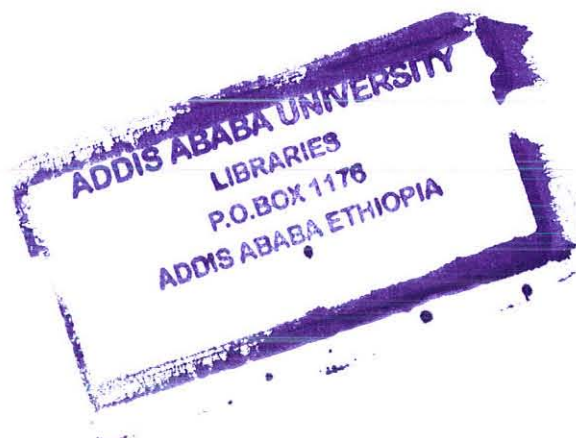


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**TEACHERS' PERCEPTION TOWARDS SCHOOL-BASED
INSTRUCTIONAL SUPERVISION AND ITS PRACTICE
IN AFAR REGIONAL STATE**

**BY
WONDIYE H/GEBRIEL**



February 2009

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
OF ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTERS OF ART (MA) IN CURRICULUM AND INSTRUCTION**

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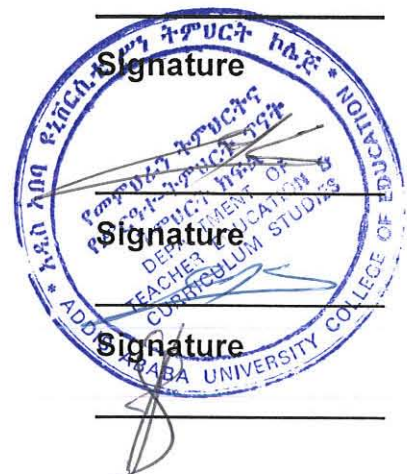
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ACKNOWLEDGEMENTS

Above all, I wish to thank my Lord and savior Jesus Christ for giving me such a chance to complete this paper. Next, this research has become a reality, not only with my individual endeavor. First and foremost I would like to express my deepest appreciation and indebtedness to my advisor, Dr. Abdelaziz Hussien for his valuable assistance, professional and technical advice.

Furthermore, I would like to express my thanks to the school of graduate studies at AAU for financing my thesis study.

My deepest gratitude also goes to my father H/Gebriel Haile and to my mother Askele Tesema as well as Ato Amede Haile and Tebelte Andarge who gave me financial and moral support throughout my study.

I also wish to thank my sisters, Kebrework and Eyersusalem, and my wife Senait Asefa for their moral and financial support. Finally, I extend my thanks to Muluemebt Wubetu for clearly and carefully typing the thesis report.

TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENTS	I
TABLE OF CONTENT	II
LIST OF TABLES	V
ABBREVIATION AND ACRONYMS.....	VI
ABSTRACT	VII

CHAPTER ONE

INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem.....	2
1.3. Objectives of the Study	4
1.3.1. General Objective.....	4
1.3.2. Specific Objectives	4
1.4. Significance of the Study.....	5
1.5. Delimitation of the Study	5
1.6. Limitation of the Study	6
1.7. Operational Definitions of Term	6
1.8. Organization of the Study	7

CHAPTER TWO

REVIEW OF RELATED LITERATURE.....	8
2.1. Meaning of Supervision.....	8
2.2. Historical Development of Supervision in the World	10
2.3. Historical Development of Supervision in Ethiopia	13
2.3.1. The Duties and the Responsibilities of School-Based Supervisor ..	14

2.4. Purposes and Intents of Supervision	15
2.4.1. Supervision as a means to Improve Instruction	16
2.4.2. Supervision as a means to Promote Group Development	17
2.4.3. Supervision as a means to Improve the Curriculum	18
2.4.4. Supervision as a Means to Promote Inquiry	18
2.4.5. Supervision as a Means to Promote Teacher Autonomy	18
2.5. Meaning and Focus of Instructional Supervision	19
2.5.1. Approaches to Instructional Supervision	20
2.5.1.1 Clinical Supervision	20
2.5.1.2. Collegial Supervision.....	21
2.5.1.3. Self Directed Supervision	22
2.5.1.4. Informal Supervision.....	23
2.5.1.5. Inquiry Based Supervision	23
2.6. Teachers Perception towards School-Based Supervision	23
2.7. Factors Affecting School-Based Supervision	29
2.7.1. Training.....	29
2.7.2. Teachers Perception towards Supervision.....	30
2.7.3. Relationship (communication) between Supervisors and Supervisee .	31

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY	33
3.1. Design of the Study.....	33
3.2. Method of the Study.....	33
3.3. Source of Data	33
3.4. Sampling Techniques and the Sample Population	34
3.4.1. Sampling Techniques.....	34
3.5. Data Collection Instruments	35
3.5.1. Questionnaire	35
3.5.2. Interview.....	35
3.5.3. Focus Group Discussion (FGD)	35
3.6. Methods of Data Analysis.....	36

CHAPTER FOUR

PRESENTATIONS AND ANALYSIS OF THE FINDINGS	37
4.1. Characteristics of Respondents.....	37
4.2. Teachers' Perception of School Based Supervision	39
4.3. Teacher's Perception of the Purpose of SBS	44
4.4. The Practice of SBS.....	48
4.4.1. Pre-Observation Conference	48
4.4.2. Classroom Observation	53
4.4.3. Analysis and Strategy Phase	54
4.4.4 Post-Observation Conference	56
4.4.5. Post Conference Analysis	58
4.5. Factors Affecting School Based Supervision	59
4.5.1. Training.....	59
4.5.2. Teachers Perception of Supervision	60
4.5.3. Relationship between Supervisors and Supervisees.....	62

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION	64
5.1. Summary.....	64
5.2. Conclusion	66
5.3. Recommendations.....	67
BIBLIOGRAPHY	68
APPENDICES	73

LIST OF TABLES

Page

Table I:	Characteristics of respondents.....	38
Table II:	Respondents Qualification and Years of Service in Teaching.....	38
Table III:	Teachers perception of school based supervision (Key X=Mean value, ρ -Value=test of significance)	40
Table IV:	Purpose of Supervision	45
Table V:	Tasks undertaken during pre observation conference	49
Table VI:	Responses related to activities undertaken by supervisors (<i>Classroom observation</i>)	53
Table VII:	Responses Related to the "Analysis and Strategy Phase"	55
Table VIII:	Tasks under taken by supervisors during post observation conference ..	56
Table IX:	Post conference analysis.....	58
Table X:	Supervisors participation in training on SBS	59
Table XI:	Teachers Perception of Supervision	61
Table XII:	Relationship between supervisee and supervisors	62

ABBREVIATIONS AND ACRONYMS

ESDP	Education Sector Development Program
MOE	Ministry of Education
ETP	Education and Training Policy
SBS	School based supervision
UNESCO	United Nations Education Science and cultural Organization
EMPDA	Educational Material Production and Distribution Agency

ABSTRACT

School-based instructional supervision (SBS), which is conducted by principals, vice principals and department heads at the school level, is aimed to help teachers to become effective in their teaching and in bringing about improved student learning. The purpose of the study was to investigate the perception of teachers towards SBS, the practice and the major factors affecting SBS practices in secondary schools of Afar regional state. To realize this purpose, how secondary school teachers practice school based instructional supervision, how teachers perceive the purpose of supervision and what factors affect the practice of school-based supervision were raised as basic questions. To answer the basic questions both quantitative and qualitative research design were used. The method employed here was descriptive survey method. The study was conducted in three secondary schools in zone one of Afar Regional State. Thus, the supervisees (teachers), department heads, vice principals, principals and external supervisor from the Regional Education bureau used as sources of data. These respondents were selected by simple random and purposive sampling techniques. Data were collected from these respondents using questionnaire, interview and focus group discussion. Then the quantitative data that involve frequency counting were coded and processed using SPSS. The qualitative data is analyzed with depth examination of related document. The finding of the study revealed that teacher's perception towards SBS was negative; school based supervision was not conducted in proper manner and teachers have no proper perception about school based supervision. It was also found out that supervisors lack training to conduct SBS. Thus, depending on the result of the findings the researcher recommends that collegial supervision, experience sharing and training to be given to school based supervisors. It is recommended that school based supervisors must create awareness about SBS and have to practice it to improve instruction rather than using it for performance appraisal.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Since time immemorial, education has been one of the most important factors that has a direct relationship to the development of a society and continues to assume the same role as long as the society exists. As noted by Lowe, (1975: 24), it is believed to be the basic and the primary factor for any nation to develop and cope with technological and scientific advancement. It enhances all aspects of economic, political, social, and cultural changes and advancement.

