6. Supervisory skills:

According to Emmanuel (2014:276) skills and abilities required from the supervisors are:

A) Conceptual ability:

The supervisor should have conceptual ability to think about what the work entails and how people will be affected. This relates to understanding of the job requirement, people and work environment.

B) Supervisory interpersonal skill:

Supervisor needs to be able to understand relationship between people, their individual needs, perception, attitudes and behaviors. The individual differences of these various interpersonal skills should be noted.

C) Effective Communication:

The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness.

D) Control:

Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times people deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved.

2.6.1 Technical skill:

Technical skill is proficiency in a specific activity that involves methods, processes, procedures or techniques. Individual performers expect their supervisor to be able to help them with technical problems. (Drsakthivel, 2008:40). Technical skill implies an understanding of and proficiency in a specific kind of activity particularly one involving methods, processes, procedures or techniques. It consists specialized knowledge and ability to perform and helps to accomplish the mechanical demanded in performing a particular job such as pupils and looking into general working techniques of scholars.

2.6.2 Human skill:

It refers to interpersonal skills. It is the school administrators ability to work effectively with and through other people on a one to one basis and in a group setting. It requires an understanding of one's self and group dynamics and the ability to motivate other people either as individuals or groups. Omemu (2015:58). Human skill is the ability to work with, understand, motivate and communicate with individuals and groups. Human skill also includes the ability to communicate with people, to resolve conflict and to discipline. Since the supervisor's job involves constant interaction with people human skills are essential.

2.6.3 Conceptual skills:

Conceptual skill relates to the ability to integrate and coordinate the organizations activity. 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 parts of the organization can cause a change in another part. It is the ability to view the organization as a whole: recognizing how the various functions of the organization depend on one another and how changes in any one part affect all

the other, smoothies, in order to advance the overall welfare of the total organization, the supervisor be to master the conceptual skill.

2.7 Challenges of supervisors:

Supervisors in various countries are facing different challenges. De Grauwe (2001:13) indicated that, some of the problems are related to the organization of the service and others are related to the lack of resources. DeGrauwe further indicated that, the challenges are repeatedly complained by the Supervisors and are evidence based.

2.7.1 Organizational problems:

- A) The work load:
- B) Inadequate Support from education administration:
- C) Lack of authority
- D) Lack of resources:
- E) Lack of office equipment
- F) Lack of criteria

2.8 Supervisory option:

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher and interests differ. (Sergiovani and starratt, 2002:27).Instructional supervision process must meet the unique needs of all teachers being supervised because; matching supervisory approaches to individual need.

2.8.1 Clinical Supervision:

Clinical supervision is a systematic, sequential and cyclic supervisory process that involves the interactions between the supervisors and teachers. Gold hammer etal (1993) in (Benjamin,2003:27)stated that clinical supervision means that there is a face to face relationship of supervisor with teachers, through in the past it has been conducted at a distance, with little or no direct teacher contact. Methods of clinical supervision can include group supervision between several supervisors and a teacher or a supervisor and a several teachers. Pajak, (2002) in (Benjamin, 2003: 27). One of first advocates of clinical supervision, cogan (1973) in Benjamin (2003:27) defined clinical supervision as; the rational and practice designed to improve the teachers classroom performance. It takes its principal data from the events of the class room. The analysis of these data and relationship between teacher and supervisor form the basis of the program, procedures and strategies designed to improve the students learning by improving the teacher's classroom behavior.

According to Gold hammer (1969) in (Manas, 2012:61) clinical supervision proposed in to five stage process as the following:

- 1) Pre observation conference:

According to Lovell and Wiles (1983) in (Manas, 2012:61) the pre observation conference (behavior system) provides an opportunity for the supervisors and teachers to establish relationships mutual trust and respect. The teacher and supervisor get to know each other as

follow professionals. So that, it is essential to the establishment of the foundation for the observation and analysis of teaching.

2) Class room observation:

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help his/her test reality, the reality of his/her own perceptions and judgments about teaching. Acheson and Gall (1997) in (Manas, 2012:62) agree that the selection of an observation instrument will help sharpen the teachers thinking about instruction. The condition under which observations made is very important to the teachers.

3) Analysis of the observation:

As soon as the observation has conducted, the supervisor organizes their observation data in to clear discipline for feedback to the teacher, collect, analyze and present data gathered during class room observations for post observation conferences, with the goal strengthening instruction to improve student achievement. Click man (2006) and Zepeda (2007) in (Manas, 2012:62).

