



ASSESSING THE PRACTICE AND CHALLENGES OF INSTRUCTIONAL SUPERVISION IN KULFO PRIMARY SCHOOL

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AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration between both authors. Author FG designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author CA managed the analyses of the study and managed the literature searches. Both authors read and approved the final manuscript.

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ABSTRACT

The purpose of this study was to assess the practice and challenges of instructional supervision in kulfo primary school. To this end, a descriptive survey design method was employed. In this study the primary source of information were teachers and school principals. A total of 16 respondents were participated in this study. Data collection tools were questionnaires and open ended interview. Based on the data analysis the following major findings were obtained. The supervisor seem fail to accomplish their responsibility in pre, while and post observational activities., There is lack of training for supervisors to update their knowledge and skill, there is program for the supervisor to give assistance to the school teachers, the supervisors do not seem to play their roles in teachers' performance appraisal related functions, both supervisors and teachers tend to believe that the major function of a supervisor is administrative related affairs. Based on these findings it was safely concluded that the practice of instructional supervision in selected school has their own limitation and strong sides Finally, it was recommended that The supervisor should properly carry out his responsibility and work in collaboration with teachers as facilitator rather than examine r and Woreda educational bodies and school principals should make fertile ground for effective implementation of instructional supervision and also they should follow up the work of supervisor and expected to give feedback.

Keywords: Practice; challenge; instructional supervision; school supervisor; supervision; school principal.

1. INTRODUCTION

Supervision activity at the school level is a key factor in ensuring the good function of education program. Supervision has always been an integral feature of education program in all countries.

Providing good school based supervision service is not an easy task, it requires a number of skills like prescriptive skills, personnel administrative skills,

human relation skills, group process skills, evaluation skills as well as technical skills such as planning, directing and managing complex operation in the schools. Indeed, an effective supervisor need to develop sincerity, sympathy, open-mindedness, intellectuality, objectivity creativity, inspiration, proportion and balance and respect for people [1].

Supervision is a multifaceted process that focuses on instruction to provide teachers with information to

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improve their teaching performance [2]. A common characteristic of instruction and supervision is that these processes occur in a face-to-face environment.

Educational supervision is divided into two areas. These are: Internal supervision (In built) and external supervision (out of school). Internal supervision is achieved by school principals and department heads in closely and periodically assist teachers within the school level. External supervision is carried out by external supervisor from Woreda [3], regional and central level. Instructional supervision is a basic Component of School management. It plays an important role in the improvement of teaching and learning process. Supervision is that phase of school administration which deals primarily with the achievement of the appropriate selected instructional expectation of educational service [4].

Instructional Supervisors in educational organizations have individual goals for improvement and believe that purpose of instructional supervision is to achieve those specified goals. It is the cycle of activities between a supervisor and a teacher with the objective of improving classroom performance. Instructional supervision is the link between teacher needs and school goals so individuals can improve and work together towards the goal of the school [5].

School based supervision is “to develop and explicate a system of in-class supervision that in competent hands, will prove powerful enough to give supervisor a reasonable hope of accomplishing significant improvements in the teachers classroom instruction and secondly, it has the purpose of helping correct the neglect of class or clinical supervision and to establish it as necessary complement to out of class (general supervision). Therefore, the strength of school based supervision could have a possibility to conduct effective supervisory activities at each school level. If they get enough training and better condition they can cover administrative, educational and supportive function of instructional supervision. It is accomplished their tasks with minimum costs of finance and also no need of extra budget and transportation fee [6].

2. STATEMENT OF THE PROBLEM

School supervision is a long lived service that has been playing major role in the management of educational activities. It has been useful to bring about improvement in instruction and stimulating growth and a means of helping teachers to help themselves and also searching teaching the necessary knowledge and skill to solve educational problems by creating awareness about the dynamic methodological changes in the teaching learning process. One major

tool for improving school effectiveness and educational outcomes is school-based supervision.

