

**FACTORS AFFECTING THE SUPERVISION
FUNCTIONS IN COMPLETE PRIMARY
SCHOOL OF SOME SELECTED
WOREDA OF BALE ZONE**

By

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Table of content

Acknowledgement-----	i
Abstract-----	ii
Table of Content-----	iii
Acronym-----	iv
List of table-----	v

CHAPTER ONE

1. INTRODUCTION

Back ground-----	1
Statement of the problem-----	5
Objective of the Study-----	6
Significance of the Study-----	7
Delimitation of the Study-----	7
Operational Definition of key terms-----	8

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

Concept of Educational Supervision-----	9
Definitions-----	10
Theoretical Foundations of Supervision-----	11
History of Supervisory Perspectives-----	11
Domains of supervision-----	17
Curriculum Development-----	18
Instructional Improvement-----	20
Staff Development-----	20
Forms of Supervision-----	21

External Supervision -----	21
Custer Supervision -----	22
Internal (School Based Supervision) -----	23
Function of Supervision -----	24
Administrative Function -----	25
Educational Functions -----	26
Supportive Functions -----	27
Liaison Functions -----	27
Monitoring and Evaluation Function -----	28
The Supervisor's Major responsibilities -----	29
Factors Affecting School Supervision Function -----	30
Low level of Competence -----	31
Financial and Logistic Problem -----	31
Perception of Teachers -----	32
Resistant Behaviors -----	32

CHAPTER THREE

3. METHODS AND PROCEDURES OF THE STUDY

Sampling Techniques and Source of Data -----	34
Sampling Techniques (Procedures) -----	34
The Source of Data -----	35
Instruments and Procedures of Data Collection -----	36
Instruments -----	36
Procedures -----	39
Method of Data Analysis -----	39

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

Personal Data -----	41
Function of Supervision -----	43

Administrative function of supervision -----	45
Educational function of supervision -----	48
Supportive function of supervision -----	51
Liaisons function of supervision -----	53
Measurement and Evaluation function of supervision -----	56
The Current Challenges of Effective Supervision -----	59
In adequacy of effective supervisors -----	61
Financial and Material Inadequacy -----	63
Teacher's perception towards supervision -----	67
The Possible Working Solutions of Overcoming the Identified Problem -----	70

CHAPTER FIVE

5. SUMMARY, CONCLUSION, AND RECOMMENDATION

Summery -----	73
Conclusion -----	76
Recommendation -----	77

BIBLIOGRAPHY

APPENDIX A

APPENDIX B

APPENDIX C

List of tables

Table 2.1: Major periods in the historical development of supervision

Table 2.2: Supervision Function's of kadushin

Table 4.1: Characteristics of respondents

Table 4.2: Rank of supervision function

Table 4.3: Show how the administrative function to be effective

Table 4.4: Show how the educational function to be effective

Table 4.5: The extent of supportive function to be effective

Table 4.6: The extent to which liaison function to be effective

Table 4.7: Show how measurement and evaluation function to be effective.

Table 4.8: Rank of factors affecting supervision function

Table 4.9: Inadequacy of effective supervisors

Table 4.10: Challenges of effective supervision function related to financial and material.

Table 4.11: Challenges of effective supervision function related to Teacher's perception.

Table 4.12: Perceived possible working solution

ACRONY

AAEB- Addis Ababa Education Bureau

AAU-Addis Ababa University

MOE-Ministry of Education

CRC-Cluster Center

NGO-Non Governmental Organization

Abstract

The purpose of this study is to assess the factors that affect the supervision function in complete primary school of some selected woreda of Bale zone.

This paper highlights a descriptive study that investigated the predominant function, their effectiveness, and challenges of supervision of complete primary school of Bale Zone in both cluster and school based supervision.

The research instruments included questionnaires, unstructured interviews and document analysis. The interviews with 5 cluster supervisors from four identified cluster center. The questionnaire used for the teacher's and school based supervisors respondents from the sampled school. The mean score and mean rank used in the study context.

The findings of the study indicated that the supervisors function more dominant in educational function and supportive function first and second respectively. Supervisor's effectiveness posses the necessary knowledge to guide, support, assist, share idea and coordinate efforts in the job. But the supervisors in the sampled school lack necessary supervisory training and experience. As result, the systems provide insufficient contribution to the improvement of instruction and student growth in achievement. Supervisors lack the skill of problem solving, they failed in developing the skill of teaching staff, they failed helping new hire teachers, lack openness in communicating with staff, and visiting school on time. The function challenged by lack of necessary skills, experience, lack of training, ill-equippeded with necessary tools, poor funding, non-uniformity of the service, in accessibility of same schools, lack of transportation service, the over burden of supervisor's and teachers resistance to accepted the supervisors effectiveness.

Based on this analysis, therefore, the researcher recommended that the supervisors will be giving a priority to supportive function and implement the rest according to their necessity. Supervisor's recruitment, selection training and re-training will be important and provide the necessary attention by the concerned body. The education office of the target woreda with the educational bureau oromia region and other concerned body should solve the problem in relation to lack of training, lack of financial incentives feasible with the job, transportation service especially for remote school supervisors, and other logistic of supervision should be improve.

CHAPTER ONE

Introduction

1.1 Background

In school, several activities take place at the same time. Some of these activity focuses on learning specific subject while others are based on student and staff involvement in curriculum activities. The school community is centered on teachers and students who, throughout the school day, are thrown together in the practice of teaching and learning.

A teacher's main duty is to preside over classroom activities and ensure that learning takes place in accordance with the aims and objectives of the lesson. Teacher may perform their job well, but continued supervision is necessary to not only maintain standards, but also to ensure that teacher's continued to be exposed to improve teaching instruction Komoski (1997).

The success of a school depends on supervision. According to Glickman et al, (1998:6), "function in school that draws together the discrete elements of instructional effectiveness, into whole-school action." This whole-school action must, therefore, involve the principal who is expected to take the lead in providing the kind of collaborative atmosphere which makes for good governance and ultimately, good teacher instruction. The principal, as facilitator, must be seen as the enlightened manager who believes in teachers and is willing to employ capable personnel who are serious about supervision and who will provide expert guidance in this area. The vision of school is to provide effective instruction for students. To ensure that this takes place on a consistent basis, supervisors must work with teachers, in a non-threatening way, to move instruction from what it is (ineffective), to what it should be (effective).

In the school environment the school supervisor is often seen as the person responsible for the supervision not only the school teachers but also all other aspects of school administration. In the teaching and learning agenda, the school supervisors are usually

the school heads, senior assistants to the school head, instructional lead teachers, department heads, and good performer teachers, (Glickman et al, 2004).

According to training manual of Addis Ababa Education Bureau (2009) there are five main function of supervision such as administrative, educational, supportive, monitoring and evaluation and liaison. As Smith (2005) indicated, administrative function of supervision is the promotion and maintenance of good standards of works, coordination of practices with policies of administration as assurance of efficient and smooth running office. In reality supervision should not have any administration responsibility but due to there are no any clear cut barriers between administration and supervision, both go hand in hand in actual situations the supervisors has also discharge a large number of administrative tasks (Mohanty, 1990).” The primary concern of supervisors is educational development of each individual worker on the staff” (Smith 2005:49).

Educational function of supervisors are multifarious, some of them visits schools on a regular basis to monitor the implementation of the curriculum, organizes team visits to schools to assess the delivery of the curriculum, examines the Principals’ records on clinical supervision and curricular checks, observes teachers’ classroom practices and provides feedback etc (Mohanty, 1990).

The supportive function takes the form of advice given to teachers and head teachers during supervision visits, which cover both administrative and pedagogical issues. Other modalities of support should also be considered such as individual tutoring, demonstration lesson, in-service training program and organization of peer learning etc (Grauwe & Carron, 2007). More over supervisors serve as a bridge (liaison function) between the public and the school. Supervisors works to involve the community and the parents in the administration of the school and to participate in preparation of plan as well as stimulating them to develop the sense of ownership of the school in their locality (Addis Ababa Education Bureau, 2009).

In monitoring and evaluation supervisors engage themselves in implementation of the educational policies and program the realization of continuous assessment, the status of educational coverage, educational supply, and quality of schools (Addis Ababa Education Bureau, 2009).

In Ethiopia from the beginning of the introduction of supervision function, they pass long year with their different problems. In the first place the supervisors were organized in the center of regional or zonal levels. The supervisors did not give any supervisory function to schools as the same time the duties and responsibilities of the supervisors were not clearly stated (MOE 1994). The supervisors focus on administrative functions rather than giving more attention in supportive function. The skill of the supervisors not better than school principals, and also they have no enough awareness to utilize supervisory principles and procedures. For that matter and other a new educational policy introduced in 1994. One of the visions is to change school organization and management in the new form. To make better and improve the supervision function they give attention to organize supervision close to the school at woreda level.

One of the successes of the policy in relation to supervision function the previous organizational complexity chain of administration get solution and each school provide an access of immediate and frequent observation due to decentralization. This needs more supervisory service which contributes to objectives of the schools. So as to bring about the anticipated improvement of instruction decentralizing authority and responsibility for supervisors applied in Ethiopia. As Sergiovanni (1982:167) says, "decentralizing of authority and responsibility for supervision takes the key authority and responsibility for supervision centers where the actual part." In the past five years supervision in Ethiopia decentralized in the local and in-school level by creating new structure by dividing the school to the closer distance. Supervisors are also appointed and placed at the center of the member of primary schools in which six to seven schools averagely organized under one supervisor's. However this method is not without risks, it

needs fairly heavy investment to ensure that the officials can perform efficiently, (Grauwe & Carron, 2007).

In addition school based supervision conducted by department head, principals or vice principals to give follow up assistance in close contact in school. Since woreda has direct contact with schools, more and specific supervisors work is expected to be performed by woreda or cluster supervisors.

To cite some of the major responsibilities noted in Mergia and Kumsa (2005:19); ✓

To check, follow-up, monitor and evaluate so as to maintain quality and standard of teaching and learning.

To ensure that the educational programs in schools are susceptible to local conditions and community needs.

Initiate the formation of PTA (parent teacher association) at school level.

To organize in-service training in the form of workshops, seminars, conferences, etc to school based supervision.

Promote school community relationship.

As indicated by Arefayne (2010), after the introduction of the policy within increase student enrolments, lack of school facilities, striving for quality and the like, the recruited supervisors lack the necessary supervisory skills in utilizing different procedures of supervision and in implementing different supervision function, are among the major challenges of supervision function. As research study of Govinda & Tapan (1999), stated that the blame to the failure of supervision to be functional on the quality of teaching is rest on the reason that distance between schools and supervisors is so great, visits are irregular and without follow up that becomes difficult for supervisors and teachers to develop a trusting and mutually supportive relationship.

To sum up what is the function of supervision in the past before the introduction of the 1994 policy supervisors there were no clear functions or duties and responsibilities but after the policy introduced they come up with supervisors function with clear indication. But the policy were not implemented fully due to different factors including skill of supervisors, irregularity in supporting school, improper utilization of different procedure

of school visiting etc. This study is unique no research conducted directly on this topic in Addis Ababa university in general and Bale zone in particular.

1.2 Statement of the problem

The function of any supervision program is to facilitate an effective teaching learning process by creating a conducive atmosphere. The attempt of many countries to reform supervision services inspired by the need to improve educational quality and by the recent trend towards more school autonomy. Though the ability of schools to use their greater freedom effectively will depend to a large extent on the support service on which they can rely (Grauwe and Carron, 2007). In light of the above statement, currently Ethiopia in general and Bale Zone in particular has made attempt to place supervisors at cluster level assuming to give a closer support service to individual schools. For this, the supervisor has the responsibility to fulfill the supervisory jobs in schools. From this perspective, Wiles (1983:3) stated that "supervisory jobs are like triangles all on the same base line representing those responsibilities which are command to them all (such as planning, leadership, organizing, coordinating, etc)."

The school supervisors have the responsibility to see the work of the schools. They must work cooperatively with other people to improve instruction. It is their duties to observe that a good supervisory function is put in to practice. The primary function of educational management is to insure the proper utilization of human resource, material and financial inputs in order to attain educational objectives. The supervisors use those resources to plan, coordinate, supervise, and control the development and the implementation of educational program.

The attempt to place supervisors at cluster level assuming to gives a closer support service to individual schools. But from the ground experience of the researcher still results have not been fully positive. There are complaints in both cluster supervisors and schools based supervisory practice. The supervisors have complaint on working condition that demands them to going often from one school to another school on foot

from one school to another over the vast and hard land. The teacher also condemn for different supervisors that give them different antagonistic suggestions as feedback for the same perspective during school supervision.

The researcher from his own experience it is heard from same informal discussion among teachers reveals that now day primary school supervisors major duties only gathering information about the performance of school plan in the school level and usually they contact with school management only during visit. Supervisors usually embark on routine inspection of administrative nature, in same case supervisors may not visit the school even once within a semester and teacher's professional improvement by facilitating in-school conferences and workshop is non-existent.

In this circumstance the researcher is interested to think that the schools may not receive the desire assistance from supervisors the supervisors may not qualified in supervision, the perception of teachers towards supervision may not be positive. Therefore mentioned problems in primary school instructional supervision, and the impact they may have on the quality of education have initiated the researcher of this paper to undertake a study on the problem under treatment. Hence, the researcher developed the following basic questions:

1. Which functions of supervision are dominantly implemented by supervisors?
2. How effective are the functions?
3. What are the factors that hinder the effectiveness of supervisory functions?
4. What is the possible working solution to improve the current supervisory function?

1.3 Objective of the Study

General objective: this study attempt to;

- Assess the factors that affect supervision functions in complete primary schools.

Specific objectives

1. To assess the regularly exercised function of supervision conducted by supervisors.
2. To assess how the functions are effective.
3. To investigate the factor that affects the effectiveness of supervisory function in supporting school.
4. To identify the major possible solution to improve the current supervisory function.

1.4 Significance of the Study

The aim of this study is to assess the factors affecting the supervision function in complete primary school of some selected woreda of Bale Zone and identify the major problems that encountered in the supervision function process. Accordingly the result of this study may have the following significances.

- To find out the problem that exists in the implementation of supervision function.
- It also believed that this study will enable school supervisors to make attempts of fully utilizing intra-school participation in tackling problems by facilitating at school, or woreda or zonal level.
- Provide constructive pointers on supportive supervision for education administrators and experts.
- It can serve as base for further study for any concerned body.

1.5 Delimitation of the Study

Oromia, the largest regional state in Ethiopia, has an area of 359,619.8 square kilo meters, the region has 16 zone and 218 woredas with the total of 4941 primary and 154 secondary schools (C S A, 2003).

The study is delimited its scope to four woreda of one zone i.e Bale zone and only to eight complete primary schools. This is due to time and resource constraints.

This study, however, assess the factors affecting supervision function in eight selected complete primary schools of the woreda. Obviously, the problem seems prevalent in all primary school of the zone.

1.6 Operational Definition of key terms

Supervision: “is the function of control that can lead directly to corrective action while execution is taking place”, (Good, 1973:572)

Complete Primary school: “the school division from grade one to grade eight. It has two cycles (first cycle grade 1-4 and second cycle grade 5-8)”, (MOE, 1994:50).

Cluster center supervisor/external supervisor: “is a person who supervises a group of schools, in primary schools”, (Arefayine, 2010:9).

Wereda: it is the administrative geographical location below zone that has its own boundaries and population, (Arefayine, 2010:9)

Zone: “it is administrative geographical location between region and wereda”, (Arefayine, 2010:9)

Function of supervision: “it is concerned with the maintenance of harmonious working relationships, the cultivation of esprit decorps”, (AAU, 2009:33).

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1 Concept of educational supervision

The ultimate goal of the supervisor is to improve teachers' classroom instruction. Harrison (1968:228) states that "of all the supervisory techniques used by supervisors is the classroom visit" since the classroom is the center of instruction, it is natural that it should be the focus of supervisory attention. According to Harrison (1968), educational supervision, therefore, allows for objective feedback, which is given in a timely manner, will lead to improved results. Instructional supervision helps to improve instructional problems and provides valuable information which can lead to solving such problems. As a result, teachers are able to clearly see differences in what they are doing in reality, and what they think they are doing.

