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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANING AND MANAGEMENT

**THE PRACTICE OF SCOOOL BASED SUPERVISION IN
GOVERNMENT PRIMARY SCHOOLS IN ARADA SUB CITY IN
ADDIS ABABA CITY ADMINISTRATION**

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GOVERNMENT PRIMARY SCHOOLS IN ARADA SUB CITY IN
ADDIS ABABA CITY ADMINISTRATION**

***A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDY OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTERS OF ARTS IN SCHOOL LEADERSHIP***

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Degree of Master of Arts in School Leadership**

**By
Belay Tsegay**

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Acronyms

AACAEB – Addis Ababa City Administration Education Bureau

BA - Bachelor of Art

Bed - Bachelor of Education

EdPM - Educational Planning and Management

MoE - Ministry of Education

SPSS - Statistical Package for Social Science

Abstract

The purpose of this study was to identify whether school based supervisory behaviours are implemented in second cycle primary schools of Arada sub-city of Addis Ababa City Administration. To this end, a descriptive survey research design was used for the study and both quantitative and qualitative research was used for data gathering. Data were gathered from 8 second cycle primary schools. The sampling method of the study were 156 teachers, 24 school principals and vice principals, 6 Woreda education office heads, 2 teachers' development program experts, 6 quality assurance work process experts and 6 cluster center school supervisors. Data collection instruments were questionnaire, interview and document analysis. The data gathered through close ended questionnaires were analyzed using, percentage, mean and t-test result. Open ended questions, interview and document analysis were discussed using narrative description which is qualitative method of analysis. The major findings of the study indicated that majority of respondent teachers' reported that supervisors were not implementing principles of educational supervision and lack supervisory behaviors' and supervisory leadership skills. Based on the findings, it can be concluded that supervisory service rendered to facilitate teaching-learning process was not encouraging; supervisors did not properly follow the principles of educational supervision. School-based supervisors were in effective in supervisory behaviors. Finally, it is possible to recommend that school-based supervisors should follow principles of educational supervision in the school level. They should exercise supervisory leadership skills. Addis Ababa City Administration Education Bureau also should revise the documents related to supervisory activities.

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CHAPTER ONE

Introduction

This chapter deals with background of the study, statement of the problem, objectives, significance of the study, delimitations, limitation, definition of terms, acronym and organization of the study.

1.1 Background of the study

Educational supervision can be conceptualized as one part of a total operation of schooling which is geared to bring about improvement in the teaching-learning process. In the complex field of modern educational administration and management, instructional supervision helps in developing teachers' initiative, responsibility, creativity, internal commitment and motivation. This has a pivotal role in improving quality of education and pupils' growth. Estifanos (2009) pointed out that, this is therefore supervision is important for teachers' development as well as students learning. Hence supervision is an administrator and facilitator of teaching-learning process. It plays significant administrative and academic roles in facilitating teaching-learning environment and supporting, helping and advising teachers to develop their knowledge and innovative skills that bring change in students learning.

Supervision must not only respond to current teacher performance but it also encourages great involvement, autonomous thinking and collective action by teachers. The first duty of supervisor is to build the staff in to a team. In order to improve school instruction, a supervisor has to work with staff to create a professional togetherness. The staff must share a common purpose for their instruction and they must have confidence that their collective action will make difference in their students' lives (Glickman, 2010).

According to Dessalegn (1997), the fundamental task of instructional supervision is primarily to promote the professional skill of teachers aiming at the advancement of the academic performance of students. Similarly, supervisors have the responsibility of working with teachers to improve instructional activities, with the assumed goal of cause, of enhancing students learning (Sergiovanni and Thomas J., 2007). These mean that, education systems rely on instructional supervision to control and improve instruction by improving the quality of teaching and the achievement of learners (Carron, and Govinda, 1997). Because it is known that

supervisors are leaders of instructional programs and they are safely placed in driver's seat, taking the out most responsibility for the what's and how's and when's of educational improvement as they plan and provide – in – service capacitating for further staff development (Sergiovanni and Robert,1993).

Promoting professional skill of teachers, helping to improve their teaching skill, encouraging them to be creative, responsible, initiative and committed for their profession requires good supervisory behavior and service. Providing a good supervisory service is not an easy task. According to Ali, Ahimed M. (1998), it needs a number of skills like prescriptive skills, personal administrative skills, human relaton skills, group process skills evaluation skills as well as technical skills such as planning, directing, and managing complex operation in schools. In deed, an effective supervisor is to develop genuineness, kindness, open mindedness, intellectuality, objectivity, creativity, inspiration, balance and respect for people.

Effective supervision requires good supervisory behaviors which are reflected in skills such as; conceptual skills, interpersonal skills, and technical skills. These skills contribute for direct assistance to teacher, professional development, curriculum development, group development and action research those important supervisory tasks to empower teachers. These adhesive pulls together, organizational goals and teachers need for change provides for improving teaching-learning process. Therefore, the study focuses on school-based supervisory behaviors and their effect on teaching-learning process.

1.2 Statement of the problem

The main objective of supervision is enhancing teaching-learning process by bringing ability, knowledge, professional skills of the teachers together and developing these abilities which help the improvement of instructional activities and students' meaningful learning. On this ground the role of supervision is changing the attitude of peoples working in schools for this improvement of instruction (Glickman, 2004).

School supervision is a long lived service. It has been playing vital roles in the management of educational activities and in equipping teachers with the necessary knowledge and skill to solve educational problems by creating awareness about the dynamic methodological changes in the teaching-learning process. It has been useful to monitor and promote instruction by enhancing

the quality of teachers and performance of learners (Goker, 1998). This mean supervision plays significant role in teaching-learning process.

However, currently, teachers were not well treated on the day to day activities and this made teachers less competent and less performers. Due to this teachers were complaining that school-based supervisors were working not for the improvement of teaching- learning process as it is to be. This problem forced the researcher to check complains of teachers through scientific investigations.

Besides, the practice of school-based instructional supervision in primary schools is concerned some researches were conducted in different regions by Gashaw (2008) and Estifanos (2009). The above studies examine the current practice and problems of instructional supervision and supervisory practice of cluster primary school supervisions in promoting teachers professional competencies. These studies found that the current practice of supervision was insignificant and practice of cluster supervisions in promoting teachers professional competencies was discouraging. However, to the researcher of this study there is scarcity of studies which focused on school based supervisors' supervisory behaviors in second cycle primary schools of Arada Sub City sub. Due to this reason the researcher of this study initiated. There is a gap that needs to identify comprehensively about the school-based supervisory behaviors in second cycle primary schools of Arada Sub-City. In view of this general objective an attempt was made to answer the following basic research questions.

1. To what extent, do school-based supervisors demonstrate supervisory behaviors in leading and managing activities in the school?
2. How school-based supervisors follow principles of educational supervision?
3. Do school-based supervisors effectively practice procedures of classroom observation?
4. How supervisory leadership skills are implemented in the school?
5. What are the factors affecting school-based supervision?

1.3 Objectives of the Study

1.3.1 General objective

The main purpose of the study was to identify whether school based supervisors supervisory behaviors are implemented properly or not in second cycle primary schools of Arada sub-city of Addis Ababa City Administration.

1.3.2 Specific Objectives

1. To identify whether school-based supervisors apply principles of educational supervision or not.
2. To assess the extent to which school-based supervisors demonstrate supervisory behaviors in leading and managing activities in the school.
3. To single out factors affecting school-based supervision.
4. To examine how supervisory leadership skills are implemented in the school

1.4 Significances of the Study

The contribution of supervision in teaching learning process is multi-dimensional. It is apart of administrations that serve as an administrator and on other hand academically, advices, helps and evaluates teachers in their instructional tasks. Hence, its involvement is crucial to bring visible change in teachers' academic knowledge, professional development and institutional change that promotes students learning. In line with this the objective of this study was to identify whether school based supervisors supervisory behaviors are implemented properly in second cycle primary schools or not. Consequently, the study will be simportant for the following reasons.

It may help to identify the extent of applying principles of educational supervision in teaching-learning process, It can assess the extent of the application of supervisory behaviors in teaching-learning process, May help teachers, school based supervisors, Woreda, Sub-City and City Administration Education Offices by providing information about school-based supervisors supervisory behaviors, The study may use as steeping-stone for those who are interested to conduct wider and deeper study on the topic.

1.5 Delimitations of the Study

It was better if the research was to be conducted in wider scale across Addis Ababa City Administration but due to constraints of financial and other resources the study would be confined to eight selected primary schools of Arada Sub-City. It was unmanageable and beyond the limit of the study to address all stakeholders who have part in the teaching learning process. So that to make the study manageable and specific, the content of the study was delimited to the school-based supervisors' supervisory behaviors, supervisory leadership skills and procedures of classroom observation.

1.6 Limitation of the Study

Because the study was not conducted at national level the findings of the study may not lend to generalize at national level. The other problem encountered was some of the respondents did not give attention to fill the questionnaires properly because they were reluctant and they were not cooperative to respond to the questionnaire. However, the researcher by using different methods collected the questionnaires and overcame the problem.

1.7 Definition of Terms

Supervision- Is the function in schools that draws together the discrete elements of instructional effectiveness into whole-school action (Glickman, 1985).

School – based Supervision- refers in this study for the process of supervision that takes place in the primary schools of Ethiopia, particularly in Addis Ababa City Administration.

School – based supervisors- refers in this study to principals, vice principals, senior teachers, department heads and cluster center school supervisor who are engaged in supervisory activities of primary schools of Ethiopia, particularly in Addis Ababa city Administration.

Cluster center supervisor- is a person who supervises a group of schools (maximum 12 schools), particularly in the context of Addis Ababa City Administration Education Bureau.

Supervisory behaviors- activity chosen by supervisor or persons involved in supervisory responsibilities that set out to influence other persons and situations with respect to the task of directing the education of youth (Good, 1973).

Supervisory leadership- showing an ability to lead and develop a program of meaningful task of instructional supervision (Good, 1973).

1.8 Organization of the study

The study was organized into five chapters. Chapter one deals with background of the study, statement of the problem, objectives of the study, and significance of the study, delimitations, limitation of the study, definition of terms, abbreviation and organization of the study. The second Chapter deals with review of literature, the third Chapter contains methodology of the study, sample size and sample techniques, methods of data collection and methods of data analysis. Chapter four deals with the analysis and interpretation of data and the last chapter was concerned with summary, conclusions and recommendations of the study.

CHAPTER TWO

Review of Literature

This chapter deals with general over view of supervision, definition of supervision, historical development of supervision, historical development of supervision in Ethiopia, Objective of supervision, school-based supervision, principles of educational supervision, tasks of supervision, modern supervision, responsibility of supervisor, supervisory leadershipskills and supervisory behaviors.

2.1 General Overview of Supervision

As Hailessilassie (1997), supervision of educational program is normally classified into two, namely: external and internal /school-based supervision/. The expert or supervisor or supervision team come from Woreda, sub-city, city administration education bureau or ministry of education is said to be external and internal /school-based supervision/ is with in the school, the supervisor is principal or vice principal or department head or experienced teacher or the one who assigned to supervise with in the school or supervision team in the given school. Although it is perfectly understood that both types of supervisions are interrelated, because both work to wards the same purpose, improving teaching-learning process for improving education.

2.1.1. Definition of Supervision

Supervision of instruction is the set of activities designed to improve the teaching - learning process (Hoy & Forsyth, 1986 cited in Dollansky n.d.). Similarly, supervision 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. It is a major function of the school operation, not at ask or specific job or a set of techniques (Harris, 1985:10). More over, Texas Education Agency (1949) as cited in HaileSellassie (2007), defines as supervision is the process of bringing about improvement in instruction by working people who are working with pupils. Regarding professional growth, Glathorn (1990) as cited in Mbamba (1992), verified that supervisionis “a process of facilitating the professional growth of teacher. Interaction and helping the teacher to make use of the feedback inorder to make more effective as desired.” Similarly, the comprehensive set of services provided and processes used to help

teachers facilitate their own professional development so that the goals of the school district or the school might be better attained.

In general, supervision is technical services that work with school community to improve the whole teaching – learning process. It help to facilitate teaching-learning process, evaluate the process, for improvement of teachers’ performance, teachers’ professional growth, curriculum and group development for the improvement of the conditions that surround teaching-learning process to enhance the growth of students’ achievement.

2.1.2 Historical Development of Supervision

Many authors like Carro, De, Grauwe and Govinda, (1998) stated that “The history of supervision varies from country to countries and each case is characterized by a number of changes. Scholars like Eye and Netzer (1965) categorized the developmental period of supervision into four distinct periods, from 1642 up to present. In other hand Oliva, (2005) categorize into seven, starting from 1620 up-to now. Here is showing that, no exact time of beginning and common agreement between the authors for the historical development of supervision. These statments stated concerned with the historical development of supervision in the world. For the purpose of the study the researcher focuses on the historical development of supervision in Ethiopia.

2.1.3 Historical Development of Supervision in Ethiopia

Even though supervision has been practiced in Ethiopia for many years, there are different assumptions raised by authors for the starting of the system in the country. Hialeslassie (2002), point that starting of the supervision in the country was after the introduction of modern (western) type of education into the country. It has passed four stages from the introduction upto present. As follows: 1934 E.C - 1954 E.C, 1955 E.C – 1974 E.C, 1974 E.C – 1985 E.C, 1986 E.C – up to present.

I. 1934E.C–1954E.C

Supervision was introduced in 1937E.C. it was led by British educational scholars and two other Ethiopians. Its original home was “inspection” MoE (1979 E.C). Among the forces that brought about the need for school inspection around 1944 E.C were the fast growing number of elementary and secondary schools, the steadily increasing number of students, the school

personnel, the need for curriculum coordination and the most important was to assist school personnel in their instructional activities (Gudeta Mamo,1969). As stated in MoE, (1979E.C) at the time, the major role of inspection was to realize whether or not the politics, guidelines, directions, plans and programs of the ministry were applied as intended to all levels of educational setting.

