



WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**THE PRACTICE AND CHALLENGES OF SUPERVISION IN GASSORE PRIMARY
SCHOOL OF GUBRE SUB-CITY**

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Abstract

The purpose of study was to examine the practice and challenges of supervision in Gassore Primary School of Gubre Sub city. To conduct the study, descriptive survey was employed and qualitative data was collected through interview and quantitative was collected by using questionnaire. Purposive sampling technique was employed to select the principals an,

supervisor because they are small in number. The school were selected through random sampling techniques in order to save time and money. To this end one(1) primary school selected randomly. From these school, one principal and 2 vice principals and 1 supervisor were selected purposely because they are small in number but 20 teachers were selected through random sampling because they are large in number. Totally, 1principals, 1 supervisor, and 20 teachers were included in this study. Questionnaire, interview and document analysis were the main data gathering instruments for this study. Thus 20 teachers filled the questionnaire. An interview was also conducted to enrich the qualitative data as a result 2 principals, 1 supervisor,were interviewed 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 supervisor, 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 should take appropriate measures including supply of adequate financial support to supervision and supply written materials like relevant manuals and guide lines to supervisors.

ACRONYMS

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
WOE Woreda Education office

CHAPTER ONE

INTRODUCTION

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. Todoru (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.(Ameria jaber(2015).

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) 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.(Bernard 2008:1).

Supervision is a key factor for ensuring the good functioning of the primary 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 under gone

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).

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, there are some problems associated with the supervision and assessment of student teachers while they are doing teaching practice. 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 which 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 lacks control of the methods of teaching to be used, it doesn't commit to bring quality to students learning. If teachers do not commit themselves to use the teaching method suited to the content to be delivered, it results in less skilled manpower production that becomes less effective in solving the problems of the community in particular and society at large. (UNESCO, 2006:4_5).

In this study area there is no research done by this title. The gaps that affect the improvement of quality education on the side of instructional supervision practice are; principals did not exert much effort for the successful instructional improvement of teachers with the help of instructional supervisors did not provide professional support to teachers to improve their limitations peacefully, beginner teachers did not use student-centered teaching methods. (UNESCO, 2006:6).

Due to these reasons the researcher intended to assess the practice and challenges of supervision in Gubre Sub-city Gassore primary School.

1.3 Basic Research Questions

In doing this, the researcher has raised the following basic research questions:

- 1) What is the practice of supervision like in primary schools?
- 2) What types of supervision models and options are emphasized in schools?
- 3) What are the major challenges that affect school supervision while implementing it?
- 4) What measures are taken by supervisors to improve supervision services in schools?

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 Gassore Primary School of Gubre Sub city.

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 schools.

To identify the degree of supervision practice and implementation.

to assess the types of supervision models used in schools.

1.4 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.

1.5 Delimitation of the study

This study would be delimited to Southren Nation Nationalitty Peoples of Regional State in wolkite city Gubre Sub-city Gassory Primary school to assessing the practice challenges of supervision. In wolkite city there are 14 primary and 3 in gubre sub city. The selected school to study was Gassory primary school because to conduct research in all school was difficult. So that the study was delimited to specific and manageable size of these one school.

1.6 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 sub city.

1.7 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

1.8 Operational definition Key terms

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

Primary School: Schools that provide primary education for eight years (1-8), which include primary first cycle (1-4) and primary second cycle (5-8) to prepare students for further general education and training

Instructional Supervision: The process of supervising a teacher in an instructional setting often involves direct assistance to improve the strategies of classroom practice through observation and evaluation of teacher performance.

Practices: To do something repeatedly in order to improve performance through instructional supervision.

CHAPTER TWO

2. LERTATURE REVIEW

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.Aonasany (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.(S.Aonasany (2002:1).

The term supervision is derived from the word “super video” meaning to oversee. Adepoju (1998) in S. Aonasany (2002:1) it is an interaction between at least two persons for the improvement of an activity. It is also a combination or integration of processes, procedures and conditions that are consciously designed to advance the work effectiveness of individuals and groups. Adepoju (1998) in S.Aonasany (2002:1) defines school supervision as the process bringing about improvement in instruction by working with people who are working with pupils. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Also according to S.Aonasany (2002:1) supervision in school is a vital process and combination of activities which is concerned with teaching and improvement of the teaching in the school frame work.

According to UNISCO(2006:6)external supervision is the work of inspectors, advisors , councilors, coordinators, facilitators, etc that are located outside school at local regional or central level. The common characteristics of all these officers involved in the external supervision are :I) explicitly responsible for control and support; II).locate outside the school; III) they regularly visit the school. Supervisors are indicated as managers that are responsible to oversee what is going on in the organization. Certo (2006:3). Also MOE (2012:3) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools but not part of line managers. From above definition it is clear that, supervision include many activities targeted toward achieving educational objectives.

The essence of supervision is therefore the monitoring of the performance of school staff, noting the merit and demerits and using benefitting and amicable techniques to ameliorate the flaws while still improving on the merits there by increasing the standard of schools and achieving educational goals. Thus the concern of educational supervision is the improvement in teaching and teaching environment in order to promote effective teacher performance and learning in school. Also Sailesh dharma (2012:34) views instructional

supervision as the actions that enables teachers the quality to improve instructions for students and as an act that improves relationship and meets both personal and organizational needs. And also describe instructional supervision as opportunities provided to teachers in developing their capacities towards contributing for student's academic success. Educational supervision has been defined as leading and collaborative processes, focusing on planning, inquiring, analyzing and assessing through scientific process. The concept educational supervision is to improve teaching and learning processes. It was important for supervisor to seek for the weaknesses in the teaching and learning processes in order to set plans and strategies to solve the problems. Ameira (2015:22).