4) Post observation conference:

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Teachers are likely to change their instructional behaviors on their own after their class room has been described to them by a supervisor whether or not any positive change occurs depends on the quality of feedback that is provided. Sullivan and Glanz (2002) in (Manas, 2012:62).

5) Post conference analysis:

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self-improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference and the effectiveness of the strategies used the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. (Manas, 2012:63). In this stage Reavis (1978) in (Manas, 2012:63) stated the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way.

2.8.2 Collegial supervision

It is a cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback and action research projects. Supervisor helps to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include monitoring, cognitive, coaching and peer coaching. In this option supervisors role is that of active participation in working the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions.

2.8.3. Self-Directed supervision:

Individual approaches to supervision ideal for teachers who prefer to work alone or who because of scheduling or other difficulties are unable to work with other teachers. This supervisory technique is efficient in use of time less costly and less demanding in its reliance on others than the case with other technique. In self-directed supervision teachers work alone by assuming responsibility for their own professional development developing yearly plan depends on setting goals. Through these practices teachers are assessing their goals and take remedy action. But the designed supervisors should responsible for ensuring that plan and selected improvement targeted are both realistic and attainable. Nets net (2014:19).Self-directed supervision is another current model of supervision. Sergiovanni and starratt (1993) in Manas (2012:62).In this approach, teachers set goals for their own professional development and present a plan achieving these goals to a supervisor. At the end of specified period of time the teacher and supervisor conference to review data that represents the teachers work towards the goal and reflect upon what was learned before setting a new set of goals.

2.8.4 Informal Supervision:

Informal supervision is comprised of causal encounters that occur between supervisors and relationship teachers and is characterized by frequent informal visits to teachers about their work and other in formal activities. Typically no appointments are made and class room visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case. (Manas, 2012:62) and Netsanet, 2014:19). Successful informal supervision requires that certain expectations be accepted by teachers, principals and supervisors are indicated first and for most leader or principal's teachers and thus have a right and responsibility to be a part of all the teachers that takes place in the school. They are instructional practice to every teacher in every class room for every teaching and learning situation. When informal supervision is properly in place supervisors are viewed as relatively common fixtures in class rooms coming and going as part of the natural flow of the schools daily work. (Netsanet, 2014:19).

2.8.5 Inquiry based supervision:

Both problem solving and researching are at the heart of inquiry based supervision .With inquiry based supervision teachers either work alone or with others to engage in action research. Mixing the work action and research provide a different image of research than the typical one hunches are formulated about what the cause of these problem and how it can be solved. The teacher either alone or with colleagues then develops a plan to investigate one or more of these hunches and the plan modules collecting information data or other evidence about the situation. (Netsanet, 2014:20). Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems.

2.9 Quality of good supervisor.

- A) Education
- B) Training
- C) Leadership
- D) Personality

- E) Scientific outlook
- F) Ability to do and get work done
- G) Self Confidence
- H) Honesty
- I) Technical proficiency

2.11 Functions of supervision

John Dawson (1926) supervision functions and characteristics of a good supervisor/ stated that the functions of supervision in the following terms:

- 1)Administrative: the promotion and maintenance of good standards of work, coordination of practice with policies of administration, the assurance of an efficient and smooth running office;
- 2) Educational: the educational development of each individual worker on the staff in a manner calculated to evoke his/her fully to realize possibilities of use fullness;
- 3) Supportive: the maintenance of harmonious working relationships, the cultivation of esprit de corps (morale of the group or team spirit).

Supervision promotes a clear understanding of capacity building of individuals and provides a leadership and strategic thinking in order to implement work related tasks, understanding function, role and authority of the position held involves openness, particularly open interaction and honest communication. (Bordas,2001).Therefore, supervision should:

Improve the quality of decision making and interventions

Enable effective line management and organizational accountability

Identify and address issues related to case loads and work load management

Help to identify and achieve personal learning career and department opportunities

According to Wenson and Creamer supervision functions and characteristics of a good supervisor/.A supervisor is often called upon to make decisions based upon the knowledge and skills which have been acquired through the years of professional involvement. A supervisor must serve many functions. Among these are:

Articulating and achieving the unit's missions and needs.

- Fostering individual development.
- Developing team work capabilities and group resources.
- Coordinating working activities.

