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PRACTICES AND CHALLENGES OF SCHOOL BASED SUPERVISION IN GOVERNMENT SECONDARY SCHOOLS OF EAST WOLLEGA ZONE

BY

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ADDSIS ABABA

PRACTICES AND CHALLENGES OF SCHOOL BASED SUPERVISION IN GOVERNMENT SECONDARY SCHOOLS OF EAST WOLLEGA ZONE.

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DECLARATION

I, the undersigned, declared that the thesis on the title, *"Practices and Challenges of School Based supervision in Government Secondary Schools of East Wollega Zone"* is his work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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LIST OF ACRONYMS AND ABBREVIATIONS

ADEA: Association for the Development of Education in Africa

EFA: Education for All.

ESDP: Education Sector Development Program.

ETP: Education and Training Policy**.**

FDRE: Federal Democratic Republic Of Ethiopia.

REB: Regional Education Bureau.

SPSS: Statistical Package for Social Sciences.

UNESCO: United Nations Educational Scientific and Cultural Organization

UNICEF: United Nations International Children's Education Fund**.**

WEO: Woreda Education Office.

MoE: Ministry of Education

ZEOSE: Zonal Educational Office Supervisors Experts.

WEOSE: Woredas Educational Office Supervisors Experts

ABSTRACT

The purpose of this study was to assess the practices and challenges of School based supervision in East Wollega Zone in government secondary schools. To conduct the study, descriptive survey design was employed and Multistage (Woredas, schools and individuals) sampling technique was employed to select the sample Woredas, One Zonal and four Woreda Education offices supervision experts were selected through availability sampling technique. Among the 42 government secondary schools found in the Zone, 10 of them were selected by simple random sampling. From these sample schools, 64 education leaders were also included as respondents using availability sampling technique. Furthermore, 134 teachers have participated in the study through stratified sampling technique. Questionnaire was the main data gathering instrument for this study. Thus, 134 teachers, 64 educational leaders filled the questionnaires. An interview was also conducted to enrich the quantitative data. As a result, four Woreda Education officers supervision expert and 1 Zonal Education office supervision expert were interviewed. Quantitative data was collected through questionnaire and analyzed by using mean scores and standard deviation. The data gathered through interview was discussed in line with questionnaire. Consequently, the main findings came out from this study were: the function of the organization of school based supervision was insufficiently practiced, in addition, the actual practice of school based supervision corresponds to the expected standard was not effectively done properly. The extent to which School based supervisors design various intervention strategies so as to assist teachers professional improvement was insufficient, the teachers didn't gained enough support from supervisors in order to improve their instructional skills, there was low perception of teachers towards the implementation of school based supervision. On the other hand, there were many challenges that those secondary School based supervisors come across while implementing School based supervision. These were lack of strategic and short term plan to implement School based supervision, supervisors overburdened with other activities and teaching the same period like other teachers, lack of relevant training programs for supervisors, inadequate pre-service and in-service training, teachers attitude towards supervision work, lack of ability to conflict resolution and performance counseling, inadequate attention given to supervision service ,lack of clear direction from woredas education experts and lack of cooperative ,honest, friendly and collegial relationships ,incompetent professional knowledge of supervisors, the teachers resistance and absence of follow up of the activities of teachers and give timely feedback was a challenge to supervisors in School based supervision. Finally, to minimize and if possible to solve the problems, the following recommendations were drawn; the Woreda Education office, East Wollega Zone Education office in collaboration with schools should give much training to School based supervisors, pre -service and in-service-training for School based supervisors; School based supervisors in East Wollega Zone secondary school supervisors should arrange induction training for beginner teachers so as to make them familiar with the classroom instruction; experience sharing programs and support senior teachers in doing action research. In addition to these, teachers attitude toward School based supervision should be changed by providing them training or by communicating them the overall objective of the school.

CHAPTER ONE

1. **INTRODUCTION**

This chapter dealt with the problem and the way it was approached. It enclosed a brief formulation of background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of operational terms and organization of the study.

1.1. Background of the Study

Education is the tool used for developing human skills and knowledge (Todaro, 2006). He added that it is widely accepted that the objective of education is to equip students with knowledge, skills, attitudes and competencies that enable them to render useful services to themselves and to the society at large. Barro (2006) has further mentioned that education with higher quality fosters the economic growth and development of a nation. According to Sullivan and Glanz (2007), a nation which properly educates its children is investing for its future development. Education is, therefore, viewed as an indispensable catalyst that strongly influences the development and economic fortunes of a nation and the quality of life of its people. As to the World Bank (2011), education occupies a unique position in the life of any nation, because it is one of the most powerful ways to reduce poverty and inequality, to promote peace and to lay foundation for sustainable economic growth. From this, it can be understood what role education plays for the overall development of a nation.

Supporting this, Grauwe (2001) has posited that national authorities rely strongly on the School based Supervision to monitor both the quality of schools and key measures of its success, such as student achievement. De Grauwe added that nowadays improving the quality of education has been given priority throughout the world; and to improve the quality, the national authorities are highly focusing on the School based Supervision. Quality education is the provision of good education by well-prepared teachers (Dittmar, Mendelsohn, and Ward, 2002).

School based Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning and the professional development of teachers (Kutsyuruba, 2003; Arong

& Ogbadu, 2010). Based on this issue School based supervision is considered as the very important activity to bring sustainable achievements of students in academic performance.

The evolution of School based Supervision is evident throughout history as a reflection of learning theory and social and political influences (Zebda, 2004). According to Igwe, (2001), to supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met. Thus, supervision in a school implies the process of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Supervision therefore involves the use of expert knowledge and experiences to oversee evaluate and coordinate the process of improving teaching and learning activities in schools. Furthermore, supervision could be seen as an interaction involving some kind of established relationship between and among people, such that people influence others. To some extent this form of interactions are deeply challenged by a predetermined program of instruction. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students.

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. In Netherlands, for instance, one of the aims of School based Supervision is to improve the quality of education; similarly, in California the main use of School based supervision is a critical factor in achieving educational excellence and a positive learning experience for all students (Cheryl & Fischer, 2010).

To improve teacher's instructional performance, the School based supervisors should also work with teachers in fixable and collaborative style; School based supervisors should be democratic and cooperative and should get serious attention in the school. Researches by (Beach and Reinhartz, 2000) emphasized that the importance of the collaborative effort of all participants involved in the supervisory process. The concept of School based supervision focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process. School based   supervision is mainly concerned with improving schools by helping

teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni & Starratt, 2007).

School based supervision was assigned from experienced teachers, department heads, principals and deputy principals. It also aimed to the teaching learning process through strengthening School based supervision by focusing on the curriculum, teaching content and methodology. Besides, provision of professional assistance and guidance to classroom, teachers and assessing the practices and challenges of School based supervision is important in implementing successful supervision.(Ross-Gordon, 2007).

MoE, (2015), mentioned that the main focus of school based supervision is providing support for teachers and enhances their role as key professional decision makers in practice of teaching. To achieve this aim, supervisors usually employ several supervisory practices. But MoE, (2002) mentioned that, the School based supervisors who were assigned to supervise at school level were not able to solve teacher's problems by identifying the strengths and limitations of teachers in the classroom. Sometimes they went to the classroom and simply observe the teaching-learning process and give feedback for teachers ineffectively. As a result, teachers did not gain   professional support from School based supervisors for improvement of their instructional limitations. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different levels of education officials to implement School based supervision program effectively. However, as all teachers are not qualified enough, they need support from School based supervisors (Giordano, 2008:11). Accordingly, this study is aimed to assess the practices and challenges of School based school supervision in secondary schools of East Wollega Zone.

Working for students' progress towards the established standards and facilitate the planning of various types of instruction are the main tasks of School based supervisors. School based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education, focuses on teacher's professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this UNESCO, (1999) indicated that School based supervisory practices are significant for individual teacher's professional development, school improvement, and satisfaction of public demands. To this end, School

based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society.

Supervisors should ensure that teachers are utilizing information from a variety of valid and appropriate sources before they begin planning and teaching lessons. Teachers should use different techniques of teaching methodology considering students background, academic levels, and interests, as well as other data from student's records to a certain academic needs and to facilitate planning for appropriate initial learning. The overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learner's achievement in particular(Nolan, 2004).

In order to bring effective education through the improved teaching learning process, School based supervision should be democratic, cooperative and should get serious attention in the school. In light of this, it is quite useful to assess the current practices and challenges of School based supervision in government secondary schools of East Wollega Zone.

1.2. Statement of the Problem

To make School based supervision more effective, collaboration should be made among various groups. Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000).

As illustrated by the MoE, (2015), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in School based supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers teaching in the classroom, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. However, at Regional, Zonal and Woreda levels in community mobilization documents, seminars, workshops and Woredas' annual reports (2015) at East Wollega Zone   repeatedly indicated that in secondary schools, school based supervisors were not performing as it was expected.

 The researcher has personally participated in the workshops and understood the situation of supervisory practices in the study area. The problems that were mentioned on seminars, workshops and Woredas'

annual report which were observed by the researcher were: lack of strategic and short term plan to implement School based supervision, lack of adequate professional support for newly employed teachers, less frequent classroom visits, less peer coaching by school based supervisors, more focus of supervisors on administrative matters than on academic issues, less mutual professional trust between supervisors and teachers, lack of providing training for teachers and also absence of properly designed systematic follow up and support systems.

The findings of different research conducted on the practice and challenges of School based supervision in secondary schools of different Regions and Zones of our country have shown different problems. However, there was lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who were supposed to carry out supervisory activities at school level and also there's inadequate classroom observation to improve teachers' instructional process still.

The researcher has been working for eight years in secondary schools of the study area. Although different researcher conducted a research on similar issue; to the knowledge of the researcher, there was no research conducted on the practices and challenges of School based supervision in Secondary Schools of East Wollega Zone. By that the researcher feels that there was a gap which needs in-depth investigation about the status of the current supervisory practices such as proper implementation of supervisory options and classroom observation, the proper implementation of School based supervisors' responsibilities. Due to this reason, the researcher was motivated to assess the practices and challenges of School based school supervision in East Wollega Zone Government Secondary Schools. In this case, the research raised the following basic research questions.

1. How school based supervision organized and managed in secondary schools of East Wollega Zone?
2. How actual practice of School based supervisors corresponds to the expected standards in government secondary schools of East Wollega Zone?
3. How Teacher views the practice of School based supervision in government secondary schools of East Wollega Zone?
4. How supervisors assess their contribution to improvement of instruction?

5. What are the major challenges that affect School based supervisors while implementing School based supervision?

1.3. Objectives of the Study

1.3.1. General Objective

The overall objective of this study was to assess the status of School based supervisory practices and its challenges in government secondary schools of East Wollega Zone.

1.3.2. Specific Objectives

Specifically, the study would attempt:-

- To assess how school based supervision organized and managed in secondary schools of East Wollega Zone.
- To examine how actual practice of School based supervision corresponds to the expected standards in government secondary schools of East Wollega Zone
- To investigate the teachers understanding about School based supervision in East Wollega Zone Secondary Schools.
- To identify how supervisors assess their contribution to improvement of instruction.
- To identify challenges School based supervisors face in the implementation of School based supervision.

1.4. Significance of the Study

School based supervision is very crucial to promote teaching learning process and to maintain the quality of education. For several years, examining the practice of School based supervision was the concern of many educators all over the world. The main purpose of this study was assessing secondary school based supervisors on the practice and challenges of School based supervision in East Wollaga Zone that they are experienced and their views of what these practices should be of great importance for the supervision process in the schools.

The findings and recommendations of this study may help not only the East Wollega Zone government Secondary Schools were selected for the sample of this study, but also for all East Wollega Zone

government Secondary Schools. It may help the secondary schools in the study area to understand the strength and weakness identified and indicate methods to improve their current SBS practices. It helps teachers to be aware of the extent to which School based supervision is being implemented and brings education quality in East Wollega Zone Secondary Schools by providing them basic skills of classroom instructions. It assists the School based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools. It helps all school leaders to identify the strengths and weaknesses of School based supervision activities to take remedial measures against the challenges that secondary schools face in implementing school based supervision. It would provide information for woredas and Zonal Education experts and other   researchers that can conduct further research on the same topic by using this study as source of information on the current practice and activities of school based supervision. It would serve as a starting point for other researchers who were interested to conduct research on the title.

1.5. Delimitation of the Study

This study was delimited to East Wollega Zone government Secondary Schools of Oromia Regional state in West Ethiopia. There are 42 secondary schools in the Zone. It was unrealistic and impractical to attempt to study on the practice and challenges of School based supervision in all the schools. Therefore, the study was delimited to 10(24%) governmental secondary Schools, 134 (10%) teachers, 64(100%) educational supervisors   40 (100%) department heads   10(24%) school principals, 10(24%) deputy principals)   4(24%)   Secondary School Supervisors), 1 ZEO supervision expert, 4(24%) WEO Supervision Experts, and also, the study was delimited to 4 (24%) Woredas of East Wollega Zone. Those were Wama Hagalo, Wayu Tuka, Nunnu Kumba and Gida Ayana waredas were selected and included in the study. It was also delimited to identify the existing School based supervisory practices and its challenges in the study area.

Besides, even though supervision has three main purposes/functions, namely: administrative, academic and liaison functions, this study was delimited only on the academic function of supervision at school level which was practiced by the school's community by itself.

1.6. Limitations of the Study

Some limitations were observed in this study. One apparent limitation was that most of the secondary school principals, unit leaders, teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of relevant literature on the topic, especially due to lack of net work access. There is acute shortage of books or lack of updated related literature in the area. In spite of these short comings, however, it was attempted to make the study as complete as possible by searching different materials in different universities and the researcher used more of the respondents' extra time to get plenty of information.