Where necessary, improvements in instruction are highlighted and teachers, through school based supervision, are able to develop new skills and strategies which will be replicated as needed (Harris 1985). As teacher instruction improves, students will become more motivated, classroom management will be improved and a better atmosphere for promoting learning will exist (ibid).

Supervision aid the teacher in improving classroom instruction, it also aids the teacher in improving his/her chances for promotion and/or "taking on" other responsibilities as he/she grows professionally. One such responsibility could be to provide direct assistance to a colleague. As Harrison, (1968:93) stated that "supervisor have special responsibilities and in that sense are special people". "If instructional supervision is perceived in a positive light, then the teacher will become self-motivated and will seek further professional development" (ibid). Instructional supervision as one of the several factors for teachers' job satisfaction and improvement of instructional process, has received increased attention by several writers.

Thus, overview of the definitions, theoretical foundation of school supervision, forms supervision, models of supervision, functions of supervision, domains of supervision and factors affecting supervision function are treated in this part of the study.

2.2 Definitions

Varying Interpretation of School Supervision

This discussion, however, still leaves us unsure of what supervision is or should be. To create a sharp, clear-cut definition of supervision is extremely difficult, as acknowledged by Mosher et al, (1972:3):

The difficulty of defining supervision in relation to education also stems, in large part, from unsolved theoretical problems about teaching. Quite simply, we lack sufficient understanding of the process of teaching. Our theories of learning are inadequate, the criteria for measuring teaching effectiveness are imprecise, and deep disagreement exists about what knowledge – that is, what curriculum – is most valuable to teach. . . .

When we have achieved more understanding of what and how to teach, and with what special effects on students, we will be much less vague about the supervision of these processes.

Burton and Leo J. Brueckner (1955:11) gave supervision a broad interpretation, viewing it as a “technical service requiring expertise, the goal of which is improvement in the growth and development of the learner.”

Stressing the helping nature of supervision, Franseth (1961:19) early on stated, “Today supervision is generally seen as leadership that encourages a continuous involvement of all school personnel in a cooperative attempt to achieve the most effective school program.”

Harris, (1985 10-11) wrote “Supervision of instruction is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching process employed to promote pupil learning.”

Alfonso et al, (1981:43) offered a slightly different definition: “Instructional supervision is defined as: Behavior officially designated by the organization that directly affects teacher behavior in such a way as to facilitate pupil learning and achieve the goals of the organization.”

In summary, the overall essence of the above definitions highlighted the role and functions of supervision as one of the essential functions for the operations of good schooling. The general concern of instructional supervision is coordinating, directing, organizing and developing teachers' performance, so that, organizational goals and objectives can meet. The focus of school supervision is the improvement of instruction and it is hoped the subsequent maximization of students academic performance.

2.3 Theoretical Foundations of Supervision

Theory ideally should serve as a basis for the development of models and practices.

Tracy, (1998:86) observes, "The field of supervision of instruction unfortunately suffers from the lack of its own firm base of theory and research". She suggests that the field of supervision has drawn from other fields for its theoretical base, including leadership theory, communication theory, organization theory, counseling theory, educational psychology, and change theory. Glatthorn, (1998) reiterates this view of the theoretical basis for supervision, suggesting that the nature and functions of supervision can be viewed through several dimensions or perspectives, including scientific, social, human, aesthetic, and industrial dimensions. He indicates that viewing supervision through both individual and multiple perspectives will be useful in understanding and in researching the field of supervision.

2.4 History of Supervisory Perspectives

Most accounts of the history of supervision refer to eras or periods of time in which supervision was influenced by social, political, and economic movements in society and education (Bolin & Panaritis, 1992), (Glanz, 1998). The accounts trace the history of supervision from colonial times to present day. Though differing slightly in their representations of the evolution, most depict seven stages: (1) inspection; (2) efficiency; (3) democracy; (4) scientific; (5) human relations; (6) second wave scientific; and (7) human development.

Glanz (1998) referred to the first two stages as inspection and efficiency. At the turn of the 20th century, supervision was influenced by bureaucratic management methods and practices. Initially, teachers were viewed as deficient and supervisors inspected their practices for errors. In the second stage, supervision was influenced by the scientific principles of business management and industry and aimed at making teaching more efficient.

The third phase, around the 1920s to 1940s, included an attempt to make supervision a more democratic process. Supervision was seen as a helping function and aimed at improving instruction through paying attention to human relations. A return to scientific supervision happened in the late 1940s to 1960s. This phase was characterized by reliance on observation systems and class data to improve instruction. The fifth phase emerged in the 1960s and again focused on democracy and human relations. Supervision was conceived as leadership and tried to remove itself from bureaucratic management methods and legacies of the past. Glanz (1998) suggests that in the 1970s, the field of supervision was plagued with ambiguities, including the lack of a clear definition of supervision and a lack of agreement on its functions. Emerging during this phase, clinical supervision attempted to provide a clear process and to foster collaboration between the teacher and supervisor in order to improve instruction.

The last phase, from the 1980s to the present, has seen the emergence of models of supervision, often modifications of clinical supervision, that are based in adult learning theory, collaboration, and a concern for meeting both the needs of teachers and of the school organization. Current models of supervision will be briefly reviewed in the next section. Current models of instructional supervision Pajak, (1993:7) observes that clinical supervision has remained an important process in the field of supervision. He suggests its "guise may have changed over the years as various authors have reinterpreted and elaborated on the basic framework", but that clinical supervision has remained vital for more than two decades. "Some models have taken a humanistic and artistic stance while others are more technical and didactic models" (Bolin & Panaritis, 1992)). Some of these models are

described in the following paragraphs. A shift is evident in current practice that suggests using a range of supervision approaches to meet diverse needs and situations.

Clinical supervision, Pajak (1993), provides an overview of the original clinical supervision model developed in the 1960s. The origins of the clinical supervision model came from work completed by Morris Cogan and Robert Goldhammer at Harvard University and expanded by Ralph Moser and David Purpel (ibid). Clinical supervision is concerned with the collegial relationship between a teacher and a supervisor. The focus is on face-to-face interaction between teacher and supervisor in attempts to improve instruction. Observation of classroom behaviors of teachers and students serve as a basis for analysis and choice of alternative teaching actions.

Though each of the original developers proposed a slightly different process, clinical supervision included, at minimum, a pre-observation conference, observation, analysis of the teaching and learning behaviors, a post observation conference, and an evaluation of the supervision process. Clinical supervision was viewed as a cyclical process.

Developmental supervision, Glickman et al, (1998), propose developmental supervision. This is a model in which the supervisor matches the approach to supervision to individual teacher characteristics and developmental level. The supervisor might choose to be directive, collaborative, or nondirective in working with an individual teacher. There are three phases to developmental supervision: (1) choosing the best entry-level supervisory approach for a teacher based on adult developmental level, commitment, and expertise; (2) applying the chosen approach; and (3) fostering teacher development of instructional skills while gradually increasing teacher choice and decision-making responsibility.

Collegial supervision, several authors in the field of supervision propose collegial processes as options for supervision of teachers. Glatthorn (1990:188), describes 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 term that describes forms of collegial supervision include mentoring, cognitive coaching, and peer coaching.

Self-directed supervision, Self-directed supervision is another current model of supervision (Sergiovanni & 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 upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models.

Differentiated supervision, Glatthorn (1990), proposes differentiated supervision as providing a range of options for supervision. He suggests allowing teachers to choose the type of supervision in which they are involved. Options can include those already described such as clinical supervision, collegial supervision, and self-directed supervision. A fourth option is administrative monitoring in which a supervisor conducts a series of brief and informal observations that are used to assist and assess the teacher.

The theoretical discussion and description of current models above was included in this paper to provide context for the supervision of education within public schools. Because of the shared responsibility for supervision by special education and general education leaders, supervision of special education must be situated within general education supervision practices of the public school arena.

Other authorities in the field like Eye and Netzer in puilips (2001:78) pointed out three distinct periods:

1. The period of administrative inspection; 1642-1875. This period was marked by its classical views. Supervision at this time of its development was coercive, and was called inspection. Layman was in charge of it. The period of efficiency orientation, 1876-1936. This time, there were efficiency orientated experts. Supervision remained an inspectional function. Teachers were helped for the mere improvement of instruction.

2. The period of cooperative group effort, 1937-1959. Words like coordination, creativity, stimulation, and democratic relationship were used, indicating the emergency of systematic management.
3. The period of research orientation, 1960 to present. This period has been dominantly marked by molding of personnel relationships and research on the solution of teaching learning problems.

In another instance, Lucio and Mc Nell (1979:9-11) classified the historical development of supervision in to five distinct stages:

1. Administrative inspection (before 1900): teachers were considered as instruments to be supervised by administration.
2. Supervision by specialists (turn of century): new subjects required services of specialists. Supervision continued to be on arm of administration.
3. Scientific supervision (1920): supervision was to discover "laws" of education and apply them through teachers. Research and measurement were to be domains of supervision. Teacher where to apply findings.
4. Supervision as democratic human relations (1930s and 1940): teacher had feelings and emotions which were appealed to for actions. Emphasis was given to personal determination of ends.
5. Supervisor through reason and practical intelligence (1950-present): Reason: the specification of desired out comes and appropriate behavior necessary to their attainment. Practical intelligence: action trough wide participation of all concerned in the process of inquiry and the judgment of outcomes.

Table 2.1: Major periods in the historical development of supervision

Period	Types of supervision	Purpose	Person responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, citizens' committees
1850-1910	Inspection, instructional improvement	monitoring rules, helping teachers improve	superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, principals general and special central-office supervisors, superintendents
1930-1950	Human relations, Democratic	Improving instruction	Principals, central-office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, Democratic	Improving instruction	Principals, central-office supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	Principals, central-office supervisions, school based supervisors, peer/coach/mentor
1985 present	Scientific clinical, human relations, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive, culturally responsive, ecological	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School-based supervisors, peer/coach/mentor, principals, central-office supervisors

Source: <http://media.wiley.com/product-data/excerpt/53/04711516/0471151653.pc>

As it inferred from above table, as in the early stage of supervision was depend on inspection and was led by different people. However, supervision today depends on a wide variety of activities in the improvement of instruction.

2.5 Domains of Supervision

The supervisor acts as coordinator, consultant, group leader, and evaluator to assist teachers in the improvement of instruction, curriculum planning, and personal and professional growth and development. In doing so, the supervisor must bring to bear a wide repertoire of knowledge and skills Floyd C (1965).

Pajak (1989:4-5), affirmed twelve domains, with relevant knowledge, attitudes, and skills in each domain.

These domains and their definitions are as follows:

- **Community Relations**—establishing and maintaining open and productive relations between the school and its community;
- **Staff Development**—developing and facilitating meaningful opportunities for professional growth;
- **Planning and Change**—Initiating and implementing collaboratively developed strategies for continuous improvement;
- **Communication**—ensuring open and clear communication among individuals and groups through the organization;
- **Curriculum**—Coordinating and integrating the process of curriculum development and implementation;
- **Instructional Program**—Supporting and coordinating efforts to improve the instructional program;
- **Service to Teachers**—providing materials, resources, and assistance to support teaching and learning;
- **Observation and Conferencing**—providing feedback to teachers based on classroom observation;
- **Problem Solving and Decision Making**—using a variety of strategies to clarify and analyze problems and to make decisions;
- **Research and Program Evaluation**—Encouraging experimentation and assessing outcomes;

- **Motivating and Organizing**-Helping people to develop a shared vision and achieve collective aims;
- **Personal Development**-Recognizing and reflecting upon one's personal and professional beliefs, abilities, and action (Ibid 4-5).

The external aspects of the supervisor's job—that is, community relations, which is certainly an important domain not only for supervisors but also for administrators, teachers, and other school personnel—find less treatment here. For help in the domain of community relations, the reader should consult some of the literature on public relations, building community support, and power structure Pawlas (1995).

Building positive community relations is extremely important for every school person. However, the designated administrator should assume the primary task of leadership in community relations and allow the instructional supervisor to concentrate on the task for which he or she is uniquely equipped service to teachers.

2.5.1 Curriculum Development

Concerning the school curriculum and its development, there are a number of different theories and practices. The prevailing tendency in schools has been to conceive of study in different subjects. Looking in to the task of teaching and learning process from scholarly perspectives, one can assume that schools scarcely venture to embark on teaching all the available knowledge and experiences, but there ought to be a through and critical selection and grading system of the instructional objective from among possible learning experience, so as to meet the various grade levels intended to be thought. To this effect, the role of supervisor's is pronounced because they are key persons in the process of goal definition and selection of the desired types of curriculum content, teaching materials, and methods of teaching. On the top of this, professional responsibility, down at classroom milieu, is a common professional duties of the supervisors to assist the individual teachers in determining a more appropriate and well sequenced instructional objective for an effective implementation of the curriculum (Lucio, 1979).

Advancing the same idea, Harris (1963), observed in depth the fact of curriculum improvement as the task of rewriting of courses of study to be followed by teachers. Curriculum improvement through in-service education program substantially draws up on the cooperative efforts of continuous process of creating new experiences, polishing up old concepts, and sustaining the motives of exploring new once of ideas. On the some point, Lovell and wiles (1983) noted that in-service education in curriculum improvement promotes the process of rethinking and reconstructing the desired educational programs including the task of curriculum release from traditional course of study. Wiles and Lovell dwelling on the above ideas stated that the effort of curriculum improvement centers its attention on the professional growth and development of individual teacher whose development implies the general development of school operations as a whole.

Similarly, Murphy et al. (1983:142-144) remarked that "promoting curriculum improvement and coordination is one of instructional leadership functions that is closely associated with effective schools and supervisors." Of course, supervisors act directly to support instructional procedures when they conduct staff development through in-service education. From the explanation once can understand a clear picture of curriculum improvement to promote instructional goals through supervision.

The task of instructional supervisor has considerable implication in curriculum development as a major task of instructional supervisors pertains to designing or redesigning that which is to be thought, by whom, when, where, and in what pattern. Developing curriculum guides and establishing new courses as examples of this task area (Harris, 1985).

In some way, another task of instructional supervisors with regard to curriculum development is to provide support and service directly to teachers to help them improve their performance. Such a support enables teachers and supervisors to examine plans for instruction and analyze instruction reference to what was planed, what happened and what results were achieved.

On the whole the effort of curriculum improvement centers its attention on the professional development and growth of the individual teacher whose development implies the general development of school operations as a whole.

2.5.2 Instructional Improvement

Regardless of its type or style, all form of supervision have the same basic principles and purposes; i.e, to improve instructional qualities. Nevertheless, the various types of supervisory devices may, however, have different perceptions of the nature of instructional improvement. Some people for instance, may place considerable emphasis on student achievement as an indication of instructional improvement, where as other focus on changes in the teacher's methods or techniques. In other words, same forms of supervision may have a satisfying nature in helping teachers to become proficient at analyzing and changing their classroom practices on their own (Zahorick, 1978).

The role of the supervisor of instructing is very demanding. The implementers of educational change is the classroom teachers, the facilitator of the change is the supervisor of the instruction. He acts as coordinators, curriculum director, and an instructional leader, helping teacher, an agent for better teaching; he is supposed to create a conducive climate for the teaching process. Supervisors have always been expected to encourage improved methodology and techniques.

2.5.3 Staff Development

Assuring the availability of instructional staff members in adequate number and with appropriate competence for facilitating instruction is very essential Harris, (1963). Recruiting, screening, selecting, assigning and transferring staff are endeavors included in this task area. Similarly, teachers as well as supervisors in variably need an opportunity to grow professionally through in-service education. From a point of view its broad professionally throughout in-service education can be seen as an endeavor to upgrade the effectiveness of the teaching and supervising staff. Stoop et al, (1981:375) defined in-service

education as "all activities of school personnel, which contribute to their continued professional growth and competence".