II. 1955-1974E.C

This period was the time which the inspection department replaced by supervision. There were reasons that push to changed inspection to supervision. According Amberber Mengesha (1969), there as on why the inspection department replaced by supervision were, the objectives of inspection was only to control teachers' activities with out systemic and clear guidance and direction. Many Ethiopians who had good education in supervision come from America and British educational advisors were substituted by America. Beside this, as stated in MoE (1987E.C) the replacement of inspection by supervision was found necessary to improve educational activities through strengthen the manpower. The purpose of introduction of supervision over inspection was working so as to focus on curriculum, the teaching content, and methodology and to render professional assistance and guidance to classroom teachers. In 1955E.C for the realization of this program, teachers and school directors came from various parts of the country and totally fifty five supervisors graduated after a one year training program in Addis Ababa University. Subsequently in 1956E.C all former inspectors were given supervisory courses and were assigned as supervisors in various 'Teklay Gizats'. This training, which was a one year program, continued until 1965E.C.

III. 1974–1985E.C

As to MoE (1979E.C), In 1966E.C the change in political system (regime of feudalism to military/ Derg regime) in the country brought back again inspection to take the place of supervision. There were two reasons why inspection replaces supervision: It was believed that supervision focused on curriculums improvement and quality control, while inspection was assumed to focus on general inspections management and auditing, supervisors had many chains of command for their reports, and many times the reports had not reached the highest authorities on the right time to take necessary action whereas, the inspectors were responsible to the highest

educational authorities because, their report had immediate response much better than that of supervisors.

IV. 1986E.C–up-to Present

The change of political system again brought the change from inspection to supervision. This was mainly because of the revision of education and training policy in the year 1986 E.C. Haileselassie (1996), this policy has made a change in the objectives as well as organizational structure of the educational system. That is, educational system becomes decentralized. As a result, the educational supervision program is structured into two groups: These are with in the school system and out of school system supervision. Supervision within the school system is organized by school principal, viceprincipal, heads of department, and senior teachers in the school based settings. Whereas, out of school system supervision is organize in central, regional, zonal and Woreda level. Both structures common responsibilities are to maintain the quality and standard of education at various level and to provide professional and technical assistance, so that, the educational objectives of the system would be achieved.

2.1.4 Objectives of Supervision

Supervision render a number of purpose: curriculum development and improvement, staff development and improvement, staff development through in service education, staff development through providing workshops, conducting clinical supervision and others. It has paramount significance for staff development, in service program, in the form of work shops, seminars, conferences, faculty meetings, summer courses, extension programs. Intra-school and inter-school visits and sharing experience are some of the useful means to be utilized supervision that to realize effective staff professional development (Musazi, 1987 as cited in Haile, 2006).

Landers and Myres (1997), supervision implicitly or explicitly pressurizes schools to change and improve their curriculum catch up the dynamic needs and aspiration of society. The school curriculum should come underclose analysis so that it can be meaningful to pupils. There needs to be an assessment as to how and to what extend should the school curriculum be changed, modified, improved and developed. On the other hand, supervisors, through their supervisory and evaluative roles are required to identify staff members who are in need of professional development, who need to improve materials, what is more? Supervision through staff

development program should perpetuate inquiry encourage reflection, build problem solving skills, and help teacher make more informed decisions about their practice. To emphasize supervision and teacher development goes hand in hand so as to: supervisors help teachers to see more clearly and the real end of education and the special role of the school in working towards the realization of end, support teachers understand clearly the learning problems of their pupils and provide them with the necessary care. In addition they provide for effective leadership in democratic way, promoting the professional ideas of the school and its activities, the in service growth of teachers and bringing schools closer to community circle.

Another function of supervisor is evaluation. Supervisors are expected to assess to what extent educational objectives are actually being realized, to collect some data in terms of previously stated objectives in which some judgement can be assessed Brinkerhoff and others, (1983), Landers and Myres, (1977) and also educational programs supervision manual (197E.C) stated that, supervisors are expected to create conducive climate of a cilitate evaluation activities in the school by organizing all necessary resources for instruction, coordinate evaluation of teaching-learning process and out come through the initiation of active participation of staff members and cause the evaluation of school community relations and on the base of evaluation results to improve and strengthen such relations.

2.1.5 School-based Supervision

Tasks regarding such supervision may be performed by teachers themselves when opportunities to undertake joint planning, to observe each other's lessons, individual and group meeting, work shop, project, study group coaching and team works are facilitated (Ahmad 1998 :49). Supervisors have to work effectively for effective implementation of the school supervision. They tend to know supervision at school level best be implemented, its purpose and effect on teaching-learning process. What ever attempt made at cluster or any level out side the school regarding supervision, the attempt will be meaningless unless supervisory activities are strengthened at school level. (Markos, 2004) Schools are building centers where the actual educational development is takes place. Hence, making supervision a continuous responsibility at this level is vital. school-based supervision in addition to teachers, it can be delivered by school directors vice directors, department heads, senior teachers. Cluster school center supervisors then are expected to facilitate support for those personnel to help teachers become effective in teaching-

learning process. Like wise Glanze and Nevile (1997), point out that the major reason for having supervisors is to enable school personnel observe the instructional process for each and every teacher or to teacher team and to assist teachers to improve learning by analyzing the teaching-learning process and providing information on teaching alternatives and skills to enable teachers to change their instructional strategies. Some approaches of school-based supervision are as follows.

- i. **Clinical supervision:** is both concept and a structure. Gold hammer, Anderson, and Krajewski, (1993) ascited in Glickman, (2010). It is the rational practice designed to improve the teacher's classroom performance. Further, it gives emphasis on supervision related specifically to classroom observation, analysis event staking place with in the classroom and the in-class behavior of teachers and students. The principal goal of the model is to provide an opportunity for teacher to give feedback that would allow them to improve their technical skills Cogan (1973) ascited in (Markos, 2004).
- ii. **Collegial/peer supervision:** Serjiovanni and starratt, (2007) It is moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns.
- iii. **Collaborative supervision:** Markos (2004), it suggests that either teacher or the supervisor may appropriately take the initiative to require a meeting to discuss concerns. The critical product of the supervisor-teacher meeting is and actively negotiated plan of action.
- iv. **Developmental supervision:** Gilckman, (1985) teachers are adults, and supervision of adults must acknowledge the nature of their ongoing developmental process. This model suggests that any educational supervisor must recognize the individual difference among teachers of supervisory behavior in the schools. Some other additional approaches to educational supervision discussed by Serjiovani and starratt (2004) are as follows: **Self-directed supervision:** Teachers work alone by assuming responsibility for their own professional development. They might, for example, develop a yearly plan that include stargets or goals derived from an assessment of their own needs. This then might be shared with supervisor or other designate individuals.

As the process unfolds, teachers should be allowed different ways in developing the plan but supervisors should be responsible for insuring that the plan and selected important targets are both realistic and attainable at the end of specific period, normally a year, supervisor and teacher meet to discuss the teacher's progress in meeting professional development targets. Teachers would be expected to provide some sort of documentations, perhaps in the form of portfolio that includes such things as time logs, reflective practice diaries, schedules photo essays, tapes, samples of students work and other artifacts that illustrate progress toward goal.

2.1.6 Principles of Educational Supervision

Principles are rules, guidelines, general truth, or laws which govern activities performed by peoples. Manual for educational supervision of MoE (1987 E.C), list some basic principles of supervision as follows:

Supervision is Co-operative: the main purposes of supervision are professional and curriculum development for creating better learning situation for students. This demands the cooperative work of senior teachers, department heads, unit leaders, a vice directors, directors and administrators at the school level. At the various education offices, there are also supervisors, education program officers, bureau heads and administrators cooperatively participate in supervision. The efficiency and effectiveness of supervision depends on the cooperative effort put together.

Supervision is Creative: it principle suggested that supervision should seek latest talents, provide opportunity for the exercise of originality and for the development of unique contributions. Supervisors should help teachers to be creative and innovative in their methodology of teaching.

Supervision should be Democratic: this implies that supervision as a cooperative and creative work, it has to be democratic where every member has the liberty to try and express her/his ideas with freedom. The institutional hierarchy should exercise authority for favorable end result. It should not be used to show superiority.

Supervision is Attitudinal: this suggests that supervision should create situations where a favorable attitude prevails among participants. Supervisors should be able to give advice to teachers when needed as well as receive comments from teachers.

Supervision is Evaluative and Planned Activity: this emphasizes on that supervisors should travel and observe what is going on in the school system. They should talk to teachers, students, parents and school administrators to gather data. They should plan for improvement in cooperative with school personnel.

2.1.7 Tasks of Supervision

Tasks of supervision are the activities exercised in the teaching-learning process to make fertile ground and increase teachers' involvement in the students learning (Glickman, 2010). These tasks are:

Group development: supervisor can provide for instructional problem solving meeting among teachers to improve instruction

Professional development: supervisor can provide leaning opportunities with teachers to improve instruction

Curriculum development: supervisor can provide for changes in teaching content instructional materials to improve instruction

Action research: supervisor can provide teachers with ways to evaluate their own teaching to improve instruction through action research.

Direct assistance to teachers: The supervisor can provide or facilitate one-to-one feedback with teachers to improve instruction. It is one of the crucial elements of successful school. Clinical supervision and peer coaching are currently two of the most popular form of direct assistance in school (Glickman, 2010). However, the researcher discuss clinical supervision which related to the study.

a. Clinical supervision: Is both concept and a structure. It has stages for improving teaching techniques, approaches, and the classroom behaviors of teachers. The stages are differing from author to author. Serjiovanni and Starratt (1993) made it eight stages, Haileselassie (1997) and

Gold Hammer (1993) refer to three, while Gorton Schneider and Fisher (1988), Lander and Myes (1977), Caruso and Fawcett(1986), Glickman, (2004) and (2010) argued on five stages of clinical supervision. Even though the stages are differing the final output is the same. The only difference is on the steps to be followed. Therefore to make clearer, the researcher preferred the five stages of clinical supervision (It doesn't mean that one is better than the other).

Pre-conference with teacher: the supervisors sits with the teacher and determines: the reason and purpose for the observation, the focus of observation, the method and form observation to be used, the time of observation and, the time for post conference. These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire.

Observation: the time to follow through with the understanding of the pre conference. The observation might use any one observation or combination of observations. Methods include categorical frequencies, performance indicators, visual diagrams, spaceutilization, verbatim, detached open-ended narratives, participant observation, focused questionnaire, and tailored observation systems.

Analysis and Interpretation: the supervisor leaves the classroom with his or her observation and seeks out side in an office or corner. He or she lays out the recorded pages of observations and studies the information. The task might be counting the frequencies, looking for recurring patterns, isolating major occurrence, or open-ended form used, the supervisor must make sense out of a large mass of information, and then the supervisor can make interpretations based on the analysis of description.

Post conference: in hold to discuss the analysis of observation and finally to produce plan for instructional improvement. The first order of business is let the teacher in on the obsrrvation to reflect back to the teacher what was seen. Then the responsibility for developing a future plans may reside with supervisor, be equally shared, or belong to teacher. The conference ends with a plan for future improvement.

Critique: the critique of the previous four stapes is a time for reviewing whether the format and procedures from pre conference through post conference were satisfactory and whether revisions might be needed before repeating the sequence. The critique can be held at the end of the post

conference. It need not be a formal session but can be a brief discussion, consisting of questions, such as what was valuable in what we have been doing? What was of little value? What changes could be suggested?

2.1.8 Modern supervision

Supervision has vital position in education, now a day and then. This is because the dynamic behavior of the system, the historical background of educational supervision show supervision is changed time to time and put significant role in education. Modern supervision is different from the previous one in its many behaviors, functions, philosophy, objectives, approaches, tasks of supervisor and others. Mohanty (2008), Modern supervision is:

Democratic and cooperative spirit of organization: democracy does not mean “Laissez-faire” which let every body go one’s own way. Rather it implies a dynamic, understanding and cooperative leadership role. Hence, supervision is concerned with providing effective leadership and implies cooperative working relationship.

Maintenance of satisfactory inter-personal relationship: Supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the education process. Supervision has to create better human relationship and maintain high level of personal interaction.

Communicative: The supervisor is concerned with communication with in a group as leadership depends on better social interaction. A good communication is related to good moral of teacher and free exchange of information help in good planning.

Comprehensive in scope: unlike the earlier supervision, the modern type is wider in scope not merely focusing on criticism of teachers in the classroom. Today supervision is directed at improving all factors involved in pupil learning. Teacher improvement should require the totality of the teaching-learning situation.

Creative: The purpose of supervision is to draw out the best in teacher to ignite teacher latent talents to stimulate the initiative to encourage their originality and Self-experience. It emphasizes on their success and strengths and makes their weakness and failure side issue. The

supervise or should have new ideas, resourcefulness and original thinking. The modern supervisor should know how to present facts in a pleasant way and to work resourcefully.

Scientific: the supervisor makes use of scientific methods to effect improvement in instruction. Through supervisory experiments, action researches he should make his performance more scientific and effective. He will encourage constructive and critical thinking among teachers and discourage flattering and biased opinions.

Experimental and auto-critical nature: in contrast to autocratic and authoritarian type the emerging concept of supervision stimulates experimentalism and self-criticism. Current practice and emerging philosophy should always be of critical analysis. Any aspect of the learning situation found to be unsuitable, is dropped or modified accordingly.