In this regard instructional supervision is an effort to stimulate, coordinate and guide continued growth of teachers in school both individually and collectively. According to schools supervision documents, supervision is an activity in the school process where teachers visited in the classroom without prior arrangement or even notification. This was with a few to judge and find faults with teachers. Also, it assumes that there is fixed and known method of teaching and teachers' quality. In addition to that, the researcher has been frequently observed and heard to many primary school teachers taking about their dissatisfaction in supervision and support service being left to them, and they do not seem to have positive attitude to the instructional supervision. They mostly associate Supervisors only to evaluate teachers work efficiency it may be for carrier structure only (salary promotes or demotes) and it is not on the base of enhancing students achievement, assisting the development of better and satisfying teaching learning situation. Then, functional supervisory practice has been forgotten and less emphasis is given to it and the instructional supervision do not provide the proper service expected from them, because of these the result of students were below expected. The above gap attracted the researcher to carry out a study on the practice and challenges of instructional supervision of kulfo primary school. Therefore these and other reasons made the researcher to conduct study on this issues, to this effect the following research questions are forwarded.

2.1 Basic Research Questions

1. What is the state of practice of instructional supervision in Kulfo primary school?
2. What is the role of instructional supervisors in Kulfo primary school?
3. What are the challenges of instructional supervision in Kulfo primary school?

3. OBJECTIVES OF THE STUDY

3.1 General Objectives of the Study

The General objective of this research project is to assess the practice and challenges of instructional supervision in Kulfo primary school and to propose and forward ideas on how to apply it well.

3.2 Specific Objectives of the Study

1. Analyze the state of practice of instructional supervision in Kulfo primary school.
2. To identify the role of instructional supervisors in kulfo primary school.

3. To identify major challenges of instructional supervision in Kulfo primary school.

4. SIGNIFICANCES OF THE STUDY

The findings of this study are important for different concerned educational partners that are found at various levels:

1. It creates awareness about the functional supervision.
2. To make improvement in the area.
3. Informing supervisor and other stakeholders about teacher's perceptions, expectations and orientation to school-based supervision service.

5. DELIMITATION OF THE STUDY

This research would be more conclusive if it has been carried out at all primary schools in Arbaminch city, however because of time constraint and manageability the research is geographically delimited to study the practice and challenges of instructional supervision in Kulfo primary school

6. LIMITATION OF THE STUDY

The potential problem faced in the research process was unwillingness of a few respondents to fill in the questionnaire and return back on time and the shortage of time to collect the data were the constraints which encountered the researcher.

7. ORGANIZATION OF THE RESEARCH REPORT

The study is organized into five sections. Section one discusses about an introductory part of the research, while section two revises the related literature. Section three deals with research design and methodology whereas section four deals with findings/discussions. Finally section five concludes all the study and possible recommendations forwarded by a researcher successfully.

8. REVIEW OF RELATED LITERATURES

This section deals with the review and presentation of related literature which includes definition and general concept of instructional supervision, historical evolution of instructional supervision, general overview of instructional supervision.

8.1 Definitions of Instructional Supervision

Supervision is defined differently by different scholars, and as such there is no single unifying definition of supervision in the literature. The Terms and phrases used when defining instructional supervision included collegial and collaborative,

classroom instruction, provided specific direction, focused on instruction and improved performance. From the context of educational administration, of great interest are the definitions which reveal supervision as a collaborative action aimed at developing effective instruction.

Defining instructional supervision is dependent on the desired outcomes. The desired outcome is usually related to improved instruction and student achievement. In advancing this point of view, supervision of instruction is viewed as a process that focuses on instruction by developing teachers' skill so as to improve their performance. The focus of this improvement could be on a teacher's knowledge, skills, and ability to make more informal professional decisions or to solve problems better or it could be to review his or her teaching. Such a focus on teachers' instructional improvement permits to realize higher quality of learning. The Dictionary of Education provided the most extensive definition of supervision [7].

8.2 The Concept and Meaning of Instructional Supervision

The concept of educational supervision was borrowed from business enterprises where it is said to have evolved and used as controlling mechanism.

Supervision is an expert technical service primarily concerned with studying and bettering the conditions that surround learning. Such service include, the work of both general and special supervisors who are primarily engaged in studying the teaching-learning situation and in evaluating the methods and outcomes of supervision [8].

Supervision is consists of all the activities leading to the improvement of instructional activities related to moral, improving human relations, in-service education and curriculum development.