CHAPTER THREE

3.1 RESEARCH DESIGN

The research design refers to the choice and use of particular strategies and tools for data gathering and analysis. To attain this purpose the proposed study was employee descriptive survey research design. Because descriptive survey design is suitable for describing the participant's opinion, attitudes and feeling towards the variables of the school practice and challenges of supervision in selam primary school.

3.2 Research method

In this study descriptive survey method was selected to collect quantitative data and qualitative data would be collected through interview. Descriptive survey was used to collect quantitative data and interview was use to collect qualitative data.

3.3 Sources of data

This proposed study was use both primary and secondary sources of data in identifying the school practice and challenges of supervision in selam primary school.

3.3.1 Primary source of data

Primary data was obtained from the senior teachers, principals, department heads and education officer because they was expected rich in first-hand information about the school practice and challenges of supervision in selam primary school.

3.3.2 Secondary Source of data

The secondary data would be include school supervision related documents, check list of supervision, teachers portfolios, guide lines available in city administration and schools.

3.4 Sample size, Sample techniques and population

The one primary schools were selected from primary schools of Shashamane City administration for this study. The targeted population of this study was teachers, supervisors, department heads and educational officer. The total population was 97. From this, 94 were teachers, and department heads. The other one was 1,principal 1,supervisor and 1. Vice principal. 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. From total population 16 teachers selected by random sampling, 1principals, 1 supervisor and 1 Vice principal were selected purposively as the sample of the study because they were small in numbers. In order to obtain reliable data for study used various sampling techniques would be employed.

3.7 Instrument of data collection

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

3.5.1 Questionnaire

The researcher distributed 16 questionnaire sheets to 16 participants because the data provided from questionnaire was the most comfortable to analyze and interpreted than data collected by other instruments.

3.5.2 Interview

Interview was conducted to get qualitative information to study and it was conducted with 1 supervisor, 1 Vice principal, 1 principals and 1 department heads because they were small in number. The data gathered from interviews were analyzed by narration. The interview was conducted by Afan Oromo in order to get additional information to questionnaire.

CHAPTER FOUR

4. 1 DATA ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the practice of supervision and challenges encountered during the implantation of supervision in Salam primary schools of Shashamane city administration. This chapter deals with the data analysis and interpretation.

Table 1 Characteristics of respondents

Variables			Teachers		Depart ment head		Unit leader		Vice principal		Principal		Supervisor		WoE	
No			No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Sex	Male	11	68.75	2	22.2	-	-	-	-	1	100	-	-	1	100%
		Female	5	31.25	-	-	-	-	-	-	-	-	1	100	-	-
		Total	16	17.4	2	22.2	-	-	-	-	1	100	1	100	1	100%
2	Age	20-25	14	14.9	-	-	-	-	-	-	-	-	-	-	-	-
		26-30	38	40.5	1	11.1	-	-	-	-	-	-	-	-	1	100
		31-35	31	32.9	1	11.1	-	-	-	-	-	-	1	100	-	-
		36-40	11	11.7	-	-	-	-	-	-	1	100	-	-	-	-
		41-45	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		>46	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Education level	MA	27	28.7	-	-	-	-	-	-	-	-	-	-	-	
		BA	55	58.5	-	-	-	-	-	-	1	100	1	100	1	100%

		Diploma	12	12.7	2	22.2	-	-	-	-	-	-	-	-	-	-
		Certificate	-	-	-	-	-	-	-	-	-	-	-	-	-	-

4.2 Data presentation and analysis

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 supervisors 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 2 Teachers view on planning of supervision

	Item	Respondents		
			Teachers	
			No	%
1	Supervisors help teachers to formulate instructional Objective	Yes	13	81.25
		No	3	18.75
		Total	16	100
2	Supervisors help teachers to prepare Weekly and annual lesson plan	Yes	12	75
		No	4	25
		Total	16	100
3	Supervisors try to improve teachers skill in class room management	Yes	14	87.5
		No	2	12.5

		Total	16	100
4	Supervisors visit schools and teachers activities based on prepared plan	Yes	15	93.75
		No	1	6.25
		Total	16	100
5	Supervisors allow teachers to participate in school improvement	Yes	13	81.25
		No	3	18.75
		Total	16	100
6	Supervisors allocate time for class room observation	Yes	12	75
		No	4	25
		Total	16	100
7	School management allocate budget for supervision before implementing planned program to action	Yes	10	62.5
		No	6	37.5
		Total	16	100

Item 1, in table 2, shows that 13(81.25%) of teachers responded that, school supervisors helped the teachers to formulate appropriate instructional objectives in teaching process, 3(18.75%) of teachers responded. So from these responses, majority (81.25%) of respondents that, supervisors helped teachers to formulate appropriate instructional objectives.