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 provided professional and instructional guidance so as to achieve the schools predetermined educational goals.

2.2.2 Cooperation:

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

2.2.3 Consideration:

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

2.2.4 Creativity:

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

2.2.5 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).

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) 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.

From 1994, onwards, Supervision has been practiced in Ethiopia decentralized educational management.

Educational Supervision is recognized at the center (MOE), Regional, Zonal, Woreda and school levels. Instructional supervision at school level is practiced by Principals, deputy principals, department heads and senior teachers. 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.

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:

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).

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 power full.

2.4.3 Scientific Supervision model:

Scientific supervisory practices, the dominant model between the 1920s and 1950s, were advocated by Burton, Barr and Stevens in Sullivan and Glanz (2000:15).

According to Burton (1930) in Sullivan and Glanz (2011:15) recognized the usefulness of rating scales in some instances and he believed it was desirable to devise more objectively predetermined items to evaluate teaching procedures. The application of scientific principles is a part of a general movement to place supervision on professional basis. (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.

Also according to Peter (2011:31) the method of science should be applied to the study and practice of supervision and such the result of supervision must be measured.

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)

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.

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 supervisor might choose to use directive, collaborative or non-directive approaches when working with each other.

Peter had also observed the changing level of autonomy of supervises as they progressively gain experience Stoltenberg and Dilworth (1987) in Peter (2011:37) believe that beginning supervises may depend on the supervisor to diagnose clients (students) behavior and establish plans for remediation, where as intermediate supervises would depend on Supervisors for understanding of difficult clients but would sometimes chafe at suggestions. To them advanced supervises 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. However, the ideas come from supervisor.

Directive approach in clinical supervision is a reminiscent of the traditional form of supervision. It presumes that the supervisor is more knowledgeable about instructional procedures and strategies than the teacher and that his/her decisions are more effective than those of teachers in terms of instructional improvement. However, in the directive approach to supervision the supervisor employs the clinical techniques discussed above, especially a vast array of data collecting instruments. In the traditional model of supervision, all teachers are thought to be at the same level at the same time and are expected to use the same approach to teaching similar contents. The directive approach to clinical supervision does not emphasize faultfinding as practiced by inspectors in traditional supervision. (Sullivan, 2000:19) and (Peter, 2011:40). Peter (2011:41) suggests that the directive approach to supervision should be employed when dealing with new and in experienced teachers, (Glickman and Tamashiro, 1980, Glickman, 1990) in (Peter, 2011:41).

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)

Also according to Tesfaw (2012:10) teachers are the central focus of collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues.

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 non-directive approach to supervision is often

employed when dealing with experienced teachers. Peter, (2011:44) suggested that the non-directive 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 non-directive 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 peoples will be have. 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, peters and superior 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 meet 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 proficiently 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. (Netsenet,2014:13).Sergiovanni and Carner (1980) in Netsanet (2014:14) explained that in education, technical skill assumes an understanding of and proficiency in the method process, procedures and techniques of teaching and learning activates.

2.6.2 Human skill:

It refers to interpersonal skills. It is the school administration 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. (Dr Sakthivel, 2008:41).

A supervisory endowed with human skill is said to have the skill to generating a friendly and conductive climate that may render the well-being satisfaction of all members and the organization. He/she is approachable in such a way that teachers can fell to express problems of concern; he/she able to provide constructive criticism in a positive and friendly way; what is more he/she is able to decide the ty9pe of skills he/she develops in working with others. (Netsanet, 2014:14).

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. (Netsanet,2014:14).organization. eg.Theschool community and the educational programmer as a whole and understand how the various parts of the organization depend on one another and how a change in any of them can affect the whole system. (Omemu, 2015:59).

The meaning of quality is different depending on the kind of organization and the customers served. However, all activities in the organization should be directed towards delivering high quality. (Certo, 2006:7) and (UNSCO, 2007:2)

According to B.j.oju (2008:90) quality of education refers to the worth of education (with reference to its input, the teaching learning process and the output/outcome. It is measured against set standards and could either be seen as below, exactly or as above a given standards. Supervisor is all efforts of designed school officials towards providing leadership to teachers and

other educational works in the improvement of instruction. It involves the stimulation of professional growth and development of teachers, selecting and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. Through Supervision, in experienced teachers are assisted to grow, even the experienced ones through qualified, professionally competent and can be trusted still need to be supervised in order to continue to maintain the high standards. As a result of supervision, teachers learn to isolate and analyze their problems, develop confidence in their ability to solve problems, the ultimate goal of which is to improve instruction. (B.j ojo, 2008:94).

2.8 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.

2.8.1 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 crateria

2.9 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.

2.9.1 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). According to Tesfaw (2012:9) clinical supervision is face to face contact with teachers with the intent of improving instruction and increasing professional growth. It is a sequential, cyclic and systematic supervisory process which involves face to face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's class room instructions. The purpose of clinical supervision according to Geronima (2008) in Tesfaw (2012:9) is "to provide support to teachers (to assist) and gradually to increase teacher's abilities to be self supervising. The structure of clinical supervision that includes pre observation conference, class room observation, analysis and strategy, supervision conference and post conference analysis. In the process of clinical supervision, a one to one correspondence exists between improving class room instruction and increasing professional growth and for this reason, professional development and clinical supervision are inseparable concepts and activities. Sergiovanni and Starratt (2007) in (Tefaw, 2012:9).