1.7. Operational Definitions of Key Terms

Challenges: Problems that affect the School based supervisors.

Educational leaders: refer to principals, vice principals, department heads secondary school supervisors, Woreda and Zone education office heads, work process owners.

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

School Based Supervision: Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders).

School Based Supervisor:-Means anybody in the school who has assigned to conduct supervisory practices at school level**.**

Secondary School: Schools that provide secondary education for two years (9-10), which to prepare students for further general education and training.

Supervision:- is a process of offering professional support for the improvement of instruction to enhance the quality of teaching and learning in the classroom.

1.8. Organization of the Study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study & definition of operational terms. The second

chapter contains review of related literature related to the research. The third chapter deals about research methodology that incorporates, research design, research method, source of data, study population, sample size and sampling technique, source of data, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Whereas chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaire and interview questions were attached at the end.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presented the existing international, national and regional literatures in the area of school supervision. It began with describing the concepts and definition of supervision, tasks of supervision, clinical supervision, and challenges of School based supervision in Ethiopia and Oromia Region.

2.1. The Concepts of Supervision

The concept of supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000).

The term "supervision" has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Donmez, (2009); Grauwe, and Zepeda (2007),School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008).

The modern supervision was emerged by the definition of a professional advisory appraised for assessing teachers to improve their teaching performance. The word supervision itself became modified by such

words as collaborative, cooperative, democratic and consultative. This change of focus has continued and intensified in to the present.

The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since learning outcomes depend largely on the quality of education being offered (De Grauwe, 2001). But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Glatthorn, A. A. (1990). De Grauwe (2001), posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in Africa [ADEA] (1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Blasé, 1999; Musaazi, 1985; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999).

Benjamin, (2003), asserts that, School based supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear 1992, 2004), defined supervision as a relationship between senior and junior members of a

profession that is evaluative, extend over time, serves to enhance the skills of the junior person, monitors the quality of services offered by the junior person and, act as gate keeping to the profession. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations. Supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009).Do dd (2008), also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving, and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks.

Generally, Supervision defined as instructional leadership that relates perspective to behaviors clarifies purpose, contributes to and support organizational actions coordinated instructions provides for maintenance and improvement of the instructional program and assess goals achievement, (Robert and Pater 1989:150) and according to Igwe (2001), supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met.

2.1.1. Historical Development of Educational Supervision

2.1.1.1. Global Perspective about Supervision

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva, 2001). The evolution of instructional supervision is evident throughout history as a reflection of learning theory and social and political influences (Fine,1997). In colonial New England the process of instructional supervision was external inspection conducted by appointed citizens who would inspect teachers and students in schools (Glanz,1977). This "inspection" process of school supervision made judgments about the management of the school and the teacher rather than the teaching or student learning (Burnham, 1976). This theory of school supervision at this time is known as Administrative Inspection (Lucio &McNeil, 1962). Instructional supervision processes and periods were evolving through the years as the United States population grew and federal and state governments began funding school systems and standardizing the practices of public education (Glanz, 1991). According to Oliva (2001), the major worldwide periods of supervision are discussed below.

Table1. The Development of Supervision through Different Periods: World perspective

Period	Type of Supervision	Purpose	Person Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectmen, Citizens' committees
1850-1910	Inspection, instructional improvement	Maintaining rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, supervisors,
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resource, democratic	Improving instruction	Principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relations ,collaborative ,collegial ,peer coaching mentor ,artistic, interpretative	improving instruction, increasing teacher satisfaction, expanding students'	Principals, central office supervisors, school based supervisors, participative, mentor
1985-present	Scientific, clinical human relations, collaborative, collegial, peer coaching mentor, artistic, interpretative, culturally responsive	Improving instruction, increasing teacher satisfaction, creating learning communities	School based supervisors, peer/ coaching mentor, principals.

Source Surya, 2002

The history of supervision as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830s. During the first half of the nineteenth century, population growth in the major cities of the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see that teachers were following the prescribed curriculum and that students were able to recite their lessons, the multiplication of schools soon made this an impossible task for superintendents and the job was delegated to the school principal. In the early decades of the twentieth century, the movement toward scientific management in both industrial and public administration had an influence on schools.

At much the same time, child-centered and experienced-based curriculum theories of European educators such as Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, as well as the prominent American philosopher John Dewey, were also affecting the schools. Thus, school supervisors often found themselves caught between the demand to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic repetition of teaching protocols to a diverse repertory of instructional responses to students' natural curiosity and diverse levels of readiness. This tension between supervision as a uniform, scientific approach to teaching and supervision as a flexible, dialogic process between teacher and supervisor involving the shared, professional discretion of both was to continue throughout the century (Surya, 2002).

In the second half of the century the field of supervision became closely identified with various forms of clinical supervision. Initially developed by Harvard professors Morris Cogan and Robert Anderson and their graduate students, many of whom subsequently became professors of supervision in other universities, clinical supervision blended elements of "objective" and "scientific" classroom observation with aspects of collegial coaching, rational planning, and a flexible, inquiry-based concern with student learning.

In 1969, Robert Goldhammer proposed the following five-stage process in clinical supervision: (1) a pre-observation conference between supervisor and teacher concerning elements of the lesson to be observed; (2) classroom observation; (3) a supervisors analysis of notes from the observation, and planning for the post-observation conference;(4) a post-observation conference between supervisor and teacher; and (5) a supervisors analysis of the post-observation conference.

For many practitioners, these stages were reduced to three: the pre-observation conference, the observation, and the post-observation conference. Cogan insisted on a collegial relationship focused on the teachers' interest in improving student learning, and on a nonjudgmental observation and inquiry process.

The initial practice of clinical supervision, however, soon had to accommodate perspectives coming out of the post-Sputnik curriculum reforms of the 1960s that focused on the structures of the academic disciplines. Shortly thereafter, perspectives generated by research on effective schools and effective classrooms that purported to have discovered the basic steps to effective teaching colonized the clinical supervision process.

Nevertheless, in many academic circles the original dialogic and reflective process of Cogan and Goldhammer continued as the preferred process of supervision. This original process of supervision has been subsequently embraced by advocates of peer supervision and collegial- teacher leadership through action research in classrooms. Despite the obvious appeal of clinical supervision in its various forms, it is time-consuming and labor-intensive, rendering it impossible to use on any regular basis given the large number of teachers that supervisors are expected to supervise (in addition to their other administrative responsibilities).

Recognizing the time restraints of practicing supervisors, and wanting to honor the need to promote the growth of teachers, Thomas Sergiovanni and Robert Starratt suggested, in 1998, the creation of a supervisory system with multiple processes of supervision, including summative evaluation.

Such a system would not require the direct involvement of a formal supervisor for every teacher every year. The supervisory system might cycle teachers with professional status through a three-to five-year period, during which they would receive a formal evaluation once and a variety of other evaluative processes during the other years (e.g., self- evaluation, peer supervision, curriculum development, action research on new teaching strategies, involvement in a school renewal project).

The once-a-cycle formal evaluation would require evidence of professional growth. Sergiovanni and Starratt also attempted to open the work of supervision to intentional involvement with the school wide

renewal agenda, thus placing all stimuli toward professional growth–including the supervisory system–within that larger context. However, the modern school supervision was introduced with the aim of providing supportive expertise service that eventually results in improving instruction and consist of positive, dynamic, democratic actions designed to improve instruction through continued growth of the school community: the teacher, the student, the supervisor him/herself, the administrator and the parent (Kery& Burke,2004, Hoy& Forsyth 1986).

2.1.1. Basic Principles of School based Supervision

As it has been mentioned above, school based supervision is an act of supporting teachers to improve the instructional process at school level. To this effect, it needs to have some principles to be followed. Supporting this, "Modern supervision at its finest" said Neagley and Evens (2008), "is both dynamic and democratic reflecting in vitality of enlightened and informed leadership". All human beings in the educative process - students, teachers, administrators, and supervisors are individuals of worth, endowed with unique talents and capacities. The primary aim of supervision must be to recognize the inherent value of each person, to the end that full potential of all will be realized. The philosophy of democracy, the psychology of group dynamics interpersonal relationships, professional leadership etc. have left indelible imprint on the theory and practice of modern supervision. In the democratic social order, education is a dynamic force. Hence supervision becomes dynamic in character. According to Neagley and Evens (2008), the principles of School based supervision includes the following:-

Democratic and Cooperative in Spirit and Organization

Democracy does not mean "laissez-faire", which lets everybody go one's own way. Rather it implies a dynamic understanding and cooperative leadership role. Internal supervision is concerned with providing effective leadership and implies cooperative working relationships. Supporting this, Robert Marzano et al. (2011) have depicted leaders as those persons who have greater insight into the needs of the persons with whom they work. They added that modern supervision is based on the assumption that education is a creative and cooperative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of instruction. Also Fullan and Hargreaves (1996), comparing authoritarian with democratic leadership, have observed that in a group with democratic leadership, there are more objectives, attitudes, more

cooperative efforts, more constructive suggestions, great feeling of *"we-ness"* and more felling of joint goals.

Established on Maintenance of Satisfactory Interpersonal Relationship

School based supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the educative process. Neagley and Evans (2008) have visualized that relationship of supervisors among all personnel must be friendly, open, informal and congenial. Better human relationships are demanded by the present world. It is imperative that supervision must develop and maintain a high level of personal interaction. Otherwise it would be ineffective and unproductive. According to Wiles and Bondi, (1996), a group's productiveness is affected by the quality of its human relations, and the supervisor must work constantly for the improvement of group cohesiveness. The supervisor cannot but be concerned with improving group feeling, group morale, and group unity.

It is Communicative

School based supervisor is concerned with communication within a group as leadership depends on better interaction. Researchers have revealed that good communication is related to good morals of teachers and free exchange of information helps in good planning. To improve communication, the supervisor should increase his skill as a discussion leader, to provide the physical facilities that facilitate communication and improve the group process (Wiles and Bondi, 1996). They have observed that if a supervisor hopes to facilitate communication, she/he will work to decrease in status lines, for constant study of the process used in the group and for desirable physical structure and competent group leadership.

Comprehensive in Scope

It embraces the total school programs and proper articulation is necessary through all the supervisory agencies. Unlike the earlier supervision, the modern type of supervision is wider in scope, not merely focusing on criticism of the teacher in the classroom. Neagley and Evans (2008) have rightly said that today supervision is directed at improving all factors involved in pupil learning. The modern supervisor's role goes far beyond the traditional classroom visitation.

Glatthorn (1990) added that supervision is the comprehensive set of services provided and processes to help teachers improve their own professional development so that the goals of the school might be better attained. The instructional supervision of teachers can and should be an important component of an effective, comprehensive teachers' professional development program. Supervision over educational system must cover the entire body of educational system take place in schools.

It is Creative

Teaching is an art, supervision is creative work. The purpose of supervision is to draw out the best in teachers to ignite their talents, to stimulate the initiative, to encourage their originality and self-expression. It emphasizes on their success and strengths and makes their weaknesses and failures side issues. The supervisor 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 (Neagley and Evans, 2008). Supporting this, MoE (2002) Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

It is Scientific

Internal supervisor makes use of scientific methods to effect improvement in instruction (Neagley and Evans, 2008),. Through surveys, experiments and action researches, she/he should make his/her performance more scientific and effective. He/she will encourage constructive and critical thinking among teachers and discourage flattering and biased opinion.

It is Experimental and Auto-critical in Nature

In contrast to autocratic and authoritarian type, the emerging concept of supervision stimulates experimentation, and self-criticism. Neagley and Evans (2008) have sufficiently explained that one of the foundation stones of the emerging philosophy and practice of SBS is the belief that current practices should always be questioned, evaluated, and placed under the searching light of critical analysis. They added that any aspect of the learning situation found to be ineffective or detrimental to the achievement of better situation is dropped or modified accordingly. Further they said, the supervisor leads his/her teachers in the constant search for better and more effective ways of doing their job, believing always that no best way has ever been found.

2.1.2. Historical Development of Educational Supervision in Ethiopia

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MoE, 1994), for the first time, inspection was begun in Ethiopia in 1941/2. Among the forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry's head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (OREB, 2006).

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MoE, 1994).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic supervision, which would seek the

participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

During the preceding political systems, the establishment of supervision in Ethiopian Education system was limited to national, regional and Zonal level. For that matter, supervisory activities could not able to provide close and sustainable support for school principals and teachers. The responsibility of the supervisors was not clearly justified, so that they were less effective in implementing their activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teaching and learning processes. Supervisors were incompetent to support teachers and principals. To this end, supervision has contributed less to sustaining quality education and the professional growth of principals. Therefore, alleviating the old age supervisory problems in schools by establishing supportive school environment is inevitable to improve principals‟ and teachers‟ professional growth, and ultimately to maximize learning achievement (MoE, 2002).

2.1.3. Practices of Instructional Supervision

Observation and evaluation are a required component of instructional supervision in schools is mandated to oversee teacher's performance. Evaluation is a summative process for school leaders to make decisions regarding tenure, retention and promotion (Acheson & Gall, 1997); whereas supervision refers to improving instruction and achieving goals (Sergiovanni &Starratt, 1993). Glickman et al. (2001) asserts; Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teacher's performance. Summative evaluation seeks to determine if the teacher has met minimum expectations .If the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation and, if necessary, termination (p. 299).

Accountability is the goal of the evaluation process and complies with state and local policies regarding teacher supervision. Evaluation relies on rating scales and summative assessments to document a teacher meeting certain criteria based on state and local standards (Sergiovanni & Starratt, 1993). Although the supervision and evaluation processes are related, the outcome objectives can differ between improvement and accountability (Glanz, 2000;Glatthorn, 1990; Glickman, 1990; Sergiovanni & Starratt, 1993).