In the Same **table, item2,** 12(75%) of teachers responded that, the supervisors helped teachers to prepare weekly and annual lesson plan for teaching learning process. But 4(25%) 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,** 14(87.5%) of teachers responded that, supervisors try to improve teachers skill in class room management. But 2(12.5%) of teachers responded that, supervisors did not try to improve teachers skill in class room management skill. Also 14(87.5%) responded that, the supervisors try to improve teachers class room skill in primary schools. This indicated

that, there was a high support of supervisors to improve class room management skills among teachers.

In **table item, 4**, 15(93.75%) of teachers responded that, supervisors visit the schools and teachers activities based on prepared plan. But 1(6.25%) 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 the same **table item 5**, 13(81.25%) of teachers responded that, supervisors allow teachers to participate in school improvement plan. But, 3(18.75%) of teachers responded that, supervisors did not allow teachers to participate in school improvement plan. These responses indicated that, supervisors in primary schools of Shashamane City administration allow teachers to participate in their school improvement plan.

In **table item 6**, in the same table 12(75%) of teachers responded that, supervisors allocate their time for class room observation. But, 4(25%) of teachers responded that, the school supervisors not allocate time for class room observation. This indicated that, supervisors allocated time for class room observation.

In **table item 7**, assess the allocation of budget for supervision by school by school management before implementation of supervision. From total teachers 10(62.5%) of respondents choose "yes" and 6(37.5%) of respondents responded "no". This indicates that, the school managements do not allocate budgets for supervision before implementing planned program to action. .This means, the school administration in Shashamane City administration do not allocate budget and time improperly to school supervision.

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 Supervisory options use in schools

Table 3 Teachers view on supervisory option.

No	Item	Very high		High		Medium		Low		Very low		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Implementation of face to face/ clinical supervision for teachers to improve	5	31.25	6	37.5	3	18.75	2	12.5	-	-	16	100

	class performance	room											
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Item 1, in table3, assess whether supervisors implement face to face/clinical supervision in their school or not. 5(31.25%) of teachers responded that, supervisors implement clinical supervision very highly; 6(37.5%) of teachers responded that, supervisors implemented clinical supervision highly; 3(18.75%) of teachers responded that, the implementation of clinical supervision is medium, 2(12.5%) of teachers responded that, clinical supervision was implemented lowly. This shows that, the implementation of clinical supervision in Primary school of Shashamane city administration is medium.

4.4 Challenges against the implementation of supervision.

Table4. Teachers view on challenges of supervision

No	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1	2	12.5	2	12.5	2	12.5	6	37.5	4	25	16	100
2	2	12.5	2	12.5	-	-	6	37.5	4	25	16	100
3	-	-	4	25	-	-	5	31.25	7	43.75	16	100
4	5	31.25	2	12.5	-	-	5	31.25	4	25	16	100
5	5	31.25	4	25	2	12.5	4	25	1	6.25	16	100
6	4	25	2	12.5	8	50	2	12.5	-	-	16	100
7	4	25	2	12.5	2	12.5	5	31.25	3	18.75	16	100
8	8	50	2	12.5	4	25	2	12.5	-	-	16	100

9	2	12.5	6	37.5	4	25	2	25	2	25	16	100
10	-	-	4	25	2	12.5	4	25	6	37.5	16	100

Item 1 in table 4 above, designed to assess whether teachers accept their limitation or not. 2(12.5%) of teachers responded that, they are strongly agree on teachers un acceptance of their limitation, 2(12.5%) of respondents agree, 2(12.5%) of respondents responded undecided, 6(37.5%) of respondents disagree; 4(25%) of respondents strongly disagree. This indicates that, there is teacher's resistance to accept their limitation in primary schools of city administration.

The respondent response for interview about teacher's resistance indicated that there was teacher resistance to accept their limitation, when supervisors tell their limitation after observation. They do not accept their limitation correctly to strengths their weakness in teaching process. Because of the implementation of collegial supervision, they do not convenience them self to accept and correct their limitation.

Item 2 in table 5 above, designed to assess whether supervisors are competent enough or not. 4(25%) of teachers strong agree that the supervisors are incompetent enough; 2(12.5%) of teachers are agree; no teachers were undecided; 6(37.5%) of teachers were disagree; 4(25%) of teachers were strongly disagree. This shows that, supervisors in primary school of Shashamane City administration are not incompetent enough to help other teachers.