2.2 Responsibilities of Supervisor

Supervisors usually wear two or three other hats, but their specific responsibilities tend to include: mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession, bringing individual teachers up to minimum standards of effective teaching, improving individual teachers' competencies, no matter how proficient they are deemed to be, working with groups of teachers in a collaborative effort to improve student learning. And also, working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students and relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children. These responsibilities involve supervisors in much more complex, collaborative, and developmental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time (Education Encyclopaedia, 2013).

2.3 Supervisory Leadership Skills

Supervisors are expected to be competent enough in supervisory leadership skills such as technical, conceptual and human relation skills which are important in an administrative and academic leader which executing tasks relevant with supporting and assisting teachers for the improvement of teaching-learning process.

i. Technical Skill

According to Betts (1987), is an inherent part of any supervisory job technical competence. The supervisor needs a good knowledge of every operation or process under his control to be able eliminates common faults, was tage and any dangerous practices. Practical and theoretical knowledge plus varied experience are essential to command, respect and help others. As Manmohan (2012), it is proficiency in specific activity that involves methods, process, procedures, or techniques, individual performance expert their supervis or to be able to help with technical problems. Moreover, Allen (1998) contended this skill which involves processor techniques knowledge and proficiency area. In the context of education, technical skill refers know how and understanding of process and techniques that enable teachers to perform a given task during teaching-learning process. Forth is reason, supervisors need to have competence regarding technical skills.

To be educational supervisor and expected the following points that stated by Mano lakes (1975), a major portion of the time that supervisors as advisors spend with teachers is in the technical domain. Those supervisors as technical advisors deal with their concernsin a variety of ways. They of ten serve as source of specific ideas and activities, they some time plan with teachers new activities or instructional units and then actually work along with teachers in the classroom to help implement these plans. They also demonstrate techniques of activities and allow the teacher to observe and critique the event, they offer teachers feedback through visit to classroom followed by conferences.

ii. Human relation skill

Human relation skill is the ability to work with, understand, motivate, and communicate with individuals and the group. It also includes the ability to communicate with people, to resolve conflict, and to discipline, since the supervisors' job involves constant interaction with people, human skillis essential (Manmohan, 2012). Similarly, Terry, R., (1964) says that human relation skill is capacity to collaborate work with others to win cooperation and the capability to communicate ideas or believes too thers. A supervisors endowed with human skills is said to have the skill of generating a friendly and conducive climate that may render the well-being satisfaction of all members and the organization; he/she is approachable in such a way that

teachers can feel free to express problem of concept; he/she is able to provide constructive criticism and scaffolding in a positive and friendly way of acting the context of interpersonal relations; has he/she behaves with others, how he/she assess one's strengths or success, failures or lacks, he/she is able to decide the type of skill she/she develops working with others.

iii. Conceptual skill

Conceptual skill refers that the ability of manager to take a broad and far sited view of the organization and its future development, his ability to think in abstract, his ability to analyze the forces working in situation, his creative and innovative ability to assess the environment and the changes taking place in it (Tripathi and P.N.1991).

2.4. Supervisory Behaviors

The derived categories of supervisory behaviors are: (Glickman, 2010)

Listening- The supervisors it's and looks at the teacher and nodshisorher head to show understanding.

Clarifying- The supervisor asks questions and statements to clarify the speaker's point of view.

Encouraging- The supervisor provides acknowledgement responses that help the speaker continue to explain his or her position

Reflecting- The supervisor summarizes and paraphrases the speakers massage for verification of accuracy.

Presenting- The supervisor gives his or her own ideas about the issues being discussed

Problem solving- The supervisor takes the initiative, usually after preliminary discussion of the issues or problems, in pressing all those involved to generate a list of problem solution.

Negotiation- The supervisor moves the discussion from possible to probable solutions by discussing the consequences of each proposed action, exploring conflict or priorities, and narrowing down choices with questions.

Directing- The supervisor tells the participants either what the choices are or the supervisor tells the participants what is to be done.

Standardizing- The supervisor sets the expected criteria and time for the decision to be implemented. Target objectives are set. Expectations are conveyed with words.

Reinforcing- The supervisor strengthens the direction and the criteria to be met by telling of possible consequences (Glickman, 2010).

2.4.1 Effective Supervisory behaviors

Effective supervisory behaviors listed by Campbell, J. M. (2000) are: clarifies expectations and styles of supervision, maintains consistence of theory and current research, provides frequently scheduled supervision, accessible and available, encourages the exploration of new ideas and techniques. In addition, he/she is personally and professionally matured, willing to serve as a model, perceives growth as an ongoing process, able to assess learning needs of the supervisee, provide constructive of criticism and positive reinforcement, invested in the supervisee's development, has the ability to be present and immediate, has an awareness of personal power, accepts and celebrate diversity.

Hence, Supervisor to be effective he/ she need to has supervisory leadership skills, and behaviors that help to support teachers in their day to day activities such as listen, encourage teachers to explore their own investigation, negotiate with teachers and other staff members. And also supervisors should acquire positive attitude towards teachers' activities, good communicators, they should be desire for the job. More over, supervisors to be acquired personal qualities and characteristics such as, people oriented, open and flexible, respectful, trust worth, supportive, intelligent and tolerant.

CHAPTER THREE

Research Design and Methodology

This chapter deals with research design, methodology of the study, sources of data, sample size and sample techniques, data gathering instruments and procedures of data collection, and methods of data analysis and pilot test.

3.1 Design and Methods of the Study

The major methodological concern of the study was descriptive survey method. According to Leedy & Ormrod, (2001), descriptive survey research method is a basic research method that examines the situation, as it exists in its current state. Hence, it was selected to identify and examine the school-based supervisors' supervisory behaviors. Mainly, the study used quantitative research approaches and used qualitative research approach as supportive to collect data. For quantitative approach closed ended questions and open ended questionnaires were prepared and for qualitative approach interview questions and document analysis was made.

3.2 Sources of Data

The study used both primary and secondary sources of data. The primary sources of data were teachers, directors, vice directors of schools, cluster center school supervisors, Woreda Education Office heads and experts. Documents prepared concerning supervision works, such as supervision plan, conferences done on classroom observation, checklists, feedback and other related documents help to facilitate teaching learning process were served as secondary sources of data.

3.3 Sample Size and Sampling Techniques

3.3.1 Sample Size

The study conducted in Arada Sub-city of Addis Ababa City Administration. In the Sub-city, there are ten Woredas. In these Woredas there are twenty four primary schools and one thousand five hundred eighty four teachers and principal sin 2016/17 academic year. In addition, fourteen cluster center school supervisors, Ten Woreda Education Office heads, thirteen quality assurance work process experts and two teachers' development program experts were population of the study. Therefore, samples of the study were one hundred fifty six teachers, twenty four directors

and six cluster center school supervisors and from Woreda Education Office, six Woreda Education Office heads, six quality assurance work process experts and two teachers' development program experts. The total picture of samples of the study were demonstrated in the following table.

Table - 3.1 Samples of the study

No	Name of School	Teachers				Directors				Supervisors			
		Population			samples	Population			samples	Population			samples
		M	F	T	30%	M	F	T	100%	M	F	T	100%
1	Africa Andinet No. 2	38	37	75	23	3	-	3	3	-	-	-	-
2	Hibret P/School	44	37	81	24	3	-	3	3	-	1	1	1
3	Atse Fasil P/School	16	27	43	13	2	1	3	3	1	-	1	1
4	Tibeb Edget	36	30	66	20	3	-	3	3	1	-	1	1
5	Abebech gobena	25	21	46	14	3	-	3	3	1	-	1	1
6	Meskerem P/School	24	34	58	17	3	-	3	3	1	-	1	1
7	Minilik II P/School	38	41	79	24	3	-	3	3				
8	Ethiopia Ediget	33	38	71	21	3	-	3	3	1	-	1	1
Total		254	265	519	156	24	1	24	24	5	1	6	6

Samples of Woreda Education office heads and experts								
No		Population			samples			
		M	F	T	M	F	T	%
1	Woreda education office heads	8	2	10	4	2	6	60
2	Curriculum work process experts	10	3	13	6	-	6	46
3	Teachers Development Program experts	5	2	7	4	-	4	57.1
Total		23	7	30	14	2	16	54.3

3.3.2 Sampling Techniques

The study used random sampling technique to select six Woredas and then eight schools selected using similar technique specifically, lottery method sampling technique. Next, one hundred fifty six teachers were selected using stratified sampling technique from each respective school and followed by lottery method sampling technique. The stratum was mean to secure experience, among the study sample teachers. This method used because the population was large in number. Available sampling technique used to select two teachers' development program experts. Six Woreda Education Office heads, six quality assurance process experts, twenty four school principal/vice principal and six cluster center school supervisors selected using purposive sampling technique because, they are responsible persons for the process of supervision.

3.4 Data Gathering Tools and Procedures of Data Collection

It is important that using of multiple methods of data collection, because by using different method scan improve the weakness of one method with the strength of another. In line with this Hunter (1989); Patton (1987) as cited Yemane (2007) the use of a single data collection tool has both strength and weakness. But the use of more than one data collection techniques in a single study helps the researcher to validate the strength and corrects the defect of any one source of data. Based on this idea to make the study reliable, the researcher used different data gathering tools, such as questionnaire; both closed ended and openended type, semi-structured interview and document analysis.

Then after, questionnaire was distributed and collected from the respondents by my colleagues and the interview was conducted and documents were analyzed by the researcher.

3.4.1 Questionnaires

Based on the research basic questions and review of related literature, fifty three close ended and four open ended self-prepared questions were administered for teachers, school directors and cluster center school supervisors (the same questionnaire for all respondents). The closedended questions were contained five Likert type items suchas; 'strongly agree', 'agree', 'neutral', 'disagree', and 'strongly disagree' which the respondents were asked how to show their agreement or disagreement. A Likert scale is a psychometric scale commonly involved in research that employs questionnaires. It is the most widely used approach to scaling response in survey

research. It helps to capture intensity of respondents feeling for a given item (Wikipedia. Free encyclopedia), in addition four open ended questions were prepared to give chance for respondents to express their idea in their own words.

3.4.2 Interview

In qualitative research interviewing is a major source of data needed for administering the phenomenon under the study Merriam (1988) ascited in (Sisay 2013). The interview guides focus on the research questions. Hence similar interview guide was prepared for all interviewees and conducted for six Woreda Education Office heads, two teachers' development program experts and six curriculum work process experts. These interviewees contributed a lot because of their important position in teaching-learning process and they clearly describe the supervisory role in teaching-learning process.

3.4.3. Document analysis

Document analysis is important and relevant source for both qualitative and quantitative research that means, document source could serve useful purpose in yielding information that is important in explaining social or educational practice (Bestand Khan1993). Based on this the researcher reviewed significant documents like suggestion book, classroom observation format and check lists.

3.5 Methods of Data Analysis

The researcher used quantitative method of data analysis for data collected through questionnaires, such as: percentage for respondents' personal information, the mean score and t-test result for basic questions of the research and the data obtained through open ended questions, interview and document were analyzed using narrative description (qualitative methods of analysis).

3.6 Pilot Testing

The prepared questionnaires were administered based on the review of related literature which is directly related to the research question in such away that they could help to answer basic questions of the study problem before the actual implementation. It has been tried out in three schools namely Melkam Ermijachn Primary, Key kokeb Primary School and Alem Birhan Primary School. The test was given for thirty teachers, nine principals, and also for three cluster

center school supervisors. They comment on the number of questions, repetition of questions and gender issues. Based on the comments given eight questions were omitted from principles and supervisory behaviors, two questions added on personal information and three questions were modified. In general the questionnaires were updated and incorporated to make them clear and unambiguous before they administered to the wider population of the participants under the study.

CHAPTER FOUR

Presentation, Analysis and Interpretation of Data

This chapter deals with the presentation and interpretation of data collected through three types of instruments namely; questionnaires, interview and document analysis. However, the first part of this chapter deals with the questionnaires that were designed for teachers, school principals and cluster school center supervisors. To this end out of 156 teachers 152 (97.43%) of them responded the questionnaire properly and also 21 (87.5%) of school principals and 6 (100%) cluster center school supervisors properly responded. The responses of each group were presented using table followed by relevant discussion.

4.1 Respondents Personal Information

Table - 1a Profile of Respondents by sex, age, field of study and Qualification

NQ	ITEMS		Respondents			
			Teachers		Principals/supervisors	
			No	%	No	%
1	Sex	Male	63	41.45	25	92.6
		Female	89	58.55	2	7.4
		Total	152	100	27	100
2	Age	20 and below	5	3.3	-	-
		21-25	20	13.2	-	-
		26-30	58	38.2	4	14.81
		31-35	39	25.7	10	37.04
		36-40	9	5.9	6	22.22
		41-45	5	3.3	5	18.52
		Above 45	16	10.52	2	7.4
		Total	152	100	27	100
3	Qualification	TTI	-	-	-	-
		Diploma	88	57.89	2	7.69
		BA/Bed and above	64	42.1	25	92.57
		Total	152	100	27	100
4	Field of study	Education	150	98.31	26	96.3
		Management	2	1.31	1	3.7
		Total	152	100	27	100
5	Certificate or training on supervision	Yes	2	1.3	10	37.0
		No	150	98.7	17	63.0
		Total	152	100	27	100

As can be seen in the above Table 1a, about 41.45% of teachers were male and 58.55 were females on the other hand, 92.6% of principals and supervisors were male and 7.50% were females. Hence, most of the teachers were females and above 90% of principals/supervisors were male. As we infer from the results the dominant number of teachers was females whereas, participation of females in supervision was very limited.