Formative and summative evaluations are not mutually exclusive and both are necessary in schools (Glickman et al., 2001). The two types of evaluation have entirely differently purposes and should be kept separate to avoid conflicts (Acheson & Gall, 1997; Popham,1988). Evaluation is a summative process whereas supervision is a formative method for teacher's improvement (Glickman, 1990; Glatthorn, 1990). Supervision involves assisting in the improvement of teaching (Glickman et al., 2001). Summative and formative evaluation differ in purpose, however, both methods provide data that can be used interchangeably. In addition to observed instruction, evaluation criteria can include non-instructional areas such as compliance with school regulations, extra-curricular assignments and cooperation with colleagues (Glickmanet al., 2001). Formative criteria may include professional development or action planning in individual classrooms (Zepeda, 2007). These criteria can be included as criteria of locally approved supervision and evaluation models under the guidelines of state policies. Evaluation has frequently become a substitute for instructional supervision due to its measurable and quantifiable characteristics and because of state and federal accountability standards (Sergiovanni,& Starratt, 1993).

State and local policies mandate teacher evaluation and this process can overshadow instructional supervision (Sullivan & Glanz, 2000). Summative evaluation is necessary to make employment decisions, but may not lead to improvement for most teachers (Stiggins & Bridgeford, 1985). Summative evaluation meets the organizational need for accountability while formative evaluation focuses on professional growth and the improvement of individual teaching (Glickman et al., 2001). The observation and evaluation process meets the local state and local policies for supervision and has become the main supervisory practice in many school districts (Sergiovanni,& Starratt, 1993).

2.1.4. The Current Practice of Educational Supervision in Ethiopia.

Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed though four periods it is an educational program on supervision and an important aspect of educational management which envisaged as democratic

educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries" (students through the continues improvement of the teaching-learning process. Supervisor Source (Haileselassie,2007). According to Merga (2007), instructional supervision is a technical service which is done cooperatively and incorporated at all levels of educational system. A comprehensive and coordinated approach should be established at central, regional, zonal, woreda and school levels to achieve the intended objective of instructional supervision. According to Million, (2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and School based supervision. From these, School based supervision is held by school principals and experienced teachers.

2.1.5. Practice of School Based Supervision in Oromia Region

School based supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. Due to this, the School based supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of the School based supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning (OREB 2006).

2.1.7. Supervision at School Level

The school supervision can be both summative and formative. It provides not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3). Therefore, MoE, (2012:3) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. 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 (MoE, 2002).

2.1.8. Supervisors' Responsibility

The responsibility of supervisors in instructional supervision supporting teachers and other educational experts for the improvement of teaching learning activities and also motivating them for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement programmed. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement programmed and quality education (MoE, 2006). In addition to the roles and responsibilities of supervisors mentioned by Ministry of Education (MoE, 2002), the Oromia Regional Education Bureau (OREB, 2006) has entrusted additional responsibilities to the supervisors. Therefore, in order to strengthen the supervisory activity, the supervisor is expected to: Prepare the discussion and training programs for the beginner teachers first, Provide professional support for those senior teachers and principals and Collect and compile necessary data of the schools and organize discussion programs with school.

2.1.9. Qualities of School based Supervisors

As any other profession, the school based supervisors need to have some qualities. In relation to this, Hammock and Robert (2005) has listed the following as being qualities of the ideal School based supervisor. According to him, the internal Supervisor should be: approachable, sympathetic, a good listener, decisive, a motivator of people, very patient, create a feeling of trust in others, a strong leader and have empathy.

Supporting this, Neagley and Evans (2008) emphasized the importance of the qualities of School based supervisors as a mechanism for: achieving harmonious relationships between supervisors and those for whom they are responsible, and providing adequate communication systems between internal supervisors and teachers, and between school departments and functions. Claude (2002), has also indicated that the qualities of a successful they are to: inspire supervisees, motivate them, and direct their work. He added that School based Supervisors continue to face changing emphasis in the way they do their job; they will need on-going training to enhance and update their supervisory skills. According to Betts (1994), the

quality of the School based supervision appeared to have depended on the quality of the principal in terms of academic and professional qualifications, length of experience and commitment. For him\ most supervisory posts require average intelligence similar to the general level of intelligence found among subordinates.

A successful supervisor has a positive attitude. When the supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006).

According to Stadan (2000), a good supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions. Therefore, he/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

2.1.10. The Roles of School Based Supervision

The role of supervision is to improve instruction through direct assistance, group development, professional development, curriculum development and action research.(Glickman,Gordon, & Ross-Gordon(2007). Therefore, School based school supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students performance. As teaching learning process is a day-to-day and continuous process, the function of the School based supervision at the school level should also be a continuous responsibility. Within the school system, the

School based supervisors are the school principal, vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

2.1.10.1. The Roles of School Principals in Supervision.

Principals not only supervise teachers, but also monitor the work of staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior.

According to Knapp, M.S. etal, (2006), Principals should be 'Transact walks': this means he/ she should be walks principals do around the school. 'Transact walks' help to gather informal data on school climate, provide on the spot solutions to problems, and pass the message that the principal is available and accessible to all members of the school community. If a principal is sedentary, one who sits in the office the entire day, she/he may not have the real experience of the school in the day.

Principals should conduct classroom observations of actual instructional practices and student responses. These can take a form of the transact walks and informed or a planned clinical supervisions by the principal. Classroom observations are critical to understand the learning process. But they need to be as frequent as possible, than a one shot experiences. School leaders could claim to be instructional leaders if only they happen to be in the classroom as frequent as possible.

Principals have the right to conduct alternative assessments (e.g. work samples, portfolios, senior projects and performance tasks). These methods will also make the principal closer to the student and teacher activities. In addition to formal achievement reports that you get from your teachers, taking a look at the work samples, portfolios and senior projects of students will give you a deeper insight on the learning of students. Principals and assistant principals also supervise the work and the behavior of students in the school. As the relationships between students become more governed by legal restrictions–including definitions of racial, ethnic, and sexual harassment, of due process, of privacy and free speech rights–and as the incidents of physical violence. Many system and local school administrators have developed a

comprehensive system of low Supervisors usually wear two or three other hats, but their specific responsibilities are many more than expected.

According to Louis, K S,etal (2010), principals are responsible for mentoring or providing constructive idea for beginning teachers to facilitate a supportive induction into the profession and bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision). The school principal is also considered as an instructional leader, his/her responsibilities are creating conducive environment to facilitate supervisory activities in the school by organizing all necessary resources and giving the professional assistance and guidance to teachers to enable them to realize instructional objectives. The school principal is in a position to supervise classes to identify weakness and strength of teachers in order to provide them instructional support. In addition to this, principal also plays a great role in improving individual teachers' competencies by arranging continuous professional development program and working with groups of teachers in a collaborative effort to improve student learning.

2.1.10.2. 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 give overall instructional leadership to staff members and evaluate lesson plans of teachers conducting the classroom supervision to ensure the application of lesson plans. The school principal has also the responsibility of ensuring the curriculum of the school to addresses the needs of the local community (MoE, 2002).

2.1.10.3. The Roles of Department Heads in School based 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. They regularly identify any instructional limitations of teachers in the classrooms and they identify lack of abilities of teachers to manage students in the classroom during teaching learning in the respective departments. In addition to this, departments have the responsibility of arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments (MoE,2002).

Not only this but also, they identify the student evaluation skill gaps of teachers in the classroom. They also facilitate the availability of instructional materials and encourage teachers to use it appropriately and they were assigned to motivate teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching they use in the classroom. Department heads advice teachers to use active learning in the classroom; facilitate experience sharing programs, encourage staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002).

2.1.10.4. The Roles of Senior Teachers in Supervision.

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

2.1.11. Basic skills of School based Supervision

- **The Supervisor Interpersonal Skill:-** He/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviors. The individual differences of these various inter personal skills should be noted.
- **Effective Communication Skill: -** The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness. Control: Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved. According to Sargovani (1998:217), communication is dynamic process that concerns itself and the transfer of results in a common understanding.
- **Decision making skills** :- is the process of defying problems and choosing a course of action from among alternatives and the terms often is associated with the term problem solving. Igwe, S. O. (2001).

- **Cru dance skill: -** audience involved personal help given by one. It is the function of supervision to stimulate, direct guide and encourage the teachers to apply instructional procedures techniques, principals and devices.

2.2. Tasks of Supervision

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 1985). As it is indicated in Jacklyn(2008), there are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985).

According to Glickman et al. (cited in Jacklyn, 2008), the supervisors must possess and implement the five essential tasks into their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

2.2.1. Direct Assistance to Teacher

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides Feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff (Glickman et al., 2004).

Direct assistance can be carried out effectively by conducting clinical supervision in a way that is goal oriented and provides support and a commitment to improvement. Thus, supervisors must be able to provide teachers with a pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

2.2.2. Curriculum Development

Curriculum is the core of a school's existence, what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher or individual classroom (Glickman, 1985). The need of curriculum development is for the improvement of instruction. As Glickman et al. (2004) state, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Curriculum development has become the major function of instructional supervision in the school. As Harris (cited in Million, 2010), designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units are the components of school-based supervision.

According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are: Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum, Plan and implement a well-established in-service training program, Aid in goal definitions and selections at local, state and federal level and Work closely with administrators to establish roles that are expected of consultant who are outside the school.

2.2.3 Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students" learning will be enhanced.

Successful schools involve teachers in school wide projects through meetings. According to little" s study described (cited in Glickman et al., 2004):

> Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices....By such talk, teachers build up a shared language adequate to the

complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching.

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to Pike et al. (cited in Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards.

Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.2.4 Professional Development

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teachers" knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching.

Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development: Involvement of administrators and supervisors in planning and delivering the program, differential training experiences for different teachers, placement of the teacher in an active role (generating materials, ideas, and behaviors), emphasis on demonstrations, supervised trials and feedback,

teacher experience sharing, and mutual assistance; linkage of activities to the general professional development program and teacher self-initiated and self-directed training activities.

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include ; improving teachers" general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

According to Sergiovanni (1995), teacher development and supervision go hand in hand. There should be various opportunities for the teachers" professional development. As it is indicated in ADEA (1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan &Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teachers" professional development the school should have schedules for workshops, staff meetings, and visit other schools.

2.2.5 Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) describes action research as "a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as "action research allows teachers to evaluate their own thinking and teaching which allows for improvements in instruction".

Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current

evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered , should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers.

2.3. School based Supervision Options for Teachers

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). School based supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003). By supporting the necessity of alternative supervisory options for teachers, Sullivan & Glanz (2000), revealed that the proper use of various approaches to supervision can enhance teachers, professional development and improve instructional efficiency. As Sergiovanni and Starratt, (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

2.3.1. Clinical Supervision

If school based supervision is done properly in schools, then teachers would develop and perfect their teaching skills for the benefit of the pupils (Cutcliffe et al., 2005). It is upon this assumption that this model was founded. They have defined clinical supervision as supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Similarly, Goldhammer et al. (1996) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Daniel, 2004).

Haileselassie,(1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni (1998:225) expresses clinical supervision as

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

Clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary care. It is an aspect of lifelong learning with potential benefits for both supervisor and supervisee.

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

2.3.1.1. Pre-Observation Conference

Accordingly the pre–observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman *et .al*, 1998). To sum up, the main objective of pre observation conference should focus on establishing teachers" acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

2.3.1.2. Classroom Observation

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

2.3.1.3. Analysis of the Observations

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

2.3.1.4. Post Observation Conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided. So, from the researchers" point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.3.1.5. Post Conference Analysis

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not valuate the all processes that have been conducted before.

2.3.2. Collegial Supervision

 Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni & Starratt, 1998). They describes cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of

approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies.

2.3.3. Informal and Inquiry-based Supervision

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

2.3.4. Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni & Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know-all" and the supervisee as a seeker of help. Other researcher, Fanselow, (1990), starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

2.4. Challenges against School based Supervision

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 (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.4.1. Perception of Teachers towards Supervision

School based supervision aims at improving the quality of students' learning by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers' 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 (Lilian, 2007). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means 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.

2.4.2. Lack 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. As it is summarized in Alhammad study (cited in Rashid, 2001), 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 that lack of continuous training system for supervisors to up-date their educational knowledge and skills are obstacle of the practice of supervision.

2.4.3 Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

2.4.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

2.4.5. Knowledge and Experience

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004; Holland, 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important

decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust.

It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another. One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers' Certificate. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice.

De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the secondary school, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and supervisors (including principals) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001).

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

3.1. The Research Design

The research design used for this study was descriptive survey research. This design helped the researcher to describe the current situation regarding practice of School based supervision in the school. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. It also helped to draw valid general conclusions.

3.2. The Research Method

In this study mixed method was selected and used to collect quantitative data, while for the qualitative data interview was employed. In this study, the research methods used both quantitative and qualitative approaches, but more focus on quantitative one. Because the major goal of this study was to describe the practices and challenges of School based supervision, as it exists at present, it is also relevant to gather detailed information concerning current status of the practices and challenges of school-based supervision.

A survey, according to Kothari (2004), was a method of securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe. To this line, the qualitative approach was incorporated in the study to validate and triangulate the qualitative data.

3.3. Sources of Data

In order to strengthen the findings of the research the relevant data for the study were collected from both primary and secondary sources. These were:-

3.3.1. Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the School based supervisory practices. The major sources of primary data were teachers, School based supervisors (principals, unit leaders and heads of department) of government secondary schools because they were the implementers of the School based supervision at nearby and the Zone Education office coordinator and Woreda Education Office supervision coordinators of East Wollega Zone.