The concept of supervision, therefore, could be considered as service to interpret to teachers and the public educational policies of the government [9]. Many Writers have defined the term supervision in different ways. The definitions vary in both content and specificity. Clarifying the point, the Dictionary of education cited in Homer and his associated (1980) define supervision as, all effort of designed school officials towards providing leadership to teachers and other educational workers in the improvement of instruction involves the stimulation of professional growth and development of teachers the selection and revision of educational methods of teaching and the evaluation of instruction [9].

This shows that, the word supervision means an activity provided in order to guide and stimulate the activities of teachers with view to improve them, i.e. teaching as well as instruction and promoting professional growth.

School-based supervision defined as “ what school personnel do with adults and thing to maintain and change the school operation in ways that directly influence the teaching process employed to improve or promote pupil learning” on his discussion elaborate strong relationship observed between supervision and instruction that is supervision and pupil [10].

Supervision has been defined variously by different scholars. According to Stone (1988), supervision is an attempt through second intervention to ascertain, maintain and improve the quality of work. supervision is termed as that phase of administration aimed at achieving specific school goals and objectives [4].

Supervisory management is an important tool of management. The supervisor in an organization acts as the link between the management hierarchy and the 16 employees at large. Supervisors as conduits through which an organization demonstrates their commitment or lack of commitment to the employees. According to this publication supervisors are responsible for providing work related information, instructions and resources. They must also be able to give both positive and corrective feedback that is timely and fair.

Therefore, instructional supervision is the process of bringing about improvement in instruction by working with people who are working with pupil. It is usually reference to activities that serve to improve the quality of teaching-learning and curriculum by performing any members of individuals such as teachers, department heads, principals and consultant.

8.3 Teachers’ Attitude in Instructional Supervision Practice

Effective instructional supervision has a direct impact on performance of teachers and students. In the school this efficiency can be achieved through providing teachers with clear performance expectations, fair and consistent feedback and career development. This should be within a context of an environment or culture where communication, innovation and professionalism are encouraged and nurtured. School goals and objectives may not be achieved if the principal does all the work alone.

The evaluation of teaching has increased in recent years and teachers, especially through their

organizations, have not wholeheartedly embraced current processes of evaluation. They have been raising valid questions concerning the competencies on which they are judged, who does the evaluation, how the evaluation is conducted, and what use is made of the results. Teachers question the reliability of the data collected on their performances and the competence of the supervisors for making assessments. Furthermore, they want to be involved in the creation of the evaluation process.

8.4 Historical Evolution of Instructional Supervision

Evolution of instructional supervision refers to the historical development of supervision from past time to the present day. Sullivan and Glanz (2000) observe that supervisory practice has evolved since its origin in colonial time, and its effectiveness as a means of improving instruction.

8.4.1 General overview of the evolution of instructional supervision

The origins of supervision traces back to the birth of public education, when young nations used education to build a common language and culture. Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. The term “Instructional supervision” has been interpreted differently by different countries. Supervision was initially described as inspection, which has the connotation of direct control of teachers by school inspectors Glickman [5]; this concept still dominates in the management of education in some nations .The term supervision was synonymous with “inspection” but the two terms are quite different in the sense that inspection is a top-down approach, aimed at controlling and evaluating the improvement of schools based on predetermined criteria set by external experts outside the school system . In contrast, instructional supervision is a type of internal supervision undertaken by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process. Having said this, details on how instructional supervision evolved from past to the present-day will be discussed hereunder.

8.5 Objectives of School-based Supervision

Objectives are always necessary for guiding the formulation of the supervision and it is important for effective supervision. Different scholars regarding the

objectives of supervision have put different views. the main objectives of school based supervisions are to evaluate the school program, which is the supervisors are expected to assess the growth of the child and the effectiveness of the learning-teaching process, to provide professional leadership to all educational workers under his jurisdiction is an improvement objective of the supervision. Such leadership is essential to improve the teachers' competence and guide them in the right direction [9].

5.6 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

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

The basic principles of educational supervision, according to the are [11].