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. This approach is most suitable because the expertise, confidence and credibility of the supervisor clearly outweigh information, experience and capabilities as cited by Glick Man et al(1998)in(Manas,2012:62) pre observation conference is more important than others that is the framework for observation is developed and an agreement reached between supervisor and teacher governing the process that subsequently unfolds. This phase of the conference concludes with teachers and learning agendas to be studied. (Nestinet, 2014:17).

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. Most teachers prefer the supervisor to notify them of the visit so that they can prepare their lesson. If supervisor were to spend more of their energy in the class room visits followed by helpful conference, teacher would probably have more friendly attitudes toward supervision. There is no other equally important choice than class room visit for the betterment of instruction. Class room

observation is a valuable means to obtain first hand information and experience of the class room atmosphere. (Manas, 2012:61).

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.

2.9.2 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. (Manas, 2012:62). Cooperative professional development collegial supervision can take many different forms. In some schools teachers might be organized in to teachers would have an opportunity to indirect with which they might like to work. Often at least one member of the team is selected by the principal or the supervisor but there are no rigid rules for selecting teams. Once formed the team may choose the work. Together in a number of ways ranges from

clinical supervision to less intensive and more informal process. (Manas, 2012:62), (Omemu, 2015:12) and (Netsanet, 2014:19).

2.9.3. 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 depend 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. Netsanet (2014:19) .Self directed supervision is another current model of supervision. Sergiovanni and starratt (1993) in Manas (2012:62). Others refer this as goal setting or performance objective model. This model describes idea of helping the teacher is seen as one that makes the supervisor as a know all and the supervise as a seek of help. Manas (2012:62). Fanselow (1990) in Manas, (2012:62) starts by exploring of there could be a more reasoned method of benefiting a teacher in training. He proposed that, teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus, concluded that, where as the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

2.9.4 Informal Supervision:

Informal supervision is comprised of causal encounters that occur between supervisors and r\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).

2.9.5 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. Florencetal in (Sergovanni and Starratt ,2002:21) describe action research as a process aimed at discovering new ideas or practice as well as testing old ones, exploring or establishing relationships between cause effects or of systematically gaining evidence about the nature of a particular problem.

2.10 Functions of supervision

John Dawson (1926) in 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 man calculated to evoke his/her fully to realize possibilities of use fullness;
- 3) Supportive: the maintenance of harmonious working relationships, the cultivation of esprit decorps (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. (Borders,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 (1997) in supervision functions and characteristics of a good supervisor/.A supervisor is often called up on to make decisions based upon the knowledge and skills which have been acquired through the years of professional involvement.

CHAPTER THREE

3.1 RESEARCH DESIGN

The research design of this study is descriptive method because it involves asking many people about particular issues in order to identify analysis the practice and challenges of school based on supervision more over,descriptive research design makes possible the predication of true future on the basis of findings on previling conditions. Descriptive research gives a better and deeper understanding of phenomenon which helps as a fact finding method with adequate and accurate interpretation of the findings.(McLellan(2001,p.2).

Quantitative design particularly descriptive survey is employed to study the problem. This is because sufficient information concerning practice challenges of supervision. In addition descriptive survey helps to draw valid generalization and conclusions (Yalew, 2004:23)

The term descriptive research refers to the type of research question design and data analysis that applied to a given topic. This research design allows to describe the status and to obtain complete description of supervision practice and challenges in the sample school of Gassory General Primary School of Gubre sub-city administration.

3.2 Research method

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

3.3 Sources of data

The relevant data was generated from both primary and secondary source of data.

3.3.1 Primary source of data

The primary data was collected from principals and Teachers who involves or direct contact with the study issue through questionnaire and interview.

3.3.2 Secondary Source of data

The secondary data would be include school supervision related documents, check list of supervision, teachers portfolios and guide lines

3.4 Sample size, Sample techniques and population

In wolkite city there are 14 primary and 3 in gubre sub city. The Gassory primary school was selected from three namely Gassory, abba Fransoa and Aone chigora primary schools of Gubre sub city by using simle random sampling for this study the targeted population was teachers, supervisor and principals. The total population was 72. From this 68,were teachers. The other 3

are school principals, (1)was supervisor . In order to save cost and give equal chance for all participants from total population the researcher used simple random sampling for teachers and schools selection. From total population 20 teachers selected by random sampling, 3 principals, 1 supervisor were selected purposively as the sample of the study because they are small in numbers.

Table 1: Population and sample size of the study.

No	Samples	Total population	Sample size	Sampling techniques
1	Principals	3	1	Purposive
2	Supervisor	1	3	Purposive
3	Teachers	68	20	Simple random sampling

3.5 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 20 questionnaire sheets to 20 participants because the data provided from questionnaire was the most comfortable to analyze and interpreted than data collected by other instruments. The researcher used questionnaires to collect data from supervisor; school principals and teachers respondents.

Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost.

3.5.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face contact with the interviewer

Interview was conducted to get qualitative information to study and it was conducted with supervisor and principal because they were small in number. The data gathered from interviews were analyzed by narration.

Interview is a method of collecting facts or information from respondents in face to face interaction and it is one of the most popular techniques in educational research (Internationalization consistency,1999(1))

3.5.3 Document analysis

The researcher used document analyze as an instrument of data collection to get secondary source of data. The researcher was used documents related to supervision service: check list of

supervision service, teacher’s portfolio and guide lines available in school to get additional data to questionnaire and interviews

CHAPTER FOUR

4. 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 primary school of Gubre town city administration. This chapter deals with the data analysis and interpretation.