Pajak (1989:202) noted that "in-service training most frequently deals with either new classroom techniques or change in the federal state or local policies of which teachers have to be appraised". Similarly, Smith et al, (1964:168) remarked that "personnel policies should provide for the professional growth of instructional personnel." The authorities further observed that the professional growth can be affected by several sources, such as, in-service program, professional libraries when available to the staff, adequate and qualified supervision, and participation in the curriculum development and like.

On the whole, in-service education is usually made possible through instructional supervision, carefully planned and organized for specific purpose that helps raise professional status of teachers, which in turn effects changes in curriculum contents, implementations, and orienting teachers to their new responsibilities and methods of doing things better.

2.6 Forms of Supervision

There are three types of supervision, like external supervision, cluster school supervision, and school based supervision (Arefayne, 2010).

2.6.1 External Supervision

External supervision is the supervision of schools by supervisory personnel who located outside the school at local, regional and central level. The common characteristics of these officers are that delivering regular visits to schools as essential part of their mandates (Govinda & Tapan, 1999). External supervisors would carry out the following activates, assessing the performance of the school and make information about them available to other stake holders, provides professional support to heads of schools, and from school's links with the outside world, both in the form of innovations conceptualized elsewhere, and communicating school's need's to instructions that can respond to them (Ali, 1998). In (MOE, 1987) remarked that the roles of external supervisors are to control educational

standards and qualities, and providing effective support so as to achieve the goal of education. On the other hand, (Knezevich, 1969:263) described that "effective supervision of instruction could be provided at the local level."

2.6.2 Cluster Supervision

Cluster supervisor is a full time supervisor immediately above the school supervisors. They are located at the center of their respective member schools of their cluster (CRC) and deemed as external supervisor at the local level. A CRC supervisor are key local officials aiding teachers in developing materials, encourage experimentation and research, provides schools with up to date materials and consultants, leads the schools in the continuous tasks of curriculum improvement.

This key local official aids teachers in developing materials, encourages experimentation and research, provides schools with up-to-date materials and consultants, leads the district in the continuous task of curriculum development, and meets with teachers and administrators on problems of curriculum and instruction.

In many cases, what was felt to be main weakness of supervision services was the distance between the supervisors and the schools partly as the results, schools were too rarely visited in particular the remote small rural schools many countries therefore tried to bring that gap by creating an extra supervisory level under the present lowest level or by bringing schools together in clusters, sometimes with a resource center in the middle. Its main purpose is to bring supervision to where the action is taking place, to transfer supervision from quality control to quality assurance and away it from external control towards school and teacher development by decentralizing the service further in to school site level and strengthening in school supervision to develop collegial relationship with teachers and dedicate more time to support and advice with less control (Grauwe & Carron, 2007).

2.6.3 Internal (School Based Supervision)

School based supervision is a supervision of schools by supervisory personnel within the school. Teacher absenteeism, problems of maintenance of school building, regular attendance cannot be imposed from outside. Schools themselves should encourage & empowered to monitor and improve the quality of the service they delivered. It is expected that empowerment of the school site actors is the way to make school responsive to their environment and to their students (Grauwe & Carron, 2007).

Within the individual schools of a district are people who could be labeled supervisors. Often a school will employ an assistant principal whose main duty is the supervision of curriculum and instruction. This person devotes full energies to developing the curriculum of his or her own school and helping teachers improve instruction.

Curriculum coordinators or lead teachers are sometimes found in the individual schools either as assistants to or replacements for the assistant principal for curriculum and instruction.

Their task is to assist teachers with curricular and instructional problems and to give leadership to the development of the curriculum and the improvement of instruction.

Team leaders, grade coordinators, and department heads in the individual schools can, should, and sometimes do serve as supervisors. With the team-staffing patterns followed by many schools, the person who heads instructional team plays a significant role as supervisor for that team. The department head in middle, junior high, and senior high schools fulfills for a department a supervisory function similar to that fulfilled by the team leader. Because elementary schools are ordinarily not departmentalized, the grade coordinators for all sections of a grade level and the team leaders for each section of a grade level serve as quasi-department heads that carry supervisory responsibilities. In middle, junior high, and senior high schools, we may find both team leaders and department heads, with team leaders within departments responsible to the department heads.

According to (MOE, 1987) in the individual schools of the district, there are people who labeled the name of supervisor such as principal of the school, assistant principal, department head and senior teachers.

School-based supervisors should lead in curriculum development, assist teachers in the production of instructional and curricular materials, arrange for staff development, and help teachers improve their teaching methods.

2.7 Function of Supervision

The function of any supervision program is to facilitate an effective teaching learning process by creating a conducive atmosphere. For this, the supervisor has the responsibility to fulfill the supervisory jobs in the schools. Thus school supervisors have responsibility to see the work cooperatively with other people to improve instruction. According to Holland & Adams (2002:228), highlight that "the right supervision supports teaching and professional development, enhances personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy". It is their duty to observe that a good supervisory program is put in to practice.

"In today's reform climate, supervision is best understood as both a role and a function" (Sergiovanni and Starratt, 2007:5). When, for example, principals, department chairs, central office subject matter specialists, and other formally designated supervisors visit classrooms to help teachers improve their practices, they are exercising their formal supervisory function. They do this by engaging in such functions as observing teaching and providing helpful comments, helping in such functions as observing teaching and providing helpful comments helping teachers to reflect on their practice, teaching a demonstration lesson, suggesting items teachers might include in their portfolios, disaggregating test score data, and conducting formal evaluations of teaching as required by district or state policy (Sergiovanni and Starratt, 2007). But others, too, engage in supervisory functions, even though they are not formal supervisors. Teachers, for example, engage in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of students' work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or whether students' performance levels meet important standards. The supervision functions are so important in helping schools contribute

effectively to rigorous and authentic learning that they cannot be rationed to just those who have formal supervisory responsibilities (Segiovanni and starratt, 2007).

In general, a supervisor is expected to clarify the principals, purposes and functions of and the role which supervision plays in the promotion of educational programs. The primary function of educational management is to insure the proper utilization of human resource, material and financial inputs in order to attain educational objectives. The supervisors use those resources to plan, coordinate, supervise, and control the development and the implementation of educational program of which in-service program is of paramount importance. Every kind of professional task in the school setting has some implication for instruction and may therefore be a supervisor task Pajak (1989).

According to training manual of Addis Ababa education bureau (2009) there are five main function of supervision. Such as administrative function, educational support function, supportive function, liaison function, and monitoring & evaluation function.

2.7.1 Administrative Function

Administrative - Indicated administrative function of supervision is the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth-running office, from kadushaini's model of supervision as Smith (2005). In reality supervision should not have any administration responsibility but due to there are no any clear cut barriers between administration and supervision, both go hand in hand in actual situations the supervisors has also discharge a large number of administrative tasks (Mohanty, 1990).

Kadushin tightens up on Dawson's formulation and presents his understanding of the three elements in terms of the primary problem and the primary goal. In **administrative supervision** the primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. "The primary goal is to ensure adherence to policy and procedure", AAU cite from Kadushin (1992: 20). The supervisor has been given authority by the agency to oversee the work of the supervisee. This carries the responsibility: "... both to ensure that agency policy are implemented - which implies a

controlling function and a parallel responsibility to enable supervisees to work to the best of their ability" Brown and Bourne (1995: 10).

It also entails a responsibility not to lose touch with the rationale for the agency - 'to provide a first-class service for people who need it (or in some cases are required to have it, in order that they or others may be protected from harm).

2.7.2 Educational Functions

Educational - the educational development of each individual worker on the staff in a manner calculated to evoke her fully to realize her possibilities of usefulness.

The primary concern of supervisor is educational development of each individual's worker on the staff in a manner calculated to utilize their possibilities of usefulness (Smith, 2005).

"Educational functions of supervisors includes orientation of teachers through in service training, evaluation and assessment of pupils achievement, preparation of instructional materials, conducting surveys, research and experimentation", etc (Mohanty, 1990:192).

In **educational supervision** the primary problem for Kadushin (1990: 20) "is worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job. The primary goal is to dispel ignorance and upgrade skill." The classic process involved with this task is to encourage reflection on, and exploration of the work. Supervisees may be helped to: Understand the client better; become more aware of their own reactions and responses to the client; understand the dynamics of how they and their client are interacting; look at how they intervened and the consequences of their interventions; explore other ways of working with this another similar client situation Hawkins and Shohet (1989). To this Acheson and Gail (2003:7) highlight that "supervision is not autocratic but collaborative and interactive." Furthermore it is not directive but democratic; it is also more teachers centered rather than being an authoritative supervisor-centered activity. In general supervisors must look themselves as "a teacher of teachers."

2.7.3 Supportive Function

Supportive – “the maintenance of harmonious working relationships, the cultivation of esprit de corps” (AAU, 2009:33). According to Komoski (1997:12), “supervision is a leadership instructional act where the ultimate aim is to improve classroom instruction.” Besides helping to enhance the teaching and learning process, is also seen as a process to ensure the formal curriculum is implemented in the classroom. More importantly the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation.

Supportive function takes the form of advice given to teachers and had teachers during supervision visits, which cover both administrative and pedagogical issues. “Other modalities support should also be considered, such as individual tutoring, demonstration lessons, in service training program and organization of peer learning” (Grauwe & Carron, 2007:9).

“In **supportive supervision** the primary problem is worker morale and job satisfaction, the primary goal is to improve morale and job satisfaction”, AAU cite from Kadushin (1992: 20). Workers are seen as facing a variety of job-related stresses which, unless they have help to deal with them, could seriously affect their work and lead to a less than satisfactory service to clients. For the worker there is ultimately the problem of 'burnout'.

2.7.4 Liaison Function

Because of the above functions, which include regular school visit, supervisors also the main liaison agents between the top of education system, where norms and rules are set, and the schools, education really takes place. As expected of go-between agents, they have a double task: to inform schools of decisions taken by the center, and to inform the center of the realities at school level.

Their liaison role is, however, not only vertical; increasingly, supervisors are entrusted with horizontal relations and have a privilege role to play in identifying and spreading new ideas and good practices between schools. Particularly when ambitious reform programmes are

being lunched, their role in disseminating the reform and in ensuring smooth implementation at the school level becomes important.

As if their job description was not sufficiently complex, supervisors must also establish a good linkages with other services involved in quality development such as pre-and in-service teacher training, curriculum development, preparation of national test and examination etc (Govinda and Varghese,1993).

2.7.5 Monitoring and Evaluation Function

Supervisors engage them self in monitoring and evaluating of the implementation of the educational policies and programs the realization of continuous assessment, the statues of educational coverage, educational supply, and quality of schools. The control function that relates to the original meaning of the word inspection is at the heart of compliance monitoring. "Still today in many countries control is considered to be essential function of supervisor", (Grauwe & Carron, 2007:8).

On the other hand Kadushin in Smith (1996) tightens up and presents three elements in termes of the primary problem and the primary goal. Those are administrative supervisions, educational supervisions and supportive supervisions. The following table is derived from it to show primary problem, and primary goal and relative activities.

Table 2.2: Supervision Function's of kadushin

Function	Primary problem	Primary goal	Task to be carried
Administrative Supervision	Is concerned with the correct, effective and appropriate implementation of agency Policies and procedures.	To ensure adherence to policy and procedure	-To have space to explore and express personal distress, re-stimulation, transference or countertransference that may be brought up by the work. -To plan and utilize their personal and professional resources better
Educational Supervision	Worker ignorance and/or ineptitude regarding the knowledge, attitude and skills required to do the job	To dispel ignorance and upgrade skill	-To receive information and another perspective concerning one's work -To receive both content and process feedback -To provide regular space for the supervisor to reflect up on the content and process of their work -To develop understanding and skills within the work.
Supportive Supervision	Worker moral and job Satisfaction	To improve moral and job satisfaction	-To receive information and another perspective concerning one's work -To receive both content and process feedback -To be validated and supported both as a person and as a worker -To ensure that as a person and as a worker one is not left to carry necessary difficulties, problems and projections alone

Source: Smith, M. K. (1996, 2005) 'The functions of supervision', the encyclopedia of informal education, Last update: September 03, 2009.

Moreover, Kadushin (1992) summarizes the function of supervision in administrative, which focuses on the promotion and maintenance of good standards of work, co-ordination of practices with policies of administration, the assurance of an efficient and smooth-running office; the educational development of each individual worker on the staff in a manner calculated to evoke her fully to realize her possibilities of usefulness; and supportive the maintenance of harmonious working relationships, the calculation of esprit de corps.

2.8 The Supervisor's Major Responsibilities

The main responsibilities of the supervisor may now be identified as of three kinds (Gwynn: 1964):

1. **The responsibility to give individual help to the teacher.** In many school systems both the teaching principal and the individual teacher look forward regularly to the visit(s) of the supervisor, to the individual help and stimulation that he can give to

each. In some cases, the teacher who is not visited each time feels that he has been slighted or has done something wrong.

2. **The responsibility to co-ordinate and make more available to all personnel the instructional services of the school.** Whether the service is concerned with the supplying of texts, supplementary materials, equipment, or supplies, or whether it is that of making available the services of the librarian, the audio-visual expert, the music or the art teacher, or the consultant from outside the school system, the supervisor are the liaison agent between these services and specialists and the principal and his staff.
3. **The responsibility to act as a resource person for the superintendent and other administrative personnel,** as a special agent in training teachers in service, and as an interpreter of the school and its program both to school personnel and to the public.

Note all supervisors or directors of instruction will have all of these responsibilities, but many of them will.

2.9 Factors affecting School Supervision Function

In Ethiopia the supervisory practices faces many problems. Among them were; teachers have a negative attitudes towards the supervisory programs; supervisors do not apply the principals, skills, and techniques of supervision they learned; supervisor's lack skills, especially in human relations while working with teachers; schools lack the necessary facilities or resource for supervision and other.

In supporting this idea, the manual of the inspection department of the MOE(1984 E.C: 6-7) explains that problems of supervision in Ethiopia are: "the shortage of time, ineffective transport system, insufficient fund and lack of supervisory personnel or shortage of qualified human power who are eligible in facilitating the teaching and learning process considering as the major factors."

Among same of the major factors affecting supervision function includes the following;

2.9.1 Low Level of Competence

A supervisor's engage himself in the process of his own training. In short, a supervisor has to keep himself up to date in order to provide proper guidance and counseling to this subordinate. Fischer (2000), reiterated that to enhance the professional effectiveness of the teaching staff, administrators / supervisors must be skilled in the following areas: (a) what to evaluate, (b) how to observe and analyze classroom observation information and other data, and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. She also points out that "supervision of instruction must be built on the observer's thorough understanding and in-depth knowledge of instructional theory, not on a check list of what should be in a lesson."

The importance of training as, it provides people with knowledge, skill and attitude, it promotes self reliance, and self respect, it is an important key to unlocking the potential for an improved quality of life, it opens the door to develop their careers and leads to job satisfaction, it helps to raise their productivity and thus contributes to the general development of the nation, it improves their ability and contributes to their mobility and protects the employability of the person and reduces his vulnerability to unemployment in a time of expression. Since, management and supervision is now quite advanced. Training in effective planning and administration enhances the capabilities of the supervisor. Ogundele (2001:43) believes that, "employees (supervisors) training and staff development are continuous life processes and are imperative because they add quality to management processes."

2.9.2 Financial and Logistic Problem

In Ethiopia supervision practices face many problems; (Amberber, 1975) and (Zaudneh, 1987), among them were lack of necessary facilities or resources for supervision. In supporting this idea, the manual of the inspection department of the MOE (1984 EC: 6-7), "explain that problems of supervision in Ethiopia are: the shortage of time, ineffective

transport system, insufficient fund and lack of supervisory personnel or shortage of qualified man power." The financial and material inadequacies in general one of the problem that hinder the effectiveness function of school supervision. The effects of schools in poor areas can often outweigh the impact of family background and practices (Fuller, et al., 1999). Further, although many constraints exist, schools can play a role in helping parents to enhance the 'home curriculum' and improve the quality of parental involvement in their children's education.