Educational supervision, as an important aspect of any education system, serves for decision making, planning and implementation of curriculum and assists teachers' professional development. Particularly, in countries where schools are decentralized, supervision would play a decisive role in accomplishing the desired objectives of instructional program. Emphasizing the importance of supervision, Paul (2001: 7) noted that proper and timely supervision improves teachers' day-to-day instructional activities and improve teachers' involvement different school activities.

The overall objective of school based instructional supervision (in built supervision) is to enable the individual teacher to become effective implementer of school curriculum. As noted by Goldhammer (1969:73), supervision should increase teachers' willingness and ability to supervise themselves and their colleagues. Supervision can be seen as means to improve teaching in that teachers could improve their practice, perceptions and attitudes Glickman et al, (1998:15).

To achieve these educational objectives linking instruction with school based supervision (teachers support) is very important. In support of this, Mackenzie (1983) stated:

Schools that link their instruction and classroom management with professional development, direct assistance to teachers' curriculum development, group development and action research under a common purpose achieve their objectives (p. 8).

In conducting school supervision, teachers' and supervisors' perception of school-based supervision is very important. The negative relationship between supervisors and teachers and the resentment teachers feel towards supervisors are major barriers in achieving benefit from the practice of supervision. In Ethiopia supervision was introduced in 1937 by British educational scholar. Its name was inspection. From the introduction of supervision up to the present time it passed different stage according to Haileselassie (2002: 4-10).

Besides, the practice of the school-based supervision may be also influenced by other factors like the overall policy governing the education system, competence and quality of the supervisors, availability of the necessary facilities and the like. As noted by scholars like Glanz (2000), Blumberg (1980) and Mbamba (1992) supervision cannot bring about expected change in a situation where there are no proper perceptions and conducive situations like mutual understanding and mutual goal achievement. It was with this in mind that this investigator intended to conduct this research on "Teacher's Perception towards school-based (in-built) Instructional supervision and its practice in Afar Regional State".

1.2. Statement of the Problem

According to MOE (1994), school supervision should be carried out to ensure curriculum implementation, to provide direct technical support and on job training to teachers. In Ethiopia, in line with the principle of decentralization of education, the concept of inspection was substituted by supervision with

the emphasis of providing technical support in the diffusion of educational innovation. The present practice of supervision in Ethiopia shows that higher level supervision or supervision at regional level is restricted to overseeing policy and standards while school based supervision focuses on classroom observation and performance evaluation.

Properly implemented, school-based instructional supervision is believed to bring about effectiveness in implementation of school curriculum and changes traditional ways of undertaking teaching-learning activities by enhancing teachers' professional development and encouraging experience sharing among professionals. All these benefits could become a reality only in a situation where there are proper perceptions among all the actors.

In the study conducted on school-based supervision in Israel, Bluberg (1980:5) found out that teachers' perceptions of supervisors were negative, and teachers believed that supervisors were not of any valuable assistance and supervision was used as a means to control and exert power. Based on the findings of this study Bluberg (1980:5) reached at two major conclusions. The first is that much of what occurs in the name of supervision in the schools constitutes a waste of time, as teachers see it. The second is that the character of relationship between teachers and supervisors can be described as a private cold war. Neither side trusts the other, nor is each side convinced of the correctness of the process (P. 5).

In our context, however, it seems very difficult to speak about benefits secured from school based supervision, the practice and teachers perception of supervision. This is particularly in Afar Regional Sate. To the knowledge of this researcher, no attempt has been made so far to investigate how school-based supervision is being practiced in the region. Nevertheless, as a teacher in the same region, personal observation of the researcher show that in some places teachers seem to lack clear understanding of the concept of school

based supervision. They may lead them to misinterpretation and consideration of school-based supervision as evaluation. This wrong perception may even affect the practice and the relationship between the supervisors and the teachers. It is worthwhile, therefore, to investigate the practice of school-based and teachers' perception and related issues in the aforementioned regions. To this end, the following research questions have been addressed by the study.

1. How is school-based instructional supervision being practiced in secondary schools?
2. How do secondary school teachers perceive school-based instructional supervision?
3. What are the major factors affecting the practice of school-based instructional supervision in secondary schools?

1.3. Objectives of the Study

1.3.1. General Objective

Secondary school teachers aim this study at surveying the perception and practice of SBS.

1.3.2. Specific Objectives

The specific objectives of the study are to:

- find out the perception of teachers' toward inbuilt supervision
- examine how inbuilt supervision practice in secondary schools
- identify the major factors affecting in conducting in-built supervision
- identify how and when in-built supervision is conducted

1.4. Significance of the Study

The major purpose of school-based instructional supervision is to develop the skill and knowledge of teachers required to make the teaching learning process more effective. Hence, the researcher believes that the findings of this study have the following significance:

1. It could enable educational officials and other authorities of the zone to gain valuable information about teachers' perception towards school based supervision and also know how they practice it.
2. It is also believed that, policy makers and higher educational officials consider the problems encountered in conducting school based supervision and take the necessary measures to increase the capacity of teachers and their perception towards it.
3. It may help teachers to reflect on their own attitude towards school-based supervision
4. It may scratch the problem by providing a green light for practical action as well as initiate other researchers to undertake detailed research on the problems at national level.

1.5. Delimitation of the Study

To make the study manageable and focused, the researcher delimited his study to Zone One and to three secondary schools of Afar Regional State. One of the reasons for delimiting the study to Zone One and these secondary schools is that out of the total secondary teachers (135) in the region, only 80(59%) are qualified for the level while the rest 55 (41%) are uncertified for the secondary school. From those uncertified teachers, above 50% are found in Zone One. The researcher thinks that school-based supervision has especial contribution where teachers, because of their level of qualification, require professional support.

On the other hand, the researcher confined himself to the investigation of teacher's perception, the practice of supervision and factors affecting the practice. In this study, the researcher didn't consider private schools and didn't focus on external supervision.

1.6. Limitation of the Study

The researcher encountered some constraints while carrying out this study. One of the major problems was shortage of finance and high temperature to conduct the study in some secondary schools. In some cases, getting filled questionnaire on time was also a challenge in Zone one of Afar region. This forced the researcher to stretch data collection time over a number of months than it might in some other places. In all cases, the researcher attempted to make the study as complete as possible.

1.7. Operational Definitions of Term

Perception: is the view, opinion or understanding of teachers towards in built instructional supervision.

External supervisors: are those supervisors from the zone or regional bureau and supervise all the school activities including facilities of the schools.

In-built (school based) supervision: refers to a supervision that is conducted at school level by principals, vice principals, department heads as well as teachers among themselves.

Instruction: refers to teaching-learning process through which the curriculum is translated in to practice.

Instructional supervision: is the set of activities designed to improve the teaching learning process.

School-based supervisors: are internal supervisor's i.e., principals, vice principals and department heads at school level.

Supervisee: Secondary school teachers to be supervised.

1.8. Organization of the Study

This study has five chapters. The first chapter deals with the problems and its approach. Then the review of related literature appears in chapter two. The third and the fourth chapter treat the research methodology and presentation and interpretation of the data respectively. Finally, the fifth chapter presents summary, conclusions and recommendations of the study. Bibliography and appendixes are also attached at the end.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The major components of any education system are supervision, teaching and learning (Montgomery, 1992: 2). In reality everything in the school system is designed for the ultimate purpose of stimulating teachers for learning growth, so that supervision provides administrative and pedagogical service primarily concerned with studying and improving the condition that surround learning and growth.

According to Paul, (2000: 7) through proper supervision teachers improve the way they work in the classroom regardless of the level and ability of the classroom teachers; there is always room for improvement. To this end effective system of school-based supervision has indispensable role to play. Cangelso; (1997: 352) indicated that the success of instructional practice depends on teachers' further developing those competencies from in service experiences. School-based supervision is a comprehensive on going process for facilitating teacher's professional growth and development primary by providing feedback about classroom instruction and helping teachers to use those feeds to improve their instruction.

It is also important that teacher's perception of supervision is valuable to improve teachers instruction. In this chapter literatures and perception of teachers towards school-based supervision are treated.

2.1. Meaning of Supervision

Supervision is many things for many people. To describe what supervision is many people in our education system use terms such as observation, evaluation, monitoring, controlling and even "fault finding. More recently terms like 'professional assistance', 'supporting teacher' have started to be

used. The former terms indicate some limited aspects or function or process of supervision and do not show a complete picture of supervision but rather limit its meaning and significance and often lead to negative interpretation. For example, many teachers view 'evaluation and control' negative as fault finding, denial of discretion, taking negative measures. Because of this the attitude of teachers toward school based-supervision tends to be negative.

Good (1973: 532) defines supervision as follows:

All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the situation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and method of teaching and the evaluation of instruction.

According to him supervision provides leadership to teachers and other educational workers. In fact we can not denial that, but this may leads teachers to develop negative attitude to supervision.

