



**IMPLEMENTATION OF INSTRUCTIONAL SUPERVISION IN
ABAFRUANSA SECONDARY SCHOOL**

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

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LANGUAGE AND LITERATURE**

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As senior essay advisor, I hereby certify that I have read and evaluated this study prepared under my guidance by Yonas Gashaw entitled Implementation of instructional supervision in Abafransua secondary school in Wolkite city. Woreda I recommend that it be submitted as fulfilling the requirements of senior essay.

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ACRONYM AND ABBREVIATIONS

ESQAC.....education standards and quality assurance council

TSC.....teacher service commission

NEB.....national education board

CEBs.....country education board

EFA.....education for all

UNESCO..... United Nations Educational, Scientific, and Cultural Organization

MoE.....ministry of education

ABSTRACT

The purpose of this study was to investigate the prevailing implementation of instructional supervision in school to suggest possible solutions to the identified problems. It was focused on determining whether there were significant differences between supervisors and teachers on perceiving instructional supervisory skills, functions, processes and problems that were encountered in the practice. The method employed for the study was descriptive survey method. The study was conducted in secondary school found in the school, on the bases of purposive and simple random sampling techniques. Data were collected through a questionnaire, focus group discussion and document observation and were analyzed using frequency percentage. The findings of the study revealed that supervisor and teacher respondents agreed on the unsatisfactory practices of the instructional supervisory skills, functions and processes in the secondary schools of the wolkite city. It is also confirmed by the findings that the major problems of instructional supervisory services and supports were the incompetence of supervisors in the proper utilization of supervisory leadership skills, lack of knowledge in facilitating in-service education and organizing workshops for professional development and instructional improvement. Moreover, inadequate budget and insufficient manpower were found to be major hindrances in the practices of instructional supervision in the secondary school. As revealed by the findings, one to three classroom observations were conducted in semester.

CHAPTER ONE

1. INTRODUCTION

This chapter includes background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of basic terms and organization of the study.

1.1 Background of the Study

Educations are the major foundation of human being's for special progress. It will be basic and effective instrument by which human beings adopt nature according to their needs (World Bank, 2001, P.97). Education would promote self- realization, economic efficiency, human relationship and civic responsibility. Supporting this point, world Bank also further stated that education will be a corner stone of economic growth, social development and principal means of improving the welfare of individuals (world Bank, 20001, p:2). Proposal findings also lay greater emphasis on the importance of education that without education, people cannot work productively, care for their health, sustain and protect themselves and their families enriched their lives (Olsen, 1954, p: 73).

Generally, to equip people with skills, the need to participate fully in the economy and in society: education plays irreplaceable roles. Schools are the mission centers where the actual teaching and learning process takes place. Hence, making supervision a continuous responsibility at this level will be crucial. Supervision within the school can be delivered by principals, vice principals (deputy principals), unit leaders, department heads and senior teachers. School supervision committee will expect to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2007, P. 14).

Supervision can also find in the growth of charitable social agencies in Europe and North America, during the nineteenth century it involved the recruitment, organization and oversight of a large number of volunteers and later, paid workers whose main concern was to foster self-help, and the adoption of healthy habit and behaviors (Mohanty, 1990, P. 27-28).

The person assigning cause, organizing work and taking decisions on behalf of the agency will be basically an 'overseer' and hence the growing use of the term supervisors'.

In Latin super means “over” and wider, ‘to watch or to see’. According to Peterson 2000, p.70) has pointed out, traditionally, part of the over seer’s job we will to ensure that work we will do well and to standard this can be viewed as an administrative task. However, over seers also had to be teachers and innovators; these were new forms of organization and intervention standards were being set, new methods developed the histories of supervision profoundly affect current practice. where newer approaches never completely banish older approaches underground. Still the history of supervision illustrates a growth in complexity of the process and its theoretical understanding (karier, 1982). Early supervisor effort known’s as supervision to day, a person designed as supervisor simply observed. A teacher and decide on the spot to fire retain that teacher. No reasons need to be given and no documentation we will require. Of head teachers who are charged with the responsibility of supervising actual classroom instruction and other activities in the school (The School Management Guide, 1999).

The government of Kenya through education commissions, the Basic Education Act (2013) and other government reports has continued to emphasize supervisions of schools and instructional practices. The Kenya Education Commission (1964) stresses on the role of instructional supervision in schools and gave principals the role of school-based supervision of instructions. On the other hand the Gachathi Commission (1976) and the Kamunge Report (1988) established an inspectorate department in the Ministry of Education censurable for supervision (MOE, 2009) The Education Act (2013) stresses the urgency for didactic supervisions by chartering Education Standards and Quality Assurance Council (ESQAC) whose objectives are appraisal of tutors and sustenance of specialty standards and relevance of education in educational institutions. In addition to that, the Basic Education Act (2013) warrants the Teachers Service Commission (TSC), Cabinet Secretary for Education, National Education Board (NEB), national quality assurance bodies and the County Education Board (CEBs) with the consent of sustainment of quality, standards and relevance of training and education.

Supervision of instructional practices incorporates all assignments by which educational supervisors pronounce leadership in enrichment of teaching

Phelps Stokes Commission of 1924 established the department of education in 1925 in Uganda. Uganda Education Act of 1970 gave inspectors legitimate powers to visit a school for inspection at any time. According to Sifuna (1990), the beginning of instructional

supervision in Kenya can be traced back in the colonial period. This was after the passing of the first education ordinance in 1924 through the recommendation of the Phelps Stokes Commission. The ordinance required all school be registered and open to inspection by a director of education. As in many other developing countries, Kenya considered education to be the priority in its development agenda. Since independence on 12th December, 1964 the independent government through commissions reviewed all aspects of an education system and came up with a new system which accommodated the aspirations of Kenyans as well as initiating several modernization programs. In post independency Kenya age, the state established commissions and working parties to examine educational affairs in Kenya. Supervision in Kenyan schools is one of the roles

In Ethiopia, the supervisory services began to be carried out since 1941. There has been the constant shift of its names “Inspection” and “Supervision”. In order to effectively and efficiently achieve the intended objectives of educational supervision, there are two ways to the coordination of supervision: the afar (external) school supervision and institutional (internal) supervision. The extraneous supervision is conducted by external supervisors at federal, regional and lower levels, whereas the school based supervision is done by the school principals, department heads and senior teachers (Wanjiru, 2015).