In the same table item 3, assess whether the relationship between teachers and supervisors good or poor. no teachers responded that, they are strongly agree with poor relationship between supervisor and teachers 4(25%) of teachers agree, 5(31.25%) of teachers disagree and 7(43.75%) of teachers strongly disagree. As majority 7(43.75%) of respondents responded, the relationship between supervisor and teachers are poor in primary schools of Shashamane City administration.

Item 4 in table 5, assess whether the staff of supervision is inadequate or adequate. 5(31.25%) of teachers strongly agree to inadequate staff for supervision; 2(25%) of teachers agree; no teachers undecided; 5(31.25%) of teachers disagree; 4(25%) of teachers strongly disagree. This shows that, as majority 5(31.25%) of respondents disagree inadequate staff for supervision is a challenge of supervision in primary schools of Shashamane City administration.

Item 5 in table 5, identify whether task over load of supervision exist or not. 5(31.25%) of teachers strongly agree to work overload of supervision in school; 4(25%) of teachers agree; 2(12.5%) of teachers undecided; 4(25%) of teachers disagree; 1(6.25%) of teachers strongly

disagree. This shows that supervisors are highly over loaded by class room activities and administration tasks in schools.

Item 6 in the same table, assess whether the teachers are resistant against supervision activities or not. 4(25%) of teachers strongly agree, 2(12.5%) of teachers agree that teachers resist against supervision activities, 8(50%) of teachers undecided, 2(12.5%) of teachers disagree and no teachers strongly disagree. Majority, 8(50%) of respondents disagree to teachers resistance to supervision activities. This shows that, there is resistant of teachers against supervision practice in primary schools of Shashamane City administration.

Item 7, in table5 assess whether absence of relevant supervision manual and guide line in schools. 4(25%) of teachers strongly agree, 2(25%) of teachers agree, 2(25%) of teachers undecided, 5(31.25%) of teachers disagree, 3(18.75%) of teachers are strongly disagree. This shows that, the absence of relevant supervision manual and guide line is the challenges of supervision implementation in primary schools of Shashamane City administration.

Also according to data gathered through interview and document analysis the absence of relevant supervision manual and guide line for supervisors one major challenges of the supervision implementation in primary schools of Shashamane City administration. As most respondent's response a few supervision manuals exist in their office.

In the same table item 8 designed to assess whether the allocated budget for supervision is insufficient or not.8 (50%) of teachers strongly agree, 2(12.5%) of teachers agree, 4(25%) of teachers undecided, 2(25%) disagree and no teachers strongly disagree. This shows that, the allocated budget for supervision in primary schools is sufficient.

In the table 5, item 9, 2(12.5%) of teachers strongly agree that there is lack of follow up the activities of teachers by supervisor, 6(37.5%) of teachers agree, 4(25%) respondents undecided, 2(12.5%) of teachers disagree and 2(25%) of teachers strongly disagree. As majority 6(37.5%) of respondents agree lack of follow up the teachers activities by supervisor is this challenges of supervision implementation in primary schools of Shashamane City administration.

Also item 10, in table 5, assess whether low teachers moral see exist or not. No teachers strongly agree, 4(25%) of teachers agree, 2(12.5%) of teachers undecided, 4(25%) of teachers disagree and 6(37.5%) of teachers strongly disagree. This shows that, there are no low moral teachers that affect supervision implementation in primary school of Shashamane City.

The respondent's response for interview questions about supervision challenges face in primary schools indicated that, work over load, lack of internal supervision motivation, and low teachers experience on preparing lesson plan, low knowledge on subject matter, supervisors meeting load, low supervision skill and experience in supervision.

Also suggestions given to the problems of supervision from respondent's views are: increase supervisors skills on supervision through giving short term training by supervisors and colleges to motivate teachers and change their attitude to look supervision as supporting process rather than directive, by sharing experience from other schools and by increase the relationship between teachers and supervisor.

4.4.2 Measures taken by supervisors

The respondents were asked about measures taken by supervisors and woreda education office in an interview lesson. They responded that, supervisors observe teachers and help them to improve the teaching learning process. They tried to improve through systems of supervision and evaluation process; they help teachers to become aware of instructional and class room management patterns and also they focus on collective analysis of students learning. They were improving both teaching and learning by creating a collaborative culture and collaborative responsibility of professional learning. They organized staff in to meaningful.