Harris, (1985: 2) define supervision as "a set of reasonably distinctive endeavors within the total context of the school operations. Adams and Dickey (1986: 119) have defined supervision as "making adequate supervision for all the conditions which are essential to effective learning through effective teaching." In the same reference supervision conceptualized as the process of brings improvement in instruction by working with people.

Glickman et al (1998, p. 45) said that the word supervision is derived from the two words "superior" and "vision". This origin leads itself to the idea that one party in supervision is more powerful than the others party.

This implies that less experienced teachers are inferior and the supervisors are superior to them, this idea lead teacher to develop negative meaning of supervision rather than helping and sharing experiences among them. By supporting this idea Drake and Roe (1999:21) described supervision as "the

over seeing and controlling, managing, administrating, evaluating or any other activity or process that is a part of running a school.

MOE (1994: 9) defined supervision as: the set of activities defined to attain educational objectives, to render the teaching-learning process effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth. Similarly Glatton in Mbanbia (1992: 104) defines supervision as "... a process of facilitating the professional growth of teacher, interaction and helping the teacher to make use of the feedback in order to make teaching more effective."

In summary, the overall definitions of supervision highlighted its role and function. Broadly, educational supervision indicates all the activities, functions, and nurturing conditions that are intended to help teachers to improve their instruction. The concern of instructional supervision is improving the teaching learning process by providing teachers with feedback. The general concern of school-based supervision is achieving school goals by solving problems teachers encountered in the teaching learning process at the grass root level and satisfying learners' need.

2.2. Historical Development of Supervision in the World

School enrollment increased significantly during late 1800s and the early 1900s spurred by industrialization Pierce, (1935:6). As school enrollment increased, many people began to question who would control school. Supervision in public education began in the eighteenth century (in USA). Alfonso et al (1975) indicated that "lay man were given the responsibility of making instructional tours of the schools in order to evaluate school facilities, up keep and the progress of pupils" (p. 15).

Dickey (1948) summarized this early period by stating that "the first attempts at supervision were characterized by three fundamental approaches:

1. authority and autocratic rule;
2. emphasis up on the inspection and weeding out of weak teachers; and
3. conformity to standards prescribed by the committee of laymen (p. 8)

According to Lucio and McNell (1979:23-24) the history of modern school supervision shows that in the first quarter of the century supervision was, in general dominated by a classical view of people and instruction. Teachers were regarded as instruments that should be closely supervised to ensure that they mechanically carried out the methods of procedures determined by administrative and special supervisors (before 1920s).

In the second quarter of the century supervision was conceived as the practice of human relations (1930-1940s).

As Frankin Bobbit pointed out, by 1913 the world of material production saw the possibilities of “scientific management” and the school leaders were proposing the application of organizational principles to the school supervision. Scientific management proposed to alter the personal relations between supervisors and teachers. Instead of the supervisor directing the methods of the teacher in personal and arbitrary manner, the primary tasks of the scientific supervisors was to discover educational “laws” and apply them through the labors of the teachers (scientific supervision pp.7-9).

The late 1920s saw further protest against imposition of a curriculum and methods by personal authority of administrative officers, writers began to conceive of supervision as guidance rather than inspection. (supervision as democratic human relations) by George Ckyte (1930:45) with the advent of scientific management school supervision emerged based on a set of measurement and units of accomplishments, at the individual, school, and system wide level. The focus of educational supervision became one of assisting teachers with classroom instruction by “reutilizing various of instructional activities and standardizing the curriculum” (Beach and Reinhartz, 2000: 32).

Following this period, a movement to wards providing help and assistance to teachers began to emerge. Pajak (1993) described the movement by stating, "Dewey's notion of cautiously reasoned cooperation and focus on problem solving, rather than on rules generated science, became a major guiding principle of supervision leadership" (p. 164).

With the launching of Sputnik I by the Soviet Union in 1957, supervision underwent numerous changes. Supervisors become curriculum specialist devoting extra ordinary amount of time rewriting, redefining, the strengthening the curriculum (Beach and Reinhartz, 2000). Much of the redefine meant consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides. Pajak (1993) concluded that supervision was seen as a change agent whose main function was to bring about social change through curriculum implementation. Bolin (1986) further noted, "Instructional supervisors were looking at the curriculum as the focal point of school improvement and seeing the teacher as instrumental to curriculum implementation (p. 27). Supervision during the 1970s began to take the form of the clinical models. Cogan (1973) developed a clinical model for educational supervisor.

Supervision was becoming the process that facilitated the emergence of leadership in others. According to Pajak (1993), a "drastic redefinition of supervision occurred during 1960 due to a greater federal role in education, an increase in the size and complexity of schools and school districts, and the institution of collective bargaining in many states (p.4). Goldhammer et al (1980) stated:

Admittedly, supervision in the 1970 and in the 1980 cannot be neatly categorized in inspection practice. Supervision cannot become be neatly 1900, still linger in more than isolated situation, and classroom demonstration continue to serve exclusively in too many situation. For the most part however, supervision today and actually the past 25 years and

longer embraces a wide varieties and personnel directed towards a major goal: the improvement of instruction (P. 14). Inclusion teachers in the process of instructional supervision bring the history to its status.

2.3. Historical Development of Supervision in Ethiopia

From the introduction of supervision up to the present time, it passed four stages. According to Haileselassie (2002: 4-10), MOE, 1974 E.C p. 4), MOE, 1987 E.C p. 4), (MOE, 1979 E.C), Those stages with their events shortly are presented as follows:

Period	Events/Descriptions
1 st 1934 E.C -1954 E.C	<ul style="list-style-type: none"> - Supervision was introduced in 1937 E.C by British educational scholar. Its name was inspection. Number of students, teachers and schools increased. - Role of inspection was to realize the polices of the ministry was applied as intended (controlling). - In 1943 E.C the 1st inspectors training program was started in AAU.
2 nd 1955-1973 E.C	<ul style="list-style-type: none"> - In 1955 the department of inspection was replaced by supervision. - The concept of inspectoral leadership was changed to supervisory leadership. Reasons: <ol style="list-style-type: none"> 1. The objective of inspection was only to control teacher's activities. 2. Many Ethiopian who had good education in supervision came from American. 3. British Educational advisors were substituted by Americans. - Role of supervision- giving guidance or assistance to the teachers.
3 rd 1974-1985 E.C	<ul style="list-style-type: none"> - In 1966 E.C their was a change in the political system and inspection take the place of supervision.
4 th 1986 E.C	<ul style="list-style-type: none"> - To the present – The introduction of ETP brought back again supervision to the place of inspection. - The education system becomes decentralized. - Supervision is restructured in to two groups i.e. in the school system (school-based supervision) organized by principal, deputy principal, department heads and senior teachers. Whereas out of school (external) supervision is organized at the central, regional, zonal and woreda level.

In short, the four stages can be summarized as: inspection → supervision → inspection → supervision.

Generally, from the introduction of supervision in Ethiopia from 1937 E.C to the present it passed a lot of problems to improve the teaching learning process. However, now it also requires much effort of the government and the concerned bodies to achieve the objectives of our educational system in a broader sense.

2.3.1. The Duties and the Responsibilities of School-Based Supervisor

Nowadays, where schools are decentralized (engaged in shared government) supervision would play a decisive role in accomplishing the desired objective of instructional program. According to the document prepared by MOE (in 1994 E.C), the tasks that should be carried out by school based supervisors or the duties and the responsibilities of school-based superiors are:

i) School Principals

1. Organize the necessary materials needed for teaching learning and facilitate supervision.
2. Give professional assistance to teachers on problems encountered in teaching-learning process and thus to ensure the fulfillment of the educational objectives and supervise teachers
3. Coordinate the teachers and the community for the evaluation of teaching learning process to enhance the improvement of the educational programs
4. Recognize the program of supervisors and supervising teachers
5. Evaluate the interaction of the school and the community to search a means to strengthen it etc.

ii) The Role of Vice Principal

Vice principals are those who is more intimate to support teachers in teaching-learning process and they are expected to perform the following

1. Give over all instructional directives to staff members and conduct SBS.

2. Evaluate lesson plans and conduct classroom observation to insure whether the annual and weekly lesson plans are implemented
3. Organize department heads to supervisory activities and evaluate the work done
4. Ensure whether the curriculum is implemented in accordance with the needs of the society etc.

iii) Department Heads as Supervisor

Because of their accumulated knowledge, skills and abilities in the particular subject; as well as in the over all educational system acquired through long service or experiences, the department heads have the competence to supervise educational activities. Those listed below are supervisory activities to be undertaken by the department heads:

1. Coordinating and evaluating teacher performance
2. Give orientation to newly assigned teachers, and evaluate the job performance.
3. Select teaching materials and provide for teachers to use them.
4. Coordinate evaluation of the department curriculum and organizing workshop, conferences, seminars etc to tackle identified problems of the curriculum
5. Initiate teachers to participate in action research and arrange new method to be applied in teaching learning process
6. To solve problems in curriculum, arrange short-term conference, meeting, conduct classroom observation. etc

2.4. Purposes and Intents of Supervision

A survey of the literature dealing with supervision uncovers many definitions and purposes and “these range from a custodial orientation to humanistic orientation” (Wanzare and Da Costa, 2000: 47). Sergiovanni and Starratt (1998) believed that supervisory activities needed to include processes that include the teacher’s knowledge, skills, and ability to make better informed decisions

or to become active researchers into their own teaching methods as part of the supervisory process. Thus, the purpose of instructional supervision is to focus on teachers' instructional improvement which in turn, improves student's academic achievement. Some of the purposes and intents of supervision are described as follows.