2.9.3 Perception of Teachers

Teachers they perceive supervisors as supporter in achieving the educational objectives. But to this end, Starges (1979:587) suggested that "in most cases, teachers see supervisors in administrative activities, and not in improving learning opportunities which teachers need from instructional supervisors as their assistance."

The school staff itself must understand and accept the significance of role of supervisor in constant struggle to attain the educational objectives of the school system. When the supervisor try to spread the leadership in the group of teachers by recognizing that sharing leadership help the members grow ability by increasing the strength of the group, but certain staff members monopolize the leadership roles for them and their glorify. As consequence other teachers feel inadequate (Wiles & Lovel, 1983). If a teacher who is considered unskilled, self-seeking, unintelligent, or shallow is selected as chair person, the others seek ways to avoid working with him or her and the proposal that results will have less chance of acceptance (ibid).

2.9.4 Resistant Behaviors

Supervisee resistance, consisting of verbal and nonverbal behaviors, is the supervisee's overt response to changes in the supervision process. Liddle (1986) concluded that the primary goal of resistant behavior is self-protection in which the supervisee guards against some perceived threat. One common threat is fear of inadequacy; although supervisees want to succeed, there is a prevalent concern of not "measuring up" to the supervisor's standards. Other supervisee resistance occurs because supervision is required. Supervisees may not accept the legitimacy of supervision because they perceive their skills to be equal, if not

superior, to their supervisor's. Supervisee resistance may be a reaction to loss of control and can evolve into a power struggle between supervisor and supervisee. Supervisees may fear and be threatened by change, and consequently, respond with defensive behaviors. The fact that supervision has an evaluative component can provoke anxiety because a negative evaluation by a supervisor may result in dismissal and/or failure to receive necessary recommendations. Supervisee resistance also may result from the supervisor failing to integrate multicultural information into the supervision sessions.

CHAPTER THREE

3. METHODS AND PROCEDURES OF THE STUDY

As mentioned earlier the purpose of this study was to assess the factors affecting supervision function in supporting and facilitating the teaching learning process in the primary schools in selected woreda of Bale Zone. The study used a descriptive survey method, because it used to obtain information concerning the current status of the phenomena to describe "what exist" with respect to variables or conditions in the situation, it was design to obtain pertinent and precise information about the problem. Thus, descriptive survey approach was found suitable to this end and employed in the study.

3.1. SAMPLING TECHNIQUES AND SOURCE OF DATA

3.1.1. Sampling Techniques (Procedures)

Here stratified sampling, available sampling and simple random sampling techniques were used. In selecting sample woreda stratified sampling techniques were employed. One of the reasons to employ the method was each woreda inhabited by different populations which have different experience in education, so to consider their heterogeneity employed the method. Accordingly, the four woreda (Lega-Hida, Ginnir, Robe and Goba) were selected. The sampled woreda had 36 complete primary schools and 15 cluster center supervisors.

The researcher decided to take 8 or 22.22% complete primary schools as the sample of the study by including one from rural and urban schools, namely Annole-kurkuru, Har-egu, Mekuria Tessema, Turge, Galema, Made-Walabu, Fincha Bamo, and Tulu Dimtu complete primary schools have been selected randomly.

Availability sampling was used for principals or vice-principals, cluster supervisors and department head coordinators. So 8(100%) principals or vice-principals; and 5(33.33%) cluster supervisors were sampled. Since principals or vice-principals, cluster supervisors,

and department head are instructional supervisors and they have detailed and relevant information and experiences on the issue and also were the part of school management in which directly involve in different affairs of school.

Complete primary schools (1-8) had almost five or four department coordinators. From each school 4 department coordinators totally 80% which was 32 are sampled.

In selecting sample teachers, simple random sampling techniques were employed. Teachers has also selected based on the number of teachers in the schools. However the number of teachers in each school was not equal. Because of this the selection of teachers done through two steps: First, the number of sample teachers from each school was determined by probability proportion to size sampling technique. That is, 30% of teachers in each school were included in the study. Then, simple random sampling technique is used to pick up the fixed number of respondents in each school. Out of 243 teachers (41.15%) of them, which is 100 in number were sampled.

For more illustration (understanding) see the following table

No	Respondents	Sample taken		
		Population	Sample size	%
1	Teachers	243	83	34.15
2	Principals	8	8	100
3	Department head	40	26	65
4	Cluster supervisor	15	5	33.33

3.1.2. The Source of Data

There were two data sources: primary source of data and secondary source of data. Both primary as well as secondary sources of data employed in the study so as to get factual

information. The primary sources were the cluster school supervisors, school based supervisors, Primary school teacher. The reason for selecting these as sources of data is to get first hand information about the research problem; since the respondents have a direct relation and experience about it.

The secondary sources were written duties of school supervisors, books journals, educational bureau statistics, internet websites and documents are used as data sources in order to obtain qualitative or quantitative information regarding the current function or role and problems encounter for its effectively providing necessary support.

3.2. INSTRUMENTS AND PROCEDURES OF DATA COLLECTION

3.2.1. Instruments

In this study, three main instruments of data collection; namely, questionnaire, interview, and document analysis have been employed. The document analysis was also used to strengthen the data as supplementary instrument.

A. Questionnaire

The questionnaire for the teachers, school based supervisors (principals or vice-principals and department head). Two set of questioners were prepared independently for both teachers and school based supervisors.

The first part I (personal data) in both questionnaires was prepared in the form of multiple choice to get information about teachers and school based supervisors academic qualification work experience as supervisors if any, and field of study are the major.

In the second part of questionnaire for school based supervisors was prepared to collect the dominant function of supervisors in providing supervision function which prepared in the form of ranking those functions according to their priority that spent much of their time, were as in the teachers questionnaire prepared to collect information about how the function of supervision was effective in the form of attitude scale "agreement" or

"disagreement." The items for this section have been developed by taking the five major functions of supervision activities from related literatures to get useful statements and information for measuring attitudes of teacher towards the effectiveness of supervision function.

The third part III of school based supervisors questionnaire was prepared to collect information about cluster supervisors challenging issue that hinder their function, prepared in the form of attitude scale. In the last part IV the consecutive measures to overcome the identified problem. This also prepared in the form of attitude scale (see both appendix A & B).

In order to make a better and relevant data the questionnaires composed of both close and open ended items. The close ended items were likert scale and the respondents indicate their agreement or disagreement on the given scale, whereas, the open ended questionnaires provide the respondents a freedom to give relevant information on the given item of question about the research problem.

The piloting questionnaires for both questionnaires were first administered to 6 teachers and 6 school based supervisors in Nadhi complete primary school of Lega-hidha woreda out of the sample school. And the internal consistency of the instrument was calculated using cronbach alpha as it was appropriate to test the reliability of likert scale questions items. Therefore, the internal consistency coefficient measures the interrelationship between items in the questionnaire (Cortina, 1993). (Nunally, 1978) argued that a reliability of 0.70 or higher is acceptable. The Cronbach alphas all ranked higher than 0.70 (actual scores were 0.79). This analysis indicates that the scales used in the study are reliable. Moreover to confirm the validity of the instrument participants of the pilot tests were oriented about the objectives of the pilot study, how to feel, and give feedback regarding the relevance of the questions items. After the teachers and school based supervisor's filled it out, based on the questions forwarded and information obtained the necessary correction and modifications were made before the questionnaires

administered to subjects of the study. It was analyzed item- by -item to detect ambiguous and unclear statements. In general, the pilot test helped the research reduce the number of items; avoid errors related to clarity of language and contents.

Finally, both questionnaires for both teachers and school based supervisors have been administered directly by the researcher.

For the final study, questionnaires were distributed to the sampled teachers and school based supervisors. Accordingly 100 teachers and 40 school based supervisors were selected from the eight complete primary schools. Hence questionnaires were filled by 100 teachers and 40 school based supervisors. From the collected questionnaires 6 of them were carelessly filled, and 19 questionnaires have not been returned. 117 (83.57) i.e 34 school based supervisors and 83 teachers questionnaires have been used for the analysis of the data.

B. Interview

As indicated in Wilkinson and Bhandarkar (1999), interviewing is necessary to get deep feeling, perceptions, values or how people interpret the word around them, and past events that are impossible to replicate. By having this idea in mind, the researcher initiated the interviewee with 8 open-ended items, which are related to the supervision function, their effectiveness, the problems that hinder the supervision function and possible suggestions to improve it in the future (see appendix C). The interview is thus, conducted accordingly and administered by researcher.

Detailed interview was conducted with 5 cluster supervisors (one from each three sampled woreda) separately; two of them from Lega-Hidha woreda were selected in availability sampling and interviewed.

C. Document Analysis

Document observation is the other instrument used in the study. Concerning document observation, school based supervisor's plan, cluster supervisor's report to the education office, annual plan of cluster supervisor's, teacher efficiency record were observed.

3.2.2 Procedures

The researcher adopted three steps in collecting the data for the study. First, relevant literatures were reviewed so as to get adequate information on the topics. Second, basic research questions were formulated, which helped to show the direction of the study. Third, data gathering tools were developed and the necessary questions had been set. Before fully using the tools, a pilot study was conducted. Then the questionnaire was administered and gathered by the researcher. Lastly, the researcher also made the interview, and referring documents by carefully taking notes.

3.3 Method of Data Analysis

The data gathered through questionnaires, interviews and document analysis were analyzed using both quantitative and qualitative mixed approach. The researcher used both methods complimentary i.e the data gathered through questionnaire analyzed by quantitative method were as data gathered through interview and document analysis were analyzed qualitatively.

The quantitative data gathered through questionnaire was analyzed using (SPSS): mean score, percentage and mean rank. To obtain the mean rank the sum of the products of the value is divided by the total number of the respondents. The least mean observed indicates the first rank and the largest mean score shows the last rank. In case of mean score the sum of the values observed divided by the number of respondents. On the other hand the qualitative data gathered through interviews and document analyses were expressed by description of statements.

Using the teachers and school based supervisor's survey; average responses of problems of supervision function were calculated and interpreted. Accordingly calculated mean of the frequencies for all items using the rating scales are also calculated and used for final interpretation.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the analysis and interpretation of data and the major findings are presented. In doing so the data collected are presented with the help of tables. It is divided in to three sections. In the first, second, and third sections, characteristics of the subjects, analysis of the mean data and discussion of the major results are presented, respectively.

4.1 Personal Data

Table 4.1 Characteristics of respondents n=34 n=83

Variables	Characteristics Category	Principals, vice-principals and department heads				Teachers	
Work Experian		Related to Supervision		Others		Related to supervisor	
		No	%	No	%	No	%
	1-5 years	11	32.4	10	29.4	10	12.04
	6-10	3	8.9	5	14.7	11	13.25
	11-15	2	5.9			5	6.02
	16-20						
	21 and above	3	8.9			7	8.43
		Principals, vice principals and department head				50(none)	60.24
Academic qualification		NO		%		Teachers	
						NO	%
	12+TTI	1	2.94			12	14.45
	10+TTI					4	4.81
	12+2(diploma)	9	26.47			22	26.50
	10+3(diploma)	14	41.17			35	42.16
	12+4(degree)	10	29.41			10	12.04
	Masters degree						
Certificate in supervision	With certificate	2	5.88			6	7.22
	Without certificate	32	94.11			77	92.77
Field of study	Related to EDPM	1	2.94			8	9.63
	Other	33	97.05			75	90.36
Usually supervised by	External sup					19	22.89
	Internal sup					33	39.75
	Principals					6	7.22
	Vice principals					4	4.81
	All					21	25.30

Concerning the work experience of the respondents, the majority of school principals, vice-principals, and department heads are less than 5 years. However, school principals are less experienced as usual than the rest. This shows that school based supervisors do not have know how about the concept of supervision. This may be because they are not well experienced in the field of supervision.

As to the qualification, twenty three (67.64%) of the school based supervisors and fifty seven (68.66%) of the teachers have diplomas. Ten (29.41%) school based supervisors and ten (12.04%) of teachers have degree. The rest one (2.94%) school based supervisors and twelve (14.45%) of teachers were Teachers training institute level of qualification. This in return implies that especially in school based supervisors or school management body their low qualification unlikely to help them to carry out their professional tasks effectively and efficiently. With regard to certificate in supervision the Table shows, 94.11% of the school based supervisors didn't have certificates in supervision. This implies that most of the school based supervisors assigned without getting any concepts or training of supervision. Therefore, we can conclude that school based supervisors who are assigned to be are without know how or concepts on supervision. Therefore, such trend can affect the supervisory process.

With regards to the field of study, the table illustrated that thirty three (97.05) of school based supervisors (sample school principals, vice-principals and department heads) and 75(90.36) teachers of the target areas have studied in other specific field of study. Were as, 1(2.94%) of school principals and department heads and 8(9.63%) of the teachers specialize in educational planning and management.

The involvement on supervisory activity as shown in Table 4.1, respondents were asked to identify the team which is usually engaged in supervisory practices. Accordingly, thirty three (39.75%) of respondents replied that the supervisory practices are accomplished mainly by internal supervisors i.e by principals, vice-principals and department heads.

Therefore, it seems very important that the school principals and vice-principals are the core people in the school supervision in guiding teachers and providing them a necessary comment to improve their day to day teaching performance.

Thus, incorporating principals, vice-principals and department heads as informants in the study appeared necessary. Accordingly, the researcher preferred to call them as school based supervisors here after.

4.2 Function of supervision

Among the functions of supervision, supportive function is a desirable by which supervisors give constructive advice and feedback for the teachers. According to Holland & Adams (2002:228), highlight that "the right supervision supports teaching and professional development, enhances personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy". And the other is educational by which supervisors attempted to provide training, seminars and workshops to increase the competence of teachers. Were as the least desirable but significant functions are administrative, monitoring and evaluation which tends to be more of control to identify the weakness and strength of the teachers. But literature indicated that teachers are less interested in such aspects rather they are more curious to supportive and educational aspects. It is, therefore, to assess the exercised function of supervision by cluster supervisors that school based supervisors were asked to rank the functions in accordance to the most exercised first, and the next most exercised second and continue up to least exercised in the same trend. Results are sited at the following table.

Mean rank of the function of supervision which practiced by cluster supervisor's

Table 4.2, rank supervision function N=34

No	Item	Mean	Std.dev	Rank
1	Administration	2.41	1.01	2
2	Education	1.88	1.22	1
3	Supportive	2.52	1.051	3
4	Liaison	4.20	1.09	5
5	Measurement & evaluation	3.97	1.058	4

School based supervisors asked to rank the five functions of supervision in line to the cluster supervisors spent their much of time up on. Accordingly they ranked educational function first, administrative second, supportive third, measurement and evaluation fourth and fifth (the least of their time) on liaison function.

The interview with cluster supervisor also exposed that liaison, measurement and evaluation functions were given little emphasis by all cluster supervisors, they concerned more on the administrative function by three of them and the rest on educational tasks. As the annual plan of the cluster supervisor's also more focus on the educational and administrative function even they didn't touch other function as importance.

On the question of their effectiveness two of the cluster supervisors agreed that the function are effective on of the reason forwarded about the change that observed in school from time to time the rest disagree on their effectiveness because to make the function effective first we must qualified in supervision.

To this end, Starges (1979:587) suggested that "in most cases, teachers see supervisors in administrative activity, and not in improving learning opportunities which teachers need from instructional supervisors as their assistance." Based on the above data analysis and

the interview it is possible to infer that cluster supervisors spent much of their time on educational and administrative function, spent least of their time on the supportive function. When they tend to such controlling aspects, their visit may look as threat rather than help. This may lead to disrupt the relation between teachers and cluster supervisors. When they tend to supportive matters and educational, teachers may look them as helpers. So, it is better to spend much of the time on supportive and implement the rest based on situational necessity.

Mean rating of how the major functions of school supervision were effective.