Regarding the age of teachers, principals/supervisors the majority of teachers' age lies in the range of 26-30 were 38.2%. On the other hand majority of principals/supervisors age were lies in the age between 31 and 35 year. Hence, as shown from Table - 1a most of the respondent teachers and principals/supervisors were between 26 and 30 years. This might be an advantage to teachers as well as principals/supervisors to work together because of similar age category.

When we come to the qualification of teachers and principals/supervisors, most of the teachers 57.89% were diploma holders and 42.1% were degree holders. The Table showed that the number of teachers in both level of qualification found to be relatively proportional. However, the number of diploma teachers seems greater than degree holders. This was because diploma teachers are large in number in reality and also minimum requirement for primary school. Regarding principals/supervisors majority of principals/supervisors 88.88% were degree holders.

According to Table - 1a, the field of study of teachers, supervisors and principals indicates that, almost all of the teachers, and principals/supervisors 95.30% and 92.60% respectively were graduates of education. The standard for primary school principals/supervisor was BA degree in EdPM/Mg't, (AACAE, 2001 E.C) whereas, the result showed that most of supervisors were not students of EdPM/Mg't. Hence, this revealed that there was a qualification gap regarding principals/supervisors. On the other hand, as can be observed in the above Table - 1a about 98.70% teachers had not any training on supervision. Similarly 63.00% of principals/supervisors had no certificate or training on supervision. Hence, the result indicates that teachers and majority of the principals/supervisors had no basic training and skills about how to execute supervision in teaching-learning process.

Table - 1b Profile of Respondents by Responsibility, Experience and Career Structure

NQ	ITEMS	Respondent		
		Teachers and principals/supervisors		
		No	%	
6	Responsibility	Directors	21	12.4
		Supervisors	6	3.55
		Department heads	22	13.01
		Home room teachers	128	71.5
		Other	2	1.18
		Total	179	100
7	Experiences	0-2 years	17	10.05
		3-4 years	41	24.26
		5-6 years	57	33.72
		7-8 years	19	19.24
		9-10 years	13	11.24
		11-12 years	20	11.83
		13and above	12	7.10
		Total	179	100
8	Current rank in the teachers'/principals/supervisors career structure	Beginner teacher/ principals/supervisor	40	23.07
		Junior teacher/ principals/supervisor	31	18.34
		Senior teacher/ principals/supervisor	55	34.31
		Teacher/ principals/supervisor	25	14.79
		Associate lead teacher/ principals /supervisor	15	8.87
		Leadteacher/ principals/supervisor	13	7.69
		No		-
		Total	179	100
9	Teaching load per Week	below10	2	1.1
		11-15	26	15.38
		16-20	90	47.33
		above20	34	20.11
		No	27	15.97
		Total	179	100

As we can see from Table - 1b about 71.50% of teachers were home room teachers whereas, the principals and cluster center school supervisors were 15.59%. When we come to the experience, as we can see from table4.1b, most of the respondents 33.72% lie in the range between 5-6 years and 24.26% of respondents were with in the range of 3-4years. This indicated that, majority of the respondents had above 3 years' experience.

In addition to the above information, regarding career structure Table 1b showed that about 34.31% of teachers /principals/ supervisors were in the category of senior level and 23.07% were at level of beginners. Even though, the result indicated that most of teachers and principals

/supervisors career structure were above junior level. Hence, the career structure of the respondent teachers and principals /supervisors showed that they were experienced.

When we come to the teaching load per week, as were fer from Table 1b majorities of the respondents 52.6% thought 16-20 periods per week and 22.36% teachers thought above 20 periods per week. As we examine the result, most of the teachers had free time almost half of work time per day that allows them to perform activities which let them be effective in teaching-learning process. Free time might be allow teachers to exchange their experience through peer coaching or help each other to make their teaching–learning process effective.

4.2 Supervision in the Schools

Table - 2a Responses on Supervisory Service

No	Item	Alternative	Teachers		Principals/Supervisor	
			No	%	No	%
1	Do you think that you have skill to supervise?	Yes	120	78.9	27	100
		No	32	21.1	-	-
		Total	152	100	27	100
2	If your answeris No for question number 1 what is your reason?	No well experienced	8	25	-	-
		Not raining on supervision	18	56	-	-
		I am busy	6	18.75	-	-
		None of my business	-	-	-	-
		Total	32	-	-	-
3	How often does the school carry out supervision per semester?	Frequently	-	-	13	48.14
		Some times	8	5.26	3	11.11
		Once	134	88.15	11	40.74
		Twice	8	5.26	-	-
		No supervision	2	1.3	-	-
		Total	152	100	27	100
4	To what extent the supervision rendered in your school improved teachers' teaching performance?	Very High	-	-	6	22.22
		High	4	2.63	19	70.37
		Medium	42	27.63	2	7.4
		Low	90	59.21	-	-
		Verylow	16	10.52	-	-
		Total	152	100	27	100

Supervisory services were expected to be focused on activities that enable teachers to achieve better instructional performance. With regard to this, respondents were asked if they had ability to supervise. Table 2a item one shows that majority 78.9% of teachers replied that they had skill to supervise their colleagues whereas 21.11% teachers showed their dis-agreement (No). On the other hand, 100% of principals/supervisors confirmed their agreement. For this

reason, almost all the respondents had experience on supervision. But this does not mean that the respondents had enough supervisory knowledges incethedata indicated in Table 2a item two reveals that 98.7% and 63.0% teachers and principals respectively had no any training on supervision.

The respondents were also asked about how of ten schools carry out supervision. Table 2a item three, accordingly, majority of the teachers 88.15% agreed on the option ‘once a semester.’ But on the principals’ side, about 48.14% argued that it was frequently executed with in the semester. Hence, there was a gap between teachers and principals/supervisors. The difference might be due to misunderstanding between classroom observation and supervision.

Table - 2b Satisfaction of teachers Supervisory Service

No	Item	Alternative	Teachers		Principals/superviso	
			No	%	No	%
5	Are you satisfied with the supervision service rendered?	Yes	40	26.31	26	95.92
		No	112	73.67	1	4.08
		Total	152	100	27	100
6	If your answer is No for question number 5, justify your reason.	Fault finding	10	6.5	-	-
		They did similar activities	33	21.71	8	61.53
		For administrative purpose	27	17.76	-	-
		no knowledgeable persons	82	53.94	5	38.46
		Total	152	100	13	100
7	How do you feel about the supervisory knowledge of	Very highly professionals	-	-	-	-
		Highly Professionals	3	1.94	-	-
		Professionals	9	5.92	15	55.55
		Poor	107	70.39	12	44.44
		Very poor	33	21.71	-	-
		Total	152	100	27	100
8	What is the most series problemin the school?	Students discipline	15	9.86	11	40.70
		High teaching load	37	24.3	3	8.11
		Lack of supervisory support	88	57.89	6	22.22
		Large class size	3	1.97	2	7.4
		Lack of teaching materials	9	5.9	5	18.51
		Total	152	100	27	100

As can be observed in the above Table – 2b item five more than half of teachers 73.67% were dissatisfied with the supervision service rendered in the school. 95.92% of principals/supervisors were satisfied with the service rendered. Thus, the finding reveals that there was different opinion between teachers and principals/supervisors regarding supervisory services. Regarding there as on why the respondents dissatisfied, Table – 2b item five, more than half of teachers 53.94% and 38.46% of directors were complaining on the supervisory knowledge of principals and

supervisors. On the other hand 21.18% of teachers and 61.53% of principals /supervisors agreed on the statement of supervisors always did similar activities.

Concerning item seven, respondents feeling about supervisors’ supervisory knowledge, majority of teachers 70.39% agreed on the idea that supervisors were poor in supervisory knowledge. Similarly 44.44% of principals/supervisors showed their agreement on the idea that supervisors were poor in supervisory knowledge whereas, more than half of principals/supervisors 55.55% confirmed their agreement on the idea that supervisors were professionals. Regarding the problem in the school, for item eight, about 57.89% of teachers pointed out that the serious problem in the school was the supervisory services whereas, 40.7% of the principals/supervisors complained on the students’ discipline. In general, as we referred the responses of teachers and principals/supervisors were different. This might be due to their perception towards supervision service.

4.3 Application of Principles of Educational Supervision

The first basic question discusses on the principles that supervisors followed in teaching-learning process. To answer this basic question quantitatively I have used t-test and mean. Hence the following Tables discuss the responses of both teachers and principals/supervisors and the results are presented in light of mean score and t-tests finding conclusions were made.

Table - 3a Responses on Application of Principles of Educational Supervision

N_g	Item	respondents		5	4	3	2	1	x	T
1	Supervisors help teachers to becreative and innovative in	Teachers	FR	-	2	15	97	38	1.87	152
		principals/Su	FR	8	15	4	-	-	4.14	27
2	Supervisors were cooperative and democratic where every member has the liberty to try and express	Teachers	FR	-	18	101	21	12	2.82	152
		principals/Su pervisors	FR	5	12	9	1	-	3.77	27
3	Supervisors give teachers advice when needed as well as receive	Teachers	FR	-	12	23	93	24	2.15	152
		principals/Sup	FR	6	11	2	5	3	3.44	27
4	Supervisors have short-term, medium-term and long term	Teachers	FR	-	-	21	109	22	1.99	152
		principals/Su	FR	5	21	1	-	-	4.14	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree= 3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree= 0.5- 1.5

As indicated in Table - 3a item one, majority of the teachers disagreed on the idea that principals/supervisors help teachers to be creative and innovative in their methodology of teaching. On the other hand significant number of principals/supervisors showed their agreement. The mean value of teachers and principals/supervisors response was 1.87 and 3.77 respectively. On the other hand the t-test mean scores of teachers and principals/supervisors with p-value (<0.05) depicted that, there was statistically significant difference between the two groups. (See appendix C Table1).

Regarding to item two of Table 3a, majority of teachers were neutral and a number of principals/supervisors confirmed their agreement. The mean value of teachers and principals/supervisors response was 2.82 and 3.77 respectively shows the difference between the groups. Likewise the t-test indicates that mean score of teachers and principals/supervisors statistically significantly different with p-value (<0.05). (See appendix C Table1). This shows that school based supervisors were not cooperative and democratic in their activities.

As we can see in Table - 3a item three illustrated that, majority of teachers were disagreed on idea that supervisors give teachers advice when needed as well as receive comment whereas half of the principals/supervisors neutral on the idea. The mean value of both teachers and directors shows the difference which was 2.15 and 3.44 respectively. On the other hand, the t-tests mean score and p-value (<0.05) specifies that the response of both groups was statistically significant difference. (See appendix C Table1). Hence the findings revealed that supervisors were neither give teachers' advice when needed nor receive their comment when necessary.

Regarding Table 3a item four, two third of the respondent teachers were neutral on the issue that supervisors had short term, medium term and long term plan. Document analyzed also revealed that no short term, medium and long term for supervision specifically. On the other hand principals/ supervisors opposed this idea and showed their agreement that they had short- term, medium-term and long term planning for supervision. Here the gap was clearly observed between teachers' and principals/supervis or as calculated mean value was confirmed the difference that, 1.99 and 4.14 respectively. Correspondingly t-test mean score and p-value (<0.05) illustrated that the responses of respondent teachers and principals/supervisors statistically were statistically significant difference. Hence this replied that school based supervisors do not have short term, medium and long term supervision plan.

Table - 3b Responses on Application of Principles of Educational Supervision

No	Item	respondents		5	4	3	2	1	x	T
5	Supervisors were responsible for the teachers to ensure that teachers class receives adequate supervision regularly	Teachers	FR	-	2	15	97	38	1.87	152
		principals/Supervisors	FR	5	21	1	-	-	1.86	27
6	Supervisors help teachers by supplying the latest research findings on education relevant to teachers teaching	Teachers	FR	-	-	-	5	147	1.03	152
		principals/Supervisors	FR	2	5	13	6	1	3.03	27
7	Supervisors believe work for that all teachers have a right and the need for supervision	Teachers	FR	-	13	88	47	4	2.72	152
		principals/Supervisors	FR	15	9	3	-	-	4.44	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral= 2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

As can be seen from the Table 3b item five, majority of the teachers showed their disagreement. On the other hand most of principals/supervisors were neutral on the idea. The mean value of both teachers and principals/supervisors response shows the difference which was 1.86 and 3.03 respectively. On the other hand, t-test mean score and p-value (<0.05) indicated that the response of both groups was statistically significant difference. Thus both results were figure out school based supervisors were not responsible for the teachers to ensure that teachers class receives adequate supervision regularly.

Regarding to Table 3b of item six, about all teachers and majority of principals/supervisors confirmed their strongly disagreement on the process of supplying the latest research findings on education relevant to teachers. Hence, the mean value of both teachers and principals/supervisors was almost similar 1.03 and 1.22 respectively where as t-test mean score and p-value (<0.05) indicated that the responses of the two groups was statistically significant difference. (See appendix C Table 1) concluded that supervisors are expected to invest on the best, innovated and recent research finding and disseminate for teachers.

Concerning Table 3b item seven, supervisors believe that all teachers have a right and the need for supervision. Accordingly, more than half of the teachers were neutral to say agree or disagree. Majority of the principals/supervisors showed their agreement. The mean values of both groups indicate difference that was 2.72 and 4.44 respectively. In the same way t-test mean score

and p-value (<0.05) indicated that the response of teachers and principals/ supervisors was statistically significant difference. (See appendix C Table1).

Here from the above data we can deduce that the practice of principles of educational supervision was unpractical. None the less it was one of the key elements to exercise supervision in the school in which teachers had to be effective in their teaching-learning process.

4.4 Supervisory Behaviors

The second research question discusses about supervisory behaviors that exercised in teaching-learning process. To answer this basic question quantitatively I have used t-test and mean score. Hence the following Table 4a and 4b discuss the responses of both teachers and principals/supervisors and the results are presented in light of mean score and t-tests finding conclusions were made.