2.4.1. Supervision as a means to Improve Instruction

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000:40). For instruction to improve, staff development, self evaluation and fostering curriculum development must be included, in the supervisory processes. According to Calabrese and Zepeda (1997:15) supervision is "linking the facilitation of human growth to that of achieving goals."

Teachers need to be given the opportunity to expand their individual teaching and learning base if the organization is going to succeed. One way that in which the schools as an organization can grow can be achieved through teacher development. According to Wanzare and Decosta (2000: 50) who cite others, there are four key strategies for enhancing the professional growth of teachers which include.

- 1.st the establishment and subsequent administrative support, and provision of guidance for a systematic, ongoing staff development program and Supported by modeling, coaching, and collaborative problem solving.
- 2nd teachers need to engage, both individually and in groups, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students.
- 3rd supervisors should match appropriate supervisory opportunities to teachers' level of development needs. The ultimate goal of supervisors should be to enable teachers to be self-directed (Glickman, et al 1997).

4th organizational leaders should work to establish a culture that values professional, collegial interactions among participants (eg. team teaching, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning.

2.4.2. Supervision as a means to Promote Group Development

Another intent of supervision is to provide a climate that fosters change through group developed. According to Johnson and Johnson (2000): our personal identity is derived from the way in which we are perceived and treated by other members of our groups we learn, work; worship and plan in groups. Our life is filled with groups from the moment of our birth to the moment of our death (p. 8). One can surmise that motivating groups and providing proper training for work with in a group is important to supervision.

Bales (1953:23) indicated that an effective group consisted of two parts: the task and the person. The task stands for the content and purpose of the group meeting or what is to be accomplished. The person stands for the interpersonal process and the satisfaction teachers receive from working with each other.

Sergiovanni and Starratt (1998) found “groups provide the means to enable teachers to construct their realities and finding meaning and significance. This allows for teachers to find satisfaction in work and work to full potential” (P. 186).

Supervision is as a parallel process to staff development Olva (1984) defined supervision as “a means of offering to teachers specialize help in improving instruction” (p. 9), with follow up assistance after the classroom observation has occurred. So that this indicates that supervision promote group development.

2.4.3. Supervision as a means to Improve the Curriculum

Reinhartz (2000) suggested “by becoming stake holders in the curriculum development process, teachers being to recognize it as one of the vital ingredients of the instructional life of schools and individual classrooms” (P. 187). Supervisor’s role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact everyday instruction and student achievement (Sardo Brown, 1988:187).

2.4.4. Supervision as a Means to Promote Inquiry

The final intent of supervision is to promote teacher inquiry, and action research is one such method that can be utilized to promote inquiry. According to Lewin (1984) “as people plan changes and engage in real activities, fact finding should determine whether success is being achieved and whether further planning and action are necessary” (p. 206). Action research was defined by Glanz (1999:10) as “a kind of research that has reemerged as a popular way of helping practitioners, teachers, and supervisors to better understands their work.”

According to Humbbard and Power (1993: 2) Teachers through out the world are developing professionally by becoming teacher researchers, a wonderful new breed of artist’s in residence. Using our own classroom as laboratories and our students as collaborators, we are changing the way we work with students as we look at our classrooms systematically through research.

2.4.5. Supervision as a Means to Promote Teacher Autonomy

Autonomy is defined by Mish (1991) as “the quality or state of being self governing” (p. 77). As autonomy relates to teaching ‘Teacher autonomy rests on freedom from scrutiny and the large unexamined right to exercise

personal preference where trial and error serves as the principle route to competence (Little, 1990: 513). Blasé (1994) referred to autonomy as 'the degree of freedom that the teachers have in determining their work processes, and innovation refers to the design and implementation of experimental processes and new content for use in the class room (P. 72).

According to Blasé, autonomous teachers:

1. Are largely in control of instructional area of classroom life (eg. Teacher determines the risk they were willing to assume in curriculum and instructional innovations).
2. Generally controlled non instructional areas of class room life (such as disciplinary matters).
3. Determine needs for and access to additional but necessary supplies and materials (p. 73).

2.5. Meaning and Focus of Instructional Supervision

Instructional supervision is a service to teachers, both as individual and in groups. To put it simply, instructional supervision is a means of offering to teachers specialized help in improving instruction.

It is a professional way to help teachers to grow by providing them objective feedback on their performance and engaging them in various individuals and collaborative activities intended to improve instruction. It helps to identify and solve instructional problems and to form a positive attitude about continuous professional development. By no means, instructional supervision is evaluation or inspection. Successful instructional supervision system tries to maintain a distance between the two functions.

Beach and Reinhartz (2000:233) define instructional supervision as a process that centers on instruction and provides teachers with feedback on their teaching so as to strengthen instructional skills to improve performance. This

shows that instructional supervision focus on the improvement of teacher's instruction by providing feedback on their classroom teaching.

On the other hand Congelosi (1991: 6) defined instructional supervision as "helping teacher to be more effective with their students: similarly, (Harris, 1985: 10) defined that, instructional supervision is what the school personal do with adults and things to meaning or change the school operation in ways that directly influence the teaching processes employed to promote pupils learning. General instructional supervision is a process of improving the teaching-learning process by giving support to the teachers.

2.5.1. Approaches to Instructional Supervision

According to Cogan (1973: 8-10), there are a variety of approaches in implementing instructional supervision. They provide options for instructional supervision to be used depending on the needs and circumstances of teachers. These are clinical supervision, collegial supervision, self directed supervision, informal supervision and inquiry based supervision.

2.5.1.1 Clinical Supervision

Means a supervision that is conducted in class (schools-based). According to Gold hammer, Anderson, and Krajewski (1980) clinical supervision was:

An approach of instructional supervision which draws its data from first hand observation of actual teaching events and involves face-to-face interaction between the supervisor and teacher in the analysis of teaching behavior and activities for instructional improvement. (p. 19-20).

Beach and Reinhartz (2000) indicated; if schools are to improve the quality of instruction, it will be at the local building level (school- based) with the teacher at the heart of the improvement process (productivity through people)" (p.29). This indicates that for the improvement of instruction conducting school-based supervision (in school supervision) is very

important. One of these approaches is clinical supervision. Clinical supervision focuses on the improvement of teachers' performance through direct interaction of supervisors and teacher in natural settings. Clinical supervision is carried out through a series of five stages that are repeated to form an on going cycle. The five stages are pre-observation conference, observation, analysis and strategy, post observation conference and post conference analysis.

The five stage of clinical supervision was developed by Morris Cogan (1973:8-11) and each of the stages is shortly described in the table below.

Phase	Purpose
1. Pre- observation conference	<ul style="list-style-type: none"> - Involves the discussion between the supervisors and teacher before class observation. - Get to know each other and the situation in which the teacher will be observed. - Exchange expectations and possible fears. - Agreed up on : - the lesson(s) that will be observed <ul style="list-style-type: none"> -What data will be collected -How the data will be -Rules to be followed during the observation -Inform supervisor about: <ul style="list-style-type: none"> - Topic and learning objective - Lesson plan
2. Classroom observation	<ul style="list-style-type: none"> - Observe the performance of the teacher and students - Collect data on agreed up on concerns
3. Analysis and strategy (preparation for post observation conference)	<ul style="list-style-type: none"> - Analyze the data obtained during class room observation - select the specific points to be discussed in post observation conference.
4. Post- observation conference	<ul style="list-style-type: none"> - Share observations and reflections - Discuss possible improvements - set goals for the next supervision - develop a plan on how to achieve the goals.
5. Post- conference analysis	<ul style="list-style-type: none"> - Evaluate the process and out comes - Reflect on own supervisory behavior,

2.5.1.2. Collegial Supervision

Is defined as a “ moderately formalized process by which two or more teacher agree to work for their own professional growth, usually by observing each other’s classroom, giving each other feedback about the observation and discussing shared professional concerns. This help teachers

to share their experience with out any fear among themselves at the grass root level (school-based).