4.1 Characteristics of respondents

Table 1 Characteristics of respondents

Variables			Teachers		Vice principal		Principal		Supervisor	
No			No	%	No	%	No	%	No	%
1	Sex	Male	14	35	1	3	1	100	-	-
		Female	15	37.5	-	-	-	-	1	100
		Total	29	72.5	2	3	1	100	1	100
2	Age	20-25	2	5	-	-	-	-	-	-
		26-30	6	15	-	-	1	80	-	-
		31-35	2	5	1	2.5	-	-	-	-
		36-40	-	-	-	-	1	20	-	-
		41-45	-	-	-	-	-	-	-	-
		>46	18	45	1	2.5	-	-	-	-
3	Education level									
		Degree	20	2.5	1	2.5	1	100	1	100
		Diploma	28	70	1	2.5	-	-	-	-
		Certificate	-	-	-	-	-	-	-	-

Table, 1, illustrates that, the distribution of respondents by sex, age and qualification (educational level) of respondents. The characteristics of the respondents were summarized by using the variables, age, sex, qualification and current position.

In the Table 1, the sex composition of participant of the study indicates that about 15(37%) of them were male while the rest 14(35%) of them female. This suggest that, personal in education were dominated by male. However, the inclusion of 29(72.5%) of female participants helped to include some data from them.

From all of respondents, 24(60%) of them were above 46 age and 3(7.5%) of them were between 20-25 age, 8(17%) were between 36-40 age, 3(7.5%) were between 31-35 age, 1(2.5%) was between 36-40 ages and no respondents between 41-45 age. This implies that, most of the respondents are mature enough to provide data needed for the study. On the whole, more than 70% of respondents were mature enough to give the information needed.

Concerning qualification of respondents, in Table 1, item3, 95% of respondents from total teachers, vice principals are degree holders. On the other hand 1(100%) supervisor, 1(100%) principal was a degree holder. Concerning current position of the respondents about 29 (62%) of them were teachers , 1(4.3%) was vice principal, 1(10.64%) was principal, 1(2%) was supervisor and 1(2%) was education officer were the participants of the study. This suggest that, all of the respondents are from education sector and they are a core people for the study to provided data needed to the study and they are mature to give relevant data to the researcher.

4.2 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	36	90
		No	4	10
		Total	40	100
2	Supervisors help teachers to prepare Weekly and annual lesson plan	Yes	32	80
		No	8	20
		Total	40	100
3	Supervisors try to improve teachers skill in class room management	Yes	100	
		No	82.5	17.5
		Total	40	100
4	Supervisors visit schools and teachers activities based on prepared plan	Yes	35	87.5
		No	5	12.5
		Total	40	100
5	Supervisors allow teachers to participate in school improvement	Yes	36	90
		No	4	10
		No	5	12.5
		Total	40	100
6	Supervisors allocate time for class room observation	Yes	35	87.
		No	5	13
		Total	40	100
7	School management allocate budget for supervision before implementing planned program to action	Yes	15	37.5
		No	25	62.5
		Total	40	100

Item 1, in Table 2, shows that 36(90%) of teachers responded that, school supervisors helped the teachers to formulate appropriate instructional objectives in teaching process, 4(10%) of teachers responded no. So from these responses, majority (90%) of respondents responded that, supervisors helped teachers to formulate appropriate instructional objectives.

In the Same Table, item2, 32(80%) of teachers responded that, the supervisors helped teachers to prepare weekly and annual lesson plan for teaching learning process. But 8(20%) 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, 33(82.5%) of teachers responded that, supervisors try to improve teachers skill in class room management. But 7(17.5%) of teachers responded that, supervisors did not try to improve teachers skill in class room management skill. Also 33(82.5%) 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 2, item 4, 35(87.5%) of teachers responded that, supervisors visit the schools and teachers activities based on prepared plan. But 5(12.5%) 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, 36(90%) of teachers responded that, supervisors allow teachers to participate in school improvement plan. But, 4(10%) of teachers responded that, supervisors did not allow teachers to participate in school improvement plan. These responses indicated that, supervisors in primary schools of wolkite city administration allow teachers to participate in their school improvement plan.

In item 6, in the same Table 35(87.5%) of teachers responded that, supervisors allocate their time for class room observation. But, 5(12.5%) of teachers responded that, the school supervisors not allocate time for class room observation. This indicated that, supervisors allocated time for class room observation.

Item 7 in Table 2 assess the allocation of budget for supervision by school by school management before implementation of supervision. From total teachers 25(62.5%) of respondents choose "yes" and 15(37.5%) of respondents responded "no". This indicates that, the school managements allocate budgets for supervision before implementing planned program to action.This means, the school administration in gubre sub city allocate budget and time properly 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 practice of supervision

Table3, Teachers view on practice of supervision

No	Items	always		usually		Some time		Never	
		No	%	No	%	No	N%	No	%
1	Supervisors make clear rule ,regulation ,procedures and police of the school	8	20	13	32.5	16	40	3	7.5
2	Conduct pre observation conference	8	20	17	42.5	13	32.5	2	5
3	Observe teachers throughout time allocated for class room observation	3	7.5	18	45	19	47.5	-	-
4	Conduct post observation conference	4	10	18	45	17	42.5	1	2.5
5	Provide constructive feedback after class room observation	9	22.5	14	35	16	40	1	2.5
6	Set strategies for future improvement of supervision	7	17.5	14	35	15	37.5	4	10
7	Arrange inter school visitation to share good practice and experience	2	5	13	32.5	23	57.5	2	5
8	Evaluate school performance to give feedback to improvement	6	15	15	37.5	17	42.5	2	5
9	Supervisory practice consider the developmental stage of individual teachers	2	5	10	25	16	40	12	30
10	Supervisors should promote trust among teachers	7	17.5	14	35	15	37.5	4	10

11	Beginning teachers received equate supervision	2	5	11	27.5	19	47.5	8	20
12	Supervisors were facilitate professional growth of teachers through short term training	4	10	12	30	21	52.5	3	7.5
13	Supervisors support teachers in doing action research, supportive material and text book evaluation	2	5	5	12.5	16	40	17	42.5
14	Supervisors coordinate teachers to meet and learn from each other	6	15	10	25	20	50	4	10

Table3 indicated the practice of educational supervision in primary school of gubre subcity. As shown in table 3, item1, respondents were asked whether their supervisor make clear rules, regulation, procedures and policies school. In line to this, 16(40%) of teachers responded some time, 13(32.5%) of teachers responded usually, 8(20%) of teachers responded always and 3(7.5%) of teachers responded never. This indicates that, the supervisors some time make clear rule, regulations, procedures and policies of the school but not at all.