3.3.2. Secondary Source of Data

The secondary sources of data were the schools' documented records of School based supervision. These files were observed to strengthen the data obtained through questionnaires and interviews.

3.4. The Study Population

The study population of this study were government secondary school teachers, principals, Woreda Education office experts and Zone education office supervisors. There were 42 government secondary schools organized under four clusters. These are Gida Ayana, Jima Arjo, Nekemte and Sibu Sire. Hence, the participants of this study were Zone supervision expert, Woreda education offices supervision expert, education leaders (secondary school supervisors, Principals, deputy-principals, department heads) and teachers were the participants of the study. This group of participants would be appropriate for this study, because, they were among front line for School based supervision and help the researcher to get reliable and first hand information about the issue in focus.

3.5. Sample and Sampling Techniques

As to the statistical information obtained from East Wollega Education Office, currently there are total of forty two (42) Government secondary schools (9-10) in the zone. Since this number was too large, multi stage sampling technique and cluster sampling technique was used to select sample schools.

Sample selection was done at three levels. Woredas, schools and individuals. The researcher favored this technique as it helped to get more representative sample from geographically scattered participants. According to Yalew Endawok and Limshow (1998) among the total population 20- 30% can fulfill the sample sizes. In East Wollega Zone there are 17 Woredas, each Woreda are grouped in to four (4) clusters. These were: Gidda Ayana, Jimma Arjo, Nakemte and Sibu Sire clusters. From each cluster four 4 Woredas (Wama Hagalo, Wayu Tuka, Nunnu kumba and Gida Ayana) were selected by simple random sampling and in each Woreda all Secondary Schools, a total of ten 10(41.2%) Secondary Schools were selected by simple random sampling. Then from each ten (10) sample schools 134(50%) of teachers, 10 school principals, 10 deputy school principals, 4 secondary school supervisors and forty (40) department head teachers) were selected by availability sampling techniques. Because they were very important source of data for this study and their number was easily manageable. Four (4) WEO

Supervision experts and One (1) ZEO supervision experts was taken as a sample of the study based on purposive sampling techniques. Because they were closer to assist every schools activity so that they provided relevant and adequate information for any implementation of teaching learning process. From each clusters, 1 woreda was selected by simple random sampling technique because of their scattered location and to easily manage the sample population.

Thus, from those administrative woredas of East Wollega Zone, eight (8)woredas were selected using cluster sampling techniques. From each eight (8) woredas , twenty four secondary schools were selected using simple random sampling techniques. Then, from each twenty four sample schools all the members of school teachers and school principals were taken as sample of the study based on simple random sampling techniques. Therefore, the subjects of the study include 676(55%) school teachers and leaders.

Table 2: The summary of study cluster, Woreda, population (teachers and secondary school principal at each woreda

No	Sample cluster	woreda Sample selected	Total sample school selected	Total sample secondary school principals selected			Total secondary school sample teachers selected						Total sample teachers selected
							1st degree			2nd degree			
				M	F	T	M	F	T	M	F	T	
1	Sibu sire	Bonaya Boshe	4	4	-	4	60	6	66	1	-	1	67
		Wama Hagalo	3	3	-	3	51	10	61	2	-	2	63
2	Nekemte	Wayu Tuka	2	2	-	2	37	11	48	1	1	2	50
		Guto Gida	2	2	-	2	37	5	42	1	-	1	43
3	Jima arjo	Jima Arjo	3	3	-	3	101	3	104	4	2	6	110
		Nunu Kumba	3	3	-	3	70	7	77	5	-	5	82
4	Gida	Ebantu	3	3	-	3	101	6	107	2	-	2	109
		Gida Ayana	4	4	-	4	141	7	148	4	-	4	152
Total			24	24	-	24	598	55	653	20	3	23	676

Source, East Wollega Education office(2009)

To determine the sample size of teachers one woreda was selected from each clusters and for each school of selected secondary schools, the stratified formula of William (1977) was utilized. The total sample size of teachers for this study is 134. Accordingly, 32 teachers from Wama Hagalo (Mote 15, Kasso 11, Bata Wenni 6), 26 from Nekemte (Guto Gida 15,Wayu Tuka 11), 32 from Jima Arjo(Nunnu 21 , Adare 11,) and finally, 44 teachers from Gida Ayana(Gida Ayana, Ebantu& Limu) secondary schools were selected. Finally, out of 268 teachers in the sample ten (10) secondary schools of East Wollega Zone, 50% (134) of them were selected through stratified sampling technique which can be described in terms of their sex, age and work experience. In addition, the researcher believed that the sample of 50% is sufficient to secure the validity of the data obtained from teacher respondents.

Table 3: Summary of Sample Size and Sampling Techniques

No	Clusters	Samples	Population	Sample size		Sampling technique
				No	**%**	
1		ZEO supervision experts	5	1	20	Purposive
		WEO supervision experts	24	4	20	Purposive
		School principals	10	10	100	Purposive
		School vice principals	10	10	100	Purposive
		Department heads	40	40	100	Purposive
		Sample schools		**64**		
2	Sibu Sire cluster	Mote Secondary School Teachers	30	32	52	Simple random sampling
		Keso Secondary School Teachers	16			
		Bata Weni Secondary School Teachers	15			
3	Nekemte cluster	Wayu Tuka Secondary School Teachers	21	26	54	Simple random sampling
		Guto Gida Secondary School Teachers	27			
4	Jima Arjo cluster	Nunu Secondary School Teachers	52	32	41	Simple random sampling
		Adare Secondary School Teachers	25			
5	Gida Ayana cluster	Gida Ayana Secondary School Teachers	64	44	29	Simple random sampling
		Ebantu Secondary School	36			
		Limu Secondary School	48			
Total				**134**		Simple random sampling

After determining the sample size from the total population, Simple random sampling technique (lottery method) was based on teachers' proportion found in each sample school because this technique gives independent and equal chance to the participants to be selected in the samples.

In addition, these groups are close supervision to everyday school activities of teachers and provide relevant information regarding the school based supervision practice.

Therefore, the subjects of the study include 134 secondary school teachers, 64 educational leaders (10 principals, 10 vice principals, 40 department heads, 4 secondary school Supervisors) 4 WEO Supervision experts and 1 ZEO supervision experts.

3.6. Instruments of Data Collection

To conduct this research effectively, three instruments were used. These were:- questionnaire, interview and document analysis. In addition, the researcher refers relevant reference books, internet sources and supervision manuals to support the study. The purpose and rational to use these instruments is presented bellow.

3.6.1. Questionnaires

The researcher used questionnaires to collect data from Education leaders (woreda supervision experts and Zone education experts. Questionnaires were believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires were prepared in English language and administrated to all school based supervisors and teacher participants with the assumption that they easily understand the language.

In this study, two sets of questionnaire items were used. The first set of items dealt with the general background of the respondents. The second set of questionnaires, which is prepared in English, was administered to teachers, School based supervisors and secondary school supervisors. In terms of content, there were two sets of questionnaires that had different items. The first section would have certain items on background information of the respondents and the second section on issues related to the practices and challenges of School based supervision consists of different parts with focus on identification of teachers instructional strength and limitations, design various intervention so as to assist teachers professional improvement, professional support to assist teachers, link schools with school community group to assure quality education and major challenges of School based that affect School based supervisors. Therefore, for structured question items, Likert scales is going to be employed, because Likert scale is the simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales. These are 5 = Strongly Agree, 4 =

Agree, 3 = Undecided, 2 = Disagree, and 1 = Strongly Disagree and Very high (VH) = 5, High (H) = 4, Moderate (M) = 3, Low (L) = 2, Very Low (VL) = 1 to which school based supervision is being implemented.

3.6.2. Interview

Semi-structured interview was designed to gather data from ZEO and WEO supervision experts involved in interview question. This is because semi- structured interview was used to get more information by asking them repeatedly and it helped the researcher to ask the interviewee more and more questions regarding to the basic questions as well as it provides the respondents(both Woreda and Zone education experts) with full of freedom to express their idea. The interview was conducted for an hour on each woreda and zone in English and the selection based on its position to effectively describe the reality in the study area and it had detailed information about the practices and challenges of School based supervision.

3.6.3. Document Analysis

The analysis of School based supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback was taken as better to get relevant information because it was so difficult to conduct classroom observation and to implement Focal Group Discussion with those participants at all place.

3.7. Data Collection Procedure

To answer the basic research questions through a series of data gathering procedures, the expected relevant data were gathered by using questionnaire, interview and document analysis. Those procedures helped the researcher to get accurate and relevant data from the sample units. In doing so, after having letters of authorization from Addis Ababa University and Zone Education Office (for additional letters towards Woreda and schools) for ethical clearance, the researcher directly took the pilot-test at Ifa Wama Secondary School because checking the validity and reliability of data collecting instruments before providing to the actual study subject was the core to assure the quality of the data (Yalew, 1998).

To ensure validity of instruments, initially the instrument was prepared by the researcher and developed based on the guidance of advisor, who was involved in providing his inputs for validity of the instruments. At the end of all aspects related to pilot test, the researcher consulted Woreda education offices and the principals of respective schools for permission. After making agreement with the concerned participants, the researcher introduced the research objectives and purposes. Then, the final questionnaires were administered to sample teachers, School based supervisors and secondary school supervisors in the selected schools. The participants were allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument.

Finally, the questionnaires were collected and made ready for data analysis. On the other hand, the Zonal and WEO supervision expert were interviewed. While interview was being conducted,; the obtained data was carefully recorded with tape recorder and written in a notebook to minimize loss of information . In addition, the data available in document forms related to supervision were collected from the sample schools. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted.

3.8.   Methods of Data Analysis

Depending on the nature of the collected data through questionnaire, interview and document analysis, different statistical techniques were employed in the study for data analysis and interpretation. The interpretation of personal characteristics was done with the help of frequency and percentage. The data collected through close ended questions were tallied and tabulated. Percentage, mean score and weighted mean scores used to analyze the data obtained through closed ended questions. Among the various types of descriptive statistics percentage and mean were preferred for the analysis because of the fact that they were very important in identifying the difference and similarity of respondents' judgments on various variables. In addition to this, percentage and mean were also easily understood by different stakeholders of education within different educational levels. The data gathered through open ended questions were analyzed in line with the close ended questions to support the data obtained from close ended questions.

Finally, the data collected though Interview and Document analysis were presented and analyzed qualitatively by using narration in line with the data obtained from the questionnaire.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part presents the analysis and interpretation of the main data. The objective of this study was to assess'' Practices and Challenges of School Based Supervision in East Wollega Zone Government Secondary Schools. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview and document analysis. The data gathered through interview was supposed to complement the quantitative data. Moreover, document analysis was conducted with School Based Supervision practices by observing the comments written in the School Based Supervision book and assessed the working conditions of School Based supervisors, specially the availability and conditions of resources. The questionnaire was distributed to 198 respondents and all the copies were returned properly. The returned rate of questionnaire copies was 134 from teachers and 64 copies from education leaders. In addition, four Woreda education officers and One ZEO Supervision expert were interviewed successfully.

Table 4: Characteristics of the Respondents

No	Items		Respondents					
			Teachers(n=134)		Educ. leaders (n=64)		Total (n=198)	
			No	%	No	%	No	%
1	Sex of respondents	Male	101	75.37	62	90.62	163	82.32
		Female	33	24.63	2	9.38	35	17.68
		Total	134	100	64	100	198	100
2	Work Experience	1-5 years	14	10.45	31	-	45	22.7
		6-10 years	54	40.3	17	23.44	71	35.9
		11-15 years	53	41.05	29	45.31	46	23.2
		16-20 years	8	5.97	20	31.25	22	11.1
		21-25 years	3	2.23	-	-	14	7.1
		25 and above years	-	-	-	-	-	-
3	Educational background	Diploma	-	-	-	-	-	-
		First degree	132	98.5	64	100	198	100
		MSC	2	1.5	-	-		
		Total	134	100	64	100	198	100

From above table the experience of teachers, the majority 55(41.05 %) and 54(40.3%) of teachers had work experience between 11 -15 years and between 6-10 years respectively and also 14(10.45%) of teacher respondents had between 1-5 years experience and 8(5.97%) of them had work experience between 16 and 20 years experience. The remaining 3(2.23%) of teachers had work experience of 21-25 years. In addition, 29(45.31%) of educational leaders had work experience between 11 - 15 years. The remaining 20(31.25%) and 15(23.44) educational leaders had work experience between 16 - 20 and 6-10 years respectively. Among the interviewee, only one has work experience of 26-30 years; however the rest 4 had between 16-20 years of work experience. This implies that in most schools, most of school

based supervisors were not assigned based on their work experience as they can give professional support for the teachers.

As a result of this, the practice of School Based supervision was not properly implemented which indirectly affecting the students achievement.

Regarding the educational background of the respondents there were no diploma holder, 132 (98.5 %) of teachers were first degree holder and the remaining 2(1.5%) of teachers were MA holders. In case of educational leaders all of them, 64(100%) were first degree holders while. all 4(100%) and 1(100%) interviewee Woreda education officers and Zone education office supervision expert respectively had first degree holders. From this, it is possible to understand that almost all respondents in the sample Woredas had the same qualification.

4.2. How the Function of School Based Supervision is organized

Teachers and department heads were asked to indicate their level of agreement or disagreement on how the functions of school based supervision is organized to promote teachers professional competence for the betterment of students learning. The data collected in relation to the stated issue was shown in table 6 below.