Table - 4a Response on Supervisory Behaviors

N_o	Item	respondents		5	4	3	2	1	x	T
1	Supervisors listen carefully and understand what teachers want to say	Teachers	FR	2	4	25	66	56	1.91	152
		principals/Su pervisors	FR	4	22	1	-	-	4.11	27
2	Supervisors have an ability to move the discussion from possible to probable solutions	Teachers	FR	1	9	26	39	77	1.8	152
		principals/Su pervisors	FR	4	18	2	3	-	4.07	27
3	At the end of discussion supervisors show/direct/tell teachers what is to be done.	Teachers	FR	5	2	7	61	77	1.66	152
		principals/Su pervisors	FR	7	12	5	3	-	3.85	27
4	Supervisors clarify expectations and styles of supervision and maintains consistence of theory and current research	Teachers	FR	-	-	10	87	55	1.7	152
		principals/Su pervisors	FR	-	2	9	12	4	2.33	27
5	Supervisors frequently provide scheduled supervision	Teachers	FR	-	-	-	93	59	1.62	152
		principals/Su pervisors	FR	-	1	6	11	9	1.96	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

As we observed from Table 4a item one was concerned with the supervisors it's and looks at the teacher and nods his or her head to show understanding. With regard to this, more than half of the teachers showed their disagreement. On the other hand majority of the principals/supervisors

agree. The mean value of both groups indicated difference which was 1.92 and 4.11 respectively. Like wise the t-tests mean score and p-value (<0.05) of both groups showed statistically significant difference. This tells us School-based supervisors had no patience to listen carefully and understand what teachers want to say.

Regarding Table 4a item two most of the teachers responded their disagreement but principals/supervisors agree on their potential to move the discussion from possible to probable solutions by discussing the consequences of each proposed action. The mean value of both groups was 1.8 and 4.07 respectively that solely shows the difference and the t-test figures out the mean score p-value (<0.05) of the two groups were statistically significantly different.

As indicated in Table 4.a, item three deals with supervisor shows/directs/tells teachers what is to be done? Accordingly, majority of the teachers disagreed. On the other hand majority of principals/supervisors agreed on the idea. The mean values of both groups were different 1.66 and 3.85 respectively. In the same way the t-test means or/and p-value (<0.05) was indicated that the response of both group sstatistically significantly different.

Regarding the forth item, majority of the teachers disagreed on the service of supervisors that clarifies expectations and styles of supervision and maintains consistence of theory and current research. Similarly, most of the principals/supervisors confirmed their disagreement on the idea. The mean value revealed that the response of both groups was parallel, 1.7 and 2.33 respectively. The t-test mean score indicated both groups were statistically significantly different. This implies that school based supervisors did not clarify expectations and styles of supervision and maintains consistence of theory and current research.

Thus, one of the functions of supervisors was providing frequently scheduled supervision. Hence, in Table 4a item five, respondents were asked if supervisors provide frequently scheduled supervision. Accordingly majority of the teachers and principals/supervisors disagreed. The mean value of both group teachers and principals/supervisors was similar which was 1.62 and 1.96 respectively. Whereas the t-test mean score and p-value (<0.05) Indicated the response of teachers and principals/supervisors was statistically significantly different. Hence school based supervisors did not provide frequently scheduled supervision. (See appendix C, Table 2)

Table - 4b Response on Supervisory Behaviors

No	Item	respondents		5	4	3	2	1	x	T
6	Supervisors encourage the exploration of new ideas and techniques	Teachers	FR		4	19	81	48	1.73	152
		principals/Supervisors	FR	1	5	16	5	-	3.07	27
7	Are personally and professionally matured and willing to serve as a model.	Teachers	FR	-	-	12	71	69	1.62	152
		principals/Supervisors	FR	5	9	13	-	-	3.7	27
8	Supervisors perceive growth as an ongoing process and invested in the supervisee's development	Teachers	FR	-	3	15	61	73	1.94	152
		principals/Supervisors	FR	6	10	7	4	-	3.66	27
9	Supervisors have the ability to be present and immediate	Teachers	FR	-	5	6	58	83	1.55	152
		principals/Supervisors	FR	-	9	12	3	3	3	27
10	Supervisors accept and celebrates diversity and have an awareness of personal power	Teachers	FR	5	58	61	25	3	3.24	152
		principals/Supervisors	FR	3	24	-	-	-	4.11	27

NB-FR=Frequency, x=mean,T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

Table 4b item six is about if supervisors encouraged the exploration of new ideas and techniques; in this regard, the majority of teachers were disagreed. On the other hand more than half of the principals abstain from saying agree or disagree (neutral). The mean value of both group teachers and principals/supervisors was 1.73 and 3.07 respectively that shows their discrepancy. Similarly, the t-test mean score and p-value (<0.05) of the two groups indicated statistically significantly different. (See appendix C, Table2). The finding revealed that school based supervisors were not encouraged the exploration of new ideas and techniques.

In the Table 4b, item seven discusses about development of supervisors personally and professionally. Accordingly majority of the respondent teachers showed their disagreement. On the other hand, most of the principals/supervisors were neutral and few numbers of principals /supervisors was agreed. The mean value of both teachers and principals/supervisors were 1.62 and 3.7 respectively that, illustrates the difference. Similarly the t-test of mean score of both respondent teachers and principals/supervisors indicates statistically significant difference.

Regarding the eighth item Table 4b, majority of the teachers disagreed on the statement that supervisors perceive growth has an ongoing process and invested in the supervisees'

development. On contrary considerable number of principals/supervisors agreed on the statement. The mean value of both groups' teachers and principals/supervisors was 1.94 and 3.66 respectively, which indicates the difference. Also the t-test mean score and p-value (<0.05) confirmed that a response of both groups was statistically significantly different. Therefore, it is possible to conclude that school based supervisors did not invest on the teachers development.

As indicated in table 4.4b item nine, majority of the respondent teachers disagreed on the ability of principals/supervisors to be present, immediate and communicate effectively; whereas, significant number of principals/supervisors were partially agreed (neutral). The mean value of both groups teachers and principals/supervisors was different which was 1.55 and 3 respectively. Here also it was found to be the t-tests mean score and p-value (<0.05) indicated that the response of teachers and principals statistically significant difference. Thus, this reveals that, supervisors did not invest on teachers' development.

As shown in Table 4b item ten, majority of the teachers were neutral whereas, almost all principals/supervisors were confirmed their agreement. The mean value of both groups' teachers and principals/supervisors was 3.24 and 4.11 respectively that partially approaches to agreement. The mean value shows that it might be an acceptance and celebration of diversity with principals/supervisors. On the other hand t-test mean score and p-value ($p<0.05$) indicated statistically significant difference.

Generally, Respondents in the above discussions revealed their response and all seemed confirmed that school based supervisors were in effective in supervisory behaviors. Supervisors as educational expert need to have educational supervisory behaviors suchas: ability to listen, encouraging teachers to explore new ideas, negotiation, present now and then. Supporting this,

4.5 Procedures of Classroom Observation

The third basic question discusses about procedures to be followed during classroom observation. To answer this basic question quantitatively the researcher used t-test and mean. Hence the following tables discuss the responses of both teachers and principals/supervisors and the results are presented in light of mean and t-tests findings and conclusions were made.

Table 5a Responses on the Procedures of Classroom Observation

No	Item	respondents		5	4	3	2	1	x	T
		Teachers	FR							
1	Supervisors inform the reason and purpose for the observation and the focus of observation	Teachers	FR	1	1	13	88	49	1.79	152
		principals/S upervisors	FR	1	3	16	4	3	2.81	27
2	Supervisors tell the method and form of observation to be used	Teachers	FR	-	-	8	91	53	1.70	152
		principals/S upervisors	FR	-	4	4	13	6	2.22	27
3	Supervisors tell the time of observation and the time for post conference	Teachers	FR	-	33	66	41	12	2.78	152
		principals/S upervisors	FR	1	6	14	6	-	3.07	27
4	Supervisors focus on teaching-learning process	Teachers	FR	8	11	80	42	11	2.75	152
		principals/S upervisors	FR	22	5	-	-	-	4.81	27
5	Supervisors take necessary information about the whole teaching-learning process	Teachers	FR	4	12	21	47	68	1.92	152
		principals/S upervisors	FR	11	9	7	-	-	4.14	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

As indicated in Table 5a item one is concerning with the reason and purpose for observation and the focus of observation. With this regard, majority of the respondent teachers disagreed on the idea. On other hand, half of the principals/supervisors were neutral. The mean value of both teachers and principals/supervisors was 1.92 and 3 respectively that showed the discrepancy of both respondents. Similarly the t-tests mean score and p-value (<0.05) the teachers and principals/supervisors respondent were showed statistically significant difference.

Regarding item two of the above Table 5a, majority of the respondent teachers was disagreed. Similarly about half of the principals supported teachers' response. The mean value of both groups was 1.7 and 2.2 respectively that showed how the answer of respondents draws near. On the other hand the t-test mean score and p-value (<0.05) indicated statistically significant difference was observed between the two groups.

Concerning item three of the above Table 5a more than half of teachers were neutral and half of principals/supervisors support teachers' responses. The mean value of both groups was 2.78 and 3.07 respectively that the response of both was near to meet. This shows the answer nearer to partial agreement of the respondents. Whereas the t-test result (3.382) and p-value (<0.05)

confirmed that there was statistically significant difference observed between the two groups. As indicated in Table 5a above, respondents were asked if supervisors focus on teaching- learning process, regarding this, most of the respondent teachers were abstain from saying disagree or agree. On the other hand, majority of principals/supervisors were strongly agreed. The mean value of both groups was 2.84 and 4.58 respectively that showed there was the gap between the two groups. Similarly the t-test mean score and p-value (<0.05) confirmed the response of both group statistically significantly different. (See appendix C, Table 3).

Table 5b Responses on the Procedures of Classroom Observation

No	Item	Respondents		5	4	3	2	1	x	T
			FR							
6	Supervisors stay with teacher from the beginning of period up to the end of the period.	Teachers	FR	7	12	41	56	36	2.32	152
		principals/supervisors	FR	3	4	18	2	-	3.29	27
7	Supervisors analyze and interpret / give sense or meaning for the gathered	Teachers	FR	-	1	1	89	61	1.6	152
		principals/supervisors	FR	-	15	10	2	-	3.48	27
8	Supervisors discuss on and share with teacher the information gathered in observation and Plan for future improvement.	Teachers	FR	-	-	18	83	51	1.78	152
		principals/supervisors	FR	-	15	8	4	-	3.4	27
9	After post conference brief discussion, consisting questions in both side was taken place	Teachers	FR	-	-	11	88	53	1.72	152
		principals/supervisors	FR	-	3	14	5	5	2.55	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

Regarding Table 5b item seven, most of teachers disagreed on principals/supervisors analyze and interpret/give sense or meaning for the gathered information. Opposite to teachers, more than three fourth of the principals/supervisors were strongly agree. The mean value of both groups' teachers and principals/supervisors showed the difference that was 1.5 and 4.66 respectively. In the same way, the t-test mean score and p-value (<0.05) substantiated the response of the two groups were statistically significantly different. On the other hand, as we observed from table 4.5b item eight most of teachers showed their disagreement where as majority of principals/supervisors abstain from saying agree or disagree (neutral). The mean value of both groups' teachers and principals/supervisors was 1.78 and 3.40 respectively and the t-test mean

score and p-value (<0.05) indicated statistically significant difference. (See appendix C, Table 3).

Critique was the final stage for procedures of classroom observation in which summarize what supervisors collect and with teacher to reach on an agreement and plan for future in both sides. In this respect, for item nine of Table above 5b, majority of the respondent teachers were disagreed and majority of principals/supervisors were neutral. The mean value of both teachers and principals/supervisors was 1.72 and 2.55 respectively that revealed the difference. Similarly the t-test mean score and p-value (<0.05) indicated that the two groups were statistically significantly different. To this end as findings revealed, procedures of classroom observation were not implemented properly in teaching-learning process. (See appendix C, Table 3).

4.6. Supervisory Leadership Skills

The fourth basic question of the study discusses supervisory leadership skills. Hence supervisors are expected to be competent in supervisory leadership skills such as technical, conceptual and human relation skills which are important in executing tasks relevant with supporting and assisting teachers for the improvement of teaching-learning process. Unless they are effective in applying these skill sattemptt orender supervisory support would be difficult to lead tasks towards achievement. In line with this, respondents were asked whether supervisors execute these skills properly or not. The result of the collected data was presented in the following tables.

Table - 6a Responses on Supervisory Leadership Skills

No	Item	Respondents	5	4	3	2	1	x	T	
	Conceptual skill									
1	Supervisors have an ability to understand general ideas and apply them to specific situations	Teachers	FR	4	7	27	61	53	1.80	152
		Principal/Su pervisors	FR	9	13	5	-	-	4.14	27
2	Are resourceful in creating genuine idea for tackling and solve problems	Teachers	FR	-	6	8	81	57	1.75	152
		Principal/Su pervisors	FR	6	17	4	-	-	3.77	27
3	Supervisors have an ability to	Teachers	FR	-	-	8	75	69	1.59	152

	think in abstract, creative and innovative ability to help teachers	Principal/Su pervisors	FR	4	7	13	3	-	3.44	27
4	Supervisors have sufficient information about internal organization of school to assist teachers	Teachers	FR	-	8	13	82	49	1.86	152
		Principal/Su pervisors	FR	7	17	2	1	-	4.11	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5,

Disagree=1.51-2.5, strongly disagree=0.5- 1.5

Regarding item one of above Table 6a, Majority of the teachers disagreed and few teachers reported their agreement partially whereas, most of Principal/Supervisors agreed. The mean value of both teachers and Principal/Supervisors were 1.8 and 4.14 respectively that showed the disparity. Similarly the t-test mean score and p-value (<0.05) of both groups indicated that the response was statistically significant difference. (See appendix C, Table3).