1.2. Statement of the problem

Supervision we was involve taken by the administrator and or supervisor to make sure a school we will a positive and safe place where learning occurs. It includes administrator’s closely watching teachers lessons, and instructions with students to ensure that they are effectively teaching and inspiring students to reach their highest potential possible (Giordano, 2008:11).

It comprises providing guidance to teachers regarding instruction by providing feedback and available resource professional development by Gashaw(2008),.

Supervisors should always be striving for school improvement and planning accordingly. Perhaps the most important functions a supervisor does regardless of title or position we will to work with teachers in ways that promote lifelong learning skills ,inquire, reflection ,collaboration and a dedication to professional growth and development (dull, 1981,P.13) instead of these current practice of school based supervision has faced different problems such as weak supervision system between supervisor ,school principle and other stalk holder and also weak follow up and control system from the education

office of wolkite city administration. Due to this gap if think there we will teacher did not enhance their mode of delivery or teaching system, they have limited expectation about supervision they did not improve their methods of teaching approach, students did not score good result as the planned and the principle and other concerned bodies did not give sufficient help for their students and teachers (Getachew, 2001 and Chanyalew, 2005).

Studies undertaken by researcher like, Gashaw,(2008) and Berhane, (2014) , show that lack of adequate professional support to newly deployed teachers ; less frequent classroom visit to enrich teachers instructionally and peer coaching by instructional supervisors ; focus of supervisors on administrative matters than on academic issues (supporting and helping teachers); and less mutual professional trust between supervisors and teachers constraints have in inhibited the successful implementation of school based instructional supervision(Oliva,2005),.

The findings also showed that , there was a lack of awareness on utilizing various supervisory option , a lack of relevant continuous trainings for principals , vise principals , unit leaders , department heads and senior teachers how are supposed to carry out supervisory activity at school level , and also there's in educate class room observation to monitor teachers instructional supervision. These factors affect the successful implementation of school based instructional supervision to provide services delivery in Ethiopia in general and the study areas of secondary schools in particular. The researcher felt that, there is a gap which needs in depths investigation. So, these conditions provoked the researcher to investigate and fill the gap in specified area (Certo, 2006:3).

Therefore, with the main objective of investigating the current implementation of supervision in South nation, nationalities and people regional state of gurage zone, wolkite city.

1.3. Basic research Question

To what extent supervisors carry out the practice of instructional supervision in School of Abafransua Secondary School, Wolkite city?

What are the schools gained from instructional supervisory practice in Abafransua secondary of school, Wolkite city?

What are the major internal and external factors that affect the effective implementation of the school supervision in the study area?

1.4 Objective of the Study

1.4.1 General Objective of the Study

The general objective of this study was to assess the implementation of instructional supervision in Abafransua secondary school.

1.4.2 Specific Objectives of the Study

To indicate the extent to which school supervisors carry out the practice of instructional supervision in Abafransua secondary school, Wolkite city.

To examine the extent to which the school have benefited from the current practice of school instructional supervision in Abafransua secondary school, Wolkite city.

To identify major internal and external factors that affect the effective implementation of school supervision in the study area.

1.5. Significance of the Study

The major contribution of school supervision is the following for professional development of secondary school teacher in the study area.

The study may have policy, academic and awareness significance for school principal, supervisor, department heads, and administrative education office.

The study may indicate possible solution for solving current problems of supervision in the study area. It may serve as a stepping-stone for further proposal in field.

1.6. Delimitation of the Study

To make the study more manageable, the study was delimited to implementation of instructional supervision in theoretical and Abafransua secondary school of wolkite city in geographically.

1.7 Limitation of the study

In conducting this study the researcher faced the following specific problem.

Lack of available related books and/or material, Shortage of time to administer and collect data, Lack of adequate literature in the area, Time overlap with other programs and Transportation and communication accesses

1.8. Definition of Operational key term

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

Implementation: The act of putting a plan into action or of starting to use something.

Principal: the chief administration of school that play multiple roles in managing, leading and guiding school activities.

Secondary School: refers to an educational level that includes general education grade nine –ten (high school)

Teachers: is a person who teaches the student and share experiences knowledge and skill for the students.

Supervisor: refers to school personnel involved in conducting instructional supervisions an appointed supervisor.

Supervision: is an intervention which is provided by senior member of a profession to junior members or members of those same professions.

1.9. Organization of the study

This study was organized in five chapters, Chapter one deals with the introduction ,which includes background of the study, statement of the problem, objective of the study, delimitation of the study, limitation of the study, significances of the study and organization of the study. Chapter two was deals with review of the related literature. Chapter three was deals about the research design and methodology, which includes research design, method, and source of the data, data collection tools and methods of data analysis. The data presentation and analysis was carrying out in chapter four. Chapter five was deals with summary, recommendations, and conclusion.

CHAPTER TWO

2. REVIEW RELATIVE LITERATURE

2.1. Definition of Supervision

Some definitions cited, Supervision was the process of bringing about improvement in instruction by working people who are working with pupils. Supervision was the process of stimulating growth and means of helping teachers to help them Dull, 1981, p.3-5 in Haile Selassie (2007).

The term supervision was used to describe those activities which are primarily concerned and directly with studying and improving the conditions which surround the learning and growth of pupils and teachers (Bernard and Goodyear, 1998).

Therefore, from the above definition stated under the educational context supervision possibly focus mainly on activities that would help teachers and other school personal to be effective in applying Implementation tasks and achieve educational objectives(Oliva,2005)..

Supervision and teacher, was development go hand in hand so that, principals have the responsibility to help teachers improve their practice and hold them accountable for meeting their commitment for teaching and learning. These responsibilities are always referred to as supervision. Well-done supervision enhances teachers' development. On the other hand, supervision, it was way of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development and conducting action proposal (Knezevich, 1969, p.263).