- Supervision is cooperative
- To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.
- Supervision is creative
- Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.
- Supervision should be democratic
- Freedom should be given for every member to try and give his or her ideas freely. The

supervisor is expected to consider various factors while doing his/her activities.

- Supervision is attitudinal
- To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.
- Supervision is evaluative and planned activity
- Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

8.7 Development of Educational Supervision in Ethiopia

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

8.7.1 Approaches to educational supervision

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision [11]. These models are discussed as follows:

In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the class room. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives.

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together

to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important.

In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self defending by teachers. While using this method for inexperienced teachers, care should be taken [11].

In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields.

8.8 The Current Practice of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth [6]. Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The following table briefly indicated the development of educational supervision in different periods.

8.8.1 Supervision at school level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows [12].

8.8.2 The roles of school principal in supervision

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relation[12].

8.8.3 The roles of deputy principals in supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community [12].

8.8.4 The roles of department heads in supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems [12].

8.8.5 The roles of senior teachers in supervision

According to the career structure developed on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department [12].

8.9 Instruction Improvement

One of the major components of supervision is the improvement of instruction [2]. For instruction to improve, staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. Supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values [5]. Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Second, argue that teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. Third, given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers’ level of development needs.

The ultimate goal of supervisors should be to enable teachers to be self-directed [5]. Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants (e.g., team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. Teachers perceptions of supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The supervisor took an interest in the

teacher’s accomplishments during the process of change and improvement.

The supervisor provided evidence of success together with guidance to enable the teacher to build upon success. The supervisor was invested in the individual teachers success. The supervisor was responsive to the individual teachers needs and recognized that the supervisors interactions with the teacher influenced the teachers success. Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, “Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning”.

8.10 Teaching Staff Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Supervisor is responsible to identify the training needs of the teachers and organize in-service programs in the form of work shop, seminars, conference, faculty meeting, intra school and inter school visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MOE,1994). “Since teachers often will not know-how to do what needs to be done, it is important for a supervisors to identify their needs and then to in-service them in the some ways” [7]. The name of training is staff development, which primarily aim to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and Teacher in a continuous learning process. The benefits that staff development programs can offer to the teacher, which are as follows; to update skills and knowledge in a subject area, to keep abreast of societal demands, to become acquainted with research on new methods of teaching and to become equipped with the advances in instructional materials and equipment [13].

To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The

supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning.

The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. Professional training sessions developed for teachers must be consistent with adult learning theory. A well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practices. The instructional supervisors guide represents the view of instructional supervision, state that; “developing teachers” educational competences” is the main aims of supervision. staff development lists as one of the major functions of instructional supervision. Accordingly, any experience that enlarges teachers” knowledge, skills, appreciation and understanding of his/ her work falls under the domain of staff development [12].

In general, at school level teaching Staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

8.11 Curriculum Development

Curriculum development and improvement is another function of school supervisions. Having this in mind, [2] stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to “look” at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of

the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Another scholar, suggested by becoming stakeholder in the curriculum development process, teachers begin to recognized as it one of the vital ingredients of the instructional life of schools and individual classroom. Supervisors’ role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

Thus, instructional supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process.

In general, instructional supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

8.11.1 Factors that affect instructional supervisory practice in school

Instructional supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

8.11.2 Teachers perception of instructional supervision

Instructional supervision aims at improving the quality of education by improving the teachers’ effectiveness. As Fraser cited in (Lilian, 2007) the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence

the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective.

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches by (UNESCO, 2007) pointed that, bitter complaints about supervisors work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers were also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

Similarly Research has revealed on the area of instructional supervision in primary schools of different regions and zones of our country have shown that, all of the studies examine supervisors' techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners. Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness [14].

To sum up, teachers' perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision.

8.11.3 Lacks of adequate training and support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job.

Lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, (Merga, 2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

To conclude, training helps to improve the supervisors performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisors' capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

8.11.4 Teacher-supervisory relationship

It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

9. RESEARCH DESIGN AND METHODOLOGY

9.1 Research Design

The major purpose of this research is assessing the practice and challenges of instructional supervision in kulfo Primary School. To achieve this purpose descriptive survey approach was employed in this study. In this study both quantitative and qualitative research approaches were employed. But greater emphasis was given to the qualitative approach.