4.2.1 Administrative function of supervision

Table 4.3, show how the administrative function to be effective **N=83**

		Teacher's response										
No	Item	5		4		3		2		1		Mean
	See appendix B (supervisors)	No	%	No	%	No	%	No	%	No	%	
1	Coordinate the teaching learning practice....	39	45.9	30	35.3	8	9.4	6	7.1	-	-	4.22
2	Work effectively for change....	22	25.9	35	41.2	4	4.7	22	25.9	-	-	3.68
3	Give support on effective management to management body...	32	37.6	25	29.4	11	12.9	13	15.3	2	2.4	3.86
4	Monitors effectively school security systems.....	24	28.2	37	43.5	5	5.9	17	20.0	-	-	3.81
5	Are effective in understood the educational policy....	32	37.6	31	36.5	10	11.8	9	10.6	1	1.2	4.01
6	Work to solve any problem before it happens.....	15	17.6	10	11.8	1	1.2	55	64.7	2	2.4	2.77
7	Work effectively to ensure quality of teaching/learning...	29	34.1	35	41.2	11	12.9	7	8.2	1	1.2	4.01
8	Effective in providing direction for the development of schools.....	32	37.6	35	41.2	9	10.6	7	8.2	-	-	4.10
9	Effectively leads the school in professional development for principals and teachers....	7	8.2	24	28.2	5	5.9	46	54.1	1	1.2	2.87

Table 4.3, item 1, says "supervisors work effectively in coordinating the teaching learning process" the idea widely supported by major teachers. Here, 39(45.9%) of the teachers agreed. The mean value become (4.22) i.e high average. The other component item 2 state "supervisors work for change and maintenance of good standard of work" one that supported by majority of the teachers. This has been deduced from the fact that, 35 (41.2%) of the teachers agreed on issue.

In item 5, "supervisors understand the policy of education in order to aware the other effectively" the respondents react positively. About 32 (37.6%) supported the idea. The mean value shows high average (4.01). Another item, which says, "supervisors pro-active rather than re-active that work to solve a problem before it happen" is not widely supported by majority of respondents about 55 (64.7%) of teachers disagreed. The calculated mean low average value (2.77).

Further more, in the same Table, the respondents were asked to reflect their attitude, towards other items on administrative function. Among them "the supervisors work to ensure quality of teaching/learning" was one that has been supported by the majority of teachers. In this case 35 (41.2%) have agreed on the issue. The calculated mean also (4.04). In item 8, "supervisors are effective in providing direction for development of schools in keeping with the strategic plan of the policy" was also one that has been supported by the majority of teachers. In this case 35 (41.2%) of the teachers agreed on the issue. The mean value become (4.10).

On other item "item 9 supervisors help the school in professional development for principals and teachers through programmed training, workshop and seminars" is not widely supported by the majority of teachers. This has been deduced from the fact that, 46 (54.1%) of the teachers disagreed.

An interview with cluster supervisors also indicated that all of them less than five years experience. Most of them agreed that they have not qualified in supervision to give effective function, were the other agreed confidentially as provide effective function to the concerned body due to skills developed through experience.

In general the school based supervisors and cluster supervisors play their various roles but still they have insufficient contribution in improving the teaching learning process. In coordinating of teaching learning issue, in changing and maintenance of good standard of work, helping how to use the physical and financial resources, ensuring the security of teaching/learning environment and in understanding the policy of education are some of activities in which supervisors effective in rendering their responsibility.

Their stand by concerning in working to solving any problem before it happens and their devotion in developing the awareness of school community in supporting school through in-service orientation would not play properly. This may be negligence in the part of the supervisors or over loaded of the supervisors, lack of adequate training and qualification, and the unrelated field of specialization of supervisors do not secure supervisors to play such roles. This may due to the fact that the supervisors itself were not well trained or lack of orientation, training, experience and specialization to develop inversely the skill of them to retrain the school community in different issue.

4.2.2 Educational function of supervision

Table 4. 4, show how the educational function to be effective

		Teachers respondents										
No	Item	5		4		3		2		1		Mean
	See appendix B (supervisors)	No	%	No	%	No	%	No	%	No	%	
1	Help teacher's effectively especially new teacher.....	8	9.4	30	35.3	45	52.9	-	-	-	-	2.65
2	Help teachers effectively how to work with staff.....	15	17.6	18	21.2	4	4.7	46	54.1	-	-	2.77
3	Help teachers effectively how they make relation with clients.....	21	24.7	28	32.9	18	21.2	16	18.8	-	-	3.65
4	Observe teachers effectively in classroom practices and provide feedback	21	24.7	35	41.2	12	14.1	14	16.5	1	1.2	3.73
5	Shares information to teachers on the current trends	24	28.2	39	45.9	9	10.6	10	11.8	1	1.2	3.90
6	Help teachers effectively to develop their understanding and skills....	10	11.8	20	23.5	2	2.4	50	58.8	1	1.2	2.85
7	Open to receive information (taking advice).....	9	10.6	21	24.7	2	2.4	49	57.6	2	2.4	2.83
8	Visit schools effectively on a regular basis.....	10	11.8	18	21.2	5	5.9	49	57.6	1	1.2	2.84

The above data concerning about administrative function of supervision, based up on this the data illustrate the attitude of teacher respondents on the given item. Among these Items, item 1, which says "supervisors helping the new teachers to understand the clients as well as the environment well" is not widely supported by almost the majority of teachers. Here, 45 (52.9%) of the teachers undecided to the issue. The mean value become (2.65). Most of the respondents undecided that the supervisor has been weather support or not new hire teacher. The issue in which every teacher especially new hire teachers they need to help by other experienced teachers to get information on overall school environment condition and the culture of the society they live in.

The other item include "item 2 supervisors help teachers how to work with staff and society" is also not supported by majority of teachers. Here, 46 (54.1%) of teachers disagreed on the issue. The mean value also show low average (2.77). The other

component Item 3 and 4 that state, "Supervisors observe teachers in classroom practices and give feedback on time and supervisor's share information to teachers on the current trends" the respondents react positively. About 28 (32.9%) and 21 (24.7%) of teachers agree and strongly agree on the first issue respectively. And also 35 (41.2%) and 21 (24.7%) of respondents agree and strongly agree respectively on the second issue. The mean value become (3.65) and (3.73) implies that high average respectively.

Another item, which says "supervisors help teachers to develop their understanding" majority of respondents disagreed that the supervisors assigned in target woreda provide insufficient contribution. About 50 (58.8%) of teachers disagreed. The mean value become (2.85).

Further more, in the same Table, the respondents were asked to reflect their attitude, towards other items on the administrative function. Among them "supervisor's are open to receive information or take advice", and "supervisors visit school on the regular time" the issue not widely supported by majority of teachers. Totally 49 (57.6%) and 49 (57.6%) of teachers disagreed respectively. The calculated mean value low in average (2.83) and (2.84) respectively.

There was no denying that the supervision process also helps school heads evaluate teacher competency in terms of teacher knowledge, skills and attitudes. According to Holland & Adams (2002:228), highlight that the right supervision supports teaching and professional development, enhances "personal and collaborative enquiry, promotes critique, and contributes to an evolving pedagogy". To this Acheson and Gail (2003) highlight that supervision is not autocratic but collaborative and interactive. Furthermore it is not directive but democratic. It is also more teachers centered rather than being an authoritative supervisor-centered activity. In general supervisors must look themselves as "a teacher of teachers."

Thus supervisors visit the school in the regular time. This was an important aspect that expected from both school based supervisors and cluster supervisor's they should have to give any assistance on time before it goes in wrong assumption. In fact as an interview

with cluster supervisor's it is often stated that the number of supervisors is inadequate to ensure effective supervision of complete primary schools within their area of operation. In other words, an important criticism of the supervision system in many complete primary schools is that the supervisor's are burdened with too many schools the highest one to nine school (1:9) and the least one to five schools (1:5). The ratio of supervisors to teachers would be the highest one to one hundred fifty (1:150) and the least one to thirty two ratio (1:32).

Thus, to sum up the idea the adequacy of the supervision system has to be seen in relation to the number of schools to be supervised and the number of teachers to be guided by each supervisor. Besides the teachers' roles in supervisory roles (school based supervision) are almost negligible, since they are loaded and they have additional responsibilities or perform different functions other than the teaching learning process, such as, serving as librarian, a store keeper, an accountant, a cashier or leading clubs or non-curricular activities, creating awareness about education to the sounding society and trying to bring new students or drop-out students to their school and the like. So such problems affect seriously the effectiveness of supervision function in complete primary school of the target woreda.

4.2.3 Supportive function of supervision

Table 4.5: the extent of supportive function to be effective

		Teacher responses										
No	Item	5		4		3		2		1		Mean
	See appendix B (supervisors)	No	%	No	%	No	%	No	%	No	%	
1	Work to prevent potentially stressful situations....	7	8.2	17	20.0	7	8.2	49	57.6	3	3.5	2.71
2	Removes the school community from stress....	13	15.3	14	16.5	5	5.9	48	56.5	3	3.5	2.83
3	Help effectively teachers to reduce stress...	5	5.9	7	8.2	8	9.4	58	68.2	5	5.9	2.38
4	Monitor effectively and improve the work of the teachers	23	27.1	33	38.8	13	15.3	14	16.5	-	-	3.78
5	Support the teacher effectively both as a person and as a worker	10	11.8	13	15.3	8	9.4	51	60.0	1	1.2	2.75
6	Give constructive feedback, advice, to teacher to develop their capacity	21	24.7	42	49.4	6	7.1	13	15.3	1	1.2	3.83

As can see from Table 4.5 in item 1, 2, and 3 the respondents were asked to reflect their attitude on supportive function of supervisors. The item says "supervisors contribution in preventing potentially stressful situation, and supervisors remove school community from stress that disturb the life and work of school community" and "supervisors helping teachers to reduce stress" most teachers were dissatisfied with the level of supervisors contribution in preventing potentially stressful situation. About 49 (57.6%), 49 (56.5%) and 58 (68.2%) of the teachers disagreed on issue respectively. This in turn, partly shows inappropriate supervisory practices in the target area on the given function and the calculated mean value would show low average (2.71), (2.83) and (2.38) respectively. Thus, the aspect that supervisors support the school community to work without any stress. In principle however, the practices of instructional supervision ought to be geared toward the improvement of the teaching-learning environment. According to Pajak (1989:2) the supervision practiced in the public schools should aim at maintaining and improving the overall quality of the teaching-learning process in the local district. If it's

not did that school supervisors were not effectively functioned the supportive function of supervisor's. This may due to the lack of commitment of supervisor's to take a risk as responsible person in the school problem.

Further more, in the same Table, Item 4 and 6 says that "supervisors monitor the work of the teacher to improve their performance" and "supervisors give constructive feedback to teachers in the necessary time" respectively. The respondents react positively. This has been deduced from the fact that, 33 (38.8%) and 23 (27.1%) agreed and strongly agreed on the first item where as 42 (49.4%) agreed on second issue respectively. And the calculated mean value would show high average (3.78) and (3.83) respectively. The majority of respondents agreed on the issue that the supervisors provide sufficient contribution in monitoring and giving a feedback to teachers to improve their performance.

To sum up the importance of providing continuous professional support to the teacher to the quality performance in education is well recognized. However, few systems have succeeded in putting in to place strategy reaching out to all teachers on a regular basis and providing help to them in a need-based manner. When supervisors visit a school, they observe teaching as well as other aspects of classroom functioning. They sit with the teacher's and discuss the problems that they face in carrying out classroom activities or out of classroom situation in outside the classroom. The supportive function takes the form of advice given to teachers and head teachers during supervision visits, which cover both administrative and pedagogical issues. Other modalities of support should also be considered such as individual tutoring, demonstration lesson, in-service training program and organization of peer learning etc (Grauwe & carron, 2007).

4.2.4 Liaisons function of supervision

Table 4.6: The extent to which liaison function to be effective

		Teacher's responses										
No	Item	5		4		3		2		1		Mean
	See appendix B (supervisors)	No	%	No	%	No	%	No	%	No	%	
1	Work to ensures parents participation.	16	18.8	37	43.5	15	17.6	14	16.5	1	1.2	3.63
2	Coordinate various activities initiated by internal/external departments, NGO.	6	7.1	10	11.8	5	5.9	54	63.5	8	9.4	2.42
3	Make strong relation with internal/external agencies for school improvement	27	31.8	28	32.9	5	5.9	19	22.4	4	4.7	3.66
4	Work to solve school problem by discussing with concerned body	35	41.2	25	29.4	4	4.7	18	21.2	1	1.2	3.90
5	Work on participating the society to support the school materially and financially	11	12.9	10	11.8	3	3.5	55	64.7	4	4.7	2.62
6	Provides solutions to problems, issues and concerns, where necessary	10	11.8	39	45.9	19	22.4	15	17.6	-	-	3.53

In order to assess the view of teachers, on the extent to which supervisors are utilizing the liaison function in schools, were six items are prepared and the response are tabulated.

As Table 4.6, indicates, item 1 says "Supervisors works effectively to ensure parents participation in the running of schools" was the one that have been supported by the majority of teachers. About 37 (43.5%) agreed on issue. The mean value become (3.63), this shows that supervisors work sufficiently in order to increase the participation of societies in school. Primary education program is the close association and involvement of parents and community members in the establishment and in functioning of various activities.

With regard to the 2nd item is concerned with "supervisors coordinate various events/activities initiated by internal/external departments, NGO, or agencies". With this regard the majority of teachers disagreed. This has been deduced from the fact that,

54 (63.5%) of teachers have disagreed on the issue. The mean also show low average (2.42).

The 3rd item question aim at "Supervisors make strong relation with internal/external agencies or departments for school improvement". The question also agreed by the major teacher's respondents. In which about 28 (32.9%) agreed and 27 (31.8%) strongly agreed on the issue. The mean also show above the average (3.66). This is the fact that, now a day most of the primary school are administered by local societies in such a way that making a strong relation with anybody internally or externally especially to support school in different aspects.

The 4th item concerning, "Supervisors work effectively to solve school problem by discussing with concerned body." With regarded to this question the majority of teachers respondents agree that school supervisors they work effectively discussing about any issue concerning school.

The 5th item on the same Table, says "supervisors work in participate the society to support the school materially and financially". With this regard the majority of teachers disagreed that the school supervisors provide insufficient contribution on the issue. Here, 55 (64.7%) of teachers is not supported the idea, or not done at all in which the mean was low in average (2.62). This implies that supervisors not contribute much in participate the community in supporting school financially or materially.

But as the policy of education implies that primary school would totally administer by the local community. But due to lack of competent supervisors or any concerned body that give an attention to fully make favorable condition to involve the society in education.

As an interviewed with cluster supervisors of remote or pastoralist society area as suggested that society has low awareness about education and they did not have any care about it. There are high students' absenteeism and dropout throughout the year. The society needs the cheap labor of their children and in addition to this due to shortage of

water and food it was not interested to teach their child. As a result the society was not interest continuously to support school financially and materially. In general one of a reason were the low socio economic status of the society and the way of life that moves with cattle from place to place totally affect in participating society in supporting school.

In general the primary education programme is the close association and involvement of the parents and community members in the establishment and functioning of the school. The supervisors play a critical role in building such an atmosphere of mutual trust and support. This has induced a sense of ownership of the school among the community members. To ensure that if the supervisors hail from the same locality has further strengthened the relationship. While this approach of ensuring quality education is essential, it will be worthwhile to build more effective bridges between the schools and other organizations, communities or other agencies. This is necessary if the supervisors approach to quality education, in particular the school based supervision and support services, has to help to transform the large system of primary education in the school.

The effects of schools in poor areas can often outweigh the impact of family background and practices (Fuller, et al., 1999). Further, although many constraints exist, schools can play a role in helping parents to enhance and improve the quality of parental involvement in their children's education.