Furthermore, supervision defined as the set of activities designed to attain educational objectives, to render the teaching –learning effectives to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth (Supervision manual, 1994 p. 9).

The definition given by those scholars have common point in their concept by which supervision activities mainly related with the improvement of instruction and professional development of teachers and it was hoped that, the subsequent maximization of student academic performance(Haileselassie, 2007).

2.2. Historical Development of Supervision

Supervision was its own historical development. Some writers described that a considerable change has been taken place in theory and practice of supervision. Many writers in the field have identified distinct periods and stages in the historical development of supervision. Karier (1982, p.4-10).

The period of administrative inspection. (1642-1875).

This period was marked by classical views. During this time, Teachers were seen as instrument to be supervised by Administration. Supervision at this time of period was Driver, Coercive and we were calling inspection. Teachers were seen as important human being and Supervision had paternalistic view over teacher.

The Period of Efficiency Orientation (1876-1936).

This period saw efficiency-oriented experts. Supervision remained an inspectorial function. Teachers were helped for the mere improvement of instruction

The period of cooperative group effort. (1937-1959).

This period was a time when words like: coordination, integration, creativity, and situation and democratic relationships come in to being indicating the emergence of Systematic management.

The period of Proposal Orientation (1960- to present).

This period was being dominantly marked by modeling of personal relationship and proposal attacks on the solution of learning problems. To sum up, supervision was being developed from the most authorities to the most creative and participatory type of activity connected with concepts such as supervision as guidance to curriculum improvement and as group process to Implementation teams.

2.3 The Renewed Interest in Supervision

Today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them they are often simply not available. Even more serious is the fact that most ministries are not able to answer and apparently simple question such as: How much is being spent on the provision of supervision and support services? This is an important question if countries are interested

in spotting critical and probably small investments that could have a proportionally important impact on school efficiency.

Nevertheless, since the beginning of the 1990s, there has undoubtedly been renewed worldwide interest in issues of quality and therefore in quality monitoring and supervision. Some countries that dismantled their supervision services earlier have re-established them such as the Philippines, while others that did not have them in the past have created them such as China and Sweden. More importantly, the number of countries that initiate process of re organizing and strengthening supervision services is increasing every year (Bernard and Goodyear, 1998).

In most countries, there is a feeling that the rapid expansion, if not mass production, of education has led to the deterioration of quality. Consequently, quality improvement has become a top priority of policy makers, which has in turn reinforced their preoccupation with quality control. This policy interest in quality improvement was endorsed and amplified by the EFA world conferences of 1990 and 2000. At the same time, various studies have shown that one important determinant of the deterioration of the quality of schools precisely relates to the weakening of quality monitoring devices, including the professional supervision and support services. This explains why some countries that had dismantled their inspectorate services in the 1970s have re-established the manual so why the general interest in efficient supervision procedures has been increasing.

According to (UNESCO, 2007:6), the work of inspectors, supervisors, advisors, councilors, coordinators, facilitators etc that are located outside the school at local, regional or central level. The common characteristics of all these officers involve dictating that, supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. From the above definitions it is clear that supervision includes many activities targeted towards achieving educational objectives.

2.4 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the

principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers' competency and also should be collaborative activity.

The basic principles of educational supervision, according to the (Moe, 1987 E.C:10-15) are;

Supervision is cooperative

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

Supervision is creative

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

3. Supervision should be democratic

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

4. Supervision is attitudinal

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

5. Supervision is evaluative and planned activity

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

2.5. Development of Educational Supervision in Ethiopia

According to the educational supervision manual, educational inspection for the first time started in Ethiopia in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians; Central Inspection Office was established in 1937 E.C. to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943 E.C.

From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors' and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers.

From 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1973 E.C the socialist regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description teach level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C:3-6).

2.6. Characteristics of Supervision.

Supervision was characterized by:-As creative and dynamic technical service provision, Provide leadership with extra-knowledge and supervisory skill, Promote cooperation of educational efforts in a friendly atmosphere and Instruction and teaching-learning

situations and Helps the achievement of appropriate educational aims and objective (Glanz, 2000).

So; supervision was creative and dynamic process of giving friendly guidance and direction to teachers and pupils for improving them as well as teaching-learning situation for the accomplishment of desired goals of education.

2.7. Approaches to supervision

There could be a variety of approaches to supervision. In considering how classrooms would be organized, which teaching style to use, arrangement for teacher scheduling, approaches and methods of supervision; priority should be given to diversity and then uniformity approaches (Glanz 2000, p.37). A plan for supervision that includes at least five approaches can be used as alternative supervisory approaches. To will view as a process that is quality access to teachers and educational administrators. Thus, it is proposed that teachers play key roles in deciding which of the given approaches make sense of their needs at the time (Spears, 1995, p.117).

2.8 The Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced in to the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education in to the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The following table briefly indicated the development of educational supervision in different periods as (Haileselassie, 2007) indicated.

Development of Educational Supervision in different periods in Ethiopian context:

Periods	Types of supervision	Purposes	Person
1 st Period (1934-1954E.C)	Administrative Inspection	-Direct inspection through visits. Collect and compile statistical data on number of Students and teachers, number of classroom and class size and finally produce reports to be submitted to the Ministry of Education. -Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades.	Inspector
2 nd period(1955-1973E.C)	Instructional Supervision	-The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.	Supervisor
3 rd Period(1974-1987E.C)	Administrative Inspection (reinstated)	-Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors. Inspectors' work was focused on administrative, financial, property and utility management. Professional help were more neglected and attention was given to administrative activities.	Inspector
4 th period (1986E.C todate)	Democratic Educational Leadership	-It is-an educational program on supervision and an important aspect of educational Management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries"(students) through the continuous improvement of the teaching-learning process.	Supervisor

Source Haile Selassie, (2007)

According to (Million, 2010:23), there are two approaches of organization of supervision in Ethiopia, that the perfective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is

given by the Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the Woreda designated one supervisor who should report to Woreda education.

Supervision at School Level: As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

The Roles of School Principal in Supervision: The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and to her professional educator store view and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).