Collegial supervision might take five different forms:

Forms	Purpose (description)
1. Professional dialogue	- To enhance reflective practice - Teachers can engage in guided discussions focusing on teaching as a process of thinking.
2. curriculum development	- Teachers can work together on such themes as how to operational zing the existing curriculum.
3. peer supervision	- Teachers observe each other’s teaching followed by analysis and discussion
4. peer coaching	- Teachers can engage in collaborative development and practice of new teaching methods and skills.
5. action research	- This involves collaborative study to problems being faced and the development of feasible solutions that results in change in one’s teaching practice.

Generally, collegial supervision extends supervision well beyond classroom observation. It provides a setting in which a teachers can informally discuss problems they face, share ideas, help one another in preparing lessons, exchange tips of advice and materials, and provide other support to one another.

2.5.1.3. Self Directed Supervision

As Goldhammer, et al (1980:213) suggested that: In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. They might, for example, develop a yearly plan that includes targets or goals derived from an assessment of their own needs. The supervisors are expected to ensure that the plan and the selected improvement targets are both realistic and attainable.

2.5.1.4. Informal Supervision

Is comprised of the casual encounters that occur between supervisors and teachers. It is characterized by frequent informal visits to teachers' class rooms, conversations with teachers about their work, and other informal activities. Typically no appointments are made and classroom visits are not announced because they are considered as the normal part of the work flow of the school.

2.5.1.5. Inquiry Based Supervision

According to Sergiovanni (1998:79) inquiry-based supervision in the form of action research is

An option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers working together to solve problems. Now the idea of the teacher-researcher is widely recognized. A teacher-researcher is an observer, a questioner of his/her teaching, a learner and a more complete teacher.

Generally the above five approach of instructional supervision are used at the school/ school-based/ to improve the quality of teachers instruction and to create a well-concerned citizen at the national level.

2.6. Teachers Perception towards School-Based Supervision

Definitions of perception on the web can be described as follows:

- Perception is the feelings, attitudes, and images people have of different places, peoples, and environments. (www.mdk12.org/mspp/vscl/glossary.shtm/).
- Perception is the opinion of an individual or group of people. (servicedesk.unimelb.edu.au/phtml).
- Perception is the process of becoming aware of some thing through the sense and achieving understanding of it; the process of interpretation based on sensation. (herkules.oulu.fi/lisbn.html).
- Perception is the way in which individuals analyze and interpret incoming information and make sense of it. (wps.pearsoned.co.uk/glossery.html).

Similarly, Rue and Byars (1990:119) define perception as:

“Perception refers to how people view situations; experience, personality, and method of communication affect a person’s perception.” Because these factors differ each person’s perception is unique. This explains why two people can view the same situation in entirely different ways and why message may be received and interpreted in a manner entirely different from what was intended.

Generally, perception is the feeling, attitudes, views, opinion and the understanding of people to some thing. Teachers have different opinion/view to school-based supervision.

School-based supervision was defined by Savar and Hashahar – Francis, (1999:203-223) as:

An instrument in the on-going process of cooperative planning which aspires to achieve school goals and solve problems in areas such as curriculum planning, improvement of teaching, alternative teaching methods, school environment, ties with the community, and all other areas deemed important by the school in its attempts to shape an educational context that fits learners’ needs.

As it is mentioned above school-based supervision is a supervision that takes place at the school level (in the school supervision) to solve problem teachers encountered during instruction and fulfill the needs of the learners to ensure quality education. School-based supervision helps the teachers to improve their teaching methods. In relation to this Barak and Waks (1997:179-90) said that “One major tool for improving school effectiveness and educational out comes is school- based supervision: School effectiveness can be achieved by helping teacher to acquire new instructional skills and new teaching methods to prepare for organizational change (Bland ford, 2000: 4) and to increase their self confidence and classroom efficiency school-based supervision plays a very great role. There fore school-based supervision is considered highly beneficial for self-managing (decentralized) schools intending to increase their effectiveness (Mtetwa and Thomposon, 2000:92).

As the educational system of Ethiopia becomes decentralized, the educational supervision program is restructured into two groups. These are within the school (school-based) system organized by principal, vice principal, department heads and senior teachers in school based setting. Whereas, out of school system is organized at the central, regional, zonal and woreda level both structures common responsibilities are to maintain the quality and the standards of education at various level and to provide professional and technical assistance. So that, educational objectives of the system would be achieved (Haileselassie, 1996, 46-46).

Here the major concern that the researcher focus is the perception of teachers towards school-based (in the school) supervision and on the supervisors who conduct school based supervision.

The perception of teachers towards instructional supervision is negative, because supervision during the early period focuses on controlling, and evaluation of teachers. Because of these and other reasons supervision is not a positive experience for teachers, Goldhammer, Anderson and Krajewski (1980) said that "Teachers generally dislike being the object of supervision. They tend to perceive school-based supervision as inherent in the administrative hierarchy and to see the supervisor as being some what of a threat" (p.14). This indicates that teachers perceive supervision as one aspect of administration and they view supervisors as those who control and evaluate them. McGreal (1983:115) declared that teachers have viewed supervision as being equal to evaluation, which is the determining factor in continued employment.

Evaluation is a reflective process of gathering data through formal and informal means and then making a decision for action (Drake and Roe, 1999: 280). Smyth (1998:216) said that supervision occurs through an isolated classroom visit in which data is collected which results in an objectives,

non judgmental, and non political appraisal of the teacher focused on improving instruction.

As Blumberg (1980) observed that the confusion between the intents, and the purpose of schools-based supervision, and evaluation resulted from supervisors being expected to assist teachers who might need help and then asked to make decision about the same teacher's continued employment on the basis of what was observed. He further noted that when a supervisor visits a classroom the teacher is "struggling to protect their territory while supervisors struggle to gain further access to it" (p.6).

For effective school based supervision there should be a good relationship between the teacher and the supervisors. In addition to this both sides have to distinguish the relationship and the difference between supervision and evaluation. In supporting this idea Hunter (1984:57) asserted that there were distinct difference between supervision and evaluation, with evaluation requiring only that teachers are assigned to categories indicating success or failure based on accumulated evidence.

Teachers view supervision for the sake of evaluation as often being anything other than up lifting. Sergiouvanni and Starratti (1998: 88) said:

Teachers tell of being placed in win-lose situations of experiencing powerlessness, manipulation, sexual harassment, and racial and ethnical stereotyping. At best, their encounters with supervisors lead directly to evaluate judgments based on the skimpiest of evidence. At worst, they are destructive of autonomy, self-confidence and personal integrity, unfortunately, supervision as practiced by some supervisors is not only non professional it is dehumanizing the unethical.

Perceiving supervision for the purpose of control without support will not lead to quality improvement. Traditionally, it is assumed that quality parameter, can be externally determined and prescribed for all schools. It is this assumption that has led to over emphasis on the control dimension of supervision. Supervision has to be a participatory process in which the

supervisors directly get involved in classroom teaching work. Through this approach, the supervisor will be able to gain a more authentic view of the instructional process and be more realistic in proposing change and improvement in the functioning of the teachers. Traditionally, supervisors tend to consider their task to be one of controlling the activities of the school in general, and monitoring and evaluating the work of the teachers, in particular. Furthermore, this control-oriented approach to inspection and supervision is not always appreciated by the teachers. So that the roles and function of the supervisors to accommodate both control and support-oriented activities. Consequently, teachers do not perceive the supervisor as an outside authority coming to inspect and find fault, but as some one who is directly concerned with guiding the teachers and improving their performance. Integration of supervision with support services to teachers, have helped to raise the confidence of the teachers and has also created a feeling of security that there is some one to rely up on. Generally, supervisors must be both skillful and fair minded, and their work must prove that supervision means help.

↓ Generally perceiving evaluation as equal to supervision can develop teachers to have negative attitudes towards school-based supervision.

The second factor to develop negative opinion towards in school supervision is the question of trust. Trust is defined by Covey (1989: 31) as “the emotional bank account between two people that enables them to have win-win agreements, and is the root of success or failure in business, industry, education and government”. Schmuck and Runkel (1994:98) defined trust as “a quality that is built very slowly and in small increment, is established more by deeds than by words, and is sustained by openness in interpersonal relations”.

Supervisors must work to establish a “trust account” with teacher because without trust, they are limited as leaders (Sergivanni and Starratt, 1998:203). Teachers and supervisors should have a trust between them to

develop effective school-based supervision, otherwise, "when the trust level is low, group members will be evasive, dishonest and inconsiderate in their communications: (Johnson and Johnson, 2000: 420). Similarly with the absence of trust, motivating teachers become a series of trades: where by the supervisors give to teacher things that they want in exchange for compliance with the supervisors requests and requirements. This in turn, results in the further bureaucratization of the working of teaching, reinforces the supervisors superior moral standing, place further emphasis of self interest oriented motivational strategies and so perpetuates this regressive cycle (Sergiovanni and Starratt, 1998: 204). So that teachers have to trust their supervisors to develop positive views towards school-based supervision and instruction. The climate that is fostered by mistrust is one that produces an educational environment in which no real progress toward improvement in instruction can be made. Therefore, when teachers cannot trust their supervisors, their ability to deliver quality instruction is seriously impaired.