Table 5: Views on how the Function of School based Supervision is Organized

No	Items	Respondents	N0	$\bar{X}$	SD	P-value
1	Organize capacity building programs to teachers	Teachers	134	2.49	1.08	0.109
		Leaders	64	3.76	1.0	
2	Hold conferences before and after classroom observations.	Teachers	134	2.39	0.91	0.65
		Leaders	64	3.81	1.08	
3	Organize peer coaching and experience sharing programs.	Teachers	134	2.51	0.96	0.090
		Leaders	64	3.70	0.97	
4	Conduct unplanned and occasional supervisory act	Teachers	134	2.55	0.96	0.835
		Leaders	64	3.96	0.85	
5	Encourage teachers to plan their own professional development.	Teachers	134	2.47	0.98	0.109
		Leaders	64	3.76	1.0	
6	Support teachers to conduct action research.	Teachers	134	2.49	1.0	0.167
		Leaders	64	3.93	0.97	

In item 1 of table 5,respondents were asked to show the level of their agreement or disagreement whether school based supervisors organize short term trainings ,workshops, seminars and other programs to build the capacity of teachers or not. Accordingly, ($X\square$ =2.49, SD=1.08) and ($X\square$= 3.76 SD= 1.003) of the teachers and the leaders respectively showed their disagreement and strong disagreement to the issue. The mean score analysis of both groups reveals that capacity building programs like trainings, workshops, seminars and others were rarely organized by the supervisors at school level. However from the theoretical perspective, on job trainings, workshops, seminars and etc play a pivotal role in building the professional competence of teachers. To confirm this Oliva and Pawlas (1997:55) stated that as a one-time training could not be sufficient in an ever changing social situation, teachers should get continuous on- the-job trainings throughout their carrier to cope up with the changing world.

As indicated in item 2 of the same table, both teachers and leaders were asked whether or not supervisors make pre observation conferences with teachers before observing classes, conduct classroom

observations after the conference and give teachers constructive feedback towards improved practices after the observation. In light of this, (X̄ =2.39, SD=0.91) and (X̄= 3.81 SD= 1.08 of the teachers and leaders showed their disagreement respectively. The mean score analysis of both group which is 3.1 implies that, they were not using their skills of pedagogy and personal relations into the teaching learning process, the supervisors in the sampled secondary schools were not practiced to hold pre observation conferences, observe the teaching, diagnose and analyze difficulties during the observation of teaching, discuss with the teachers on the gaps observed and give constructive and timely feedback during the post observation conference. From this it can be deduced that the supervisors were not in a position in practicing clinical supervision as an option for promoting teachers competence for better classroom practices.

Both teachers and leaders were asked to show their level of agreement on the issue whether or not school based supervisors organize collegial or peer coaching programs among teachers to make them share experiences in item 3 of the table 5. To this end (X̄ =2.51, SD=0.96) and (X̄= 3.70 SD= 0.97) of both teachers and leaders showed their disagreement and strong disagreement respectively to the statement with a mean value of 3.10. The mean score analysis of both groups reveals that collegial or peer supervision was not practiced by the school based supervisors to make teachers share experiences and learn from one another. However, it should be noted that, collegial supervision was also an option of supervision 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 observation and discussing shared professional concerns.

Table 5 of item 4 depicts the views of respondents on the extent to which unplanned and occasional supervisory acts were conducted by the school based supervisors to see how the teaching and learning process was going on. In this regard, (X̄ =2.55, SD=0.96) and (X̄= 3.96 SD= 0.85) of the teachers and the leaders asserted their disagreement and strong disagreement respectively with a mean score of 3.25. The mean score analysis of the two groups implies that informal supervision was rarely practiced by the school based supervisors. However, both groups should know that informal supervision was also an option of supervision in which supervisors make classroom visits to check how the teaching and learning goes on without announcing and arranging appointments with teachers.

In item 5 of table 5, respondents were asked to show their level of agreement on the extent to which school based supervisors encourage effective teachers to take the responsibility of planning their own professional development, implement their plan and evaluate it by themselves. This regard, (X⬜ =2.47, SD=0.98) and (X⬜= 3.76 SD= 1.003) of the teachers and the leaders confirmed their disagreement to the issue respectively with a mean score of 3.11. The mean score analysis of both groups shows that making effective teachers responsible for planning their own professional development by supporting them to assess their own teaching and identify needs for improvement using self directed supervision as an option was not practiced by the school based supervisors.

Concerning the extent to which supervisors support teachers to become systematic problem solvers of their own practices by conducting action research was asked in item 6 of the same table. Accordingly, (X⬜ =2.49, SD=1.02) and (X⬜= 3.93 SD= 0.97) of the teachers and the leaders asserted their disagreement. The mean score analysis of the two groups of respondents indicated that the groups did not have the same awareness on the issue. The calculated weighted mean of the two groups was 3.21 which indicate the rare practice of the stated activity by the supervisors. However, both groups should know that inquiry- based supervision was also an option of promoting teachers professional competence in which teachers are supported to conduct action research being either alone or with others, to solve the instructional problems they face in a systematic way.

4.3. The Actual Practices of School Based Supervision Correspond to the Expected Standards

This part deals with the discussion of the data gathered from respondents with regards to the actual practices of school based supervision corresponds to the expected standards in order to achieve professional improvement. The extent to which school based supervisors assist teacher's in order to ensure professional improvement   was presented to respondents through questionnaires.

Table 6: Respondents' View on the actual practices of school based supervision corresponds to the expected standards to assist Teacher's Professional Improvement.

No	Items	Respondents	N0	_X	SD	P-value
1	The extent to which School based supervisors are arranging induction training for beginner teachers	Teachers	134	2.40	0.98	0.438
		Leaders	64	2.45	1.08	
2	The extent to which School based supervisors in the school assist teachers in lesson planning	Teachers	134	2.32	0.97	0.438
		Leaders	64	2.48	1.05	
3	The extent to which School based supervisors facilitate experience sharing programs	Teachers	134	2.38	0.96	0.437
		Leaders	64	2.31	1.15	
4	The extent to which School based supervisors assist teachers in developing/selecting instructional materials	Teachers	134	2.44	0.99	0.321
		Leaders	64	2.46	1.16	
5	The extent to which School based supervisors are spread best practices & teaching methodologies among schools and teachers.	Teachers	134	2.42	0.99	0.459
		Leaders	64	2.29	1.10	
6	To what degree School based supervisors are facilitating professional growth of teachers through short term training, workshops and seminars?	Teachers	134	2.42	0.96	0.492
		Leaders	64	2.42	1.02	
7	To what extent supervisors support teachers to do action research?	Teachers	134	2.42	1.01	0.459
		Leaders	64	2.39	1.12	

X=Mean, SD=Standard Deviation and p-value at $\alpha=0.05$

Item 1 of table 6 above indicated that the respondents asked to what extent school based supervisors arrange induction training for beginner teachers to improve their profession. Accordingly, teachers and education leaders with (X= 2.40, S.D=0.989) and (X= 2.45, S.D= 1.082) mean scores respectively revealed that the extent to which School based supervisors arrange induction training for beginner teachers was low. The overall mean 2.42 revealed that the extent to which School based supervisors arrange induction training for beginner teachers was low. In addition to this, the interview with the WEO and ZEO supervision experts were found that supervisors were not arranging induction training for

instructional improvement for beginner teachers and no document was found that supports the existence of training for teachers. This was due to lack of knowledge and skills of how to arrange induction training. Taking this reality in mind, (MoE, 2015 E.C) indicated that supervisors are expected to provide enough induction training for beginner teachers; however, they didn't implement it yet in this study area.

Item 2 of the same table revealed that respondents were asked the extent to which School based supervisors in the school assist teachers in lesson planning. Accordingly, the overall mean of the respondents 2.40 indicated that the extent to which School based supervisors (directors, vice directors, department heads and unit leaders/senior teachers) provide support teachers in lesson planning was low. The t-test revealed that the significance level (p-.0.438) is greater than 0.05. This indicated that there is no statistically significance difference of responses and the document analysis also showed that few teachers' lesson plans were prepared with full of problems. Therefore, can conclude that there was a great problem to teachers on how to prepare their annual and lesson plan.

The result from the open-ended question indicated that only a few teachers rarely support teachers in how to prepare lesson plan. As a result of this, teachers' lesson plans were full of mistakes when they implement instructional process.

In the above table 6 item 3, teachers and educational leaders with (X= 2.38, S.D= 0.964) and (X= 2.31, S.D= 1.15298) mean scores respectively indicated that School based supervisors insufficiently facilitate experience sharing programs among teachers. The t-test revealed that the significance level (p-0.438) is greater than 0.05. This indicated that there is no statistically significance difference of responses. As we can conclude this, high experience sharing from teachers to teachers and schools can improve the performance of the school as well as the performance of individual teachers. Instructional skills, assessment skills, evaluation skills and the way give and receive feedback skills of teachers can be improved when School based supervisors and more experienced teachers' carryout experience sharing programs. The mean scores calculated from both respondents indicated that the practice was done inefficiently but there were trying to facilitate experience sharing programs. High experience sharing between teachers helps to identify their limitations and strength their good work, so, it is very important to minimize the teachers' instructional limitations. Moreover, highly experienced teachers should volunteer to share their work and instructional skills for less experienced teachers, and also less

experienced teachers should be encouraged and motivated to receive and obtain their good experience. For this purpose, the MoE planned Continuous Professional Development (CPD) program for two important purposes which are updating and upgrading teachers. However, during interview the School based supervisors informed that, even though they repeatedly asked the WEO to arrange experience sharing, there was a very low experience sharing programs were held. However, facilitating the experience sharing at Woreda, Zone and at region level was written in the primary and secondary schools instructional organization document (Oromia, 1994 E.C).

As shown on the same table item 4, the respondents were asked that to what extent school based supervisors assist teachers in developing/selecting instructional materials. Accordingly, teachers and education leaders with (X□= 2.44, S.D= 0.992) and (X□= 2.46, S.D= 1.167)) mean scores respectively indicated that there was low degree of assisting teachers in developing /selecting instructional materials. The qualitative data obtained from interview support this idea that almost no School based supervisors assist teachers in developing /selecting instructional materials in teaching learning process. However MoE,(2000), forwarded that:- *"Teachers should develop and select instructional materials for proper teaching-learning process. This can improve teachers' performance of instruction and as the same time the students achieve and score high results because of those well learned and well prepared teachers. Instructional skills, assessment skills, student management skills and subject matter knowledge can be improved when teachers develop/select instructional materials. As the same time students with different abilities to learn can be motivated and then try to grasp what they learn from the instructional materials in easy way."*

According to table 6 item 5 above, the respondents were asked the degree to which School based supervisors spread best practice on teaching methodologies among teachers and schools. Accordingly, teachers and educational leaders with (X□= 2.42, S.D=0.997) and (X□= 2.29, S.D= 1.108) mean scores respectively indicated that, School based supervisors inadequately expanded best practice on teaching methodologies among teachers and schools. The t-test revealed that the significance level (p=0.459) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that, low School based supervisors spread best practice on teaching methodologies among teachers and schools. This concluded, as best practice on teaching methodologies(how to teach) especially student centered methods were highly preferable that

teachers should use and School based supervisors should encourage teachers to use active learning methods in their day to day teaching-learning process, but it was not implemented as it was expected to be done.

In addition to this, the documents available in each of the sample school showed that there was no best practice that helps teachers to learn from each other.

At the same table item 6, the respondents asked to what extent School based supervisors facilitate professional growth of teachers' through short term training, workshops and seminars. Accordingly, teachers and educational leaders with (X□=2.42, S.D=0.96850) and (X□ = 2.42, S.D= 1.02050) and mean scores respectively reported that School based school supervisors inefficiently facilitate professional growth of teachers' through short term training, workshops and seminars. The t-test revealed that the significance level (p=0.492) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that School based supervisors didn't highly facilitate professional growth of teachers' through short term training, workshops and seminars.

The data gathered through document analysis similarly indicated that there were low seminars and workshops were arranged to facilitate teachers' professional growth. Bray (1987:136) indicated that, information is important to make good decision. Having this in mind, the respondents were asked whether the school based supervisors were providing information in the form of training and workshops for teachers' or not. So that, still with the luck of budget allocated by the woreda education office and the school management, school based supervisors did not perform short term training, seminars and workshops for teachers' professional growth.

In the same table item 7 above, the respondents asked whether the School based supervisors are supporting teachers in doing action research and support teachers in providing solutions for the identified problems in teaching- learning process. Thus, teachers and educational leaders with (X□ =2.42, S.D=1.014) and (X□ = 2.39, S.D=1.121) mean scores respectively reported that School based supervisors insufficiently support teachers in doing action research and set appropriate solutions. The t-test revealed that the significance level (p=0.459) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly, during interview the respondents informed

that school based supervisors inadequately support teachers in doing action research and support them to solve instructional problems.

The information obtained from the Woreda and Zone Education Officers through interview reveals that these activities were being implemented at the department level, not at an individual teacher basis. In addition, the interview assured that School based supervisors are not capable enough to shoulder their responsibilities in assisting the day to day instructional activities of teachers in the schools. This is due to time constraints and large number of teachers in the schools, As Singhal et al. cited in (Gashaw, 2008) pointed one of the most embarrassing explanations for the current poor reputation of schools and the presumed failure of many excellent innovations is that teachers have not had adequate, well informed and direct supervision to help, understand and implement best practice. In general, the compiled result indicates that school based supervisors didn't design various interventions so as to assist teachers improve their limitations. As a result the teachers had not got enough professional support to improve the day to day classroom instruction and instructional skills. Hence, it might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

4.4. Teachers' perception on implementing School based supervision.

This part deals with the discussion of the data gathered from respondents with regards to the teachers' perception on implementing School based supervision while implementing supervisory activity.