The Roles of Deputy Principals in Supervision: Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to and the following responsibilities: giving over all instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

The Roles of Department Heads in Supervision: Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in there sportive departments; identify

the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

The Roles of Senior Teachers in Supervision: According to the career structure developed by (MOE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/ areas are well positioned to supervise other teachers within their department.

2.9. Supervision Process

In modern supervision, authority and responsibility have been extended to principals and their staffs in matters of administration, curriculum, instruction and supervision. The decentralization system made site-based management and shared decision-making or shared governance are becoming known and understood. Increment of Participation encouraging in the formation of boards, parent and teacher association composed of teacher, parents and other people to work with principals and staffs to determine goals of the school and mean's for achieving such goals are becoming important practice of recent supervision.

School Implementation management and shared decision making are natural concomitants Efforts to empower teachers, students, parents and the members of the community, because of the thrust toward school Implementation management.

School will seek to develop teachers' supervisor skill; so, they may aid one another.

Persons in the individual's schools namely lead teachers, assistant principals for curriculum and instruction, resource specialists, peers' coaches, and mentors, now performed a significant portion of curriculum and Implementation leadership. More of the day-to-day, one to one supervision conducted for improving instruction was come the province of school supervisory (Oliva and pawlas 1997, p.588-589)

2.9.1. Procedures of Classroom Supervision Process.

2.9.1.1 Pre-Observation Conference

It was the preparatory stage in the process of classroom observation. At this stage supervisor, it was oriented to classroom objectives and lessons by individual teachers. Smith (2005, p.367) stated that the following pre-observation conference steps;

Identify the purpose and specific objective, approve the acceptance of the purpose by teachers to be observed, set the time of observation in collaboration with teachers concerned, Decide upon the follow up activities.

2.9.1.2 Classroom observation process.

Pajak (1989, p.210) more briefly depicted the classroom observation process it is the stage in which the supervisory attempts to develop an objectives description of the behavior of students and teachers. In interaction with the contexts of a physical and social environment; in other words, a supervisor looks in to the climate of the classroom level of pedagogical process through the process. Therefore, the supervisors have to be able to observe the actual classroom conditions and further explore the professional and personal needs of teachers and pupils Harris (1991) as cited in (Chanyalew, 2005) noted that classroom observation was a technique to help futures improve by identifying specific needs to satisfy their personnel and professional carrier. Analysis and strategy

According to Gold hammer (1980, p.109-110), the analysis and strategy stage was to make sense out of the observation data and to plan the management of supervision conference follow. To assess the observed lessons, the supervisor analyzes the recorded notes she/ he collected during the observation.

2.9.1.3 Post Observation Conference

Post observation or the follow-up conference of the supervisor with teachers is the most difficult and the most important of the entire cycle. The major purpose of the post observation conference was to give up feedback of the teacher about his/her performance. Follow up activity involves some kind of re-recording of data analysis, a plan for feedback and appropriate activities growing out of observation, (Harris, 1991:100), as cited in (Chanyalew, 2005). Pajak (1989, p.210) extended the post observation conference was a

performance-sessions, which focuses on consistencies and discrepancies between the idea image and the actual performance of teacher.

2.10. Standard for supervision

With focus on high-students' performance, the stakes should be equally high for teachers and for supervisor, staff developers, and teaches are leader who help to induct, mentor and coach them throughout their career. Supervisors must gain familiarity with several standards. Moreover, it was difficult to supervise and provide developmentally appropriate staff development activities without the knowledge of that the standards offer. Standards can illuminate what was called best practice across subject and content area,

2.11. Factors that affect school supervisor

School supervision was an activity that takes place at the school level to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. In line with this, as cited in Haile (2006) said that "one major tool for improving school's effectiveness was helping teachers to acquire new skill and new teaching methods to prepare organizational change, and to increase their self-confidence and classroom efficiency

2.11.1 Teachers view towards supervision

Most of the time, the perception of teachers towards supervision was negative because supervision during early period focuses on controlling and evaluation of teachers. Because of these and other reasons supervision not a positive experience for teachers. Supporting this idea, Gold hammer (1980, P.14) said, "Teachers generally dislike being the object of supervision. Consequently, teachers perceive the supervisors as an outside authority coming to inspect and find fault, but do not as someone who was directly concerned with guiding the teachers and improving their performance.

2.11.2 Training

Supervisors have to keep themselves up date in order to provide guidance and counseling to their subordinate. Dull (1981, P.10) said that training was not an exercise in how to manipulate workers to many supervisors; it was the most considerable piece of further education they have never received, from which they was developed a systematic approach to work planning, handling of emergencies and inspection of work.

2.11.3. Communication between Supervisors and Teachers

The beginner teachers and the new teachers are to be closely supervised and helped by senior teachers. In line with this Pajak (1989) indicated that a good supervisor was one who was capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching learning process the supervisor was supposed to observe and communicate rapidly to seek the effectiveness of the teachers.

2.12. Qualities of Good Instructional Supervisor

A supervisor in his own capacity is regarded as an instructional leader. He is expected to perform functions and to fulfill the expectations, aspirations, needs and demands of the society in which he/she operates. For a supervisor to be successful; he/she needs to possess certain qualities that will put him over those under his supervision; He/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same in, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

2.13 Techniques of Instructional 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 supervisors 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.

Clinical Supervision

Haileselassie, (1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The

analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni (1998:225) expresses clinical supervision as follows:

“The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that makes onset to them. Evaluations, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand and better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events”.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use It for change, and who knew where they were headed in their own professional growth. According to, (Beach and Rein hartz, 2000) indicated “if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)”. The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to,(Gold hammer, 1969) proposed the following five-stage process in clinical supervision.

Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow 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(Glickmanet.al, 1998).

To sum up, the main objective of pre-observation conference should focus on establishing teacher's “acceptance and agreement. To this end, teachers to get her with their supervisors

have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

Classroom Observation

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. Indeed (Gold hammer, 1980) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain first-hand information and experience of the classroom atmosphere.

Analysis of the Observations

As soon as the observation has been conducted, the supervisor organizes their observation data in to clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening instruction to improve student achievement (Glickman, 2000 and Zepeda, 2007)

Post-observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided.