Item 2, in the Table 3 assess whether the supervisors conduct pre observation conference or not. 17(42.5%) of teachers responded that, supervisors usually conduct preservation conference; 8(20%) of teachers responded that, supervisors always conduct preservation conference, 13(32.5%) of teachers responded that, supervisors some time conduct preobservation conferences, in contrary to this, 2(5%) of teachers responded that, supervisors never conduct pre observation conference before conducting class room observation. This shows that, supervisors in primary schools of gubre sub city conduct pre observation conference before conducting class room observation.

Item 3 in Table 3, try to assess whether the supervisors observing with in allocated time for class room observation. 19(47.5%) of teachers responded that, supervisors some time observe throughout allocated time for class room observation, 17(42.5%) of teachers responded that, supervisors usually observing teachers with in allocated time for class room observation, 3(7.5%) of teachers responded that, supervisors always observing teachers with in allocated time for class room observation and there is no respondents responded never. As majority, 19(47.5%) of respondents responded supervisors in primary schools of gassore primary school some time observe with in allocated time for class room observation.

Item 4, in Table3, assess whether supervisors are conduct post observation conference or not. 4(10%) of teachers responded that, supervisors always conduct post observation conference,

18(45%) of teachers responded that, supervisors usually conduct post observation conference, 17(42.5%) of teachers responded that, supervisors some time conduct post observation conference in their school. These responses indicate that, supervisors usually conduct post observation conference to strength the weakness of teachers and continue the strength they have before.

In the same Table, item5 assess whether supervisors provide constructive feedback to teachers or not after observation. 9(22%) of teachers responded that, supervisors always provide constructive feedback after class room observation during post observation conference, 14(35%) of teachers responded that, supervisors usually provide constructive feedback after class room observation, 16(40%) of teachers responded that, supervisors never give constructive after class room observation to teachers, 1(2, 5%) of teacher responded that, supervisors never give constructive feedback after observation. This response shows that, supervisors give constructive feedback to teacher's medium to strength the teachers on their teaching process.

In the same Table item 6, 7(17.5%) of teachers responded that, supervisors always set strategies for future improvement of supervision, 14(35%) of teachers responded that, supervisors usually set strategies for supervision improvement, 4(10%) of teachers responded that, supervisors never set strategies for supervision improvement and 15(37.5) of teachers responded that, supervisors some time setting strategies for future improvement of supervision. Thus, majority of respondents 37.5%, 35% of respondents response some time and usually respectively. This indicates that supervisors some time setting strategies for future improvement of supervision at all.

In the same Table, item 7, assess by what scales the supervisors arrange inter school visitation to share good practice and experience.2 (5%) of teachers responded always supervisor arrange inter school visitation, 13(32.5%) of teachers responded that supervisors usually arrange inter school visitation, 23(57.5%) of teachers responded that, supervisors some time arrange inter school visitation, also 2(5%) of teachers responded that, supervisors never arrange inter school visitation. This indicated that, as majority of respondents (57.5%) responded, supervisors in primary schools of gubre sub city gassore primary some time arrange inter school visitation to exchange good practice and experience among school.

In the same Table, item 8, assess whether supervisors evaluate school performance to give feedback for improvement or not. 6(15%) of teachers responded that, supervisors always evaluate school performance, 15(37.5%) of teachers responded that, supervisors usually evaluate school performance, 17(42.5%) of teachers responded that, supervisors some time evaluate school performance while 2(5%) of teachers responded that, supervisors never evaluate the school performance. From this as majority of respondents responded, this shows that, supervisors evaluate school performance some time not at all.

In Table 3, item 9, 2(5%) of teachers responded that supervisors always consider the developmental stage of individual teachers, 16(40%) of teachers responded that, supervisors some time consider the developmental stage of individual teachers, 10(25%) of teachers responded that, supervisors usually consider the developmental stage of individual teachers, 12(30%) of teachers responded that, supervisors never consider the developmental stage of individual teachers. This shows that, the supervisors were not considering the developmental stage of individual teachers at all. The consideration of developmental stage of individual teachers was low.

In the same Table, item 10, assess whether supervisors promote trust among teachers of their school or not. 7(17.5%) of teachers responded that, supervisors always promote trust among teachers, 14(35%) of teachers responded that, supervisors usually promote trust among teachers, 15(37.5%) of teachers responded that, supervisors some time promote trust among teachers, 4(10%) of teachers responded that, supervisors never promote trust among teachers. This shows that, supervisors almost try to promote trust among teachers in their school.

Item 11 in the same Table, assess whether supervisors give adequate supervision support to beginning teachers or not. 2(5%) of teachers responded that, beginning teachers always receive adequate supervision from their supervisors; 11(27.5%) of teachers responded that, beginning teachers usually receive adequate supervision from their supervisors; 19(47.5%) of teachers responded that, beginning teachers some time receive adequate supervision from their supervisor; 8(20%) of teachers responded that, beginning teachers never receive supervision support from their supervisor. This shows that, beginning teachers some time receive adequate supervision support; they would not receive supervision support from supervisors at all.