Table 7: Teachers perception on implementing School based supervision in government secondary schools

No	Items	Respondents	N0	$\bar{X}$	SD	P-value
1	They think that supervisors are incompetent enough in their professional knowledge & skills.	Teachers	134	2.45	1.01	0.321
		Leaders	64	2.50	1.28	
2	They perceive supervisors as they have no high experience on the practice of school based supervision	Teachers	134	3.97	0.97	0.835
		Leaders	64	3.96	0.85	
3	Teachers are resistant against the supervisory activities.	Teachers	134	3.94	1.02	0.109
		Leaders	64	3.76	1.00	
4	Teachers perceive supervisors as a fault finder rather than assisting them.	Teachers	134	2.46	1.04	0.342
		Leaders	64	2.32	0.97	
5	They neglect the activities of School based supervisors for what they are the same in their qualification	Teachers	134	2.49	0.97	0.471
		Teachers	134	2.45	0.99	

X$\Box$=Mean, SD=standard deviation and p-value at α=0.05

According to item 1 of table 7, respondents were asked their perception whether their school supervisors are incompetent enough to help other teachers. The calculated mean with (X$\Box$= 2.45, SD=1.015 and X$\Box$=2.50, SD= 1.284) respectively showed the respondents' agreement to the target issue. The overall mean 2.47 also shows the agreement of the total respondents with the point. The significance level (p=0.321) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

As depicted in item 2 of table 7, respondents were asked to express their degree of agreement on the idea that school supervisors have high experience on the practice of School based supervision to carry out their responsibility effectively. With this idea teachers and leaders respondents of mean score with (X$\Box$= 3.97, SD=0.976) and X$\Box$=3.96, SD= 0.853) respectively revealed that they disagree with the idea. The overall X$\Box$= 3.97.Shows the disagreement of the total respondents with the point. Therefore, based on

the overall score value, teachers consider their School based   supervisors as they have no high experience on the practice of School based supervision to carry out their responsibility effectively. The significance level (p=0.835) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

Concerning item 3 of the same table above, respondents were asked their opinion on the idea of teachers against the supervisory practices. Based on this issue, teacher respondents with 62(46.3%) with the mean score with (X□= 3.94, SD=1.020 and education leaders 40(62.5) with X□=3.76, SD= 1.003) respectively and the overall X□= 3.85 shows the agreement of the total respondents with the point. Based on the overall score value, teachers were against the supervisory activities. The significance level (p=0.109) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors

According to item 4 from above table, respondents were asked whether teachers perceived school-based supervisors as fault finders or not with (X□= 2.46, SD=1.045 and X□= 2.32, SD=0.976) respectively. The overall X□= 2.39.Shows the agreement of the total respondents with the point. Based on the overall score value teachers perceived School based supervisors as fault finders. The significance level (p=0.342) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors.

In the same way, the data gained from the interviewee, confirmed the above idea. As one of the participant woreda's supervision experts said that some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because, they suspect supervisors as they find out poor performance of teachers. Thus, the findings revealed that negative perception of teachers towards School based supervision adversely affects the

practice of supervision in secondary schools of East Wollega Zone.

In the same table of item 5, respondents were asked to express their rate of agreement on the teachers neglecting of the supervisors activity in follow up of the activities of teachers. The mean score ((X□= 2.49, SD=0.971 and X□= 2.45, SD=0.999) respectively indicated that most teachers neglect the school based supervisors activity for what they were the same in their education quality.

4.5. How supervisors' assess their contribution to the improvement of instruction in Secondary Schools of East Wollega Zone

This part deals with the discussion of the data gathered from respondents with regards to the how supervisors' assess their contribution to the improvement of instruction in secondary schools of East Wollega Zone. The respondents opinion with the idea of School Based supervisors assess their contribution to the improvement of instruction in the classroom in order to design appropriate intervention was presented to respondents through questionnaires.

Table 8: Respondents View on the School Based supervisors effort to identify the strengths and limitations of teachers in the classroom.

No	Items	Respondents	N0	X⁻	SD	P-value
1	School Based Supervisors regularly identify any instructional limitations of teachers in the classroom.	Teachers	134	2.45	1.00	0.15
		Leaders	64	2.39	1.16	
2	School Based Supervisors identify teachers' ability to manage class	Teachers	134	2.39	0.91	0.8
		Leaders	64	2.45	1.13	
3	School based Supervisors can identify teachers' skill gaps	Teachers	134	2.51	0.96	0.28
		Leaders	64	2.45	1.09	
4	School based Supervisors encourage and facilitate teachers self evaluation on instructional matters.	Teachers	134	2.55	0.96	0.91
		Leaders	64	2.39	1.16	
5	School based Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately.	Teachers	134	2.47	0.98	0.57
		Leaders	64	2.34	1.10	
6	School based Supervisors support teachers in setting instructional goals and objectives.	Teachers	134	2.49	1.02	0.01
		Leaders	64	2.28	0.80	
7	School based Supervisors' advice teachers to use active learning in the classroom.	Teachers	134	2.53	0.98	0.100
		Leaders	64	2.31	1.24	
8	School based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.	Teachers	134	2.55	0.99	0.029
		Leaders	64	2.23	1.19	

X⁻=Mean, SD=Standard Deviation and p-value at α=0.05

As indicated in item 1 of table 8, the respondents were asked whether the School Based supervisors regularly identify any instructional limitations of teachers in the classrooms and provide appropriate intervention. Accordingly, teachers and education leaders with (X =2.45, SD=1.008) and (X= 2.39 SD= 1.163) mean scores respectively responded that School Based supervisors were insufficiently identifying instructional limitations of teachers in the classrooms and did not regularly provide immediate solutions. The overall mean 2.42 shows the disagreement of the majority of respondents with the issue. Therefore it can be concluded that the School based supervisors did not identify any instructional limitations of teachers' in the class room. In this regard, the t-test revealed that the significance level (p=0.15) is greater than 0.05 this shows there is no significance difference between the two respondent groups regarding to the 1ˢᵗ item.

On the other hand, the data collected from the WEO and ZEO supervision experts through interview revealed that majority of School based supervisors did not regularly identify any instructional limitations of teachers in the classrooms. They simply conduct the clinical supervision per semester and in many of the secondary schools per year, but did not regularly identify teachers' strength and limitation on instructional matters. This implication showed that School based supervisors had an opportunity to identify instructional limitations of teachers in the classroom, but they did not regularly identify the limitations of teachers and did not indicate appropriate solutions. The document analysis support this issue as School based supervisors trying to identify instructional limitations of teachers per semester once but did not regularly identify the limitations of teachers and they did not indicate proper solutions how teachers could improve their limitations. Therefore, the findings implied that School based supervisors insufficiently identify the strengths and limitations of teachers by conducting classroom observation.

In open-ended question, the respondents from both Woreda and zone Education experts reported that they did not identify teachers' instructional limitations and provide support to teachers to enable the students get quality education.

With regard to item 2 of the same table, both groups of respondents were asked to express their degree of agreement on the idea School based supervisors identify teacher's abilities to manage students in the classroom or not. Accordingly, teachers with (X=2.39, SD=0.917) and educational leaders with

(X=2.45, SD=1.139) mean scores respectively indicated that, School based supervisors inadequately identify teachers abilities to manage students in the classroom during teaching-learning processes and a total mean score (X= 2.42) indicate that teachers and education leaders responded that School based supervisors insufficiently identify teachers' ability to manage students in the classrooms while teaching learning process. The t-test revealed that the significance level (p=.083) is greater than 0.05. This shows that there is no significant difference between the two respondent groups. Generally, the findings implied that School based supervisors insufficiently identify teachers' ability to manage students in the classroom.

As the qualitative data obtained from both Woreda and Zone education experts indicated that supervisors did not continuously identify teachers that have skill gaps on classroom management and they did not consult them how they can manage the classroom during ongoing teaching learning process. This indicated that School based supervisors insufficiently consult and advice teachers how they can manage their students in the classroom and how can they control and handle the misbehave students in the classroom. This can affect the stable teaching-learning process in the classrooms.

In item number 3 of table 8, respondents asked to indicate their agreement on the idea of School based supervisors can identify teacher's skill gaps. Thus, teachers and educational leaders gave a quick response to the problem encountered in the identification of teachers, skill gaps during teaching– learning process in the class-room. The mean score with (X=2.51, SD=0.963) and (X= 2.45 SD=1.097) respectively indicated that School Based school supervisors insufficiently identify the teachers skill gaps in the class-room teaching learning process and the idea which was narrated from the woreda and zone education experts also supported that School based supervisors insufficiently work to strengthen teachers' skill of teaching and learning. Still it is insufficient and the researcher concluded that there is a gap on supervisors, identifications of teacher's skill gaps in the sample schools. In this regard, the t-test revealed that the significance level (p=0.28) is greater than 0.05. This indicated that there is no significance difference of responses.

The woreda education office and the Zone education office supervision experts during interview informed that School based supervisors ineffectively identify teacher's skill gaps.

In item 4 of the same table, the respondents were asked to forward their degree of agreement on School based supervisors encourage and facilitate school self evaluation on instructional matters. In this case, teachers and educational leaders with (X̄=2.55, SD= 0.962) and (X̄=, 2.39, SD=1.163) mean scores respectively indicated that School based supervisors inadequately encourage and facilitate school self-evaluation as it was expected to be done. In this view, the t-test revealed that the significance level (p=0.91) is greater than 0.05. This indicated that there is no statistically significance difference of responses. The qualitative data gathered through interview on this issue similarly indicated that, School based supervisors did not continuously encourage and facilitate School self evaluation but sometimes perform the activities. Instead, much of the interview respondents answered:

> *"The woreda and Zone education officers scheduled to evaluate the schools and support different ways for effectiveness of their work once per semester for the purpose of ranking the school and filling the efficiency of the principal but not for encouraging and facilitating school self evaluation. "*

In addition to this, during document analysis there was no any written documented materials on the issues of school self evaluation encouraged by School based supervisors. But, there were documented materials on the issues of evaluation scheduled by the school leaders only for the purpose of planning. According to (Carron and De Grauwe, 1997:3) and (UNESCO, 2007:19) indicated instructional instruments (materials) such as manuals and guide lines are important for supervisors. They prepare themselves for class room visits using these instruments.

In item 5 of the same table, the respondents were asked to reflect their agreement on the issue of School based supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately in teaching-learning process. In this case, teachers and education leaders with (X̄=2.47, SD=0.986) and (X̄= 2.34 SD=1.101) mean scores respectively indicated that School based supervisors insufficiently facilitate the availability of instructional materials and do not encourage teachers to use it appropriately. Most of the teachers were using the instructional materials sometimes to get certain points in their annual or semester appraisal, but not for their instructional improvement. The qualitative data gathered from interview also indicated that School Based supervisors were insufficiently facilitated the

availability of instructional materials. The t-test revealed that the significance level (p=0.57) is greater than 0.05. This indicated that there is no statistically significance difference of responses.

According item 6 of the same table, both groups of respondents rated their idea concerning the degree to which surveys were conducted to School based supervisors support teachers in developing instructional goals and objectives. In this case, teachers and educational leaders with (X̄=2.49, SD=1.024) and (X̄=2.28, SD=0.806) mean scores respectively indicated that School based supervisors inefficiently support teachers in developing instructional goals and objectives. The overall mean 2.38 disagree with the idea and it can be said that they did not support teachers in setting instructional goals and objectives. The t-test revealed that the significance level (p=0.016) is greater than 0.05 which indicated that there is no statistically significance difference of responses. The qualitative data gathered through interview also indicated that School based supervisors do not support teachers in developing instructional goals and objective satisfactorily.

In item 7 of table 8, the respondents asked whether School based Supervisors advice teachers to use active learning in the classroom and indicate the mechanisms how can motivate students or not. In this case, teachers and educational leaders with (X̄ =2.53, SD=0.986) and (X̄=2.31, SD=1.245) mean scores respectively indicated that School based supervisors inefficiently advice teachers to use active learning and did not indicate the mechanisms how can they motivate students. The t-test revealed that the significance level (p=0.100) is greater than 0.05. This indicated that there was no statistically significance difference of responses.

The qualitative data gathered by semi structured interview also indicated that School based supervisors expected to advice teachers to use active learning and indicate the mechanisms how can motivate students as it was expected but still they inefficiently advice teachers to use active learning in the classroom. This indicated that School based supervisors were not well done on the advice services of teachers on teaching- learning process.

In item 8 of the same table, the respondents were asked whether School based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms or not. In this

case, teachers and educational leaders with (X□=2.55, SD=0.992) and (X□=2.23, SD= 1.191) mean scores respectively indicated that School based supervisors did not efficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms. In this regard, the t-test revealed that the significance level (p=0.029) is less than 0.05. This indicated that there is statistically significant difference of responses may be due to different mechanisms that some of the school based supervisors used some times.

The qualitative data gathered by interview also indicated that School based supervisors inefficiently design appropriate intervention to minimize the identified limitations of teachers in the classrooms because of lack of budget and experience. The semi-structured close-ended questions indicated that majority of the respondents agreed on the absence of specific mechanisms to identify instructional limitations of teachers in the classroom because of those School based supervisors did not have specific and tangible plan to specify and identify the limitations of teachers.

In general, the compiled result indicated that School based supervisors were insufficiently identifying teachers' instructional limitations regularly. As a result, the teachers did not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Thus, this might reduce the effectiveness of students' and teachers' initiation as well as the schools goal achievement.