As we observe item two of above Table 6, majority of the teachers disagreed on the idea that supervisors were resourceful in creating genuine idea for tackling and solve problems that teachers faced in the teaching learning process. On the other hand majority of Principal/Supervisors were agreed. The mean value of both group of teachers and Principal/Supervisors showed the difference which was 1.75 and 3.77 respectively. Correspondingly, the t-test mean score and p-value (<0.05) of both teachers and principals showed statistically significant difference. (See appendix C, Table3).

As we infer from Table 6a item three accordingly, majority of the teachers disagreed on supervisors' ability to have enough information about the organization whereas about half of the Principal/Supervisors were neutral. The mean value of both teachers and Principal/Supervisors responses was 1.59 and 3.44 respectively that solely indicated the difference of response given. On the other hand the t-test mean score and p-value (<0.05) of the two groups illustrated statistically significant difference between the responses. (See appendix C, Table3).

Therefore, the above finding reveals that supervisors were found less in conceptual skills that might possibly be essential in carrying out supervisory behaviours. However, if they have an ability to understand general idea and put it in to specific situation, they will have ability to

create ideas, and they have sufficient information about the internal organization they might be contributes significant importance for teachers to be effective in their task.

Table - 6b Responses on Supervisory Leadership Skills

No	Item	respondents		5	4	3	2	1	x	T
5	Are approachable in such a way that teachers can feel free to express problem of concept	Teachers	FR	-	12	25	59	56	1.95	152
		Principal/Su pervisors	FR	9	16	2	-	-	4.25	27
6	Are able to provide constructive criticism and solutions in a positive and friendly way	Teachers	FR	-	7	8	87	50	1.81	152
		Principal/Su pervisors	FR	10	12	5	-	-	4.18	27
7	Supervisors have an ability to work with, understand, motivate, and communicate With individuals and the group.	Teachers	FR	-	-	11	78	63	1.65	152
		Principal/Su pervisors	FR	9	14	4	-	-	4.18	27
8	Supervisors give appropriate recognition to teachers for efforts and achievements	Teachers	FR	-	-	16	67	69	1.65	152
		Principal/Su pervisors	FR	9	12	6	-	-	4.11	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5, Disagree=1.51-2.5, strongly disagree=0.5- 1.5

As indicated in Table 6b item 5 respondents were asked whether supervisors were approachable in such a way that teachers can feel free to express problem of concept or not. The majority of teachers reported their disagreement. Whereas, Principal/Supervisors in their part agreed that they approach with teachers as friendly manner. The mean value of both teachers and Principal/Supervisors was 1.95 and 4.25 respectively that showed the disparity among them. Similarly the t-test mean score and p-value (<0.05) of teachers and Principal/Supervisors were indicated statistically significantly different. (See appendix C Table 4).

Regarding Table 6b item seven majority of the teachers disagreed whereas, above half of Principal/Supervisors agreed that they able to provide constructive criticism and solutions in a positive and friendly way. The mean value of both teachers and Principal/Supervisors was indicated the difference which was 1.81 and 4.18 respectively. Likewise, the t-test mean score and p-value (<0.05) that contended statistically significant difference between the two groups. (See appendix C Table 4)

As we can see Table 6b item eight, the respondents asked whether supervisors have an ability to work with, understand, motivate, and communicate with individuals and the group or not. Then the majority of teachers were disagreed whereas, Principal/Supervisors depicted their agreement. The mean value of both teachers and Principal/Supervisors was showed difference which was 1.65 and 4.18 respectively. Equally, the t-test result mean score and p-value (<0.05) showed that statistically significant difference between teachers and Principal/Supervisors' responses. (See appendix C Table 4)

Concerning Table 6b item nine the response of majority of the teachers were disagreement but more than three fourth of Principal/Supervisors refused teachers disagreement by showing their agreement. The mean value of both teachers and Principal/Supervisors was 1.63 and 3.66 respectively that revealed the visible difference. Similarly the t-test mean score and p-value (<0.05) contended that the response of teachers and Principal/Supervisors was statistically significantly different.

The examination of the above analysis revealed that all the t-test mean score for human relation skill of supervisory leadership skills specify statistically significant difference between teachers and Principal/Supervisors responses (See appendix C Table 4). Besides, the mean of both groups further confirmed the substantial existing difference between teachers and Principal/Supervisors. However, as we infer from the literature, human relation skill is the ability work to make conducive environment between workers.

Table - 6c Responseson Supervisory Leadership Skills

N _o	Item	Respondents	5	4	3	2	1	X	T	
9	Supervisors have good knowledge of every operation or process under their control to be able eliminate common faults, wastage and any dangerous practices.	Teachers	FR	-	6	13	75	58	1.78	152
		Principal/Su pervisors	FR	1	8	13	5	-	2.81	27
10	They demonstrate techniques of activities and allow the teacher to observe and critique	Teachers	FR	-	-	47	68	37	2.32	152
		Principal/Su pervisors	FR	2	15	10	-	-	3.7	27

NB-FR= Frequency, x=mean,T= Total, Strongly agree=4.51-5.5, Agree=3.51-4.5, Neutral=2.51-3.5,

Disagree=1.51-2.5, strongly disagree=0.5- 1.5

In order to meet teachers' interest regarding teaching-learning process, supervisors need to be acquired with technical skill. Thus, as indicated in Table 4.6c item nine, respondents were asked whether supervisors have knowledge of every operation or process under their control to be able to eliminate common faults, was taged and any dangerous practices or not. About more than half of the teachers' strongly disagreed and significant numbers of principals/supervisors partially agreed (neutral). The mean value of both teachers and principals/supervisors was confirmed the difference which was 1.78 and 2.81 respectively. In the same way t-test mean score and p-value (<0.05) on tended that teachers and principals/supervisors responses statistically significantly different. Regarding table 4.6c item ten, the respondents were asked whether supervisors were effective and allow the teacher to observe and critique or not. Thus, almost all the teachers reported their disagreement whereas about half of principals/supervisors asserted their agreement. The mean value indicated the difference that observed between the groups, which was 1.67 and 3.7 respectively. The t- test mean score and p- value (<0.05) also revealed that statistically significant difference between the two groups. (See appendix C Table4). Hence, as shown inthe above finding, it is possible to state that school based supervisors were in effective in technical skills of supervisory leadership skills. So far, these skills were significant for supervisors during organizing and implementing supervisory tasks.

4.7. Factors that Affecting Supervisors' Tasks

The fifth basic question was concerning about factors affected supervisors tasks. To answer this basic question quantitatively the researcher used t-test and mean. Hence the following Tables discuss the responses of both teachers and principals/supervisors and the results are presented in light of mean and t-tests findings conclusions and recommendations were made.

Table - 7a Responds on Factors affect Supervisors' Tasks

No	Item	Respondents	5	4	3	2	1	x	T	
1	Perceived as fault finding rather than helping, supporting and work with teacher	Teachers	FR	18	39	58	33	4	3.22	152
		principals/S upervisors	FR	3	17	5	2		3.85	27
2	Lack of supervisory knowledge	Teachers	FR	-	-	12	84	56	1.71	152
		principals/S upervisors	FR	4	21	2	-	-	4.07	27
3	Perceived as only used for	Teachers	FR	12	77	39	24	-	3.5	152

	conception of performance appraisal	principals/Supervisors	FR	-	-	2	11	14	1.55	27
4	Teachers do not participate in developing, organizing, designing & process of supervision	Teachers	FR	-	-	20	79	53	1.78	152
		principals/Supervisors	FR	2	10	15	-	-	3.50	27

NB-FR=Frequency, x=mean, T= Total, strongly disagree 5.5– 4.51, Disagree=3.51-4.5, Neutral=2.51-

3.5, Agree=1.51-2.5, strongly agree= 0.5-1.5

Concerning Table 7a item one, majority of the teachers was partially agreed on the problem that supervisors perceived as fault finding rather than helping, supporting and work with teachers. But more than half of principals/supervisors disagreed. The mean value of teachers and principals/supervisors was indicated difference which was 3.22 and 3.85 respectively. On the other hand t-test mean score and p-value (<0.05) indicated statistically significant difference between teachers and principals responses.

Regarding Table 7a item two, the respondents were asked about lack of supervisory knowledge of supervisors to help, assist/support teachers through the process. To this respect, majority of teachers agreed and significant of principals/supervisors confidentially showed their disagreement. The mean value of both teachers and principals/supervisors was 1.71 and 4.07 respectively that shown the difference between both groups. The t-test mean score and p-value (<0.05) showed statistically significant difference between teachers and principals/supervisors responses.

On the other hand, item three, supervision perceived as only used for conception of performance appraisal. To this end majority of the teachers were neutral, whereas almos tall of the principals/supervisors confirmed their agreement. The mean value of both teachers and principals/supervisors showed the difference which was 3.50 and 1.55 respectively. Similarly, t-test mean score and p-value (<0.05) of both teachers and principals responses was statistically significantly different.

Regarding item four, teachers do not participate in developing, organizing, designing & process of supervision majority of the teachers showed their agreement and only few numbers of teachers agreed whereas, majority of principals/supervisors partially agreed (neutral). The mean value of both teachers and principals/supervisors was revealed the difference which was 1.78

and 3.50 respectively. The t-test mean score and p-value (<0.05) which was statistically significant difference between the two groups (See appendix C Table 5)

Table - 7b Responses on Factors affect Supervisors' Tasks

No	Item	Respondents	5	4	3	2	1	x	T	
5	Lackof facilities and materials for supervision	Teachers	FR	-	8	34	46	64	4.09	152
		principals/Supervisors	FR	3	10	12	1	1	2.51	27
6	Lake of cooperation of teachers to implement ideas, comments given by supervisor	Teachers	FR	54	76	16	6	-	4.17	152
		principals /Supervisors	FR	-	-	6	14	7	1.96	27
7	Shortage of time to carry out supervision successfully	Teachers	FR	2	18	23	70	39	2.17	152
		principals/Supervisors	FR	-	-	3	13	11	1.70	27
8	Lack of qualified and sufficient man power for supervision	Teachers	FR			10	63	79	1.54	152
		principals/Supervisors	FR	15	12	-	-	-	4.55	27

NB-FR=Frequency, x=mean, T= Total, Strongly agree=0.5-1.5, Agree=1.51-2.5, Neutral=2.51-3.5, Disagree=3.51-4.5, strongly disagree=4.51-5.5

As indicated in Table 7b item six, majority of the teachers disagreed. Whereas significant number of principals/supervisors confirmed their agreement on the lack of cooperation of teachers take and implement supervisors comment and suggestion. The mean value of both teachers and principals/supervisors was 1.87 and 3.89 respectively that indicated the difference. On the other hand t-test mean score and p-value (<0.05) indicated statistically significant difference between the two groups.

Regarding item seven, majority of teachers agreed on the idea that, there was shortage of time to successfully supervise the teaching-learning process. Similarly, all the principals confirmed their agreement. The mean value of both teachers and principals/supervisors was 2.17 and 1.70 respectively which showed difference. In the same way t-test mean score and p-value (<0.05) indicated statistically significant difference between teachers and principals responses.

Concerning item eight, majority of the teachers strongly agree on the idea that there is lack of sufficient man power. On the other hand, principals/supervisors were strongly disagreed. The mean value of both teachers and principals/supervisors was showed approximately the same which was 1.54 and 4.55 respectively. On the other hand, t-test mean score and p-value (<0.05)

indicated statistically significant difference between teachers and principals responses (See appendix C Table 5).

Here, from the above finding we can conclude that lack of supervisory knowledge, perceive supervisors as fault finding and limitation of teachers' participation on developing, organizing and implementing supervision activities were taken as negatively affect supervisory activities. Hence supervisors need to work on these shortages to fill the gap. With this respect principals/supervisors should be use supervision as the mechanism of helping, advising and monitoring teachers for the improvement of teaching-learning process.

4.8 Analysis on Open ended Questions

Four openended questions were prepared and distributed for teachers, principals and cluster center school supervisors to assess their perception on the supervisory services. Hence the respondents answered the questions as follows: For question that, who are supervisors in your school? Majority of the teachers and principals/supervisors reported that their school supervisors were principals, department heads, experienced/senior teachers and cluster center school supervisors. Regarding their competency, most of respondent teachers believed that all members with the name of supervisor were not competent enough. Whereas principals/supervisors believed that they were competent enough in their supervisory activities.

Clinical supervision was the rational practice designed to improve the teacher's classroom performance. Further more, it gives emphasison supervision related specifically to classroom observation, analysis events taking place with in the classroom and the in-class behavior of teachers and students. Its principal goal was to provide an opportunity for teachers to give feedback that would allow them to improve their technical skills (Cogan 1973 ascited in Markos, 2004:34). Thus, teachers and principals/supervisors asked whether clinical supervision was exercised or not. Most of the teachers reported that such trend of activity was not seen. Instead, sometimes activities seem to peer-supervision was done with few teachers. Similarly, principals/supervisors agreed on the teachers' response that clinical supervision was not exercised. Concerning the questiona sked, why clinical supervision was not implemented: Both teachers and principals/supervisors, reason out shortage of time, lack of commitment, uninviting condition of school environment and lack of taking initiative as aproblem. On the other hand, the respondents were asked current function of supervisors. Majority of the teachers reported that

supervisors spent their time in administrative works. They did not concern about supporting; advising and helping teachers. Hence their support and assisting teachers were insignificant.