9.2 Sources of Data

The primary and secondary sources were consulted to obtain information about the subject Understudy. The primary sources were teachers, school principals and supervisor .The secondary sources are supervisors' feedback report document.

9.3 Study Population and Sampling Procedure

9.3.1 Study population

There are many primary schools in Arbaminch city from those the target population that is represented in the study was kulfo primary school ,The participants of the study were school principals, teachers and administrators. The researcher has limited the number of participants and school to a more manageable number of because of the following reasons.

1. Accessibility,
2. Time constraints to cover many schools

9.4 Sample and Sampling Techniques

The sampling technique employed to select the sample from the whole population was accidental sampling and purposive sampling to get adequate information from the sample , simple random sampling technique was conducted to get information from teachers and purposive sampling was conducted to get information from school principals and supervisor ,From a total number of teachers in kulfo primary school 16 were selected and 2 principals and 1 supervisor and totally 19 participants were selected.

9.5 Tools for Data Collection

In order to enhance the validity and trustworthiness of the study, various instruments of data collection were employed. This helped to triangulate data, generate by the variety of data collection tools In order to collect qualitative and quantitative data, from the primary sources, different instruments were developed and were employed for gathering information. To this end questionnaire and interview has been used as an instrument for data collection. The statements below give a detailed description of instruments and the way the data were gathered

9.5.1 Interview

An interview is a data –collection method in which an interviewer (the researcher) asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data.

In this study interview was under taken in the form of person to person encounter. Using semi-structure questions enabling respondents to address matters in their own terms and words. Therefore, in this study, in order to get view and opinion about practice and problems of school based supervision, interview was prepared for school principals and supervisor by the researcher. Semi-structured interview items were prepared for the purpose of cross checking and substantiate the result of the questionnaire.

9.5.2 Questionnaire

Questionnaire was used commonly to gather data for descriptive survey. In order to gather the appropriate information about current practice and problems of instructional supervision questionnaire was set for teachers. The entire questionnaire was written in English as the researcher believes that they could understand the questions. The questionnaires were dispatch and collected through the help of school principal and the researcher.

The questionnaire has two parts. The first part of the questionnaire describes the respondents’ background information, categories include: gender, age, level qualification, length of service and location of school. The second and the largest part contain the whole number of both closed and open-ended question items that address the basic questions of the study.

9.6 Method of Data Analysis

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data Was based on the responses that were collected through questionnaires and interviews The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers through questioner was processed and analyzed quantitatively and also data collected through interview from school principals was analyzed through qualitatively.

10. DATA ANALYSIS AND INTERPRETATION

This section deals with analysis of data and interpretation of findings. The points included in This section are: characteristics of the respondents, the major roles of instructional supervision teachers’ expected roles in supervisory activities, perceptions of teachers about supervisory practice in the school; views on major problems or challenges that affect supervisory practices and potential efforts to improve school based supervisory practice. The data was presented in tables that are accompanied by textual discussions. In this study all the data were gathered through the questionnaires and interviews The necessary data involved in the study were obtained from teachers, Instructional supervisors The questionnaire were distributed to teachers and all are returned and interview was conducted with school principals and supervisor.

10.1 Background of Participants

Table 1 dealt with the background information of participant teachers in the research, Specifically it explores sex, age and educational qualification.

Hence, respondents were asked at the first their sex in the first item of the table. Thus from respondents 7 (43.7%) of the participants were male teachers and 9 (56.3%) of them were females.

Concerning the age composition of participants, 1 (6.3%) of the participants were at the age group of 25-30 years, 2 (12.5%) of the participants were the age group of 31-35 and 7 (43.7%) of the participants were the age group of 35-45 and the rest 6 (37.5) of respondents are respondents are range above the age of 46. From this the researcher conclude that majority of the respondent teachers have matured enough and experience to give relevant answer for forwarded questions.

Regard to the educational qualification of respondent teachers majority of the teachers 11 (68.7%) were diploma holders and the rest 5 (31.3%) of respondents are first degree holders.

Table 2 deal with background of school principals it tell us their age, sex and educational background concerning their sex all of them 3 (100%) are male, concerning their age all of them are within the range between 35-40 and about their educational qualification all are first Degree holders.