It is very important that teachers' perception of supervision is valuable to improve teachers' instruction. Since the objective of supervision is to improve the competence of teachers, it is imperative to consider teachers' perception of supervision. However, (John, 1980: 158) has noted that teacher's anxiety and frustration almost emanated from supervisor system, which regarded as unreliable and imposed on them from higher authorities. Similarly, Montogomroy and Hadfield, (1989:7) reveal that "Too many teachers have experienced supervision by imperious person...Who had left a set of notes of weakness for them to correct before the next visit." But supervision is not a fault finding; rather it is used for improving the quality of instruction to create well concerned citizenship.

Most teachers have difficulty in facing up to negative feedback about their performance. Likely, Castetter (1981:277) have shown that, insecurity, frustration, fear, anger, tension can often stem from supervisory activities.

Teachers who have developed a negative attitude towards supervision result, whether they are rating high or low do not improve their performance John (1980:159). This shows that if there is no trust/believes between a teacher and the supervisors, teachers develop negative attitude towards school-based supervision.

In general these impeding factors of supervisory activities believed to be reduced by creating awareness on teachers about the main objectives of school-based supervision, which is not a fault finding activity rather it is an instrument to help teachers to improve their instruction as well as to develop their personal professional growth.

2.7. Factors Affecting School-Based Supervision

Instructional supervision which takes place at the school level can be affected by many factors. But here the researcher focuses on some of the major factors. Supervision is an essential managerial activity which enables the schools utilizes their work effort effectively and efficiently. When skillfully and properly carried out, it increases teachers' efforts towards achieving their goals. School-based supervision requires a well qualified supervisor. In supporting this idea, Mbamba (1992:107) said that "supervision is a complex process which demands high educational and professional qualification." This can be obtained through training. Training of supervisors (principals, vice principals, department heads) is one of the major factor that affect effective schools-based supervision.

2.7.1. Training

Training is a very essential factor for any organization to be effective in their mission. In line with this ILO (1973:71) suggested the importance of training as: It provides people with knowledge, skills and attitude; it promotes self reliance and self respect; and it help to raise their productivity and thus contributes to the general development of the nation. So that school

supervisors have to keep themselves up to date in order to provide proper guidance and support to the teachers. But if well untrained and experienced teacher are assigned as school supervisors, they will not capable of addressing the mission of school-based supervision, and they lead teachers to develop negative attitude to inbuilt supervision. Placing those teachers in supervisory position with out adequate knowledge and competence to the area creates a negative image of supervision to others. Similarly Harrision (1968:15) pointed out that:

Person has been placed in supervising position without sufficient preparation for the job.... In adequate supervision often worse than none at all, since it provides little or not assistance and may actually harm the relationship between classroom teacher and school administration.

Generally, skilful school-based supervisors have a potential to improve the teaching learning process at the school, by creating a working atmosphere among teacher and by providing good educational support to the teacher. Otherwise the teachers develop negative attitude to school-based supervision because of their wrong practice of supervision. So that to avoid this problems workshops, seminars, symposium have to be arranged for supervisors to upgrade their advisory status and to create good instruction in the classroom.

2.7.2. Teachers Perception towards Supervision

Another factor which affects in conducting SBS is the perception of teachers to supervision. One of the major objectives of SBS is to improve classroom instruction. However during class room observation teachers have shown in security, frustration, fear, anger, tension, etc can often stem from wrongly practicing of supervision. (Casteter 1981:277). So that if teachers are not perceiving SBS positively. It is very difficult to achieve the goal of supervision as it was intended.

In general, those factors have to be eliminated by creating awareness on teachers about the importance of SBS clearly and by developing mutual understanding about SBS.

2.7.3. Relationship (communication) between Supervisors and Supervisee

Communication is defined by Rue and Byars (1990: 7-8) as: “the process by which information is transferred from one source to another and is made meaningful to the involved sources: supervisors must communicate with individuals and groups in the organizations.” In the same source, the supervisor’s work can be examined in terms of the type of skills required. Four basic types of skill have been identified

- a) technical skill: refers to knowledge about such things as machines, processes, and methods of production
- b) Human relation skills: refers to knowledge about human behavior and the ability to work well with people.
- c) Decision-making and problem solving skills- refers to the ability to analyze information and objectively reach decision.

All these skills need good relationship among the supervisors and the supervisee.

The importance to be attached to the study of communication was anticipated by Elton Mayo (1945: 22) several decades ago:

Social study being with careful observation of what may be described as communication: that is, the capacity of an individual to communicate his feelings and ideas to another, the capacity of groups to communicate effectively and intimately with each other. This problem is beyond all reasonable doubt, the most outstanding defect that civilization is facing today.

Underlying much of the study of communication is the recognition that

i) Communication makes social life possible, ii) social organizations can not exist with out effective communication and iii) when communication among individuals fails their capacity for effective cooperation and productive effort also fails.

Communication processes are central to the life and effective functioning of schools. Some of the important components of a generalized communication system, helpful to a supervisor's working knowledge of all aspects of communication processes, have been set forth clearly by Miller.

For effective teaching-learning process smooth relationship/ good communication skill is necessary between the supervisor and teachers. A good supervisor is one who is capable of communicating with teachers in order to provide necessary guidelines and assistance to them for professional improvement. Without such knowledge, it will difficult to function effectively (Singhal, 1996:86).

Common share of understanding of teachers and supervisors on the issue or problems of school-based supervision leads to successfulness. Hence, supervisors have to be in a position to create smooth communication with teachers to meet the goal of the organization/ school).

Supervisors have to make teachers free to express problems they encountered during instruction by avoiding anxiety and frustration which stem for inadequate communication skill of supervisors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the way in which the study was designed and conducted in the selected sample secondary schools in the Afar National Regional State. It includes the research design, source of data, sampling techniques and the sample population, data collection instrument/ tools and method of data analysis.

3.1. Design of the Study

The groups of research design are quantitative and qualitative research unlike the qualitative research, the quantitative research comprises of those studies in which the data concerned can be analyzed in terms of number. It contains descriptive surveys which is concerned with investigative the relationship that exist between or among variables (Best et al 1993: 81). The study has employed descriptive survey research approach of the quantitative category.

3.2. Method of the Study

The purpose of this study is to examine the views of teachers toward school based supervision, the current practice and the major problems faced in its implementation at secondary schools. The research methodology employed here is descriptive survey methods. Because this method help to gather data from relatively large number of population at a particular time.

3.3. Source of Data

Data were colleted from both primary and secondary sources. The primary data for this study were collected through questionnaires, interview and focus group discussion from teachers, external supervisors, principals, vice

principals and department heads/senior teachers, from the three secondary schools in zone one of Afar Regional State. Here the respondents are categorized in to three. These are supervisees, school based supervisors and external supervisors.

For the secondary data, relevant books, reports, journals, etc, which shows the practice of school based supervision were reviewed in the literature part and analysis to support the finding of the study.

3.4. Sampling Techniques and the Sample Population

3.4.1. Sampling Techniques

The sample of the study covers 3 secondary schools from the total of 6 secondary schools (government schools) in the region. This comprises 50% of the total secondary school functioning in the region. The total number of secondary school teachers in the region is 135, out of this 90 respondents which comprises 66.7% of the total population in the region are found in zone one. From the three schools of Zone One 64 teachers and 16 internal supervisors were selected to fill the questionnaire. Seven department heads who participated in FGD, 2 principals and one external supervisor who were interviewed were also included in the sample.

In selecting 64 teachers (47.4% of the teachers in the region) from each school, simple random sampling technique was used with the assumption that it could help to avoid bias. All principals, vice principle, department heads and teachers from the selected school and external supervisors from regional level were purposely included in the sample, because of their position and involvement in the education system in the zone. Both in terms of sample schools and the respondents, the sample size is assumed to be reasonable to represent the whole population and to be manageable for this study.

3.5. Data Collection Instruments

Both quantitative and qualitative data were gathered using different tools. Employing different method of data collection helps the research to combine the strength and amend some of the inadequacies. For the quantitative data the instrument is questionnaire, and for qualitative data, interview and focused group discussion were used. Data obtained through the open-ended questions were also used in the qualitative analysis.

3.5.1. Questionnaire

Questionnaire that comprises both close-ended questions and open-ended questions were employed here as the main instrument to collect data from teachers.