CHAPTER FIVE

5. Summary, conclusion and recommendations

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

5.1 Summary of the finding

The main purpose of the study was to assess the current practice and challenges of supervision in primary school of Shashamane City administration. The study was conducted in one (1) primary schools of Shashamane City administration to assess the practice and challenges of supervision with the following objectives:

To identify the major challenges of instructional supervision faces in its implementation.

To identify the measures taken by supervisors to improve supervision service in the schools.

To identify the degree of supervision practice and implementation.

To assess the types of supervision models and supervisory options used in schools.

In order to meet these objectives the study was guided by the following basic research questions:

- 1) What is the practice of supervision looks like in primary schools?
- 2) What are the major challenges that affect school supervision while implementing it?
- 3) What types of supervision models and options emphasized in schools?

Majority (81.25%) of teachers responded that, supervisors help teachers to formulate appropriate instructional objectives.

Seventh five (75%) of teachers responded that, supervisors help teachers to formulate Weekly and annual plan.

About eighty fifth 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 31.25% of teachers responded that, Supervisors did some time consider the developmental stages of individual teachers.

Thirty seven point five (37.5%) of teachers responded that, clinical supervision was highly implemented in primary schools of Shashamane City administration.

Fifty percent (50%) of teachers responded that, supervisors highly use supervisory options like collegial, clinical, informal and self directed supervision based on situation of the schools.

Twenty five percent (25%) of teachers responded that, supervisors in primary schools some time use inspection models.

Regarding factors that affect school supervision 25% of teachers strongly agree and 11.1% of teachers agree on that, supervisors were incompetent enough, 12.5% of teachers agree on poor relationship between supervisor and teachers and no of teachers strongly agree on poor relationship between supervisor and teachers in their schools;12.5% of teachers agree and 33.3% of teachers strongly agree on inadequate staff for supervision in their schools;25% of teachers strongly agree and 31.25% of teachers agree to work over load of supervision;12.5 % of teachers agree and 12.5 % of teachers to absence of relevant supervision manual and guide line;50% of teachers agree and 12.5% of teachers strongly agree to insufficient allocated budget for supervisory program;25% of teachers agree and no 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 in primary schools of Shashamane City administration.

5.2 Conclusions

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 supervision in primary schools.

- 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. We 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 suggested 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, supervision practice in Shashamane City administration allow teachers to participate in school improvement program and conduct clinical supervision phase of pre observation, observation and post observation conference they conduct class room observation.

5.3 Recommendations

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

- 1) Schools are back bone of any social, cultural, and economic development of every country 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 primary schools of Shashamane City administration 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 Shashamane City administration should facilitate to supervisors because supervision is not achieved as expected plan without fulfillment of facilities.
- 3) The woreda education, school administrations and city administration should supply the relevant manual and guide lines for supervisors to guide them how supervision service should practiced 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 Shashamane City 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 A

WOLKITE UNIVERSITY

College of Education and Behavioral Sciences

Department of Educational planning and Management

Questionnaire for Teachers

The purpose of this questionnaire's was to collect data for the study entitled the practice and challenges of supervision in the public primary school of Shashamane City administration.

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) Genera 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 ☐ 31_35 ☐
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 ☐ ☐

Part III 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					
5	Supervisors use the above supervision option based on situation					

Part V Challenges of supervision in primary schools

1) strongly disagree (SD); 2) Disagree (D) ,3) undecided (U),4) agree (A) 5) Strongly agree(SA)

no	Items	SA	A	U	D	SD
1	Teachers did not accept their limitation					
2	Supervisors are incompetent enough to help other teachers					
3	Poor relationship between supervisor and teachers					
4	Inadequate staff					
5	Supervisors are over loaded with classroom activities and administrative tasks					
6	Teachers are resistant to supervisory activities					
7	Absence of relevant supervision manual and guide lines in the school					
8	Insufficient allocated budget for the supervisory program					
9	Lack of follow up the activities of teachers by supervisor					
10	Low teachers morale					

Part VI supervision models

Key; N= never, Some time= ST,most time MT ,usually

=U,always (A)

No	Item	always	usually	Most time	Sometime	Never
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					

Appendix B

WOLKITE UNIVERSITY

College of Education and Behavioral Sciences

Department of Educational planning and Management

Interview Questions

Interview questions for principals, supervisors and education officer

- 1) What is implement face to face/clinical supervision looks like in your schools?
- 2) What is clinical supervision means?
- 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? What kind of suggestions do you give to those problems?