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, 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. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describe 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. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with 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. Gebhard, quoting Cogan, states that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor.

Informal Supervision

Informal supervision is comprised of casual encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni and Starratt, 2002).

Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect up on what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describe side of helping the teacher is seen as one that makes the supervisor as a "Know-all" and the supervise ease seeker of help. Other researcher, (Fanselow, 1990) starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teacher should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas 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' sown 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.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Description of the study area

Wolkite city is found in South nation and nationalities and peoples region in gurge zone. It is located at a distance of 153km from the capital of Ethiopia, Addis Ababa . The city possesses a complex mix of highland climate zone (kohola climate) with unique biome, its temperature ranges between 7c-10 0C, with total annual rain fall between 600-1000mm. The total population of the town estimated to be about 40,000. The School is the largest and most advanced school in wolkite city.

3.2. Research method

Data collection was collected using a served method that helps to collect quantitative data that are questionnaire and interview guide. The interview method was also used to collect qualitative data. The proposal was used three instrument selection closed and open-ended questionnaire, and interview guide

3.3. Source of data

In this study, two types of data sources were too assigned. The first one was primary data which includes information gathered from supervisors, principals, teachers and students of the study area while the secondary source of data for this study was document analysis, school annual plan, manual of school supervision, check list and formats used during class room observation. In addition, related literature was substantiating the primary data source.

3.4. Sampling techniques

This study was the conducted in schools in cluster of wolkite city administration. Out of three (3) clusters, one (Abafransua) cluster was selected using random sampling methods. One (1) school (Abafransua secondary school) was included. After selecting the sample school principal teachers and students were identified. Consequently, in this school there are 66 teachers, 1586 students and 3 principal. out of 66 teachers 15(23%) teachers and out of 1586 teachers 30(2%) students was selected from where-taken through simple random sampling techniques particularly the lottery method. Additionally, through purposive sampling method: out of 3 principal 3(100%) principals were the respondents of this research.

Generally, 48 respondents were sample population of the study. This sampling technique was preferred because it enables each element and had an equal and non-zero chance of being selected (Abiy et al., 2009).

Table 3.1 Summary of sample size and population

No.	Type of respondents	Population	Sample size	Percentage	Sample techniques
1	Teacher	66	15	23%	Simple random
2	Student	1586	30	2%	Simple random
3	Principal	3	3	100%	Purposive
Total		1667	48	3%	

3.5. Instrument and procedure of data collection

Gathering the necessary data for the study was the done by using questionnaire; interviews and document analysis.

3.5.1. Questionnaire

Questionnaire was the used commonly to gather data for descriptive survey. It gathered about current practices and problems of school supervisors of cluster of Abafransua Secondary school. The same questionnaire was set for teachers, supervisors, vice directors and directors of sampled school in light of the literature reviews. All of the questionnaires were written by English and translated to local (English language) for the sake of more understanding. The questionnaires included both closed and open type. The questionnaires are obtaining necessary information about the problems and future intended prospects of supervisory activities in the study area.

In addition to this open-ended questions were employed in order to give opportunity for respondents to express their feelings, perceptions on problems and intentions related to the school supervision.

3.5.2. Interview

The interview permits greater depth of response which was not possible through any other means Abiy Zegeye, et al., (2009. p.45). Thus, the purpose of the interview was collect to the more supplementary opinion to stabilize. Having this in mind, an interview was conduct with education officers. Semi- structured items were the prepared to for the above-mentioned respondents. The reason behind the semi structured interview items was its flexibility in which new questions could forwarded during the interview based on the responses of the interviewee.

3.6. Methods of Data Analysis

It assumes that, I was collected both a quantitative and qualitative data from sample population. The data collected through close and open-ended question is tallied and tabulated. The interpretations were made with the help of frequency table and percentage whether there we were any significant difference happened in the response of teachers and supervisors.

Finally, the qualitative data was substantiated by the quantitative data that was obtained by stalk holders through questionnaire and interviews, and then summary, conclusions and recommendations were made.

3.7. Ethical consideration

The researcher was kindly and respectfully communicates with participants in the study area, which help to collect reliable data from the respondents to make the research result successful. The information will have gathered from only voluntary individual Asking permission from the school to collect data. The purposes of the study were explained to the target population. The data collection process takes place without interrupting the teaching learning process of the school.

CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. This study was to investigate the factors influencing principals' Implementation Supervision Abafransua secondary school, wolkite city, Ethiopia. It was to guide by the following objectives: to establish the extent to which administrative experience, teachers' workload, teachers' attitude and school size influences principals' implementing supervision Abafransua secondary schools in wolkite city. The study targeted principals and teachers in Abafransua secondary schools. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

4.2 Instrument return rate

The study population was 3 principals, 15 teachers and 30 students in Abafransua secondary school thus, 48 respondents. 48 questionnaires were issued to the respondents. Questionnaires from all 3 principals (100% return rate) and 30 teachers (88% return rate) is the returned. Therefore, the study realized an instrument return rate of 88%, which was very satisfactory for the purpose of the study, which is in line with Mugenda and Mugenda (2003). This efficient response rate was realized since the researcher personally administered the questionnaires, created rapport with the respondents and collected the instruments immediately after they were completed. According to Edwards *et al* (2002), a response rate of less than 60 percent is considered inadequate while that of 60 percent to 80 percent is adequate. In addition, if the response rate is over 80 percent, it is considered as excellent for the purpose of a study.

4.3. Demographic information of respondents

This study first sought to find out the gender, age distribution, highest academic qualification and length of service to establish an insight on the study respondents' characteristics.

To find out respondent's characteristics about gender, the study sought to establish principals, student and teachers' gender distribution. The findings to the presented as shown in table 4.1.

Table 4.1 Principals' teachers and students gender distribution.