Hence, as we infer from the above discussion principals (main and vice principals), department heads, senior teachers and cluster center school supervisors were served as school based supervisors. Even though clinical supervision was key instrument for improvement of classroom performance supervisors did not exercise and also teachers themselves in active in helping each other through clinical supervision. Hence function of school-based supervisors concerning facilitating teaching-learning process for the improvement of teachers' performance so as to bring effective students learning was limited.

4.9 Analysis of Interview Responses

Five interview guide questions were prepared based on the basic questions of the study and presented for six Woreda Education Office heads and eight experts. Hence, the interviewees reported their perception on each of interview guide questions as follow: How supervisors apply principles of educational supervision, the interviewees asked. As one of the interviewee (*Wendafrash, 18-03-2017*) reported that: *As I observed, most of school-based supervisors conducted supervision traditionally. I think, this might be because of lack of supervisory knowledge or might be because of negligence. On the other hand, principals were serving as administrator. So they were engaged in both administrative staff and as well as teaching staff. This might be taken as a problem to hinder them effectively applies the principles of educational supervision.* Interviewees were also asked their agreement on whether supervisors properly implement supervisory behaviours such as ability to listen, encouraging, present now and then, ability to solve problem and others. Majority of the interviewees disagreed on the hospitality of school-based supervisors as to be. One of the interviewee (*Wibant, 23-03-2017*) claimed, *As In the case of our Woreda, principals were spending most of their time in administrative part. And also there was only one cluster center school supervisor within Woreda which was beyond his capacity to address all schools in the Woreda.*

As we can understand from interviewees' response, supervisors lost most of their time in administrative activities rather than supporting teachers. This might have its own influence on supervisors to exercise supervisory behaviours as they to be.

Implementation of classroom observation help teachers and as well as supervisors to identify the problem/gap in teaching-learning process. On the other hand help as to take strong side of the teacher and share for others. Hence, do school-based supervisors properly implement procedures of classroom observation? The interviewees asked. They reported that it was not implemented as expected. In this regard one of the interviewee (*Genet, 26-04-2017*) reported that, *Classroom observation was taken place once a semester. There were no such steps to be followed to accomplish classroom observation. The only step supervisors followed was observation and post observation conference.*

Similarly majority of the interviewees were reported that class room observation was not properly conducted. This showed that procedures of classroom observation were not properly exercised. On the other hand, interviewees were asked on the supervisory leadershipskills of supervisors. Majority of the interviewees reported that school-based supervisors were lack in supervisory leadership skills. As one of the interviewee (*Solomon, 23-03-2017*) said, *Supervisory leadership skill of school-based supervisors was deficient; this might be because of lack of basic knowledge of supervision. Most of the principals/supervisors were not well-experienced on the position of leadership.* The interviewees' reported that, school-based supervisors were deficient in applying supervision based on the frame work of principles of educational supervision, behaviours of supervisor were not implemented as to be. On the other hand, the main factor of supervision that pointed by interviewees was shortage of skilled manpower.

In general it is possible to conclude; currently school-based supervisors were not applying principles of educational supervision. They were not executing supervisory behaviours. They were not follow procedures of classroom observation. They were deficient in supervisory leadership skill. On the other hand, shortages of skilled manpower in the area were factors which affect supervision activities in the school. Sum total of these problems results in teachers in effective on their day to day activities.

4.10 Document Analysis

Documents could serve useful purpose in yielding information that is important in explaining social or educational practice (Best and Khan 1993:191).Hence; the researcher planned to reviewed documents like principals, ,vice principals and supervisors' functions and career

structure manual, supervision manual, supervisors' annual plan, conferences done on classroom observation, classroom observation checklist, feedback, internet access, computer and others. There was only few documents were available in the schools selected such as, annual of principals, vice principals and supervisors' functions and career structure, classroom observation checklist, suggestion book and computer only.

As the documents analyzed, the city administration education bureau prepared manual for principals, vice principals and supervisors' functions and career structure and classroom observation check list and send out it for all primary schools. The manual concerned more of follow up whether the activities done or not. Whereas as infer from the literature: The basic functions of supervision was to improve the character, quality, and quantity of children' learning not only follow the activities. To achieve this objective, supervision focuses up on the improvement of teaching-learning situation. Since classroom teachers were the one of the responsible personnel in changing of teaching-learning situation, supervision deals with these personnel to assist the minim providing teaching-learning situations (Otto, 1954:331). Hence, supervisors were expected not only follow up but also help/support teachers in teaching-learning process.

Instead of using check list from AACAEBS school prepared their own and used it. One school displayed suggestion book for supervisors who came from Woreda or Sub-city or City Administration education bureau. All schools had feedback given document on classroom observation whereas, documents like supervision manual, supervision plan, conferences done on classroom observation and internet access were not available.

Documents existing in the school such as classroom observation checklist, suggestion book, were not properly used. In some schools computers were used as sources of workers information, academic calendar, report for higher levels and the like. Whereas, in few schools serves as Table decoration. The prepared suggestion book showed only suggestion given (once in the blue night) what was done during school began and what was not done. It does not show what was done though out the whole academic ear.

Regarding classroom observation, they had prepared and used their own check list for classroom observation. But the problem was missing the points included in the check list from AACAEBS. Documents are sources of information and help to analyze the present and past events. Hence, as

inferred from the document analyzed above those schools observed were deficient in documentation. Important documents such as supervision manual, plan for supervision, feedback book, and check lists used for supervision were not properly documented and easy to find.

CHAPTER FIVE

Summary, Conclusions and Recommendations

Chapter five was concerned with summary, conclusions and recommendations of the study.

5.1 Summary

The main purpose of this study was identifying whether school based supervisor supervisory behaviors are implemented properly or not in second cycle primary schools of Arada sub-city of Addis Ababa City Administration. In order to meet this purpose the following basic questions were raised.

1. To what extent, do school-based supervisors demonstrate supervisory behaviors in leading and managing activities in the school?
2. How school-based supervisors follow principles of educational supervision?
3. Do school-based supervisors effectively practice procedures of classroom observation?
4. How supervisory leadership skills are implemented in the school?
5. What are the factors affecting school-based supervision?

In this study descriptive survey design was employed and descriptive survey research methodology used for methodological concern. Questionnaires were mainly utilized to collect data from teachers, principals and supervisors. In order to substantiate the data gathered through questionnaire, interview and data analysis were made. For data collection on the topic first, six Woredas of the sub-city were selected using random sampling technique and following eight primary schools were selected using similar technique specially lottery method sampling technique. Lastly 156 teachers were selected using stratified sampling technique and 24 school principals and 6 cluster center school supervisors were purposely selected from the targeted schools. For interview 6 Woreda education office heads, 6 quality assurance work process experts were selected purposively and 2 teachers' professional development experts were selected using availability method from targeted Woredas education offices.

Interview and data analysis were also made to support the data obtained through questionnaire. The collected data from closed ended question was analyzed using percentage, mean and independent sample t-test. The t-test analysis was supported by the computer SPSS program The

data gathered through openended, interview and document analysis were analyzed qualitatively. Hence, based on the review of literature and analysis of data the following finding was made.

Regarding personal information of the respondents the finding showed that the number of female teachers was larger than the number of male teachers but the number of female principals/supervisors was below the average which needs attention to be given for empowerment of females in the position of supervision. On the other hand the teachers' age 26-30 years take large number of respondents. Concerning qualification more than 50% of teachers were diploma holders and almost all principals/supervisors were degree holders.

Education is by its nature dynamic so, needs competent enough manpower to accelerate the process. Regarding this, the qualification of the respondent was encouraging; all were above diploma level what the level required (in the context of AddisAbaba). Majority of respondents were experienced which was between 3 and 6 years and at level of junior and senior career structure of teachers and principals/supervisors. From the finding, it is possible to say that respondents were experienced might be support each other in their activity and advice those in experienced teachers.

As we can see from the finding majority of respondent teachers were dissatisfied on the school based supervision services and majority of respondent of teachers showed their disagreement on the supervisory knowledge of supervisors. Most of principals/supervisors partially agreed that supervisors had supervisory knowledge. On other hand the major problem for school-based supervision was lack of supervisor knowledge.

Principles are rules; guidelines, general truth, or laws for govern activities performed by peoples. MoE (1987E.C), Supervision is co-operative, creative, should be democratic, attitudinal, is evaluative and planned activities. On top of this as seen from the finding majority of respondent teachers reported their disagreement with the ability of supervisors in supporting teachers to be creativity, innovative, cooperative and democratic way of leading and introducing latest research finding. Similarly, most of the interviewees confirmed teachers' response. This might be because of lack of supervisory knowledge or might be because of negligence.

Behaviours of supervisors had might be positive or negative effect on teaching-learning process. Positive effect might be focus on enhancing teachers' effectiveness in day to day activities. In

line with this, as documents of MoE (1987) indicated current practice of supervision, innovation, experience sharing and others would be practical through effective organization of supervisors with cooperation of teachers. Thus, if supervisors behaviours properly applied at school level teachers' performance would be certainly promoted in result with good student achievement. However, as observed from the finding majority of teachers reported that school-based supervisors did not applying supervisory behaviours as they were to be.

The procedures of classroom observation help to see the whole information of teaching- learning process takes place in the classroom. With regarded to this majority of teachers agreed with supervisors were less accounted in follow and implementing the process. Similarly, interviewees also supported teachers' response. Document analyzed such as check list prepared was imperfect. Therefore, implementing in correct classroom observation cause lack of clearly and difficult to identify the gap/limitation of teachers that leads to in appropriate supporting and assisting.

The basic supervisory leadership skills such as conceptual skill, human relation skill and technical skills were compulsory for any person in the name of supervisor. Supervisors should have knowledge about teachers those need his support and advice, He/She possess ability to personal relationship, skill of communication, ability to accept individual difference. As in fer from literature technical skills of supervisor more focus on technical issues. So that supervisors expected to assist/help and support teachers from starting preparation of lesson plan to end of the year. Keep this in mind, as seen from the finding it was possible to summarize that the supervisory leadership skills of those school based supervisors were inefficient.

As we observed from the finding majority of respondents were pointed supervisory knowledge as the leading factor of the process of teaching- learning process. Similarly, interviewees reported that, the main factor for teaching-learning process was lack of basic knowledge of supervision, and the other one was shortage of manpower for supervision to assist/support teachers now and then. Hence this showed that the main factor that affects school-based supervision was short age of skilled manpower in the area.

5.2 Conclusions

Based on the above major findings of the study, the following conclusions were made.

i. Supervisory service currently rendered to facilitate teaching-learning process was not encouraging.

Supervisors are expected to satisfy teachers with service they provided. In respect to this, the study focuses on the service rendered by supervisors to improve teachers' performance. Thus, service delivery of school-based supervisors was not encouraging. This might be because the performance of teachers became inefficient which results in a negative impact on the teaching-learning process.

ii. Currently principles of educational supervision were unpractical.

The finding verified that currently, school-based supervisors were lacking the elements such as cooperativeness, democratic, creative, and innovative. Lack of these basic elements made them inefficient in applying principles of educational supervision. Thus, these caused teachers to be not innovators and creators of their methodology. They solved their problems through action research and lack of cooperativeness. Therefore, school-based supervisors were not able to apply principles of educational supervision properly.

iii. School-based supervisors were ineffective in supervisory behaviors

School-based supervision was accomplished by principals, vice principals, department heads, senior teachers and cluster center school supervisors. Supervisors should have supervisory behaviours such as: encouraging the exploration of new ideas and techniques, providing positive criticism and positive reinforcement, providing frequently scheduled supervision, the ability to be present and immediate, and working collaboratively. The implementation of these behaviours allows teachers to be productive in their instruction but the absence was the reverse. Hence, behaviours listed above were not exercised in the schools under the study.

iv. Procedures of classroom observation were not implemented properly in teaching-learning process.

The study attempted whether procedures of classroom observation were properly implemented in the teaching-learning process or not. Each step of the classroom observation was important in helping both teachers and supervisors to make their mutual understanding about

where the gap was in the process so as to lead to give and receive appropriate support/feed back/assistance. In line with this, procedures of classroom observation executed in the selected schools were not procedural which leads to in appropriate conclusion.

v. Supervisory leadership skills were not properly utilized

Supervisory leadership skills were key elements for supervisors to be effective in performing supervisory tasks. Thus, it is necessary to look into the way supervisors execute those skills in teaching-learning process to promote teachers performance.

vi. The major factor for teaching-learning process was lack of supervisory knowledge

Supervisors were leaders, facilitators, evaluators, advisors of teachers with in teaching-learning process. Thus, they are expected to be knowledgeable in the area of supervisory. Beside this sufficient numbers of supervisors must be involved in the system to address large number of teachers and to be more effective.

5.3 Recommendations

Based on the conclusions of the study the following possible recommendations were suggested.

1. Woreda Education Offices and other concerned bodies at varies level should take a wise decision to build up supervisory behaviors of school-based supervisors. This can be through:
 - On job training, summer program training, seminars and work shops, Should be planned, organized and implemented on ward at school level, Woreda level and above levels.
 - Experience sharing programs regarding supervision within and across neighboring schools should design and implemented with collaboration of both Woreda and schools.
 - Appropriate materials such as hard copy(written document), soft copies about supervision and all about teaching-learning process and internet access should available at school level.
2. The school- based supervisors should follow and practice principles of educational supervision in the school.

3. Supervisors are supposed to be educational leaders. One of the responsibilities leaderis applying leadership skills. Hence they should exercise supervisory leadership skills such as technical skill, conceptual skill and human relation skill at school level.
4. City Administration Education Bureau should revise the manual including deep supervisor functions, tasks and responsibilities make them responsible and effective in their activities.
5. A further large scale study on school based supervision should be carried out on the area so as to complement the gap observed in this study.