In Table 3, item 12 assess whether supervisors facilitate professional growth of teachers through short term training or no, 4(10%) of teachers responded that, supervisors always facilitate professional growth of teachers through short term training; 12(30%) of teachers responded; supervisors usually facilitate professional growth of teachers through short term training; 21(52.5%) of teachers responded that, supervisors some time facilitate professional growth of teachers through short term training; 3(7.5%) of teachers responded that, supervisors never facilitate professional growth of teachers through short term training. This implies that, primary school supervisors do not facilitate professional growth of teachers. They only facilitate some time rather than facilitate usually.

In the same Table item 13, 2(5%) of teachers are responded that, supervisors are always supporting teachers in doing action research; 16(40) teachers responded that, supervisors are some time supporting teachers in doing action research, 5(12.5%) of teachers responded that, supervisors are usually supporting teachers in doing action research, 17(42.5%) of teachers responded that, supervisors are never support teachers to do action research. This result indicate that, supervisors of primary schools of Gubre SubCity administration do not support teacher in doing action research by giving supportive material and text book evaluation.

Item, 14, in Table 3, assess whether supervisors coordinating teachers to meet and learn from each other's or not, 6(15%) of teachers responded that, supervisors always coordinating teachers to meet and learn from each others; 10(25%) of teachers responded that, supervisors usually coordinating teachers to meet and learn from each others; 20(50%) of teachers responded that, supervisors are some time coordinating teachers to meet and learn from each others; 4(10%) of teachers responded that, supervisors never coordinating teachers to meet and learn from each other. This shows that, supervisors in primary schools of Gubre sub city do not coordinate teachers at all time to meet and learn from each other.

4.3.1 Evaluation of supervision practice

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

4.4 Supervisory options use in schools

Table 4 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 class room performance	2	5	21	52.5	15	37.5	2	5	-	-	40	100
2	Informal supervision/supervisors support without predetermine for the sake of instructional improvement	2	5	20	52.5	14	37.5	1	5	-	-	39	100
3	The school organize teachers to conduct peer supervision	3	5	21	52.5	15	37.5	2	5	-	-	40	100
4	The opportunity given	2	5	20	52.5	15	37.5	2	5	-	-	29.5	100

	to experienced and competent teachers to participate in self directed supervision												
5	Supervisors use the above supervision option based on situation	2	5	21	52.5	15	37.5	2	5	-	-	40	100

Item 1, in Table4, assess whether supervisors implement face to face/clinical supervision in their school or not. 2(5%) of teachers responded that, supervisors implement clinical supervision very highly; 20(52.5%) of teachers responded that, supervisors implemented clinical supervision highly; 15(37.5%) of teachers responded that, the implementation of clinical supervision is medium, 2(5%) of teachers responded that, clinical supervision was implemented lowly. This shows that, the implementation of clinical supervision in Gassore Primary school of Gubre sub town administration is high.

Item 2, in Table4, assess Informal supervision/supervisors support without predetermine for the sake of instructional improvement in their school or not. 2(5%) of teachers responded that, supervisors support informal supervision very highly; 20(52.5%) of teachers responded that, supervisors supported informal supervision highly; 14(37.5%) of teachers responded that, the support of informal supervision is medium, 1(5%) of teachers responded that, informal supervision was implemented lowly. This shows that, the support of informal supervision in Gassore Primary school of Gubre sub town administration is high.

Item 3, in Table4, assess The school organize teachers to conduct peer supervision in their school or not. 2(5%) of teachers responded that, supervisors conduct to peer supervision very highly; 20(52.5%) of teachers responded that, teachers cunduted supervision highly; 15(37.5%) of teachers responded that, the conduct of peer supervision is medium, 2(5%) of teachers responded that, clinical supervision was implemented lowly. This shows that, the conduct of peer supervision in Gassore Primary school of Gubre sub town administration is high.

Item 4, in Table4, assess The opportunity given to experienced and competent teachers to participate in self-directed supervision in their school or not. 2(5%) of teachers responded that, supervisors opportunity given experince self directed supervision very highly; 21(52.5%) of

teachers responded that, supervisors opportunity to given teachers self directed supervision highly; 15(37.5%) of teachers responded that, the opportunity of self directed supervision is medium, 2(5%) of teachers responded that, self directed supervision was oppotunate lowly. This shows that, the implementation of clinical supervision in Gassore Primary school of Gubre sub town administration is high.

Item 5, in Table4, assess Supervisors use the above supervision option based on situation in their school or not.2 (5%) of teachers responded that, supervisors situation very highly 21(52.5%) of teachers responded that, supervisors implemented clinical supervision highly; 15(37.5%) of teachers responded that, the situation of supervision is medium, 2(5%) of teachers responded that, situational supervision was situated lowly. This shows that, the option of situational supervision in Gassore Primary school of Gubre sub town administration is high.