4.6 The Major Challenges that affect Secondary School based Supervisors While Implementing Supervisory activity.

This part deals with the discussion of the data gathered from respondents with regards to the challenges that affect secondary school internal supervisors while implementing supervisory activity was presented to respondents through questionnaires that they were required to rate the level of effects on the basis of a five point Likert scale. For ease of analysis, the mean value range from 1.00 to 2.49 were insufficient from 2.50 to 3.49 were moderate and greater than 3.50 were rated as high.

Table 9: **Respondents View on the Challenges that affect Secondary School based Supervisors While Implementing Supervisory Practices In East Wollega Zone.**

No	Items	Respondents	N0	$\bar{X}$	SD	P-value
1	Lack of strategic and short term plan to implement School based supervision.	Teachers	134	3.94	1.02	0.10
		Leaders	64	3.76	1.003	
2	The supervisors are overloaded with classroom activities.	Teachers	134	3.82	1.129	0.65
		Leaders	64	3.81	1.081	
3	School based supervisors teaches the same credit like ordinary teachers	Teachers	134	3.67	1.223	0.09
		Leaders	64	3.70	0.970	
4	Lack of adequate training system on the practices of School based supervision.	Teachers	134	3.97	0.976	0.83
		Leaders	64	3.96	0.853	
5	Inadequate pre-service and in service training	Teachers	134	3.94	1.020	0.10
		Leaders	64	3.76	1.003	
6	Supervisors attitude towards supervision work	Teachers	134	3.92	0.978	0.16
		Leaders	64	3.93	0.973	
7	Ability to conflict resolution and performance counseling	Teachers	134	3.88	1.016	0.40
		Leaders	64	3.92	0.878	
8	Inadequate attention given to supervision service	Teachers	134	3.91	0.937	0.16
		Leaders	64	3.89	0.944	
9	Lack of clear direction from Woredas Education experts.	Teachers	134	3.84	1.017	0.18
		Leaders	64	3.90	0.867	
10	Lack of cooperative, honest, friendly and collegial relationship.	Teachers	134	3.85	1.051	0.44
		Leaders	64	3.87	0.899	

X□=Mean, SD=standard deviation and p-value at α=0.05

As it can be observed from item 1, of table 9, teachers and educational leaders with (X□= 3.94, SD=1.020) and (X□=3.76, SD=1.003) mean scores and standard deviation respectively agreed that, lack of strategic and short term plan to implement School based school supervision was a challenge to supervisors in School based supervision.

This confirms the views of Carron and De Grauwe (1997) that advisers, supervisors and other staff need planning because effective planning in any activity helps to implement it effectively, but they didn't plan it. According to interview conducted from both woreda and zone education experts, whatever pattern of supervision procedures, supervisors (advisers, inspectors or other such staff), need regular planning but they were seldom plan for School based supervision. The overall mean 3.85 agreed with the idea. The t-test revealed that the significance level (p=0.109) is greater than 0.05. This indicated that there is no statistically significance difference of responses

In table 9 above item 2, teachers and educational leaders with (X☐=3.82, SD=1.129) and (X☐=3.81, SD= 1.081) mean scores and standard deviation respectively indicated that School based supervisors were overburdened with many tasks. The t-test revealed that the significance level (p=0.065) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly during interview the participants indicated that School based supervisors were currently overburdened with many tasks. Therefore, almost all of the informants who participated in the interview expressed that having work load was the major problem of School based supervision. One of the interviewee said that:-

> *"Since most of our school based supervisors were having a teaching load more than 18 periods a week, it is impossible to provide School based supervision service to teachers effectively. Besides, due to big workload of teachers the school forced to assign very small number of supervisors that are not adequate to provide supervisory service to all teachers."*

Therefore, based on the response of majority, it is possible to conclude that having big workload hindered school based supervisors to implement the School based supervision activities effectively and efficiently.

As it can be described in item 3 of the same table above, respondents were inquired to indicate their level of agreement regarding on supervisors teaches the same credit with other ordinary teachers. Teachers and educational leaders with (X☐= 3.67, SD=1.223) and (X☐=3.70, SD=0.970) mean scores and standard deviation respectively agreed that School based supervisors has been teaching the same credit like other ordinary teachers.

The t-test revealed that the significance level (p=0.090) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Furthermore, the result obtained from interview confirmed that most School based supervisors taught 18 periods in average per week and MoE (1994) confirmed that big work load of members of School based supervisors affects the practice of School based supervision, because shortage of time hinders provision of adequate supervision. Therefore, from result obtained it is possible to suggest that School based supervisor teaches the same credit like other teachers. So, they were not support teachers as possibly by using their maximum efforts.

Although, MoE,(1994:6) indicated that the education and training helps in bringing-up human power to play a great role and take countrywide responsibility having developed the necessary productive, creative and appreciative capacity in order to participate fruitfully in development and the utilization of resources and the environment at large, teachers and educational leaders from above table with (X= 3.97, SD=0.976) and (X =3.96, SD=0.853) mean scores respectively agreed that School based supervisors had lack of adequate training system concerning internal supervision. The t-test revealed that the significance level (p=0.835 is greater than 0.05. This indicated that there is no statistically significance difference of response. The qualitative data obtained from interview also supported the idea that School based supervisors had no adequate training system in the school. They said that most of the time, training given was for supervisors at woreda and zone level but not for School based supervisors.

As the same table item 5, teachers and educational leaders with (X= 3.94, SD=1.020) and (X=3.76), SD=1.003) mean scores and standard deviation respectively indicated (agreed) that the absence of pre-service and in-service training was a challenge to supervisors in School based supervision. This confirms the views of Carron and De Grauwe (1997) that advisers, supervisors and other such staff need regular training, but they seldom receive it. They believe that whatever pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff), need regular training but they were seldom provided with pre-service or in-service training. The t-test revealed that the significance level (p=0.109) is greater than 0.05. This indicated that there is no statistically significance difference of responses.

As responses to item 6 in the same table, all the teachers and educational leaders with (X= 3.92, SD=0.978), (X=3.93, SD=0.973) mean scores and standard deviation respectively indicated (agreed)

that the attitude of supervisors towards supervision work was a challenge to School based supervision. This supports Oliva and Pawlas's (1997) perception that some School based supervisors as they are called in other countries, continue to fulfill their tasks with an authoritarian approach. Some respondents in Rous' (2004) study expressed feelings of fear and disappointment, which were associated with the use of criticism by School based supervisors. The supervisors' criticisms were reported to have stifled the teachers' use of innovative practices. Similar studies conducted in Ghana have shown that frequent visits to classrooms are necessary to improve teachers' time-on-task. The t-test revealed that the significance level (p=0.167) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly during interview the participants indicated that, (agreed that) the attitude of supervisors towards supervision work was a challenge to educational supervision.

As the same table item 7, all the teachers, School based supervisors and the interviewee with ($X\Box$ = 3.88, SD=1.016) and ($X\Box$ =3.92, SD=0.878) mean scores and standard deviation respectively agreed that lack of ability to conflict resolution and performance counseling towards supervision work was a challenge to School based supervision. The t-test revealed that the significance level (p=0.400) is greater than 0.05. This indicates that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that lack of ability to conflict resolution and performance counseling towards supervision work was a challenge to internal supervision.

Regarding to item 8 above table, the teachers and educational leaders with ($X\Box$= 3.91, SD=0.937), ($X\Box$=3.89, SD=0.944) mean scores and standard deviation respectively agreed that in adequate attention given towards supervision service was a challenge to School based supervision. The t-test revealed that the significance level (p=0.166) is greater than 0.05. This indicated that there is no statistically significance difference of responses. Similarly, during interview the respondents informed that in adequate attention given to towards supervision service was a challenge to School based supervision.

In table 9 item 9, the teachers, School based supervisors with ($X\Box$= 3.84, SD=1.017) and ($X\Box$=3.90, SD=0.867) mean scores and standard deviation respectively agreed that lack of clear direction from WEO supervision experts was a challenge to School based supervision. The t-test revealed that the significance level (p=0.183) is greater than 0.05. This indicated that there is no statistically significance

difference of responses. In the same way, during interview the respondents informed that lack of clear direction from WEO experts was a challenge to School based supervision.

Regarding to item 10 of table 9, teachers' and educational leaders respondents with (X□=3.85, SD=1.051) and (X□=3.87, SD=0.899) mean scores and standard deviation respectively indicated that lack of cooperative, honest, friendly and lack of collegial relationship with and among teachers was a challenge to school based supervision. Pajak (2010) pointed out that good supervisors are those who are capable of communicating with teachers to bring professional improvement. Hence, it can be said that lack of cooperative, honest, friendly and collegial relationship is a problem related to supervisors that affect School based supervisory practices in the study area. The t-test revealed that the significance level (p=0.444) is greater than 0.05. This indicated that there is no statistically significance difference of responses.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to assess the practices and challenges of School Based supervision in East Wollega Zone secondary Schools. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

School Based supervision is a means for achieving effectiveness in professional development of teachers, curriculum development, and ultimately signifies to students learning through teachers" improvement of classroom teaching learning activities. Thus, the supervision at the school level helps teachers to be competent in their teaching learning activities; it encourages them to find suitable strategies for better students learning. Therefore, the central purpose of this study was to assess status of the practices and challenges of School Based supervision in the government secondary schools of East Wollega Zone. To address this purpose, the following basic research questions were raised:

- To assess how school based supervision organized and managed in secondary schools of East Wollega Zone.
- To examine how actual practice of school based supervision corresponds to the expected standards in government secondary schools of East Wollega Zone
- To investigate the teachers understanding about School based supervision in East Wollega Zone Secondary Schools.
- To identify how supervisors assess their contribution to improvement of instruction.
- To identify challenges School based supervisors face in the implementation of School based supervision.

To this effect, the study was conducted in 10 government secondary schools. Consequently, 134 teachers and 64 School Based supervisors were selected as a sample by using simple random and availability sampling techniques respectively. One Zone and 4 Woreda education office supervision coordinators were taken as a sample through purposive sampling technique. For the study, primary and secondary data sources were employed.

The data was gathered through both quantitative and qualitative tools. Accordingly, 134 copies of a questionnaire were prepared and distributed for teachers and 64 copies of questionnaires for school based supervisors and all of the questionnaires were returned. On the other hand, to obtain qualitative data, interview sessions were conducted with the Zonal and Woreda Education Office supervision experts.

The quantitative data gathered though questionnaires were analyzed in frequency, percentage, and mean value. The t- test was also utilized to check the statistical significance where there is difference or not between the opinions of the respondents assisted by a computer SPSS program version 16.0. Whereas, the qualitative data gathered through the open-ended questionnaire, interview and document were analyzed by narration.

According to the result of data analysis, the following findings were identified. Therefore, based on the analysis of data, the findings of the study were summarized as follows.

With regard to the organization of the functions of school based supervision, the finding revealed that short trainings, seminars, workshops and other capacity building programs were not arranged for teachers to build their capacity. Besides among the options of supervision to be practiced only clinical supervision was used by the supervisors. Both respondents approved that collegial, informal, self directed and inquiry based supervisions were not practiced by the school based supervisors.

Concerning the actual practices of school based supervision corresponds to the expected standards to assist Teacher's professional improvement, the result of the findings revealed that School Based supervisors insufficiently arrange induction training for beginner teachers, they insufficiently assist teachers in lesson planning and they insufficiently facilitate experience sharing programs among teachers. In addition to this, there was low degree of assisting teachers in developing/selecting instructional materials. Not only this but also, the findings revealed that school based supervisors insufficiently support teachers to do action research and set appropriate solutions for the identified problems.

School based supervisors were insufficiently facilitating short term training to teachers, they insufficiently advice teachers to use effective teaching methods and they did not encourage them to motivate students while they teach in the classroom. Teachers' respondents also revealed that school based supervisors did not support them in how to conduct action research to set solution for the existing problems in teaching learning process. As a result of this, teachers did not consider action research as it can help them to minimize /overcome different challenges of teaching and learning process.

In relation to teachers' perception of instructional supervision, the way and manner that teachers react to supervision of instruction is one concern to supervisory practices. Most of teachers who are the direct beneficiaries of instructional supervision have a negative perception towards the practices .Due to this, the whole process was not yield to bring the desired results. Teachers perceive the practices of School Based supervision as the way of fault finding rather than supporting them in instructional process.

Regarding how supervisors' assess their contribution to the improvement of instruction, the compiled result indicated that School based supervisors did not identify teachers' instructional limitations regularly. As a result, the teachers had not got enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. The majority of respondents indicated that among the different opinions –such as clinical, collegial and self directed supervision were rarely practiced in their school. They asserted that most of School Based supervisors did not facilitate the availability of instructional materials and encourage teachers to use it appropriately. In addition to this, the result of teachers' respondents revealed that teachers were not properly advised to use active learning in the classroom. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the schools goal achievement.

Regarding to the challenges faced School Based supervisors while implementing School Based supervision, the respondents said that   school based supervisors did not prepare strategic and short term in order to implement it accordingly. Therefore, the practice of School Based supervision was not given special attention to be done effectively and efficiently. On the other hand, the result of the study indicated that the incapability of school-based supervisors for effective supervisory activities, lack of relevant training programs to update the supervisors; the scarcity of experienced supervisors in school-based supervision activity; the shortage of allocated budget to facilitate supervisory activities; the

supervisors were overburdened with multiple tasks, they teach the same credits like other teachers, they had lack of adequate training system, inadequate pre-service and in-service training, lack of positive attitude towards supervision work, in capability of conflict resolution and performance counseling, inadequate attention given to supervision service from different angle, miss understanding of direction given from woredas' education experts and lack of cooperative, honest, friendly and collegial relationships, the negative perception of teachers towards supervision, the absence of any supervision manual in the school, lack of competent professional knowledge and skill, supervisors' low experience on the practice of school based supervision are challenges to implement School Based supervision. Not only this but also, teachers resistant to the practice of School Based supervision, perceptions of teachers to school based supervision and lack of follow up of the activities of teachers by the supervisors are presumed factors that could hamper the activities of effective School Based supervision in secondary schools of the study area.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn:

Teachers, who are the main actors in the process of teaching and learning, have individual differences in their competence, need, temperament, action and the likes. Thus, while organizing the functions of supervision in schools, it is difficult to get better supervisory results without using the different options of supervision by considering the individual difference among them.