Table 1. Back ground of respondent teacher

Variable	Category	Frequency	Percent
Sex	Male	7	43.7
	Female	9	56.3
	Total	16	100
Age	25-30	1	6.3
	31-35	2	12.5
	35-45	7	43.7
	Above 45	6	37.5
Educational Qualification	Certificate	-	-
	Diploma	11	68.7
	Degree	5	31.3
	Masters	-	-

Table 2. Back ground of school principals and supervisor

Variable	Category	Frequency	Percent
Sex	Male	3	100
	Female	-	-
	Total	3	100
Age	25-35	-	-
	35-40	3	100
	Above 40	-	-
Educational qualification	Diploma	-	-
	Degree	3	100

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10.2 Result Discussion

The collected data's are discussed, analyzed and interpreted in accordance with the objectives of the research and discussed as follow in Table 3.

In question 1 respondent teachers were asked about their perception towards the importance of instructional supervision to the development of their profession, for this question all 9 (56.25%) of respondents responded as Yes and the rest 8 (43.75%) responded as No. From this response the researcher concluded that above half school staff has good wish to be supported by supervisors and also they believe instructional supervision has great impact on professional development of teachers and also approximately half of them has not this much satisfactory with the supervision practice it may arise from the support they got from supervisor is not satisfactory.

In item 2 respondents were asked about the successful practice of instructional supervision practice in their school, from the respondents 6 (37.5%) of respondent teachers were responded as Yes and the rest majority 10 (62.5%) responded as No. From the above response the researcher concluded that the current practice of instructional supervision is not in a good stand and it has some limitation.

In item 3 they were asked about the provision of immediate and constructive feedback by supervisors, for this question 4 (25%) of respondents responded as Yes and the rest majority of respondents 12 (75%) responded as No. Based on this response it is possible to say that supervisors did not give enough and constructive feedback for teachers on their instructional and other co curricular activities.

Table 3. Discussion on teachers response

Item	Option				Total	%
	Yes	%	No	%		
1. Do you have positive perception towards the usefulness of instructional supervision to your profession?	9	56.25	7	43.75	16	100
2. Do you believe instructional supervision is successfully practiced in your school?	6	37.5	10	62.5	16	100
3. Do you get constructive and immediate feedback from your supervisor?	4	25	12	75	16	100
4. Instructional supervisors arrange induction training for beginner Teachers?	2	12.5	14	87.5	16	100
5. Instructional supervisors facilitate experience sharing programs between teachers	3	18.75	13	81.25	16	100
6. Instructional supervisors advice teachers to use model effective teaching methods and encourage them to motivate students in the classroom?	7	43.75	9	56.25	16	100
7. Supervisor play administrative role rather than instructional supervision	12	75	4	25	16	100
8. Instructional Supervisors play roles in solving financial problems of schools with community mobilization	10	62.5	6	37.5	16	100
9. Supervisors assist teachers to develop the spirit of collegiality?	4	25	12	75	16	100
10. Supervisors encourage Teachers to conduct action research to solve the problem of their school?	7	43.75	9	56.25	16	100
11. Supervisors able to support teachers properly on teaching-learning activities?	6	37.5	10	62.5	16	100
12. Supervisors perform the expected role for the improvement of teaching learning situations	6	37.5	10	62.75	16	100

The fourth item deals with the training given by supervisors for teachers regarding different issues especially for beginner teachers, To this question 2(12.5%) of respondents responded a No and majority 14(87.5%) responded as Yes. This indicates that there is gap in giving training for teachers on different issues to update teachers and to promote their professional development.

In item 5 they were asked about whether the supervisor facilitate experience sharing among students, For this question 3(18.75%)respondents responded that No and the rest 13(81.25%) responded Yes. From this response the researcher concluded that there is limitation in facilitating experience sharing program between teachers and it need hard work.

The sixth item deals with support of supervisors in the usage of effective instructional method, concerning this question from respondent teachers 7(43.75%) responded as No and the rest 9(56.25 %) responded as Yes. Based on this response it is possible to say that there is growing work in supporting teachers to use effective instructional method and also there is limitation.