4.5 Challenges against the implementation of supervision.

Table 5. Teachers view on challenges of supervision

No	Items	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Total	
		No	%	No	%	No	%	No	%	No	%	No	%
1	Teachers did not accept their limitation	2	5	15	37.5	3	7.5	17	42.5	3	7.5	40	100
2	Supervisors are incompetent enough to help other teachers	7	17.5	19	47.5	4	10	8	20	2	5	40	100
3	Poor relationship between supervisor and teachers	9	22.5	19	47.5	-	-	10	25	2	5	40	100
4	Inadequate staff	8	20	17	42.5	4	10	8	20	3	7.5	40	100
5	Supervisors are over loaded with classroom activities and administrative tasks	7	17.5	16	40	7	17.5	6	15	4	10	40	100
6	Teachers are resistant to	1	2.5	7	17.5	1	2.5	2	5	9	22.5	40	100

	supervisory activities				5		5	2			5		0
7	Absence of relevant supervision manual and guide lines in the school	4	10	18	45	6	15	10	25	2	5	40	
8	Insufficient allocated budget for the supervisory program	7	17.5	18	45	4	10	8	20	3	7.5	40	100
9	Lack of follow up the activities of teachers by supervisor	2	5	20	50	3	7.5	9	22.5	6	15	40	100
10	Low teachers morale	6	15	10	25	3	7.5	6	40	5	12.5	40	100

Item 1 in Table 5 above, designed to assess whether teachers accept their limitation or not. 2(5%) of teachers responded that, they are strongly agree on teachers no acceptance of their limitation, 15(37.5%) of respondents agree, 3(7.5%) of respondents responded undecided, 17(42.5%) of respondents disagree; 3(7.5%) of respondents strongly disagree. This indicates that, there is no 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 no teacher resistance to accept their limitation, when supervisors tell their limitation after observation. They accept their limitation correctly to strengths their weakness in teaching process. Because of the implementation of collegial supervision, they 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. 7(17.5%) of teachers strong agree that the supervisors are incompetent enough; 19(47.5%) of teachers are agree; 4(10%) of teachers were undecided; 8(20%) of teachers were disagree; 2(5%) of teachers were strongly disagree. This shows that, supervisors in primary school of gubre sub city are incompetent enough to help other teachers.

In the same table item 3, assess whether the relationship between teachers and supervisors good or poor. 9(22.5%) of teachers responded that, they are strongly agree with poor relationship between supervisor and teachers 19(47.5%) of teachers agree, 10(25%) of teachers disagree and 2(5%) of teachers strongly disagree. As majority 19(47.5%) of respondents responded, the relationship between supervisor and teachers are poor in primary school Gubre sub city.

Item 4 in Table 5, assess whether the staff of supervision is inadequate or adequate. 8(20%) of teachers strongly agree to inadequate staff for supervision; 17(42.5%) of teachers agree; 4(10%) of teachers undecided; 8(20%) of teachers disagree; 3(7.5%) of teachers strongly disagree. This shows that, as majority 17(47.5%) of respondents agree inadequate staff for supervision is a challenge of supervision in primary school of gubre sub city.

Item 5 in Table 5, identify whether task over load of supervision exist or not. 7(17.5%) of teachers strongly agree to work overload of supervision in school; 16(40%) of teachers agree; 7(17.5%) of teachers undecided; 6(15%) of teachers disagree; 4(10%) 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. 1(2, 5%) of teachers strongly agree, 7(17.5%) of teachers agree that teachers resist against supervision activities, 2(2.5%) of teachers undecided, 22(55%) of teachers disagree and 9(22.5%) of teachers strongly disagree. Majority, 22(55%) of respondents disagree to teachers resistance to supervision activities. This shows that, there is no resistant of teachers against supervision practice in primary school of gubre sub city .

Item 7, in Table5 assess whether absence of relevant supervision manual and guide line in schools. 4(10%) of teachers strongly agree, 18(45%) of teachers agree, 6(15%) of teachers undecided, 10(25%) of teachers disagree, 2(5%) 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 school of gubre sub city.

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 +

4.6 Respondents response on models of supervision.

Table 6, Teachers view on models of supervision.

No	Item	always		Usually		Some time		never		total	
		No	%	No	%	No	%	No	%	No	%
1	Supervisors use traditional /inspection models in their school	4	10	14	35	20	50	2	5	40	100
2	Supervisors used democratic model/paying attention to	8	20	19	47.5	12	30	1	2.5	40	100

	human relation										
3	Supervisors use scientific model/identify educational law and apply it to teachers	3	7.5	17	42.5	16	40	4	10	40	100
4	Supervisors use peer/collegial supervision model	2	5	18	45	19	47.5	1	2.5	40	100
5	Supervisors use developmental/view supervision as supportive process	7	17.5	14	35	18	45	1	2.5	40	100
6	Supervisors use the above models of supervision based on situation	10	25	17	42.5	13	32.5	-	-	40	100

In Table 6 above item 1, 4(10%) of teachers responded that, supervisor in their school always use traditional or inspection model of supervision, 14(35%) of teachers responded that, supervisors usually use traditional model of supervision, 20(50%) of teachers responded that supervisors some time use traditional supervision model, 2(5%) of teachers responded that, supervisors never use traditional supervision model. This implies that, supervisors in primary schools are some time use inspection/traditional model.

Item 2 in the same Table, assess whether supervisors use democratic model of supervision or not. 8(20%) of teachers responded that, supervisors in primary schools always use democratic supervision model, 12(30%) of teachers responded that, supervisors some time use democratic supervision model, 19(47.5%) of teachers responded that, supervisors usually use democratic supervision model, 1(2.5%) of teacher responded that, supervisors never use democratic supervision model in primary schools. This indicated that, as 19(47.5%) of respondents responded, supervisors usually use democratic model/paying attention to human relations.

Item 3, in Table6 assess whether supervisors use scientific supervision model/identify educational laws and apply it to the teachers or not.3 (7.5%) of teachers responded that, supervisors always use scientific supervision model, 17(47.5%) of teachers responded that, supervisors usually use scientific supervision model, 16(40%) of teachers responded that, supervisors some time use scientific supervision and 4(10%) of teachers responded never. As majority 17(47.5%) of respondents responded this implies that, supervisors in primary schools usually use scientific supervision model.