Based on the findings, practices of school based supervision corresponds to the expected standards to assist Teacher's to reduce their limitations were insufficient and they didn't arrange induction training for beginner teachers. Absence of facilitating experience sharing program among teachers, seldom assisting teachers in developing instructional materials, absence of expanding best practice of teaching methodology among school and teachers were the problems. Accordingly, from the above findings, one may conclude that teachers were not properly assisted and supported by school based supervisors. So, school based supervisors did not arrange induction training for beginner teachers and did not properly design various interventions to assist teachers to reduce their instructional limitations. As a result, in most of our secondary schools there were a lot of problem that hinders the provision of quality education. Unless this problem is taken in to account and solved soon, it is impossible to ensure the quality of education and develop students' achievement.

Based on the findings of the study, the extent to which teachers gained professional support from school based supervisors in order to improve their instructional skills were inadequate. They insufficiently support teachers to prepare different instructional materials for teaching learning effectiveness, insufficiently support teachers to conduct action research on pedagogical skill improvement of teachers, unsuccessfully facilitate short term training to teachers, didn't advice teachers to use model effective teaching methods and didn't encourage them to motivate students, they ineffectively create competition among teachers by designing different evaluation programs on pedagogical skill improvement. From the above findings, one may conclude that teachers did not gain proper professional support from supervisors in order to improve their instructional skills, so teachers' instructional skills remain unchanged. As a result, the quality of Education provided for the student is becoming decreasing and decreasing from time to time and if this problem is continued in line with the current situation, it will bring the students' poor performance in the future.

Depending on the evidences from the data analyzed the researcher concluded that school based supervisors did not identify any instructional limitations of teachers in the classroom and few school based supervisors indicate solution. From the result of this finding, we can say that the teachers did not get enough support to be competent enough in improving the day to day classroom instruction as well as enhance their professional growth. Therefore, from the above results we can conclude that teachers' instructional skills in the classroom were stagnant although they are working in this dynamic environment. Thus, school based supervisors did not continuously encourage teachers by identifying teachers' instructional strengths and limitations. Continues follow up of teachers by the school based supervisors helps them to reduce their instructional limitation in the classroom and to provide the students with effective classroom instruction. Unless this problem is handled soon, it may reduce the effectiveness of students' achievement, teachers' initiation as well as the schools goal achievement more.

One may conclude that there were a lot of tasks that we expect from school based supervisors as they had great experience and better skill. They have a commitment to help and support teachers. However, school based supervisors have had many challenges to properly practice school based supervision in the school. So, it can be concluded that the respondents were still lacking clarity on the goals, objectives and advantages of school based supervision at school level. This leads to additional efforts to exert on

communicating the rationales and benefits of school based supervision to the people who are likely to be affected.

5.3 Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that hold up the practice of school based supervision in East Wollega Zone secondary Schools:

The functions of school based supervision should be organized in a way that embraces various opportunities to develop teachers' professional competence and bring instructional improvement. Accordingly, organizing professional trainings, workshops, seminars, teachers' study groups, experience sharing programs and etc. at school level are recommended. The supervisors better know that supervision is not merely classroom observation and are advised not to rely on a single option of supervision i.e. clinical supervision to develop teachers' professional competence. As a result, using different options of supervision demand a change of role of both the teachers and the supervisors in such a way that teachers will choose the option that they believe makes sense to them and take the responsibility of making it operational. Therefore, supervisors are advised to encourage teachers to be supervisors of their own, their colleagues and engage themselves in action research (either alone or with colleagues) and make them systematic problem solvers oftheir own practices.

As the finding of the study revealed that the school based supervisory practice on assisting teachers to reduce their limitations in secondary schools of East Wollega Zone were impeded with many problems. Therefore, it is recommended that school based supervisors in East Wollega Zone must arrange induction training for beginner teachers, assist teachers in lesson planning preparation, facilitating experience sharing among teachers, assisting teachers in developing/selecting instructional materials, creating conducive climate for sharing best practices among teachers, facilitating professional growth of teachers through short term training, workshops and support teachers to do action research on the specified pedagogical/instructional limitations of teachers

The findings revealed that teachers did not gain effective and constructive professional support from the supervisors to improve their instructional skills duet the negative perception of teachers towards school

based supervisors. Therefore, it can be suggested that school based supervisors and the teachers should have positive relationship among them and they must support teachers to improve their instructional skills for teaching learning effectiveness and advise them at nearby. There should be cooperative and collaborative team sprit to avoid this misleading perception of teachers on school based supervisory practices.

The findings of the study revealed that school based supervisors did not regularly identify the strength and limitations of teachers in the classroom in order to design appropriate intervention strategies. To this end, the Woreda education office, East Wollega Zone education office and the region in collaboration with schools and other voluntary organizations must provide training for School based supervisors on how to identify the strength and limitations of teachers in the classroom and how to design appropriate intervention strategies like on the abilities to manage students in the classroom, student evaluation skills, school self evaluation techniques, developing and using of instructional materials and on conducting action research to solve the day to day instructional problems and effectively implement the curriculum.

Finally, the findings of the study pointed out that the practice of school based supervision was adversely influenced by various factors. Hence, to overcome these particular challenges, the following recommendations are forwarded:-

Providing Training Programs:

Appropriate and continuous training programs need to be organized and given for school based supervisors and teachers on the significance of supervision and how it can be designed and implemented at the school level. Thus, it is advisable for the school leaders; Woreda Education Offices and Zone Education office in cooperation with each other facilitate the training programs for the effectiveness of supervision at the school level.

Reducing the Workload of Supervisors:

The result of the study revealed that the supervisors' heavy workload was among the factors that hindered school based supervisors to implement school based supervision. It is facts that school based supervisors have double responsibilities: eg. Conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching credit loads of school based supervisors in comparison to other teachers.

To overcome these challenges, the WEO take parts in the problems faced to school based supervisors and try to solve and create conducive working situations and environment for the practices.

Finally, to identify the problems to the grass root, it can be suggested that further studies are needed to be conducted in other zones of Oromia Regional State with regard to practices and challenges of school based supervision on secondary schools as well as supervisors and teachers perception on its practices.

Selection of school based Supervisors:

The appropriate selection of school based supervisors' needs to be given special attention. This is because the findings revealed that most of directors, vice directors, department heads were selected not based on their work experience and their qualification rather they were selected as they can achieve objectives of political affairs. Therefore, it is fact that most of them had no competent knowledge to implement the supervisory practices. So, the school, Woreda Education Office, Zone Education Office as well as concerned bodies should give special attention for the selection of those school based supervisors depending on the principle of our country's education policy.

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AND MANAGEMENT

This questioner will be filled by secondary school principals, deputy school principals, teachers and department heads.

Dear respondent,

The purpose of this questionnaire is to collect relevant data for the study entitled "Practices and Challenges of School Based Supervision in East Wollega Zone Government Secondary Schools.'' Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give will be used only for educational and academic purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire!

1. Do not write your name on the questionnaire.
2. Read all the questions before attempting to answer the questions.
3. No need to consult others to fill the questionnaire.
4. Provide appropriate responses by putting "√" mark to choose one your response and write on space provided when necessary.

Thank you for your cooperation!

Part I.

General information and personal data

Indicate your response by using "√" in the box provided.

    1.   School_____

2. Sex:- Male ☐   Female ☐

3. Work experience: 1-5 years ☐ 6-10 years ☐ 11-15 years ☐   16-20 years ☐

        21-25 years ☐ 26-30 years ☐ 31 and above years   ☐

4. Educational background: Diploma ☐   First degree ☐ MA degree   ☐

5. Current work position: Teacher ☐ School principal ☐ Secondary School Supervisor ☐

1. **Views on how the Function of School based Supervision is Organized** .

   Indicate your responses for the following Likert format items putting"√" mark to write in the box corresponding to an action.

   1=Strongly Disagree (SD), 2=Disagree(D), 3=Undecided(U), 4=Agree (A), 5=Strongly Agree (SA)

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Organize capacity building programs to teachers					
2	Hold conferences before and after classroom observations.					
3	Organize peer coaching and experience sharing programs.					
4	Conduct unplanned and occasional supervisory act					
5	Encourage teachers to plan their own professional development.					
6	Support teachers to conduct action research.					

7. Please, explain if there are any other ways of implementing and organizing the function of school based supervision ---

2. View on the actual practices of school based supervision corresponds to the expected standards to assist Teacher's Professional Improvement.

1=Very Low (VL)   2=Low(L)   3=Medium(M)   4=High(H)   5=Very High(VH)

No	Items	Scales				
		VH 5	H 4	M 3	L 2	VL 1
1.	The extent to which School based supervisors are arranging induction training for beginner teachers					
2.	The extent to which School based supervisors in the school assist teachers in lesson planning					
3.	The extent to which School based supervisors facilitate experience sharing programs					
4.	The extent to which School based supervisors assist teachers in developing/selecting instructional materials					
5.	The extent to which School based supervisors are spread best practices & teaching methodologies among schools and teachers.					
6.	To what degree School based supervisors are facilitating professional growth of teachers through short term training, workshops and seminars?					
7.	To what extent supervisors support teachers to do action research?					

8. If there are any other ways of intervention to assist teachers to improve their instructional limitations in the classroom, please write down briefly--
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3. Teachers perception on implementing School Based supervision in government secondary schools

1=Strongly Disagree (SD), 2=Disagree(D), 3=Undecided(U), 4=Agree (A), 5=Strongly Agree (SA)

No	Items	SA	A	U	D	SD
		5	4	3	2	1
1.	They think that supervisors are incompetent enough in their professional knowledge & skills.					
2.	They perceive supervisors as they have no high experience on the practice of school based supervision					
3.	Teachers are resistant against the supervisory activities.					
4.	Teachers perceive supervisors as a fault finder rather than assisting them.					
5.	They neglect the activities of School based supervisors for what they are the same in their qualification					

6.If there is any negative perception of teachers please explain it in the following space_____
_____
_____
_____

4. How supervisors' assess their contribution to the improvement of instruction in Secondary Schools of East Wollega Zone.

1=Strongly Disagree (SD), 2=Disagree(D), 3=Undecided(U), 4=Agree (A), 5=Strongly Agree (SA)

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	School based Supervisors regularly identify any instructional limitations of teachers in the classroom.					
2	School based Supervisors identify teachers' ability to manage class.					
3	School based Supervisors can identify teachers' skill gaps.					
4	School based Supervisors encourage and facilitate teachers self evaluation on instructional matters.					
5	School based Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately.					
6	School based Supervisors support teachers in setting instructional goals and objectives.					
7	School based Supervisors' advice teachers to use active learning in the classroom.					
8	School based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.					

9. If there are any other means of identifying instructional strengths and limitations of teachers, please write them briefly---
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5. The Challenges that affect secondary School based supervisors while implement ting supervisory activity in East Wollega Zone

No	Items	Scales				
		SA 5	A 4	U 3	D 2	SD 1
1	Lack of strategic and short term plan to implement School based school supervision.					
2	The supervisors are overloaded with classroom activities.					
3	School based supervisors teaches the same credit like ordinary teachers					
4	Lack of adequate training system on the practices of School based supervision.					
5	Inadequate pre-service and in service training					
6	Supervisors attitude towards supervision work					
7	Ability to conflict resolution and performance counseling					
8	Inadequate attention given to supervision service					
9	lack of clear direction from Woredas Education experts					
10	lack of cooperative, honest, friendly and collegial relationship					

11 .If there are any other challenges faced on secondary School based supervisors, please write them briefly --
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This **interview** will be conducted **from Woreda and Zone Education Office Experts.** The purpose of this interview is to get relevant information related to the "Practices and Challenges of School Based Supervision in East Wollega Zone Government Secondary Schools." The information obtained from the respondents will help to improve the secondary schools of East Wollega Zone internal supervisory practices. Data obtained will be used for research purpose only

Thank you for your cooperation!

Part I:

 General information

1. Woreda_____
2. Sex_____
3. .Qualification_____
4. Current position_____
5. Experiences as: Teacher _____School principal_____ Cluster supervisor _____ Woreda education officer_____

Part II:

Interview questions prepared to be distributed to Woreda and Zone Education Office Experts.

1. To what extent the Function of School based Supervision is Organized in your school?_____

    _____

    _____

    _____

    _____

2. To what extent School based supervisors design various interventions so as to assist teachers improve their profession? Can you list areas of their interventions?_____

    _____

    _____

    _____

    _____

3. How teachers perceive School based supervision in your schools?

    _____

    _____

    _____

    _____

    _____

4. To what extent school based supervisors identify the strengths and limitations of teachers in the classroom in order to design appropriate intervention? Can you give examples from your experience?

    _____

    _____

    _____

    _____

5. What is your expectation about professional support do teachers gain from supervisors in order to improve their instructional skills in the school?

_____

_____

_____

_____

6. How far School based school supervisors' encourage teachers to assure quality of education?_____

_____

_____

_____

7. In your opinion, list out challenges that affect secondary School based school supervisors while implementing supervisory activities.

_____

_____

_____

_____

8. What do you suggest to overcome these problems?_____

_____

_____

_____

_____

_____