In item 7 respondents were asked about the role of supervisor in relation to administrative role and instructional supervision role, To this question majority 12(75%) of respondents responded as they play administrative role than supervision role and the rest 4(25%) responded as No they perform supervisory role . From this response it is possible to say that instructional supervisor perform administrative role than supervision role.

In item 8 they were asked about the role of supervisor in solving financial problem of the school by mobilizing society, For this question 10(62.5%) responded that Yes and the rest 6(37.5%) responded as No, Based on the response of teachers the researcher concluded that there is begging effort from the supervisor part to mobilize the community to solve financial problem of the school.

In item 9 respondents were asked about whether assist teachers to develop the spirit of collegiality, For this question 4(25%) of respondents responded as Yes and the rest majority 12(75%) replied as No, From the response it is possible to conclude there is lack of assistance for the school community by supervisor to create friendly environment, making friendly environment is essential to facilitate effective learning and also to crate positive working environment.

The 10th item deals with the concerning the role of supervisor in encouraging and supporting teachers to conduct Action research to solve the school problem,

For this question 7(43.75%) responded as Yes and the rest 9(56.25%) replied as No, based on this response the researcher concluded that there is growing work in supporting teachers to conduct action research to solve their school problems associated with teaching learning process and other issues.

In item 11and 12 respondent teachers were asked about the support provided to teachers in teaching and learning process by supervisor, for this question 6(37.5%) of respondents responded as Yes and the rest majority10 (62.5) of respondent teachers replied as No, this indicate there is a gap or limitation in providing instructional supervision for teachers to facilitate teaching learning process and to update their skill and knowledge.

10.3 Discussion on Short Answer Questions

In short answer part in question 1 respondent teachers were asked about the positive sides in supervision practice and challenges, For this question they responded the following points as positive and negative sides(points that need improvements), The following are positive sides

- playing role in solving financial problem of the school
- Support teachers in conducting action research

Areas need improvement

- -Limitation in Facilitating experience sharing program with in school and out of school
- -Problem in providing and facilitating short term training program for teachers
- -problem in creating intimate relationship with teachers
- Problem of availability or presence in school

In item 2 they were asked about their suggestion to improve the program, For this question the following points as strategies to improve the instructional supervision:-

- Supervisors should spend more time with teachers instead of staying with directors
- Supervisors should closely supervised by other bodies
- The number of supervisor is not adequate for cluster it should improved

Based on the above response the researcher concluded that there are few strong sides in delivering instructional supervision for teachers and there are a number of limitations that need immediate action and effort from the supervisors and other concerned bodies to alleviate this problems raised by teachers

and also the areas that suggested by teachers should given due consideration.

10.4 Discussion on Interview Question

The interview was conducted with school principals and supervisor, In item 1 they were asked about the current state of supervision service provided by the supervisor, For this question they responded as there are strong sides and also weak sides in implementing the program as expected , this problems are related to the supervisor , Teachers, school principals and city educational office In question 2 they were asked about problems related to teachers, supervisor, school principals and city educational office, for this question they respond the following points as limitation to that hinder the effective implementation of the program

Problems related to Supervisors

- ✓ Problem in providing instructional support what is expected from supervisor.
- ✓ Limitation in supervising teachers during instruction
- ✓ Limitation in facilitating experience sharing school meeting program for the staff.

Problems associated with teachers

- ✓ Lack willingness to work with supervisor
- ✓ Resistance to accept feedback from supervisor
- ✓ Considering supervisor as fault finder

Problems associated with school directors

- ✓ Limitation in Monitoring what the supervisor achieve according to the year plan
- ✓ Limitation in facilitating condition for better application.

Problems associated with city education office

- ✓ Limitation in continuous follow up of the work of supervisor
- ✓ Problem in updating the knowledge and skill of supervisor by giving short term trainings

In question 3 they were asked about the strategies that should be devised to improve the problems, For this question they responded that to improve the problems associated with supervision first it needs the great commitment of the supervisor and also it needs collaborative and team spirit from all stakeholders to alleviate the problems. From the above response it is possible to say there are problems in the side of teachers, school principals, supervisor and city educational office that hinders the effective implementation of instructional supervision and also it

is possible to solve these problems through collaborative work.