No	Gender	Principals		Teachers		Students	
		Frequency	Percent	Frequency	Percent	Frequency	Percentage
1.	Male	2	67%	10	67%	16	53.4%
2	Female	1	33%	5	33%	14	46.6%
	Total	3	100%	15	100%	30	100%

Information contained in table 4.1 shows that majority of teachers 10 (67 percent) are male and 5(33%) were female in the study area. These findings were an implication that, though many males are in the teaching profession majority of the school headship positions are taken by males. This is in line with Kamau (2012) who shares this observation that, feminist thought in Abafransua Secondary School is still treated with suspicion, not just by men but even some women who have worked with women and with gender movements for many years depriving women leadership post. The study further sought to find out respondents age bracket and presented the findings as shown in Table 4.2.

Table 4.2 Respondents' age distribution

No	Age in years	Principals		Teachers		Students	
		Frequency	Percent	Frequency	Percent	Frequency	percent
1	15-20 years	-	-			16	53%
2	21-30 years	1	33.3	4	27	14	47%
3	31-40 years	2	67	11	73.3	-	-
	Total	3	100	15	100	30	100%

As shown in Table 4.2, majority of the principals 2 (67%) were 31-40 years old and 11 (73.3%) of the teachers were between 31-40 years old. This was an indication that the teachers and school principals were more or less found in the same range of years. These

findings are an implication that a teacher's age influences their progression into school leadership and effectiveness in handling educational management issues. These findings are in agreement with De Grauwe (2001) who stated that principals are promoted based on seniority and experience.

Table 4.3 Respondents' highest academic qualification

No	Professional qualification	Principals		Teachers	
1		Frequency	Percent	Frequency	Percent
2	Bachelor degree	3	100%	15	100%
3	Diploma	-	-	-	-
	Total	3	100%	15	100%

Table 4.3 reveals that, all of the principals (100%) and all teachers (100%) had attained Bachelor degree as their highest academic qualification. Moreover, more principals than teachers had attained postgraduate degree. This shows that all the teachers and principals were in the capacity to carry out their role in school since the all trained to do so though more principals had attained higher academic qualifications than teachers had. Then the study sought to find the duration principals had been in their current station and presented the findings in table 4.4.

Table 4.4 Respondent's academic of the years of experience of work

		Principals		Teachers	
No	No of years	Frequency	Percent	Frequency	Percent
1.	Less than 1 year	1	33.3%	2	13%
2.	1-5 years	1	33.3%	4	27%
3.	6-10 years	1	33.3%	9	60%
	Total	3	100%		100%

Information presented in Table 4.4 shows that most of the principals had been in their current station for more than 5 years. This was an implication that the study sample was familiar with the schools' culture and practices thus, they were in a position to give relevant information in regards to Implementation supervision in their current station. Academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in establishment.

The study also thought to find the duration teachers had been teaching profession and presented the findings in Table 4.5.

Table 4.5 Teachers length of service

No	No of years	Frequency	Percent
1	Below 5 years	4	27%
2	6-10 years	11	73%
3	11-15 years	-	
4	Over 20 years	-	
	Total	15	100%

The study findings revealed that majority of the teachers (%73.3) had been in the teaching profession for over 5 years. This was an implication that majority of secondary school teachers had been in the teaching profession for long enough and were in a good position to give valid information on Implementation supervision practices in their schools.

4.4 Practices of Implementation Supervision (Response by teachers and students)

No	Items	1		2		3		4		5		Total	
		FR	%	FR	%	FR	%	FR	%	FR	%	F R	%
1.	Classroom observation implemented	5	11	8	18	26	58	5	11	1	2.2	45	100

2.	The analysis of teaching-learning process by the supervisors	-	-	20	44.4	15	33.3	10	22.2	-	-	45	100
3.	The analysis of teaching-learning process by teachers	-	-	12	26	25	56	5	11	3	7	45	100
4.	The provision of feedback to teachers by supervisors	-	-	10	22.2	25	56	5	11	5	11	45	100
5.	The practices of supervisor discuss the objective of the lesson with teacher	-	-	-	-	15	33.3	30	67	-	-	45	100
6.	The extent to which school based supervisor discussion with teacher on the methodology of the lesson before the actual presentation	8	18	22	49	10	22	5	11	-	-	45	100
7.	The practices of the supervisor regard the analysis of lesson plan of the supervisee teacher before classroom visit	-	-	9	20	20	44	12	26	4	9	45	100
8.	The practices of the supervisor to follow up the lesson attentively from the beginning to the end	4	9	12	26	20	44	6	13	3	7	45	100
9.	The extent to which school based supervisor give immediate feedback to the teacher	3	7	15	33.3	18	40	9	20	-	-	45	100

As in the table 4.6, above indicated that 58 % of the respondents students and teachers say to that Classroom observation implemented moderately , 18% and 11% of respondents said that the issues is low and high respectively. This shows that needs more a stated purpose for the observation, methods to record the data and an observation schedule.

As shown in the same table 44% of the teachers and students said that the analysis of teaching-learning process by the supervisors was low, while 33.3 and 22.2 of them were the analysis of teaching-learning process by the supervisors was high and very high respectively. This shows that, the supervisor was not encouraged effectively in implementation of supervision.

Item number 3 indicated that 56%, 26% and 13% of the respondent's students and teachers said that the analysis of teaching-learning process by teachers was moderate, low and high respectively. This shows that, teachers in teaching learning process supervisee in their class are good but not effective.

In the same table, 56% of the respondents said that the provision of feedback to teachers by supervisors was moderate, 22.2% and 11% said that he provision of feedback to teachers by supervisors was low and high respectively. This shows that, supervisor encourage to group work is at good level.

Item five indicated that, 67% and 33.3% of the respondents said that, the practices of supervisor discuss the objective of the lesson with teacher was high and moderate respectively. This shows that, there is significant relationship with teachers and supervisor in discuss the objectives is good.

From item six, show that 49% of the respondents said that the extent to which school based supervisor discussion with teacher on the methodology of the lesson before the actual presentation teacher was low, while 22% and 11% of respondents said that the issue is moderate and high respectively. This shows that, before actual presentation teachers and supervisor discussion about the methodology of the lesson was low.

In the same table, item seven shows that 44% of the respondents said that the practices of the supervisor regard the analysis of lesson plan of the supervisee teacher before classroom visit was moderate, 26% and 20% of them the statement is high and low. This shows that, before class room visit and analysis of lesson plan was medium.