4.2.5 Measurement and Evaluation function of supervision

Table 4.7: show how measurement and evaluation function to be effective

		Teacher's responses										
No	Item	5		4		3		2		1		Mean
	See appendix B (supervisors)	No	%	No	%	No	%	No	%	No	%	
1	Work to ensure quality standards....	23	27.1	38	44.7	5	5.9	17	20.0	-	-	3.80
2	help to evaluate the existing curriculum	9	10.6	25	29.4	2	2.4	40	47.1	7	8.2	2.86
3	Help principal to appraise the teacher's performance fairly....	21	24.7	32	37.6	5	5.9	23	27.1	2	2.4	3.56
4	They follow the school performance with appropriate time	10	11.8	15	17.6	2	2.4	56	65.9	-	-	2.74
5	Follow the implementation of school program and evaluate their achievement	25	29.4	31	36.5	5	5.9	22	25.9	-	-	3.71
6	Should strength continuous student assessment	12	14.1	12	14.1	2	2.4	54	63.5	3	3.5	2.71

Table 4.7 concerned with the supervision function related to measurement and evaluation. Here, the teacher's respondents were asked to rate their level of agreement with the given question.

Thus, with regard to the 1st item, "Supervisors work to ensures quality standards by supervising, inspecting and evaluating the operation of the schools." Regard to this more than the majority of the teacher's were agreed to the contribution of the supervisors efficiently. This has been deduced from the fact that, 38 (44.7%) of the respondents agreed,. The mean value become the highest average (3.80). One of the responsibilities of supervisor's was insuring the improvement of quality of education. Supportive function of school supervisors include, provide direction for the development of schools in keeping with the strategic plan of the Ministry of Education, ensures quality standards by supervising, inspecting and evaluating the operation of schools.

The other item (item2) stated, as "Supervisors helps teachers to evaluate the existing curriculum so as to take immediate corrective measures and provide feedback to the curriculum specialists." Here, 40 (47.1%) the majority of teachers expressed their disagreement. The calculated mean also show low average (2.86). Curriculum improvement through in-service education program substantially draws up on the cooperative efforts of continuous process of creating new experiences, polishing up old concepts, and sustaining the motives of exploring new once of ideas. To this effect, the role of supervisor's is pronounced because they are key persons in the process of goal definition and selection of the desired types of curriculum content, teaching materials, and methods of teaching. On the top of this, professional responsibility, down at classroom milieu, is a common professional duties of the supervisors to assist the individual teachers in determining a more appropriate and well sequenced instructional objective for an effective implementation of the curriculum (Lucio, 1979).

The 3rd item states as "supervisors help school principal/vice principal to appraise the teacher's performance fairly." Accordingly, the majority of teachers responded as agreed, that the contribution of supervisor's in supporting principals/vice principals in evaluating teacher's performance are sufficient. This has been deduced from the fact that, 32 (37.6%) and 21 (24.7%) of the teachers are agreed and strongly agreed on the issue.

As an interview with cluster supervisors all are agreed in supporting principal's department head and other committee of school in varies issue. Supervisor's followed and guides the school teacher's performance evaluation effectively. But same of them implies that one of the serious problems in school now was the unfair result of teacher's appraising. And as the same time as researcher analysis the efficiency record document of some school, there are very dispersive wide gap between them. Due to the problem usually teachers may not agree to accept the efficiency result. These kinds of problem happen in school because of improper guide of teachers' performance from the beginning time.

The supervisor's also must give appropriate guidance to school management body how to follow teachers' performance regularly. This is important to identify and give support for the low performers.

Another item, Item 4 says "supervisors follow the school performance with appropriate time." With this regard the majority of the teachers disagreed. In the case 56 (65.9%) have disagreed on the issue. The values of the calculated mean become low average (2.74). Moreover, it appears that teachers are not early supported by supervisors in teaching problems in the implementation of the curriculum and newly introduced quality assurance package of education. The irregularity of visiting school by supervisors cause ineffective implementation of instruction by the teacher's especially those who need support. This problem would cause improper evaluation of school performance by supervisors as well as improper evaluation of teachers' performance by the school head.

Furthermore, in the same Table, the respondents were asked to reflect their attitude, towards other items on measurement and evaluation function. Among them "Supervisors work to strength students assessment system." Accordingly, the majority of teachers' respondents responded that school supervisors contribute insufficient role. Here, 54 (63.5%) of the teachers disagreed on the issue. The values of the calculated mean become low average (2.71). Regardless of its type or style, all form of supervision have the same basic principles and purposes; i.e, to improve instructional qualities. Nevertheless the various types of supervisory devices may, however, have different perceptions of the nature of instructional improvement. Some people for instance, may place considerable emphasis on student achievement as an indication of instructional improvement. If so the supervisors must give due attention to the improvement of student achievement through constant assessment method and also improve time to time the method of assessment. As Ethiopian context due attention would given to improving students performance level that used as one of the indicator of insuring the quality of education.

In general the supervisors work is monitored and evaluated by checking how he/she handles the following duties: how school perform the school plan, how to evaluate teachers performance, how to utilize students assessment method, how to identify teachers performance in order to give support, construction of school buildings, ensuring the timely distribution and supply of educational materials, disbursement of salaries, inspection and supervision of classroom instruction and help provided in raising standards, and visiting every school at least twice in a month.

4.3 Current Challenges of Effective Supervision

Scholars in the field of instructional supervision invariably agree in the paramount importance of supervisory support to teachers and school principals in the adjustment of changes in curriculum and its implementation. With regard to this, respondents' response in ranking the supervision problems in order of severity,

Table 4.8, rank of factors affecting supervision function N=34

No	Item	Mean	Std.dev	Rank
1	Inadequacy of competent sup.	2.26	0.99	1
2	Inadequate finance	2.47	1.35	2
3	View of teachers	2.61	0.98	3
4	Resistance behavior of teachers	2.64	1.12	4

As illustrates in the table 4.8, inadequacy of competent supervisor with calculated mean 2.26 ranked as first sever challenge of school supervisors by the school based supervisors. The low level of competency of school based supervisors and cluster center supervisors in the instructional supervision adversely affect the teaching learning process.

The financial inadequacy was the second factors affecting the supervision function according to the given item. To accomplish certain objective they need different resources like man power, row material or input and the other. So supervisory processes also have

an educational input which necessary to achieve quality education that need fund for transportation, food, bedroom, writing material etc. But as interview with cluster supervisors the supervision activity now a day were not totally supported by budget.

Teacher's perception or teachers related problem that affect supervision function were put in the third and fourth sever challenges. The perception of teacher's activities may develop a negative attitude towards supervision activities due to different reason. Some of them supervision is a complex process which demands high educational and professional qualification. But less competence, less communication skills they develop negative attitude of teachers and contribute to the dissatisfaction and resistance behavior.

An interview with cluster supervisors also put the following problems as constraint in promoting effective supervision function: lack of financial support, low participation of society in school, transportation problem, shortage of different writing materials.

Generally, numerous contribute to the successful implementation of the teaching learning process or complete primary education programs among which competency of supervisors in supervision is particularly important. This reveals the fact that competence of school supervisors appears to have the most direct influence on teaching learning process or on the cognitive and affective growth of students. And also to improve both financial and teacher's satisfaction it needs attention. The government funding the activity to provide a quality function and professional support to improve the level of teacher's satisfaction with the supervisory service rendered in the school.

On the following table each item consisted of the five likert scale of Strongly Agree (SA)- 5 points; Agree (A)- 4 points ; undecided (UD)-3 point; Disagree (D)- 2 points and Strongly Disagree (SD)- 1 point. Data collected were analyzed using mean scores to analyze the constructed research questions. Therefore, any item that received a mean score rating of 3.00 and below were regarded as negative (rejected) while any mean above 3.00 is accepted i.e.

Mean Ratings of the Current Challenges of Effective Supervision (N=34)

4.3.1 Inadequacy of effective supervisors

Table 4.9: Challenges of Effective Supervision Function in relation to effective supervision

No	Challenges of Supervision Function (supervisors) see appendix A	SA		A		UD		D		SD		Mean	Decision
		5xn	%	4xn	%	3xn	%	2xn	%	1xn	%		
1	Are incompetent to give Technical and other support..	85	50	64	47.05	-	-	2	2.94	-	-	4.44	+
2	Are inexperienced in the field of supervision	50	29.41	72	52.94	9	8.82	6	8.82	-	-	4.20	+
3	Are incapable to shoulder responsibility arising from technological changes	50	29.41	60	44.11	9	8.82	12	17.64	-	-	3.85	+
4	There is no workshop and seminars were arranged...	40	23.52	52	38.23	9	8.82	10	14.70	5	14.7	3.41	+
5	Are fault finders	20	11.76	28	20.58	6	5.88	10	14.70	16	47.0	2.35	-

Source: Field Survey. += Accepted; - = Rejected

Table 4.9 presents the responses from the study population on the perceived current challenges related to inadequacy of effective supervisors that affecting the effective supervision function.

Among these items, Item 1, which says "supervisors are incompetent to give technical and other support." The majority of school based supervisors strongly agreed that, the supervisors are incompetent to give technical and other support. Here, 17 (50%) of the school based supervisors strongly agreed on the given issue. The mean value shows

above average (4.44). The other item (item 2) state, as "supervisors are inexperienced in the field of supervision." The respondents reacted positively. About 18 (52.94%) supported the idea or agreed. The mean value shows above average (4.20).

The 3rd item, says "supervisors are incapable to shoulder responsibility arising from technological changes." About 15 (44.11%) of respondents agree on the issue. The mean value also show high average (3.85).

Another item, Item 4 "there is no workshops and seminars were arranged for supervisors program" was reacted almost in similar way. The large percentage: school based respondents 13 (38.23%) and 8 (23.52%) are agreed and strongly agreed on the issue respectively. The calculated mean (3.41).

Regarding to lack of professional knowledge and in-experienced, the school based supervisor responds as one of challenge of the cluster supervisors to promote school supervision. The interviewed clusters supervisor's also commented to the inadequacy of their knowledge and shortage of their experience, but they put this problem as inadequacy of their in-service training, workshops, and seminars. They further noted that their task were accompanied with the knowledge they gained in the short-induction training program, it theoretical lecture that presented between cluster supervisors twice in a year or more than. They believed that it was in-sufficient and need more than it to be functional in the practical operation from in-service training workshops, and seminars. But their more expectation to grunt up to date supervisor's skill and knowledge were still unsatisfactory by more cluster supervisors. It is, therefore, challenging them to prepare training for others without train themselves adequately enough. This implies that cluster supervisors are not in a better quality to scale up their excellence via in-service training, workshops and seminars to strengthen themselves and school based supervision.

To sum up the above data in factors affecting supervision function from the assessment we can infer that as school based supervisors respond the cluster supervisors were incompetent in supervision as well as in-experienced. Were as an interviewed with

cluster supervisors there are in-service and other training prepared for supervisors annually, this also true as we see from the above data, but still the cluster supervisors lack such important supervisor's skills. As researcher concluded that the problem may due to high overturn or shift of skilled supervisors regularly to other sector or inefficiency and ineffectiveness of the given training, workshop and seminars cause the problem.

4.3.2 Financial and Material Inadequacy

Table 4.10: challenges of effective supervision function related to financial and material

No	Challenges of Supervision Function see appendix A	SA		A		UD		D		SD		Mean	Decision
		5xn	%	4xn	%	3xn	%	2xn	%	1xn	%		
1	Supervisors are ill-equipped with the tools for effective..	45	26.47	48	35.29	12	11.76	18	26.47	-	-	3.61	+
2	The time allocated for supervision is inadequate..	50	29.41	60	52.94	-	-	10	14.70	1	2.94	3.91	+
3	There is poor funding of the supervisory process	55	32.35	36	26.47	15	14.70	16	23.52	1	2.94	3.61	+
4	Non-uniformity of supervision process..	40	23.52	56	41.17	12	11.76	8	11.76	4	11.7	3.52	+
5	The current location of schools (rural areas) makes its inaccessible	35	20.58	80	58.82	18	17.64	2	2.94	-	-	3.97	+
6	The supervisor/teacher ratio were inadequate	30	17.64	64	47.05	21	20.58	8	11.76	1	2.94	3.64	+
7	The transportation services were not effectively	70	41.17	44	32.35	9	8.82	10	14.70	1	2.94	3.94	+
8	The supervisors use improperly the budget.....	10	5.88	24	17.64	33	32.35	18	26.47	6	17.6	2.67	-
9	The supervision process were totally not supported by budget	35	20.58	36	26.47	12	11.76	18	26.47	5	14.7	3.11	+

Source: Field Survey. += Accepted; - = Rejected

Table 4.10 presents the responses from the study population on the perceived current challenges affecting the effective supervision function of complete primary school centers. The overall mean of the constructed 9 items were 8 of them are reacted as positively by respondents or agreed or strongly agreed on the issue.

The 1st item says "supervisors are ill-equipped with the tools for effective supervision process." Here, 12 (35.29%) and 9 (26.47%) of respondents are agreed and strongly agreed on the issue respectively. The mean also high average (3.61). Which is in agreement with MOE (1984); regarding logistic (manuals and guide book of supervision) problems indicates that cluster supervisors were not equipped materially well enough. The interviewed cluster supervisors asserted that there were no relevant guide books and manuals to be read by supervisors at the woreda office and at schools. They sensed that one cannot make himself intelligent without reading. Thus, shows cluster supervisors have no opportunity to build their own effort through reading books. This situation, therefore, many offer worthwhile support on school based supervision.

The other component Item 2, 3, 4, that state, "the period allocated for supervision is inadequate for effective supervision." Here, 15 (52.94) of the respondent agreed in which the mean value become high (3.91). The interviewed cluster supervisor confirmed that the number of schools and teachers per supervisor were excess in pertaining to current expectation of giving closed and frequent support. They further noted that much of their time was spent when move from school to school rather than providing support to enrich the capacity of the school community (principals, vice principals, teachers, department heads and teachers) in school. Therefore, this emphasis that still there is demand for further decentralization of the school.

"Supervisory services are poorly funded by government at all levels" regarding the financial issues, the majority of respondents strongly agreed and agreed on issue. 11 (32.35%) and 9 (26.47%) of respondents respectively. In which the mean value become (3.61). Similarly the information gathered from interview with cluster supervisors remarked that a financial constraint was one of the challenges of cluster supervisors. They are not satisfied with their salary and also regarding financial support of supervision process by the concerned body. They

felt that the most diploma qualified supervisors were better paid or equal to the degree qualified cluster supervisors which was not computable with their level of qualification. Further, they exposed that the salary was initially set to the diploma supervisors, when the post was replaced by the degree qualified personnel's; the level of the salary is not yet improved. To the top of this, the nature of the job by itself demanded money expenditures for different things like transportation telephone calling and food as a field work. But to cover this expenditure for the purpose of school visit, it is obvious covered from one's own personal bucket.

The other item stated as "there is non-uniformity in supervisory process by school based supervisors and cluster supervisors." Item 4 was one that has been supported by the majority of school based supervisors. In case, 14 (41.17%) and 8 (23.52%) of respondents agreed and strongly agreed on the issue, with the mean of (3.52).

Further more, in the same Table, item 5, 6, 7 stated as "the distances (location) of some schools make it in-accessible for supervisors to visit schools", "the supervisor/teacher ratio was inadequate" and "the transportation services were not effectively approved for the supervision function." The respondents reacted positively. 20 (58.82%), 16 (47.05%) and 14 (41.17%) of the respondents supported the idea by respond as agreed and strongly agreed on issue respectively. In which the mean value also show above average (3.97), (3.64) and (3.94) respectively.

As it illustrated in the Table 4.10, lack of available means of transportation are one of a great challenge of cluster supervisors. The interviewed cluster supervisors also pointed out that inaccessibility of transportation was the first severe challenge encounter them to provide frequently support for in-school supervisors. They moved from one school to another school on foot over the very steep and slop geographical features. They also further expressed that even in the accessible schools transportation was costly to them. They spent much of money to go out and visit schools and turned back to home.

From this collected information, one can easily understand that the working of cluster supervisors is excessively difficult that can hamper the habit of frequent visits for schools.

Generally, eight items from the above table constructed in the research questionnaire were accepted by respondents. This proves that, there are amongst the current challenges affecting supervisory processes. which is in agreement with MOE (1984 EC6-7)"explain that problems of

supervision in Ethiopia are: the shortage of time, ineffective transport system, insufficient fund and lack of supervisory personnel or shortage of qualified man power." To support the above idea the interview with the cluster supervisors respond that workload (large number of school that supervised); inaccessibility of school; lack of transportation services; lack of budget and the perception of teachers and the perception of community in pastoralist area are among the major challenges indicated.