In the same Table item 4, assess whether supervisors use collegial supervision model or not. 2(5%) of teachers responded that, supervisors always use collegial supervision model, 18(45%) of teachers responded that, supervisors usually use collegial supervision model, 19(47.5) of teachers responded that, supervisors some time use collegial supervision, 1(2.5) of teacher responded that, supervisors never use collegial supervision. This shows that, supervisors in primary school in gubre sub city some time use collegial supervision in their schools.

In the same Table item 5, 7(17.5%) of teachers responded that, supervisors always use developmental supervision model/view supervision as supportive process, 14(35) of teachers responded that, supervisors usually use developmental supervision model, 18(45%) of teachers responded that, supervisors some time use developmental supervision model, 1(2.5%) of teacher responded that, supervisors never use developmental supervision model. This indicates that, supervisors some time use developmental supervision model.

In Table 6 above item 6, assess whether supervisors use models of supervision based on situation or not. 10(25%) of teachers responded that supervisors always use supervision models based on situation, 17(42.5%) of teachers responded that, supervisors usually use supervision model based on situation in school, 13(32.5%) of teachers responded that, supervisors some time use supervision models based on situation. This shows that, supervisors usually use supervision model based on the situation in their school. As most of interviewers explained, the supervisor in Gubre Sub City primary schools is medially practiced. Also the school administration stake measures against supervision problems to improve supervision practice in their school. They try to solve the problems supervisions through discussion and by giving short term training for internal supervisors as most of respondents responded.

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 Gassore primary school of Gubre sub city. The study was conducted in one(1)primary school of gubre sub city 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 measures taken by supervisors to improve supervision service in school?
- 4) What types of supervision models and options emphasized in schools?

Review literature was made in light of their basic question raised. Two set of questionnaires set, the questionnaires included close ended and a few of open ended questions were made and distributed. Accordingly, 20(100%) of teachers, 1(100%) of principal, 1(100%) of supervisor were filled out the questionnaires and 100% returned.

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

Majority (90%) of teachers responded that, supervisors help teachers to formulate appropriate instructional objectives.

Eighty percent of teachers responded that, supervisors help teachers to formulate Weekly and annual plan.

About eighty seven point five 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 forty percent of teachers responded that, Supervisors did not consider the developmental stages of individual teachers.

About (42.5%) of teachers responded that, supervisors did not support teachers in doing action research.

Fifty two point percent (52.5%) of teachers responded that, clinical supervision was highly implemented in primary school of gubre sub city.

Forty percent (40%) of teachers responded that, supervisors highly use supervisory options like collegial, clinical, informal and self-directed supervision based on situation of the schools.

Fifty percent (50%) of teachers responded that, supervisors in primary schools some time use inspection models.

Regarding factors that affect school supervision 17.5% of teachers strongly agree and 47.5% of teachers agree on that, supervisors were incompetent enough, 47.5% of teachers agree on poor relationship between supervisor and teachers and 22.5% of teachers strongly agree on poor relationship between supervisor and teachers in their schools;42.5% of teachers agree and 20% of teachers strongly agree on inadequate staff for supervision in their schools;17.5% of teachers strongly agree and 40% of teachers agree to work over load of supervision; 45% of teachers agree and 10 % of teachers to absence of relevant supervision manual and guide line;45% of teachers agree and 17.5% of teachers strongly agree to insufficient allocated budget for supervisory program;50% of teachers agree and 5% of teachers strongly agree to lack of follow up activities of teachers by supervisor. Also as most of respondents responded, low consideration for teachers developmental stage was another problems of supervision .Therefore, incompetent of supervisors, poor relationship between supervisor and teachers, inadequate staff for supervision, work overload of supervision, insufficient allocation of budget ,lack of follow up the activities of teachers by supervisor and low consideration of teachers developmental stage were the major factors of the supervision in primary schools of gubre sub city.

5.2 Conclusion

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

- ❖ 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 gubre sub city should create a good relationship between their supervisors and teachers to get good supervision practice.
- ❖ Regarding to inadequate staff for supervisors, school administrations and gubre sub city should facilitate to supervisors because supervision is not achieved as expected plan without fulfillment of facilities.
- ❖ The supervisors should guide lines in order to support teachers and school workers on their work.
- ❖ Regarding inadequate budget the school administration and gubre sub city administration office should allocate finance to facilitate supervision process because finance is a blood for any organization to achieve its goals.
- ❖ 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 Studies

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 Gassore primary school of Gubre sub city.

Introduction

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

Thank you in advance!!

Instruction:

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

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

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

1) school.....

2) Sex male female

3) Age 20-25 26-30 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

8) Who prepare supervision plan? Who prepare it?

9) What does supervision plan contains in your school?

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

Part III Supervisory practice.

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

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

No	Items	Always	usually	Some time	never
1	Supervisors make clear rule, regulation, procedure and policies of the school				

2	Conduct pre observation conference				
3	Observe teachers throughout time allocated for class room observation				
4	Conduct post observation conference				
5	Provide constructive feedback after observation				
6	Set strategies for future improvement of supervision				
7	Arrange inter school visitation to share good practice and experience				
8	Evaluate school performance to give feed back to improvement				
9	Supervisory practice consider the developmental stage of individual teachers				
10	Supervisors promote trust among teachers				
11	Beginning teachers receive adequate supervision				
12	Supervisors are facilitate professional growth of teachers throughout short term training				
13	Supervisors support teachers in doing action research				
14	Supervisors coordinate teachers to meet and learn from each other				

Part IV The Supervisory options in school

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

No	Items	Very high	high	Medium	low	Very low
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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 Studies

Department of Educational Planning and Management

Interview Questions

Interview questions for principals and supervisors

- 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?