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**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

Appendix-A

QUESTIONIARE FOR TEACHERS AND PRINCIPALS/SUPERVISORS

The purpose of this questionis to gather data about School-based supervisory behaviours and their effect on teaching-learning process in some selected primary schools of Arada sub- city. Thus, this questionnaire has been developed hoping that the results could assist to make further improvement of teaching–learning process.

The success of this paper depends on the sincere, genuine, timely respond to each questions and reliability of the information that you provide. The information you provide remain secret and uses only for research purpose. Hence you are kindly requested to be honest and frank. So please, fills the questionnaire as per the given instruction for each item. I would like to thank you for your willingness to fill this question.

- Consider principals and vice principals as supervisor
- Puta“□” mark in the appropriate box that corresponding to your choice or circle or write your answer in brief for open-ended questions.
- It is impossible to provide more than one answer for closed-ended questions
- Try to attempt all the questions
- No need of writing you name

Part-I. Background information

Direction 1. The following are the respondent background. Hence fill all the information that express you using the sign “□” in the box that corresponding to the information.

1. Sex- Male Female
2. Age- **i.** 20 and below **ii.** 21-25 **iii.** 26-30 **iv.** 31-35 **v.** 35-40 **vi.** 41-45 above 45
3. Qualification- **i.** TTI **ii.** Diploma **iii.** BSc/BA/BEEd and above **iv.** other
4. Field of study **i.** Teaching **ii.** EdPM **iii.** Management **iv.** other
5. Do you take any certificate or training on supervision? **i.** Yes **ii.** No
6. Responsibility **i.** home room teacher **ii.** Department head **iii.** principal/supervisor
7. Teaching load perweek- **i.** below 10 **ii.** 11-15 **iii.** 16-20 **iv.** above 20 **v.** No

8. Experience- **i.** 0-2 years **ii.** 3-4 years **iii.** 5-6 years **iv.** 7-8 years **v.** 9-10 years **vi.** 11-12 year **vii.** 13 and above
9. Current rank in the teachers' career structure. **i.** Beginner **ii.** Junior **iii.** Senior **iv.** Teacher principal/supervisor **v.** Associate lead **vi.** Lead **vii.** No

Part II. Closed ended Questions

A. Supervision in School

Direction 2. The following are general questions about supervision rendered in the school. Hence read carefully and select your answer from the given alternatives and circle on the letter.

1. Do you think that you have skill to supervise ? A. Yes B. No
2. If your answer is No for question number 1 what is your reason?
A. No well experienced B. No training on supervision C. I am busy D. None of my business
3. How often has the school carry out supervision per semester?
A. frequently B. some times C. once D. two E. No supervision
4. To what extent the supervision rendered in your school improved teachers' teaching performance?
A. very High B. High C. Medium D. Low E. Very low
5. Are you satisfied with the supervision service rendered?
A. Yes B. No
6. If your answer is No for question number 5, justify your reason.
A. Fault finding B. All ways did similar activities C. For administrative purpose only
D. Because it does not performed by knowledgeable persons
7. How do you feel about the supervisory knowledge of supervisor?
A. Very highly professionals B. Highly Professionals C. Professionals D. Poor in supervisory knowledge
E. Very poor in supervisory knowledge
8. What is the most series problem for teachers in the school?
A. Students discipline B. High teaching load C. Lack of supervisory support D. Large class size
E. Lack of teaching materials

B. principles, supervisory behaviors, procedures of classroom instructional supervision and supervisory leadership skills

Direction 3. The following are related to the *principles to be followed by supervisor, supervisory behaviors, procedures of classroom instructional supervision and supervisory leadership skills*. So read each sentences carefully and relate with your school supervisory activities and give your response by choosing from the following scale value represented with number in the table. Use sign

“□” to indicate your answer. 5 = Strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = strongly disagree

1. Principles of educational supervision

No	Principle to be applied by supervisors	Response scale value				
		5	4	3	2	1
1	Supervisors help teachers to be creative and innovative in their methodology of teaching					
2	Supervisors were cooperative and creative, democratic where every member has the liberty to try and express their ideas with freedom.					
3	Supervisors give teachers advice when needed as well as receive their comment when necessary.					
4	Supervisors have short-term, medium-term and long-term planning for supervision.					
6	Supervisors were responsible for the teachers to ensure that teachers class receives adequate supervision regularly					
7	Supervisors help teachers by supplying the latest research findings on education relevant to teachers teaching					
8	Supervisors believe work for that all teachers have a right and the need for supervision					

2. Supervisory behaviors that implemented in teaching-learning process

No	Supervisor	Response scale value				
		5	4	3	2	1
1	Supervisors listen carefully and understand what teachers want to say when discuss Together					
2	Supervisors have an ability to move the discussion from possible to probable solutions by discussing the consequences of each proposed action,					
3	At the end of discussion supervisors show/direct/tell teachers what is to be done.					
4	Supervisors clarify expectations and styles of supervision and maintains consistence of theory and current research					
5	Supervisors provide frequently scheduled supervision					
6	Encourages the exploration of new ideas and techniques					
7	Supervisors were personally and professionally matured and were willing to serve as a model.					
8	Supervisors perceive growth as an ongoing process and invested in the supervisee's Development					
9	Supervisors have the ability to be present and immediate and communicate Effectively					
10	Supervisors accept and celebrate diversity and have an awareness of personal power					

3. Procedures to be followed and implemented in class room instructional supervision

No	Item	Response scale value				
		5	4	3	2	1
1	The reason and purpose for the observation and the focus of observation					
2	The method and form of observation to be used					
3	The time of observation and the time for post conference					
4	Focus on teaching-learning process					
5	Takes necessary information about the whole teaching-learning process					
6	Stays with teacher from the beginning of period up to the end of the period					
7	Analyzes and interprets /gives sense or meaning for the gathered information					
8	Discuson and share with teacher the information gathered in observation					
9	After post conference brief discussion, consisting questions in both side was take place before repeating the sequence					

4. Supervisory leadership skills

No	Function	Response scale				
	A. Conceptuals kills	5	4	3	2	1
1	Supervisors have an ability to understand general ideas and apply them to pefic					
2	Supervisors were resourceful in creating genuine idea for tackling and solve problems that teachers faced in the teaching learning process					
3	Supervisors have an ability to think in abstract, creative and innovative ability to help teachers					
4	Supervisors have sufficient information about internal organization of school to assist teachers for improvement of instruction.					
	B. Human relationskill					
5	Supervisors were approachable in such away that teachers can feel free to express problem of concept					
6	Supervisors were able to provide constructive criticism and scaf folding in a positive and friendly way					
7	Supervisors have an ability to work with, understand, motivate, and communicate with individuals and the group.					
8	Supervisors give appropriate recognition to teachers for efforts and achievements in instruction					
	C. Technical skill					
9	Supervisors have good knowledge of every operation or process under his control to be able eliminates common faults, wastage and any dangerous practices.					
10	They demonstrate techniques of activities and allows the teacher to observe and critique					

Direction 4. The following are some factors that may affect school-based supervision. Hence read each sentences carefully and relate with your school supervision and give your response by choosing from the following scale value represented with number in the table. Use sign“□”to indicate your answer. 5 = Strongly disagree, 4= Disagree, 3 = Neutral, 2=Agree, 1=Strongly agree

No	Factors hinder the work of supervisor	Response scale value				
		5	4	3	2	1
1	Perceived as fault finding rather than helping, supporting and work with teacher					
2	Lack of supervisory knowledge					
3	Perceived as only used for conception of performance appraisal					
4	Teachers do not participate in developing, organizing, designing & process of supervision					
5	Lackof facilities and materials for supervision					
6	Lake of cooperation of teachers to implement ideas, comments given by supervisor					
7	Shortage of time to carry out supervision successfully					
8	Lack of qualified and sufficient manpower for supervision					

Part III. Open-ended Questions

Direction 5.The following are open-ended questions. These questions help you to more express your idea briefly not included in closed ended questions. Hence write your answer on the space provided.

- Who are supervisors in your school and how competent enough they are?

- Are you exercising clinical supervision or peer supervision in the school?

- If your answer no what is there as on?

- Currently what are the functions of supervisor in your school?

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Appendix-B

***INTERVIEW FOR WOREDA EDUCATION OFFICE HEAD AND OFFICERS
(TEACHERS DEVELOPMENT PROGRAM AND QUALITY ASSURANCE WORK
PROCESS OFFICERS)***

Dear respondent

The purpose of this interview is to gather data about the Supervisory behaviours and effects on teaching-learning process in selected primary schools of Arada sub-city. Thus, this interview has been developed hoping that the results could assist to make further improvement of teaching-learning process.

The information you provide remain secret and uses only for research purpose. Therefore, your sincerity in responding to the questions is of great importance and your responses to the interview would be kept confidential. I would like to thank you for your willingness to this interview.

1. Do you believe that supervisors follow principles of educational supervision?
2. Do agreeing on the idea that supervisors properly implement supervisory behaviours such as listener, encouraging, present now and then, problem solver and others.
3. Are you agreeing on the implementation of classroom observation of instructional supervision takes place in the school?
4. How do you see the supervisory leadership skills implemented in the school?
5. For you, what is the main factor that hinders supervisory activities in the school?

Appendix C

Independent T-test Results

Table 1 t-test for Equality of Means for Principles of Educational supervision

Variables	t-test for Equality of Means				
	Mean	t	Sig.(2- tailed)	Std.	M.D
Help teachers to be creativeand innovative	4.25	-0.219	.000	.608	2.382
Cooperative and democratic	3.8750	0.381	.000	.79741	1.06043
Gives teachers advice when needed	4.1667	-1.345	.000	.48154	2.17991
Has short term, medium and long term plan	3.6667	2.368	.000	1.23945	1.52759
Responsible for the	4.1667	-3.439	.000	.48154	2.29912
Help teachers by supplying the latest research findings	3.1667	15.172	.000	.91683	2.14018
Believes work for that all teachers have right and the need for supervision	4.3750	0.767	.000	.71094	1.65977

Table 2 t-test for Equality of Means for Supervisory Behaviors

Variables	t-test for Equality of Means				
	Mean	t	Sig.(2- tailed)	Std.	M.D
Listens carefully and understand	2.22	13.049	.000	.424	2.223
Has an ability to move the discussion	2.31	9.558	.000	.42366	2.30848
At the end of discussion shows teachers	2.08	8.799	.000	.94883	2.07554
Clarifies expectations and styles of supervision	0.62	4.838	.000	.83205	.62281
Provides frequently scheduled supervision	0.33	2.864	.005	.85402	.33138
Encouraging the exploration of new ideas	1.17	7.903	.000	.72991	1.17276
Is personally and professionally maturated	2.07	15.022	.000	.77533	2.06555
Perceives growth as ongoing process	1.99	12.258	.000	1.00000	1.99561
Has the ability to be present and immediate	1.45	9.023	.000	.96077	1.44079
Accept and celebrates diversity	0.87	5.303	.000	.32026	.86769

Table 3 t-test for Equality of Means for Classroom Observation

Variables	t-test for Equality of Means				
	Mean	t	Sig.(2-tailed)	Std.	M.D
There as on and purpose fo rthe observation	2.81	1.32	.000	1.019	.921
The method and form of observation	2.2222	1.19	.000	.51170	.97402
The time of observation	3.0741	-0.157	.123	.28460	.78082
Focus on teaching learning process	4.8148	-.791	.000	2.07797	.39585
Takes necessary information	4.1481	-2.06	.000	2.21394	.81824
stays with teacher	3.5926	-0.388	.000	1.26365	.97109
Analyze and interpret	3.4815	1.859	.000	1.86306	.64273
Discusses on and share with teacher	3.4074	1.191	.000	1.62451	.74726
After post conference brief discussion	2.5556	1.643	.000	.83187	.93370

Table 4 t-test for Equality of Means for Supervisory Skills

Variables	t-test for Equality of Means				
	Mean	T	Sig.(2- tailed)	Std.	M.D
Hasan ability to understand general idea	4.15	-2.386	.000	.718	2.214
Isre source fulin creating idea for tackling	4.0741	-1.934	.000	.61556	2.31750
The timeof observation	3.4444	3.382	.000	.89156	1.84576
Has sufficient information about internal	4.1111	-0.975	.000	.69798	2.22295
Is approachable in such away that a teacher can feel	4.2593	-4.355	.000	.59437	2.30531
Is able to provide constructive criticism	4.1852	0.06	.000	.73574	2.36940
Has an ability to work with understand	4.1852	1.36	.000	.68146	2.53387
Gives appropriate recognition to teacher	4.1111	1.443	.000	.75107	2.45980
Has good knowledge of every operation	3.1852	0.185	.000	.78628	1.40229
He demonstrates techniques	3.0000	13.126	.000	.00000	1.12500

Table 5 t-test for Equality of Means for Factors Affect Supervision

Variables	t-test for Equality of Means				
	Mean	t	Sig.(2- tailed)	Std.	M.D
Perceived as faultfinding	3.00	2.303	.000	.000	-.342
Lackof supervisory Knowledge	4.0000	-0.504	.000	.00000	.07895
Perceivedasonlyusedforconception of performance	4.0000	-6.009	.000	.00000	.94737
Teachers do not participate in developing Organizing	4.0000	-0.383	.000	.00000	.05263
Lack of facilities and materials	3.4815	-0.199	.000	.89315	1.56043
Lack of cooperation of teachers	4.0370	2.181	.000	.70610	2.17519
Shortage of time	4.2963	- 3.284	.000	.66880	2.12524
Lackof qualified and sufficient man power	5.0000	-7.264	.000	.00000	.61842