11. SUMMARY, CONCLUSION AND RECOMMENDATIONS

11.1 Summary

In this study a mixed type of research was carried out to assess the practice and challenges of instructional supervision in kulfo primary school. To achieve the purpose, the researcher formulated three research questions; these are what is the state of practice of instructional supervision in Kulfo primary school? What is the role of instructional supervisors in kulfo primary school? What are the challenges of instructional supervision in kulfo primary school? To find out the answers for the research question, sample of 16 teachers, 1 school-based supervisors and 2 school principal were selected by using purposive and accidental sampling techniques.

By exploring the experience of instructional supervision that took place in within the school, the current investigation has tried to examine the practice of instructional supervision.

The relevant literature materials on the problem were reviewed under the second section of this research. In the literature different theoretical assumptions of instructional supervision, general overview of evolution of instructional supervision, principles and approaches of instructional supervision and current practice of instructional supervision was discussed.

By focusing on the examination of the practice and challenges of instructional supervision in selected school, data were collected to answer the research questions set in chapter one. Accordingly, questionnaires and interviews tools were employed to collect data. Data were collected from key informants (teachers and school principals, supervisor). Using both purposive and accidental sampling method, teachers and school principals within the kulfo primary school were selected.

Analysis was made based on the nature of the tools employed to collect the data. For the data collected by the use of questionnaire, information has been grouped in to different categories. Interpretation of the data was made based on the research questions set.

In analyzing qualitative data, the interpretational and reflective analysis were selected as the most important approach in order to create the necessary categories and to reflect my personal views on the bases of the information I collected.

After making a thorough analysis, the following major findings of the study were discovered:

- ✓ The supervisor seem to fail to accomplish their responsibility in pre, while and post observational activities
- ✓ There is limitation in school principals to push and facilitate the supervisory practice in school
- ✓ There is lack of training for supervisors to update their knowledge and skill
- ✓ The supervisor made communication with school principals than teachers
- ✓ The supervisors do not seem to play their roles in teachers' performance appraisal related functions
- ✓ The field of specialization of the supervisors has no direct relation to supervision
- ✓ The majority of the teachers believe that supervision can improve their professional competence and quality of education but sometimes they did not accept comment in inbuilt supervision
- ✓ Most teachers believe that the aim of supervision is fault finding.
- ✓ Class room inbuilt supervision was held once a semester
- ✓ Supervisor did not give appropriate support for teachers to solve their school problems through action research
- ✓ There is work burden for supervisor because he provide service for four schools

11.2 Conclusion

Based on the analysis and summary of the major findings, the following conclusions were made. Instructional supervision is one of the way to involve teachers actively in teaching learning process, to give constructive suggestion and feedback, and to create collaborative learning environment. From the summary of research findings the researcher concluded that the current state of implementation of instructional supervision in Kulfo primary school has their own limitation and strong sides, some of the basic limitations are there is limitation in school principals to push and facilitate the supervisory practice in school , the supervisor fail to accomplish their responsibility in pre , while and post observation, supervisor do not seem to play their role in teachers performance assessment related functions , Supervisor did not give the needed support for teachers to conduct school based action research and the strong sides are The majority of the teachers believe that supervision can improve their professional competence and quality of education if it is properly applicable, Class room inbuilt supervision was held once a semester, there is program for the supervisor to give assistance to the school teachers.

11.3 Recommendation

Based on the summary of the findings of the study, the following possible recommendations are Forwarded:-

- The supervisor should properly carry out his responsibility and work in collaboration with teachers as facilitator rather than examiner.
- Woreda educational bodies and school principals should make fertile ground for effective implementation of instructional supervision and also they should follow up the work of supervisor and expected to give feedback.
- Supervisor should expected to facilitate and provide short term trainings for teachers especially in areas of continuous professional development , solving school problems through action research and issues related with instruction.
- Trainings should be facilitated by concerned bodies for supervisors in order to update their knowledge and skill and also it is better to assign supervisors for each school rather than for cluster.
- Teachers should ready to accept constructive feedback and to work with supervisor for their professional improvement and quality of education.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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