In most cases and as we see from the table there is different challenges for supervisors especially this is true for cluster supervisors for many reason; example supervisors officers at district level they provided with office facilities and equipments, but the cluster supervisors at the block level have not been provided with any such facilities. They lack residential facilities at the block and thus feel that they have no reason to stay there. As a result, there is lack of involvement on the part of the schools, which probably also accounts for their rushed visits to the schools. They have no assistance to help with their proper work and spent most of their time going from place to place collecting and disseminating information. They have no transport facilities either and have to perform their visits on their own. As infer from the table and interview response the supervision process was totally not supported by budget, this poses a particular problem relation to traveling, providing facilities or resources which necessary for supervision process. So to make the supervision function more effective such important facilities of supervision process must improved.

4.3.3 Teacher's perception towards supervision

Table 4.11: challenges of effective supervision function related to Teacher's perception

No	Challenges of Effective Supervision Function	SA		A		UD		D		SD		Mean	Decision
		5xn	%	4xn	%	3xn	%	2xn	%	1xn	%		
1	The problem of attitudinal change of teachers after supervision	25	14.70	76	55.88	3	2.94	8	11.76	5	14.7	3.44	-
2	There is basic lack of appreciation on supervision	35	20.58	64	47.05	15	14.70	10	14.70	1	2.94	3.67	+
3	Teachers perceive supervision process as fault finding	25	14.70	28	20.58	9	8.82	26	38.23	6	17.6	2.76	-
4	Teachers dislike to be supervised	25	14.70	36	26.47	18	17.64	18	26.47	5	14.7	3.00	Fair
5	Supervisors conceive teachers as their inferior	10	5.88	68	50	24	23.52	10	14.70	2	5.88	3.35	+
6	Teachers perceive supervisors as incompetent	25	14.70	60	44.11	15	14.70	18	26.47	-	-	3.47	+
7	Teachers dislike the supervisors service	35	20.58	32	23.52	9	8.82	26	38.23	3	8.82	3.08	Fair
8	Teachers may not accept the legitimacy of supervision	25	14.70	60	44.11	9	8.82	10	14.70	5	2.94	3.23	+
9	Teachers may fear the supervision process	25	14.70	96	64.70	-	-	10	14.70	-	-	3.85	+

Source: Field Survey. += Accepted; - = Rejected

Table 4.11 presents the responses from the study population on the perceived current challenges related to teacher's perception that affecting the effective supervision function.

The mean of the constructed 5 items were greater than the agreed mean 3.00. i.e majority of respondents agreed or strongly agreed on the issue. From the data analysis, it was agreed by the respondents that, the supervisors lack basic appreciation on the implementation of instructional

supervision. This has been deduced the fact that, 19 (55.88%) of the respondents agreed on the item. The calculated mean (3.67).

The 2nd item also says "supervisors conceive teachers as their inferior rather than as professional colleague." Was also reacted in similar way. The large percentage of respondents i.e 16 (47.05) and 7 (20.58%) agreed and strongly agreed on the issue. The mean value become (3.35).

Further more, in the same Table, the respondents were asked to reflect their attitude, towards other items on teacher's perception towards supervision. Among them, item 6, 8 and 9 stated as "Teachers perceive supervisors as incompetent to the position", "Teachers may not accept the legitimacy of supervision" and "Teachers may fear the supervision process because of that they respond with defensive behavior to supervision function." It is widely supported by almost majority of respondents. Here, 15 (44.11%), 15 (44.11%) and 22 (64.74%) of the school based supervisors agreed on the issue respectively. The calculated mean also show high average (3.47); (3.23) and (3.85) respectively.

Generally, those items constructed in the research questionnaire were accepted by respondents. This proves that, there are among the current factors affecting supervisory processes in relation to teacher's perception.

Lack of appreciation or acceptances of supervisory function by teachers are a problem that most school based supervisors replied. This problem may suffer among same teacher's that not well understand the function, this is true usually common in new hire teachers because they fear supervisors as fault finders, this perception develop mostly while the supervisors may not apply the supervisory technical option like pre-classroom observation conference with teachers to discuss on the overall objective and the aim of class visit. Supervisor's that may not implement such option they develop the second problem the one that conceive teachers as their inferior rather than as professional colleague. Because of this low interaction between teachers and supervisors the teachers become blame or not appreciate the work of supervisors, and also perceive supervisors as incompetent to the position; may not accept the legitimacy of supervisors; may fear the supervision process because of that they respond with defensive behavior to supervision function.

According to Komoski (1997), supervision is a leadership instructional act where the ultimate

aim is to improve classroom instruction. Besides helping to enhance the teaching and learning process, is also seen as a process to ensure the formal curriculum is implemented in the classroom. More importantly the supervisory process should provide teachers with constructive feedback leading to increased teacher motivation.

To sum up the issue; the school staff itself must understand and accept the significance role of supervisor in constant struggle to attain the educational objectives of the school system. When the supervisor try to spread the leadership in the group of teachers by recognizing that sharing leadership help the members grow ability by increasing the strength of the group, but certain staff members monopolize the leadership roles for them and their glorify as consequence other teachers feel inadequate (Wiles & Lovel, 1983). If a teacher who is considered unskilled, self-seeking, unintelligent, or shallow is selected as chair person, the others seek ways to avoid working with him or her and the proposal that results will have less chance of acceptance. So in selection and assign of supervisors must be based on their skills around the supervision if it's possible must hire the one that qualified in educational planning and management were more important to solve the problem.

On the following table each item consisted of the five likert scale of Strongly Agree (SA)- 5 points; Agree (A)- 4 points ; undecided (UD)-3 point; Disagree (D)- 2 points and Strongly Disagree (SD)- 1 point. Data collected were analyzed using mean scores to analyze the constructed Research questions. Therefore, any item that received a mean score rating of 3.00 are fair below were regarded as negative (rejected) while any mean above 3.00 is accepted i.e., positive.

4.4 The Possible Working Solutions to Overcoming the Identified problem/challenges of effective supervision function

Table 4.12: perceived possible working solution

No	Perceived possible working solutions	SA	A	UD	D	SD	Mean	Decision
1	Supervisors no matter how qualified /experienced should willing to learn new changes in the field of supervision	55	64	3	6	3	3.85	+
2	Government should pay more attention on the funding of supervisory process. (proper legislation)	55	64	3	10	1	3.91	+
3	Training/re-training of supervisors should be regularly organized by relevant educational bodies	75	64	3	4	-	4.29	+
4	Non-uniformity in supervision processes at the local, regional supervisory division	20	64	24	12	-	3.52	+
5	School head teachers (principals) should see themselves as the chief internal supervisor	55	60	9	10	-	3.85	+
6	Supervisors should restrain from fault finding missions during supervision process	30	76	18	-	3	3.73	+
7	Supervisors should be well motivated to perform effectively on the job	70	40	3	8	5	3.70	+
8	Supervisors should well equipped in supervisory skill to support teacher and made positive relations with teachers	70	64	3	4	1	4.17	+
9	Supervisors should work as professional colleague of teacher's	65	52	9	8	2	3.97	+
10	Teachers should accept importance of supervisory function as positive impact up on them	85	44	6	8	-	4.20	+

Source: Field Survey. += Accepted; - = Rejected

Table 4.12 presents the summary of respondent's responses of the perceived possible solutions to overcoming the identified challenges of supervision function. All items were accepted as they

were greater than the acceptance level of 3.00. The accepted options of improving supervision services include; Supervisors no matter how qualified/experienced should themselves as students willing to learn new changes in the field of supervision geared towards improvement of the supervisory process (3.85); It is true that the personal recruited as supervisor are supposed to be trained graduates with a background in education. But they still lack pre-service training in the field of supervision. As a result supervisors must expose themselves willing to learn new changes in the field of supervision geared towards improvement of the supervisory process. The second item improved funding of the supervisory process (3.91); The budget available for supervision and support services at the woreda level are totally non-existence.

The interview with cluster supervisors and as observing the annual budget break down information also support the idea that the supervisory process still not supported by budget without the only salary of the supervisor's. And this problem cause supervisor's to give inadequate service to the school. As an individual cluster supervisor's suggested that "at least 20% of my salary is spent on transportation and communication for the purpose of supervision. It is covered from my personal bucket out of compensation and frankly I am not happy with this situation. I continue to work this hoping to that I will get further education."

The third item training and re-training of supervisors (4.29); training and re-training of supervisor's key to improve the skill and knowledge of supervisor's to achieve in all improvement of teaching learning aspect and also the overall change in school compound. Fischer (2000) reiterated that to enhance the professional effectiveness of the teaching staff, administrators / supervisors must be skilled in the following areas: (a) what to evaluate, (b) how to observe and analyze classroom observation information and other data, and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. She also points out that "supervision of instruction must be built on the observer's thorough understanding and in-depth knowledge of instructional theory, not on a check list of what should be in a lesson."

As interview with cluster supervisors implies that all of them agreed that there is a workshop, seminars and other training conducted for supervisors, but same of them suggested that same times the training not relevant to the job because of that not effective, the other believed that all

the training conducted for supervisors are well and interesting but due to different challenges that face supervisors these training not properly implemented to work.

The fourth item the uniformity in supervision process in all tiers of government (3.52); this shows that there were irregular visiting are common. All the visits made by all categories of supervisors are supposed to be regular and full visits. This was an important to provide effective and efficient function of supervision. Interviewed the cluster supervisor's one of the problem in countered them were the irregularity of visiting or not totally visiting school with in semester, the main reason was that, due to excessive workload. The other issue school head teachers (principals) should see themselves as the chief internal supervisor(3.85); restriction of supervisors as fault finders during supervisory services(3.73); proper motivation of supervisors (3.70); should well equipped in supervisory skill to give appropriate support to teacher and made positive relations with teachers(4.17); should work as professional colleague of teacher's(3.97); Teachers should accept the importance of the supervisory function as positive impact up on them(4.20).

To sum up the perceived working solutions which include improved funding, attitudinal change of supervisors and supervisees, training and retraining, proper motivation of supervisor's. Training through seminars, workshops, courses are necessary in improving supervisor's productivity. Lack of training affects poor development of staff which leads to a total lack of professional ability. Ogundele (2001) believes that, employees (supervisors) training and staff development are continuous life processes and are imperative because they add quality to management processes.

CHAPTER FIVE

5. SUMMERY, CONCLUSSION, AND RECOMMONDATION

Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach. Until the 1980s teaching was viewed basically as transmission of predetermined knowledge to students. Teachers were charged with the responsibility of transmitting this knowledge through scientifically tested procedures. Learning to teach was largely a matter of mastering these procedures (Grauwe & Carron, 2007). "Supervisors were employed as objective evaluators to check if teachers were indeed using the prescribed methods in their classrooms and to take corrective measures, if needed" (Smith, 2005). The purpose of this survey study was to see the factors that affecting the supervision function in complete primary school of in some selected woreda of Bale Zone.

The source of the data for the study was gathers from primary and secondary sources. It is true that employing multiple method of data collection help the research to combine the strength and amend same inadequacies. Hence, the qualitative and quantitative data were obtained. The questionnaire was used to secure quantitative data interview and document analysis were used to obtain qualitative data. Questionnaire was prepared and distributed for one hundred seventy teachers and school based supervisors. The interview was organized and held with five cluster supervisors of the sample school, and collected important points to enrich the study. On the basis of this understanding, this study attempted to answer the following basic questions.

1. Which functions of supervision are dominantly implemented by supervisors?
2. How effective are the functions?
3. What are the factors that hinder the effectiveness of supervisory functions?
4. What is the possible working solution to improve the current supervisory function?

5.1 SUMMERY

The primary goal of the supervisor is to improve instruction, by observing, analyzing and providing feedback to the teacher. An effective supervisor, who links both interpersonal as well as technical skills, will be successful in improving instruction. The onus is on the supervisor to

enhance the collaborative effort by building the teacher's self-acceptance, morale trust, and rapport between the parties. A supervisor is also a facilitator—one who works with the teacher to meet the goal of the observation exercise, which is to improve teacher instruction. Effective supervision results when a supervisor, for example, clearly sets out the criteria to be used in the evaluative process and ensures that even if the final assessment is a negative one, the teacher benefits from the exercise and leaves with his/her self-esteem intact.

In this respect, almost all teachers and all of school based supervisors confirmed the importance of supervision for effective teaching learning process. To insure that the supervisors should now what expected form them as providing the function properly. But as the majority of school based supervisors respondent's response shows that the cluster supervisors function more depending on educational function first, administrative second, supportive third, measurement and evaluation fourth and fifth (the least of their time) on liaison function. The idea truly supported by interview with cluster supervisors. The literature also indicated that teachers are less interested in such aspects rather they are more curious to supportive and educational aspects. Because such kind of supervision they related to inspection.

The most desirable functions are supportive by which supervisors give constructive advice and feedback for the teachers; and the other is educational by which supervisors attempted to provide training, seminars and workshops to increase the competence of teachers in teaching learning condition.

As it was pointed out in the first three mean score analysis table of supervision function render in complete primary schools, the majority of teachers, respondents respond that the supervisory service rendered in primary schools to be deficient. The skill of problem solving, developing the skill of teaching staff, helping new hire teachers, openness in communicating with staff, and visiting school on a regular time. It is evidently seen from the finding that the contribution of supervisors on the given role becomes low. That is, the supervisors to be utilize insufficiently in the basic supervisory function. In addition the analysis revealed that supervisors are very low contribution in preventing stressful situation that affect the teaching learning environment as

well as life of individual teachers. And also supervisors very low roles in building the participation of community and other agencies in helping the school financially and materially.

But still as finding analysis indicates that supervisor's contribution would be much in same selected issue. In fact as an interview with cluster supervisor's it is often stated that the number of supervisors is inadequate to ensure effective supervision function of primary schools with in their area of operation. In other words, an important criticism of the supervision system in many primary schools is that the supervisor's are burdened with too many schools and teachers.

Regarding the challenge/problems that affecting supervision function related to Inadequacy of effective supervisors, Financial and material inadequacy, Teacher's perception towards supervision, the analysis revealed that supervisors they surrounded by different problems among them lack of necessary skills, experience, and lack of training provide cause the presence of ineffective supervisors; in financial and material there were supervisors ill-equipped with necessary tools, poor funding, non-uniformity of the service, in accessibility of same schools, lack of transportation service among the major problem; in addition teachers perception also one of the constraints especially in accepting the supervisors competencies.

The interviewed clusters supervisor's also commented to the inadequacy of their knowledge and shortage of their experience, but they put this problem as inadequacy of their in-service training, workshops, and seminars, were no relevant guide books and manuals to be read by the woreda office and at schools. They sensed that one cannot make himself intelligent without reading.

The possible working solutions to overcoming the identified problem/challenges of effective supervision function as the respondents of school based supervisors agreed that; supervisors develop their willing to learn new changes in the field of supervision, the government should pay attention in funding of supervision, training and re-training of supervisors should regularly organized, to be visit school in planned way, the supervision process should supported by transportation service and provide a proper motivation to supervisor's.

5.2 CONCLUSION

The function of supervisors in educational institution must aim at stimulating, coordinating and guiding the effort of teachers and creating conducive environment to bring professional development, curriculum development and instructional improvement. These all achieved through proper implementation of those five major functions of supervision. This study sought to investigate the issues and concerns in factors affecting the supervision function in some selected complete primary school of Bale Zone. In limited size involves 34 school based supervisor's, 83 teacher's, and 5 cluster supervisor's. This study has put forward some pertinent issues and concerns for the primary school supervisors and educational Bureau officials.