As depicted from the item eight, 44% of the respondents said that the practices of the supervisor to follow up the lesson attentively from the beginning to the end was moderate, while 26% and 13 % of respondents said that the issues low and high respectively. This shows that, the supervisor. This shows that, the supervisor to follow up the lesson attentively to the beginning to the end was medium.

As depicted from the item nine, 40% of the respondents said that the extent to which school based supervisor give immediate feedback to the teacher was moderate, while 33.3% and 20% of the respondents were said that this activity was low and high respectively. This shows that, school based supervisor give immediate feedback to the teachers was medium.

Interviewed teachers and students were reported on the strategies should be used to overcome factors that affecting instruction implementation. . Some of the solutions suggested by the participants include: Build relationships, be intentional with your lesson planning, get your students engaged and excited and develop the collaborative system use of diverse communication strategies by school principals.

4.5 Administrative experience and principals' Implementation supervision practices

To establish the extent to which administrative experience influence principals' Implementation supervision, the researcher sought to find out whether principals carry out Implementation supervision in secondary schools. The study findings revealed that principals' Implementation supervision is the conducted in all schools. The study sought to find out the current practices of Implementation supervision as shown in table 4.6

Table 4.6 the current practices of Implementation super vision implementation

No	Response	Frequency	Percent
1	Weekly	30	63%
2	Monthly	10	33%
3	Year	8	17%
	Total	48	100%

From the study findings contained in Table 4.6, majority of the respondents (63%) indicated that they carry out Implementation supervision practices once weekly. These findings show that respondents' frequency of carrying out Implementation supervision due to their experience.

Interviewed principal were they understand School-based supervision focuses on teachers professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students

The study requested the trainings (workshop, experiences sharing) organized about Implementation supervision implementation. Their responses were as shown in Table 4.7.

Table 4.7 Trainings (workshop, experiences sharing) organized about Implementation supervision implementation.

N o	Trainings (workshop, experiences sharing) organized about Implementation supervision implementation.	Frequency	Percent
1	Agree	30	63%
2	Strongly agree	18	37%
3	Total	48	100%

Data contained in Table 4.7 shows that more the respondents agreed to the fact that Implementation supervision is important for good teacher professional performance. This was an implication that with effective Implementation supervision practices teachers are able to deliver effectively in their role during Implementation process. He or she is involved in the translation of educational policies and objectives into the program and it is expecting to possess a superior knowledge about curriculum and instruction and to provide expert leadership in all areas of the school program.

4.6 Workload and principals' Implementation supervision practices.

To establish the extent to which workload influence principals' Implementation supervision, the researcher sought to find out rate how principals workload influences their instruction supervision practices and presented teachers responses on Table 4.8.

Table 4.8 Rating of teachers' workload as perceived by teachers

No	Items	Frequency	Percent
1	Very high	4	27%
2	High	8	53%
3	Low	3	20%
	Total	15	100%

Information contained in Table 4.8 reveals that most of the principals' workload highly influences their supervisory practices. This was an indication that many principals have high responsibilities that hinder them from carrying out supervisory practices. This agrees with Abdille (2013) who revealed that workload affected principals' Implementation supervision. Most of the principals indicated that workload affects their position to a greater extent since their performance in the schools is judged depending on how well they are able to control and coordinate the schools in one direction.

The study then sought teachers rating on the extent to which principals' workload influence instruction supervisory practices. Their responses were as shown in Table 4.9.

Table 4.9 Teachers' rate on the extent to which head teachers' workload influence Implementation supervision.

No	Items	Frequency	Percent
1	To a large extent	9	60%
2	To small extent	3	20%
3	Uncertain	3	20%
	Total	15	100%

Majority of the teachers (60%) principals' workload influences their Implementation supervision practices at a very large extent. This was an implication that principals' workload is greatly related to how effective they carry out Implementation supervision

practices. This is in agreement with Buckley et al' (2004) who revealed that teaching load significantly influenced supervision especially on the principals' ability to observe teachers in class, give feedback after classroom observation and checking the teaching aids.

To establish the kinds of principals' workload the study sought to find out whether principals teach students in class. Principals' responses were as presented in Table 4.10.

Table 4.10 Principals' responses on whether they teach students in lessons

NO.	Items	Frequency	Percent
	Very high	2	67%
	High	1	33%
	Low	-	-
	Total	3	100%

Majority of the principals (67%) indicated that they teach students in classes. This implies that other than their administrative principals also teach students showing that they have heavy workload. Further, the study sought to find out the number of hours' principals who teach students conduct Implementation process in a week.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study was to assess the practices and challenges of instructional supervision in Wolkite city Administration secondary schools. With this regards, this part deals with the summary of findings, the conclusion reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

The findings reported in chapter four summarized along the following themes that reflect the research questions. The practice of instructional supervision was important to provide pedagogical ad professional support to teacher by bringing in school supervision. Thus instructional supervisor are responsible to provide support, control and link the schools with other schools both horizontally and vertically. However, it is indicated that, instructional supervisors are not performing as expected. Therefore, the purpose of this study was assessing the practices and challenges of instructional supervision in wolkite city Administration secondary schools and recommending possible solutions.

5.2. Conclusion

The findings of the study, supervision is a combination of process, procedures and conditions designed to advance the work effectiveness of individuals and groups. It was being deemed to oversee smooth learning process. Implementation supervision stimulates teachers to improve instruction, revise and maintain instructions and methods of teaching. Moreover, principals' administrative experience greatly influences their ability to conduct effective Implementation supervision.

The principals are supposed to carry out Implementation supervisory practices like sitting in class as teachers teach to realize the teachers' weaknesses and strengths. After observation, the principals should physically hold a conference to discuss the Implementation process. This is supposed to uplift both the teacher and principal's relationship when positively enhanced. However due to high administrative workload majority of the secondary school principals do not find time to carry out effective instruction supervision practices.

Teachers are aware of the head teachers' Implementation supervision role but have negative attitude towards the process. Majority of them felt that supervision was meant to

witch-hunt and fault find their teaching, rather than it being a development of their career. The school sizes in secondary school varies in workload thus the study conclude that school size is a determinant for effective Implementation supervision.