3.5.2. Interview

Interview was conducted to obtain qualitative data from Zone One educational supervisor and principals. These interviewees were taken not only because they are few in number but also because of their positions and accumulative supervision experience in describing the perception of teachers towards in-built supervision

Interview questions were structured around a set of key issues that were identified in the literature regarding the practice of school-based supervision and teachers' perception. The use of unstructured interview strategy enabled the researcher to get better exposure to personal perspectives of the interviewees and their deeper thoughts, emotions and ambitions.

3.5.3. Focus Group Discussion (FGD)

The FGD was held in one-sample school with department heads who were not used as respondents for the questionnaire. The purpose is to supplement and enrich the information that is drawn by questionnaire and interview. Department heads that are not included in the interview and questionnaires,

participate in the discussions. A group, which comprises seven members from sample school, has taken part in FGD. Probing questions to the supervisors followed the discussion.

The questionnaires, interview and focus group discussion were set and administered/conducted in Amharic for clarity of information and easy communication between the researcher and the respondents. In fact, all have the English versions.

3.6. Methods of Data Analysis

In this study, both quantitative and qualitative analytical procedures were employed. In conformity to this, Flick (2002: 35) suggested that quantitative and qualitative methods should be viewed as complementary rather than as rival camps. Accordingly, percentage and frequency counts were used to analyze scales related to the perception of teachers. Information generated from the interviews, focus group discussions and open ended questions were presented and described qualitatively.

CHAPTER FOUR

PRESENTATIONS AND ANALYSIS OF THE FINDINGS

This chapter deals with the presentation and analysis of the data collected from respondents. The chapter contains two main parts. Part one presents the characteristics (sex, age, current position, educational qualification, and total years of experience) of sample population involved in the study.

In part two of this chapter, Teacher's perception of school-based supervision, the practice of school-based supervision and factors affecting implementation of school-based supervision were analyzed based on the data collected from the supervisees and the supervisors.

4.1. Characteristics of Respondents

As mentioned above, the total number of respondents was 90, out of which 64 were supervisees (teachers) and 16 were school-based supervisors who responded to the questionnaire administered to them. In addition to the questionnaire, 7 department heads participated also in FGD. Interview was conducted with two principals and one external supervisor.

The background information (sex, age, current position, educational qualification, total years of experience) are summarized in table I and II.

In table I, the biographic data of the respondents were grouped or divided under supervisees (teachers) and supervisors (principals, vice principals, and department heads).

Table I: Characteristics of respondents

No	Variables Characteristics		Supervisees (No=64)		SB supervisors (No=16)	
			N	%	N	%
1	Sex	M	61	95.31	15	93.75
		F	3	4.79	1	6.25
2	Age	From 21-25 years	28	43.75	1	6.25
		26-30 years	20	31.25	6	37.5
		31-35 years	10	15.63	5	31.25
		36-40 years	4	6.25	1	6.25
		41 and above	2	3.12	3	18.75

The above table shows that 61 (95.3%) of supervisees and 15 (93.8%) of supervisors are males. The remaining 3(4.8%) supervisees and one supervisor (6.25) are females. This shows that the participation of female in the sample schools as teachers (supervisees) and supervisors is far below their male counter parts. This reveals the number of female participation in the study area; particularly in the sample school is low, thus, the proportion of their representation found to be low.

Regarding the age of respondents, 28 (43.75%) and 6 (37.5%) supervisees and supervisors were between the age of 21-25 years and 26-30 years respectively. Only 2 (3.1%) and 3 (18.8%) of supervisee and supervisor respondents were 41 and above years old. This reveals that the majority of the respondents are young.

Table II: Respondents Qualification and Years of Service in Teaching

No	Characteristics		supervisees (No=64)		supervisors (N=16)	
			N	%	N	%
1	Educational Qualification	12+ TTI	-	-	-	-
		12+2 (diploma)	34	53.13	-	-
		1 st degree	30	46.87	16	100
		2 nd degree	-	-	-	-
		Others	-	-	-	-
2	Total years of experience	From 1-5 years	30	46.88	-	-
		6-10 years	5	7.81	1	6.25
		11-15 years	20	31.25	2	12.5
		16-20 years	5	7.81	10	62.5
		20 and above	4	6.25	3	18.75

As can be seen from table II, 34 (53.13%) of supervisees and 16 (100%) of the supervisors had diploma and degree respectively. Thirty (46.9%) of the supervisees had first degree. These show that over 50% of the teachers had no first degree though the grade levels they are teaching in require a first degree. This may imply the fact that the region has to give due attention to upgrade teachers' professional qualification and has to practice SBS to support teachers in their day-to-day professional activities.

Regarding the total years of experience in the teaching profession, 30 (46.9%) and 10 (62.5%) of the supervisees and the supervisors served for 1-5 years and 16-20 years respectively. Only 4 (6.25%) of the supervisees and 3 (18.8%) of the supervisors had 20 and above years of experience. It is understood that for the supervisors to give professional support to the teachers, they themselves should have more experience in the profession. Majority of the supervisees who had relatively shorter years of experience (less than ten years) may also need school-based supervision from well experienced supervisors to improve their day-to-day professional activity.

4.2. Teachers' Perception of School Based Supervision

As clearly pointed by Smyth (1989:216), school supervision occurs through an isolated classroom visit in which data is collected in an objective, non-judgmental and non-political approval of the teacher, focused on improving instruction. This means, school based supervision differs from evaluation, in that it is aimed at bringing about improved teaching learning process. This happens if and only if teachers perceive it as supporting mechanisms rather than considering it as evaluation.

In relation to this the following table depicts data related to teacher's perception of SBS.

Table III: Teachers perception of school based supervision (Key X=Mean value, p-Value=test of significance)

No	Items	supervisees (No=64)		supervisors (No=16)		Sig (2-tailed) p- Value
		N	%	N	%	
1	School-based supervision is mainly useful to evaluate teachers					
	Strongly agree	30	46.88	6	37.5	0.559
	Agree	26	40.62	10	62.5	
	Undecided	4	6.25	-	-	
	Disagree	-	-	-	-	
	Strongly disagree	4	6.25	-	-	
X		4.22		4.38		
2	SBS is an administrative routine					
	Strongly agree	22	34.38	2	12.5	0.147
	Agree	38	59.37	12	75	
	Undecided	-	-	-	-	
	Disagree	3	4.69	2	12.5	
	Strongly disagree	1	1.56	-	-	
X		4.20		3.88		
3	SBS is an important mechanism to control teachers					
	Strongly agree	28	43.75	6	37.5	0.655
	Agree	18	28.12	4	25	
	Undecided	2	3.12	1	6.25	
	Disagree	6	9.38	3	18.75	
	Strongly disagree	10	15.63	2	12.5	
X		3.75		3.56		
4	SBS is a faultfinding activity					
	Strongly agree	16	25	2	12.5	0.002
	Agree	28	43.75	3	18.75	
	Undecided	2	3.12	-	-	
	Disagree	12	18.75	2	12.5	
	Strongly disagree	6	9.38	9	56.25	
X		3.01		1.19		
5	SBS is monitoring mechanism					
	Strongly agree	4	6.25	-	-	0.003
	Agree	34	53.13	3	18.75	
	Undecided	1	1.56	-	-	
	Disagree	12	18.75	6	37.5	
	Strongly disagree	13	20.31	7	43.75	
X		3.06		1.94		
6	If properly implemented SBS can provide support for teachers					
	Strongly agree	26	40.63	8	50	0.311
	Agree	30	46.87	4	25	
	Undecided	6	9.38	-	-	
	Disagree	2	3.12	4	25	
	Strongly disagree	-	-	-	-	
X		4.25		4.00		

As indicated in table III, supervisee and supervisor respondents were asked about their view on the perception of teachers towards school-based supervision (SBS). The first item asks supervisee and supervisor respondents whether or not SBS is perceived as evaluation. Accordingly, 30 (46.9%) and 26 (40.62%) of supervisee respondents respectively “strongly agreed” and “agreed” with the item indicating that SBS is perceived as evaluation of teachers performance. The same item was rated as “strongly agree” and “agree” by 6 (37.5%) and 10 (62.5%) of the supervisors respectively. Moreover, at 95 percent confidence interval, the ANOVA test revealed that the mean value of 4.22 and 4.38 for the supervisees and supervisors respectively, shows that there is an agreement of both groups on the perception of SBS as evaluation. Besides, the associated p -value in the item test is greater than 0.05 level of significance, which indicates that there is no significant statistical difference between the views of both groups.

Previous research conducted by McGreal (1983) also revealed that teachers equate supervision (SBS) with evaluation. This was also observed in the sample schools. This implies that teachers need to have proper perception of SBS in order to benefit from school-based supervision and to improve instruction.