- First and for most, this study revealed that complete primary school supervisor's there were low understanding and knowledge about those five function of supervision. There were not implement them properly as supervisor's. Besides that they miss his/her exact function of responsibility. Usually supervisors expected to give supportive function were the other also implement based on the situational condition, but as the study revealed that supervisor's usually focus on educational function. This was not supportable because they were not given attention to improve teacher's skills and knowledge of teaching learning.
- Secondly, this study exhibited that individual have been placed in the supervisory position without sufficient supervisory training and experience directly from principal position or teaching staff, (they lack the skill of problem solving, they failed in developing the skill of teaching staff, they failed helping new hire teachers, lack openness in communicating with staff, and visiting school on a regular time). The system would have been providing insufficient contribution to the improvement of instruction and student growth in achievement. In the same no enough performance in facilitating staff development and supporting teachers in varies issue. This indicates supervisors lack qualification and training on the part of supervision.
- With regard to the key factors hindering the effectiveness of supervisory function, the following are found to be the most serious one: lack of necessary skills and experience, lack of training, ill-equipped with necessary tools, poor funding, non-uniformity of the service, in accessibility of

same schools, lack of transportation service and teachers resistance to accepted the supervisors effectiveness and over burden of supervisors.

- The perceived working solution for the identified challenges of supervision function: in the first place supervisors would develop their willingness to learn more, they give the necessary orientation for supervisee to understand the objective of supervision, and also supervisors should provide supportive activities as a professional colleague of teachers, the supervision activities should also conduct through planed and continuous way, training and re-training of supervisors through seminars, workshops and sharing experience with other supervisor's to improve their productivity, proper motivation of supervisor's by providing allowances, increased recognition and reward-promotion, allocate fund which is necessary for different activities and also supervision should support by transportation services.

5.3 RECOMMONDATION

On the basis of the findings obtained and the conclusion reached at, the following suggestions are forwarded:

1. To achieve the purpose of supervision function the supervisors must give due attention to more supportive function first, and implement the rest based on the situation and their necessity.
2. As evidence by the study the status of supervisors in complete primary school of Bale Zone needs improvement to make them successful. So the woreda educational Bureau prepares skill development option like training, workshops, seminars additionally to develop their knowledge regularly from time to time. In fact this training begins from lower school based training i.e to sharing experience among different school supervisors up to join high educational institution training.
3. To solve the gap of skills and experience to deliver what expected from supervisors. The educational bureau must give due attention when recruiting the supervisor's by considering the following point; How can the right candidates for supervision work be identified? Should they be experienced teachers or head teachers? What kind of general education and professional

training are expected as prerequisites? These questions must answer first to recruit the supervisor's.

4. To solve the financial problem the woreda educational Bureau should prepare a budget in which at list enough to cover the cost of their basic needs of supervisor's especially for cluster supervisor's during visiting schools which located at different distance.
5. To reduce transportation problem and to make supervisor's visit more regular the woreda educational Bureau should at least prepare animal transportation, bicycles, motorcycles service for supervisors especially for those serve in harsh climate (desert) area.
6. To solve the over burden of supervisor's problem the woreda educational Bureau should have to make more decentralization of schools in relation to their accessibility to each other to minimize the burden and to provide effective function of supervision.
7. In order to avoid the negative attitude and fear of the teachers towards supervision process. supervisors must utilize the different option of supervision process (pre-observation conference, observation, and post-observation conference) with teachers to make strong relation and discussions in every aspect of supervision.
8. Finally, the writer recommends a more detailed and comprehensive study in the same area so as to further strengthen the findings of this study, so long as this survey is not complete and exhaustively explored.

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Appendix A

Addis Ababa University
School of Graduate Studies
College of Education

Department of Educational Planning and Management

Questionnaire for Principals, Vice-Principals and Department Heads

Thesis Topic: Factors Affecting of Supervision Functions in Primary School of some Selected Woreda of Bale Zone.

Direction: This questionnaire is a part of the study, designed to collect relevant data about the topic mentioned above. Its main purpose is to assess the factors that affect supervision functions. In primary school of some selected woreda of Bale Zone. So your sincere cooperation in answering each question is highly important, and your responses to all parts of the directions would be kept confidential. Writing your name in any part of this questionnaire is not required.

Thank you in advance for your cooperation!

Direction I. Background Information

1.1 Academic qualification

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| 12+TTI | ☐ | | |
| 10+TTI | ☐ | | |
| a. 12+2 (diploma) | ☐ | d. Master's degree | ☐ |
| b. 10+3(diploma) | ☐ | e. Others | ☐ |
| c. 12+4(degree) | ☐ | | |

1.2 Do you have any certificate in supervision?

- a. Yes ☐ b. No ☐

1.3 Work experience as supervisor?

a. 1-5 years ☐

d. 16-20 years ☐

b. 6-10 years ☐

e. Above 20 years ☐

c. 11-15 years ☐

1.4 Your field of study _____

Direction II. Major Function of School Supervision

The following five function of supervision are enumerated. Which assumed school supervisors spend his time to work up on? Would you please rank in accordance to the extent school supervisor has spent his much of time on those five function.

-----1.Administrative function:

- Supervisors coordinate his/her practice with policies of administration
- Supervisors work in promotion and maintenance of good standards of work
- Supervisors give support on effective management and proper use of physical and financial resources in school
- Supervisors monitors school security systems to ensure effective teaching/learning environment

-----2.Educational function:

- Developing individual teachers through in-service training, workshops, seminars and tutors
- Supervisors help teachers especially new teachers to understand the client, environment etc
- Supervisors help teachers how to work with staff, school community and society

- Supervisors help teachers to develop their understanding and skill with in the work.

-----3.Supportive function:

- Giving constructive feedback, giving advice, helping to develop teachers capacity
- Supervisors support the teacher both as a person and worker
- Supervisors work towards preventing stressful situation
- Supervisors monitor and improve to work of the teacher

-----4. Liaisons function:

- In taking information to woreda from and bring information of decision making to school
- Supervisors make strong relation with internal/external agencies or departments for school improvement
- Supervisors work to ensures parents participation in the running of schools

-----5.Measurement and evaluation:

- Supervisors ensures quality standards by supervising, inspecting and evaluating the operational of the schools
- Supervisors follow attentively and measure the school plan performance and evaluate their achievement
- Supervisors help to evaluate to existing curriculum
- Supervisors should evaluate the implementation of school program

Direction III. Factors hindering the effectiveness of Supervisory Function

The following are problems/challenges of effective supervisory function. You are kindly required to indicate the extent of your agreement or disagreement to each statement or phrase. Put an "x" or "" mark in the appropriate column that indicates your level of agreement to each statement.

(SA=Strong agree; A= Agree; UD=Undecided; D=Disagree; SD=Strongly disagree)

No	Challenges of Effective Supervision Function	Scale				
		SA	A	UD	D	SD
	A. Inadequacy of competent supervisors					
1	Supervisors are incompetent to give technical and other support to teachers					
2	Supervisors are in-experienced in the field of supervision					
3	Supervisors are incapable to shoulder responsibility arising from technological changes					
4	There is no workshops and seminars were arranged for supervisors program					
5	Supervisors are fault finders					
	B. Financial and Material Inadequacy					
6	Supervisors are ill-equipped with the tools for effective supervision					
7	The period (time allocated) for supervision is inadequate for effective supervision					
8	There is poor funding of the supervisory process					
9	Non-uniformity of supervision process by local, regional bureau educational supervisors					
10	The current location of schools (rural areas) makes its inaccessible by supervision for effective supervision					

11	The supervisor/teacher ratio were inadequate					
12	The transportation service were not effectively approved for the supervision function					
13	The supervisors use improperly the budget allocated for supervision program					
14	The supervision process were totally not supported by budget					
	C. Teacher's perception's					
15	The problem of attitudinal change of teachers after supervision post conferences affects effective supervision (teachers are resistant to positive changes)					
16	There is basic lack of appreciation on the implementation of instructional supervision					
17	Teachers perceive supervision process as fault finding than helping activity					
18	Teachers dislike to be supervised by school supervisors or external supervisors					
19	Supervisors conceive teachers as their inferior rather than as professional colleague					
20	Teachers perceive supervisors as incompetent to the position					
	D. Resistant behavior					
21	Teachers dislike the supervisors service because they think as they knowing all things					
22	Teachers may not accept the legitimacy of supervision					
23	Teachers may fear the supervision process because of that they respond with defensive behavior to supervision function					

24. What is the major problem encountered the primary school supervision function? (Rank the following problems in order of severity)

_____ In adequacy of competent supervisor

_____ Inadequate financing

_____ Views of teachers towards supervisors

_____ Resistant behavior of teacher

Open Ended questions

Write if any other problems:

A. _____

D. _____

B. _____

E. _____

C. _____

Direction IV. The Possible Working Solutions to Overcoming the Identified Problem/challenges of Effective Supervision Function.

The following are the possible solutions mentioned, you are kindly requested to indicate the extent of your agreement by marking in the appropriate column.

S/N	Perceived possible working solutions to overcoming the identified problems of supervision function	Scale				
		SA	A	UD	D	SD
1	Supervisors no matter how qualified/experienced should themselves as students willing to learn new changes in the field of supervision.					
2	Government should pay more attention on the funding of supervisory process. (proper legislation)					
3	Training/re-training of supervisors should be regularly organized by relevant educational bodies					
4	Uniformity in supervision processes at the local, regional					

	supervisory division					
5	School head teachers (principals) should see themselves as the chief internal supervisor of instruction in their respective schools					
6	supervisors should restrain from fault finding missions during supervision process					
7	Supervisors should be well motivated to perform effectively on the job (increase or provide allowances, grants bicycles, houses, cars or motorcycles loans, gifts, increased recognition and reward-promotion)					
8	Supervisors should well equipped in supervisory skill to give appropriate support to teacher and made positive relations with teachers					
9	Supervisors should work as professional colleague of teacher's					
10	Teachers should accept to importance of supervisory function as positive impact up on them					

Open Ended Questions

11. What measures do you suggest in order to overcome these problems in addition to the above solution?

- a. _____
- b. _____
- c. _____
- d. _____

Thank you in advance!!

Appendix B

Addis Ababa University

College of Education

Department of Educational Planning and Management

Questionnaire for complete primary school teachers.

The purpose of this questionnaire is to assess the supervision function effectiveness. Your cooperation and your genuine response are vital for the success of the study and thus, I kindly request you to fill the questionnaire thoroughly and completely, and your responses to all parts of the directions would be kept confidential. Writing your name in any part of this questionnaire is not required.

Thank you for your cooperation in advance!

Direction I. Background Information

1.1 Academic qualification

a. 12+2 (diploma) ☐

d. Master's degree ☐

b. 12+3 ☐

e. Others ☐

c. 12+4 ☐

1.2 Do you have any certificate in supervision?

a. Yes ☐

b. No ☐

1.3 Work experience as supervisor?

a. 1-5 years ☐

d. 16-20 years ☐

b. 6-10 years ☐

e. 21 and above ☐

c. 11-15 years ☐

1.4 Your field of study _____

1.5 In your school your performance is supervised by

a. External supervisor (CRC supervisor) ☐

b. Internal supervisor (Department head) ☐

c. No response ☐ e. Vice principals ☐

d. Principal's ☐ f. all of the above ☐

Direction II. The following five major functions of school supervision. How the function are more effective in your schools according to their contribution in attending or achieving school objectives, please indicate your agreement or disagreement to each statement by putting an "x" or "✓" mark in appropriate column.

(SA=Strong agree; A=Agree; UD=Undecided D=Disagree; SD=strongly disagree)

No	Item	Scale				
		SA	A	UD	D	SD
	A. Administrative function					
1	Supervisors coordinate the teaching learning practice with policies of administration					
2	Supervisors work effectively for change and maintenance of good standards of work					
3	Supervisors give support on effective management to management body and proper use of physical and financial resources in school					

4	Supervisors monitors(guide, maintain) effectively school security systems to ensure effective teaching/learning environment					
5	School supervisors are effective in understood the educational policy and beyond that they try to aware other teachers					
6	Supervisors to be pro-active rather than re-active (work to solve any problem before it happens).					
7	Supervisors work effectively to ensure quality of teaching/learning.					
8	Supervisors are effective in providing direction for the development of schools in keeping with the strategic plan of the policy					
9	Supervisors effectively leads the school in professional development for principals and teachers through programme propose, training seminars and workshop					
	B. Educational function					
10	Supervisors help teachers effectively especially new teacher to understand the client					
11	Supervisors help teachers effectively how to work with staff, school community and society					
12	Supervisors help teachers effectively how they make reactions or develop relation with clients and responses to clients					
13	Supervisors observe teachers effectively in classroom practices and provides feedback with a given time					
14	Supervisors shares/disseminates information effectively to teachers on the current trends(policy) in teaching/learning					
15	Supervisors help teachers effectively to develop their understanding and skills with in the work					

16	Supervisors open to receive information(taking advice) and another perspective concerning ones work					
17	Supervisors visits schools effectively on a regular basis to help teachers on implementation of the lesson					
	C. Supportive function					
18	Supervisors work effectively towards preventing the development of potentially stressful situations(undesired environment)					
19	Supervisor removes the school community from stress(which disturb the life and the work of school community)					
20	Supervisors helps effectively teachers to reduces stress(assist teacher individually who has personal problem)					
21	Supervisors monitor effectively and improve the work of the teachers					
22	Supervisors support the teacher effectively both as a person and as a worker					
23	Supervisors give constructive feedback, giving advice, helping teacher to develop their capacity					
	D. Liaisons function					
24	Supervisors works effectively to ensures parents participation in the running of schools					
25	Supervisors coordinates effectively various events/activities initiated by internal/external departments, NGO, or agencies					
26	Supervisors make strong relation with internal/external agencies or departments for school improvement					
27	Supervisors work effectively to solve school problem by discussing with concerned body					
28	Supervisors work effectively on participating the society to					

	support the school materially and financially					
29	Interfaces with the general public and provides solutions to problems, issues and concerns, where necessary					
	E. Measurement and Evaluation					
30	Supervisors work effectively to ensures quality standards by supervising, inspecting and evaluating the operation of the schools					
31	Supervisors help to evaluate the existing curriculum so as to take immediate corrective measures and provide feedback to the curriculum specialists					
32	Supervisors help effectively school principal/vice principal to appraise the teachers performance fairly					
33	Supervisors follow the school performance with appropriate time					
34	Supervisors follow attentively and measure the implementation of school program and evaluate their achievement					
35	Supervisors strength continuous student assessment					

Thank you in advance!!

Appendix C

Addis Ababa University

College of Education

Department of educational planning and management

Interview guides for cluster school supervisors

1. How many year work experience as a supervisor?
 - I. For how many schools are you responsible?
 - II. For how many teachers are you responsible?
2. Do you treat principals, vice principals, department heads, and other and other school communities to facilitate teaching learning condition? How and why?
3. How do you exploit those personnel to promote supervisory function? Would you please tell me your effort to make them equipped mentally and materially?
 - a) How many times are you provided in-service trainings, workshops, seminars, tutors per year? How these are relevance to your work? Please explain?
 - b) Have you ever held meetings to discuss about the issue that accelerate supervision function with school management body?
4. Do you think you are well equipped mentally and materially?
 - i. Do you think that is sufficient in pertaining to promote the supervisory skill? Please explain?
 - ii. Do you have a guide books, manuals and hand books of supervision to be read to improve your profession? Do you have another alternative that help you to improve your profession? Please explain?

5. In which supervisory function you spend much of your time, from the administrative, educational, supportive, liaison, and measurement and evaluation? Would you explain how and why?
6. How these functions are effective?
 - a) In what mechanism do you measure their effectiveness?
 - b) Do you believe that which function are more effective form your contribution? How and why?
7. What are the problems/challenges you encounter to promote supervision function?
 - ✓ Does the perception of teachers in supportive to create conducive atmosphere to promote supervision function? Please explain it?
8. What do you think that what consecutive measures important to overcome these problem? Please explain in detail.

THANK YOU FOR YOUR COOPRATION!

Declaration

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any university, and that all sources of the materials used for the thesis have been properly acknowledged.

Name Pikadu Dignu

Date 21/06/2011

Signature 

This thesis has been submitted for examination by my approval as a university advisor.

Name _____

Signature _____

Date of submission _____