5.3. Recommendations

The study findings came up with the following recommendations:

The Ministry of Education should organize seminars/workshops for secondary school principals on administrative management to ensure that principals are able to create enough time for their administrative duties and Implementation supervision.

School Board of Management and Quality Assurance and Standards Officers should employ expertise in various designated duties that are burdened on the principals to help lighten his workload so that he can have enough time for Implementation supervision.

Secondary school principals should use friendly approaches on their Implementation supervision duties to ensure that they do not experience conflict with teachers when carrying out Implementation supervisory practices.

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

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

Educationalists should organize seminars and workshops to create awareness to principals on positive ways of conducting Implementation supervision practices.

The Ministry of Education should reinforce the policy on maximum class size to ensure that secondary schools do not over enroll students to avoid large class sizes that hinder effective Implementation supervision.

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APPENDIX A
WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

**DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE
AND LITERATURE**

Questioner to be filled by Teachers

Dear respondents;

The objective of this study is to collect information regarding to Factor that affecting implementation supervision in Abafransua secondary school of wolkite city. This questionnaire is the designed to factors affecting Implementation supervision implementation in Abafransua secondary school of wolkite city. The success of this study was highly depending on the quality of your response and I hope you will give accurate and honest responses to the items presented. Your responses were kept confidential and used only for this academic purpose. I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire.

Thank you in advance

NB: No need of writing your name

Please attempt all questions seriously

Use the tick mark for your option that suit your idea

Part I: personal information the respondents

1. Sex: A) Male ☐ B) female ☐

2. Age: A) 15-17 ☐ B) 17-19 ☐ C) 20-above ☐

3. Academic qualification

A. Diploma ☐ B. BA degree ☐ C. MA degree ☐ D. above MA degree ☐

4. Religious. A. Christian ☐ B. Muslim ☐ C. Orthodox ☐ D. Protestant ☐

Part.1. Practices of implementation of Supervision

Direction: Please use “X” mark for your choice from the given alternatives and to what extent the following factors influence implementation of students centered instruction method.

1=Very Low 2= Low 3= moderate 4= High 5= Very High

No	ITEMS	1	2	3	4	5
1.	The current practices of Implementation of super vision					
2.	The trainings(workshop, experiences sharing) organized about Implementation supervision implementation					
3.	Classroom observation implemented					
4.	The analysis of teaching-learning process by the supervisors					
5.	The analysis of teaching-learning process by teachers					
6.	The provision of feedback to teachers by supervisors					
7.	The practices of supervisor discuss the objective of the lesson with teacher					
8.	The extent to which school based supervisor discussion with teacher on the methodology of the lesson before the actual presentation					
9.	The practices of the supervisor regard the analysis of lesson plan of the supervisee teacher before classroom visit					
10	The practices of the supervisor to follow up the lesson attentively from the beginning to the end					
11	The extent to which s school based supervisor give immediate feedback to the teacher					

Part 2: Benefits of factors affecting Implementation in supervision.

1=Very Low 2= Low 3= moderate 4= High 5= Very High

No	Item	5	4	3	2	1
1.	Teacher benefits in supervision as a fault finding than actively helping.					
2.	The teacher benefits of supervision as to teaching					
3.	The Benefits of training of supervision					
4.	Lack of the implementation of supervision in the school					
5.	The training of supervision of benefits to increases					
6.	The benefits of supervision of teachers to teaching					
7.	Supervision benefits in the teachers performance					

Part 3: Factors affecting Implementation supervision implementation.

Please specify the Implementation supervision happen or not your school. The practices were marked in the category of next to each item.

1= strongly disagree 2= Disagree 3= Moderate 4= Agree 5= strongly agree

No	Item	5	4	3	2	1
1.	Teacher perceives supervision as a fault finding than helping active					
2.	Teacher perceive supervisor as in incomplete to the position					
3.	Teachers do not perceive supervision as a means to promote teachers autonomy					
4.	Lack of training for supervisor					
5.	Rarely experience's sharing session was been organized for school base supervisor					
6.	Inadequate budget was allocated for supervision program					

7.	Big work load on school based on supervisor					
8.	Lack of support for school based supervisor (like some guidelines and checklist to conduct supervision)					
9.	Unavailability of skilled and experienced supervisor personnel					
10.	Failure of supervisor to create smooth relationship among teachers					

Part 4: what strategies should be used to overcome factors that affecting instruction implementation_____

APPENDIX B
WOLKITE UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

**DEPARTMENT OF PEDAGOGICAL SCIENCE AND ENGLISH LANGUAGE
AND LITERATURE**

Interview guideline conducted with principals

Dear respondents;

The objective of this study is to collect information regarding to factors that affecting Implementation supervision implementation. The questionnaire is designed to factors that affecting Implementation supervision implementation in the case of Abafransua secondary school. The success of this study was highly depending on the quality of your response and I hope you will give accurate and honest responses to the items presented. Your response was the kept confidential and used only for this academic purpose. I would like to express my heartfelt thanks and appreciation for your time and sincere cooperation to fill this questionnaire.

Thank you in advance

NB: No need of writing your name

Please attempt all questions seriously

Use the tick mark for your option that suit your idea

Part One: Background of Information's of the respondents

1. Sex: A) Male ☐ B) Female ☐

2. Age: A) 15-17 ☐ B) 17-19 ☐ C) 20-above ☐

3. Your family occupation:

A) Merchant ☐ B) farmer ☐ C) government employment ☐ D) religious leader ☐

4. Your family educational status:

A. Write and read ☐ B. Illiteracy ☐ C) grade 9-10th ☐

D) Grade 11-12th ☐ E) Diploma and above ☐

Part two: Give your response to the questions in short and precise

1. What is your understanding about school based supervision
2. What supervision practices procedures and techniques do the school-based supervisor should follow in conducting classroom visits? How often you have visited classes.
3. What major rule do you think supervision was to the development of curriculum staff and instruction?
4. How do you see the effectiveness of its implementation?
5. What is your option regarding the overall supervisor practice in promoting teacher's professional competences?
6. What are the problems encountered during the implementation of school based supervision in your school?