The next item in the table also asks whether SBS is perceived as administrative routine. Thirty eight (59.37%) and 12 (75%) supervisees and supervisors respectively “agreed” that SBS is perceived as administrative routine. Substantial number of supervisees (34.38.5%) and supervisors (12.5%) also “strongly agreed” with the view that SBS is perceived as administrative routine. Only 3 (4.69%) of supervisees and 2 (12.5%) of supervisors indicated their disagreement with the item. This shows that supervision was used for administrative function rather than helping teachers. This may leads teachers to develop inappropriate conception of SBS. Apart from this, at 95 percent confidence interval, the mean values of

4.20 and 3.88 for supervisee and supervisor respondents respectively show that there is an agreement of both groups on teacher's perception of SBS as administrative routine. The associated p -value of the item test found to be greater than 0.05 level of significance, which shows that there is no statistically significant difference between the views of supervisee and supervisor respondents.

The third item which reads "SBS is an important mechanism to control teachers" was rated by 28 (43.75%) and 18 (28.12 %) of supervisees respondents as "strongly agreed" and "agreed in considering SBS as control mechanism. Of the total supervisors 6 (37.5%) and 4 (25 %) also rated the same item "strongly agreed" and "agreed" respectively. This could imply that supervision may be used to control teachers' activities. But using SBS for this purpose did not make teachers to share their experience freely among them. The ANOVA test revealed that the mean values are 3.75 and 3.56 for supervisees and supervisors respectively. This asserted that there is agreement of both groups to perceive SBS as control mechanism.

The fourth item asks supervisees and supervisors whether or not SBS is perceived as "fault finding" activity. Accordingly, 28 (43.8%) and 16 (25%) of supervisees "agreed and strongly agreed" with the item respectively, showing that SBS is perceived as fault finding process. Twelve (43.74%) and 6 (9.38%) supervisees "disagreed and strongly disagreed with the item respectively. From the supervisors side also 2 (12.5%) and 9 (56.28%) of supervisors "disagreed and strongly disagreed" with item respectively. Obviously, considering SBS as fault finding may have its own impact on improving the teaching learning activities. The ANOVA test for this item shows that the mean value of supervisee and supervisor respondents at 95 percent confidence interval is 3.01 and 1.19 respectively. Based on this data any one could say that supervisees and supervisors respondents have opposite views. In addition to this the associated p -value in the test item is found to be less

than 0.05 level of significance. Therefore, it would be concluded that there is statistically significant difference between the views of the two groups. Regardless of the claim that SBS is very important to improve instruction, the above data generally shows that majority of teachers perceive SBS as fault finding. In a situation where SBS is not positively perceived as a support to teachers' professional activity, it seems unwise to expect positive outcome and the chance to acquire new instructional skills and strategies may be minimal.

Regarding item 5 which says "SBS is a monitoring mechanism", 34 (53.13%) and 4(6.3%) of the supervisees respectively "agreed" and "strongly agreed" that SBS is perceived as monitoring mechanism. However, 13 (20.3%) and 12 (18.8%) of supervisees "strongly disagree" and "disagreed" with the statement respectively. On the other hand 7(43.75%) and 6 (37.5%) of supervisors revealed their "strong disagreement" and "disagreement" with the statement respectively. Here the responses of the supervisees and supervisors seem different. The test of one way ANOVA result revealed that at 95 percent confidence interval, the mean values are found to be 3.06 and 1.94 for supervisees and supervisors respectively. From this we would be concluded that supervisee and supervisor respondents have opposite views. Furthermore, the associated p -value of the test is found to be less than 0.05 level of significance. Therefore, it can be said that there is significant statistical difference between the views of the two groups.

On the other hand, responses for Item 6 in table III shows that 26(40.63%) and 30(46.87%) of supervisees "strongly agree" and "agree" respectively that if properly implemented SBS can provide support for teachers. The same item was rated by 8(50%) and 4(25%) of supervisors as "strongly agree" and "agree" respectively. Perceiving SBS as support for instructional activity is very important to improve instruction as well as to develop the capacity of teachers. In addition to this, the ANOVA test shows that the mean values of

supervisee and supervisor respondents are 4.25 and 4.00 respectively. This shows that their view is the same. Moreover, the associated ρ -value of the test is greater than 0.05 level of significance. Therefore, it could be concluded that there is no significant statistically difference between the two groups of respondents.

With regard to the perception of teachers towards SBS, the researcher raised the issue and discussed with two principals, external supervisor and with seven department heads. They all with out any hesitation answered that teachers perceive school based supervision negatively. That is, because of the miss conception and misuse of supervision for control and evaluation of teacher's performance in the previous years some of the teacher perceive it as evaluation mechanism and fault finding. The respondents further noted that due to lack of time, teachers were given little support and supervision was not based on systematic approach to involve teachers in the planning process. Moreover, they said that they started to practice SBS to improve the teaching learning process.

In light of the above analysis, Gold Hammer, et al (1980) said that teachers generally dislike being the object of supervision. They tend to perceive school supervision as inherent in the administrative hierarchy and to see the supervisors somewhat as a threat (p. 14). Generally, this indicates that teachers perceive supervision as one aspect of administration and they view supervisors as those who control and evaluate them. From this, we can deduce that wrong perception of teachers about supervision may lead to ineffective use of SBS.

4.3. Teacher's Perception of the Purpose of SBS

Teacher's appropriate perception of SBS is very important to benefit not only teachers but the whole day to day activities in the school. To investigate what teachers perception of SBS looks like, data was obtained from teachers

(supervisees) themselves and supervisors who are believed to have sufficient information about teacher's perception of the purpose of supervision. The table below shows the perception of teachers towards the purpose of SBS.

Table IV: Purpose of Supervision

No	Items	Supervisees (No=64)		supervisors (No=16)		p - Value
		N	%	N	%	
1	Teachers perceive supervision as a means to improve instruction					0.552
	Strongly agree	38	59.37	10	62.5	
	Agree	24	37.5	6	37.5	
	Undecided	-	-	-	-	
	Disagree	-	-	-	-	
	Strongly disagree	2	3.13	-	-	
X		2.50		4.63		
2	Teachers perceive supervision as a means to promote group development					0.926
	Strongly agree	24	37.5	4	25	
	Agree	31	48.44	10	62.5	
	Undecided	-	-	2	12.5	
	Disagree	1	1.56	-	-	
	Strongly disagree	8	12.5	-	-	
X		3.97		4.00		
3	Teachers perceive supervision as a means to promote teacher inquiry					0.810
	Strongly agree	16	25	-	-	
	Agree	30	46.88	14	87.5	
	Undecided	6	9.38	-	-	
	Disagree	5	7.81	2	12.5	
	Strongly disagree	7	10.93	-	-	
X		3.67		3.75		
4	Teachers perceive supervision as a means to promote teacher autonomy					0.015
	Strongly agree	2	3.12	2	12.5	
	Agree	6	9.38	12	75	
	Undecided	-	-	-	-	
	Disagree	32	50	2	12.5	
	Strongly disagree	24	37.5	-	-	
X		4.03		3.88		
5	Teacher's perceive supervision as a means to improve the curriculum					0.595
	Strongly agree	26	40.62	2	12.5	
	Agree	22	34.38	10	62.5	
	Undecided	-	-	-	-	
	Disagree	15	23.44	4	25	
	Strongly disagree	1	1.56	-	-	
X		3.81		3.63		

In the above table item 1, supervisee and supervisor respondents were asked whether or not supervision is used as a means to improve instruction. Accordingly, 38 (59.37%) and 10 (62.5%) of supervisees and supervisors respectively rated “strongly agreed” that teachers perceive supervision as a means to improve instruction only 2 (3%) of supervisee showed their “disagreement” on the item. From this one could understand the majority of the respondent agreed that supervision is a means to improve instruction. The ANOVA test shows the agreement level of both groups. The mean values are 4.50 for supervisees and 4.63 supervisors respectively. Moreover, the associated ρ -value of the test is greater than 0.05 level of significance, which indicates supervision is used as a means to improve instruction.

Regarding to the above analysis the researcher raised questions to focused group discussion and interviewed with department heads and principals respectively. The majority of them agreed that supervision particularly SBS is mainly used to improve instruction (the teaching learning process) and to solve problems teacher faced during classroom instruction. In supporting to this Beach and Reinhartz (2000), noted that one of the major components (purpose) of supervision is the improvement of instruction. In line with this from the above analysis it would be concluded the majority of the respondents believed supervision is used to improve instruction.

Concerning the second item in which both group were asked whether teachers perceive the purpose of supervision as a means to promote group development, 31 (48.44%) and 10 (62.5%) of supervisee and supervisor respondents respectively rated “agree” that teacher’s perceive the purpose of supervision to be promoting group development. Only 8 (12.5%) of supervisees were said “strongly disagreed” with the above item. The mean values of the two groups are 3.97 and 4.00 respectively. In addition, the associated ρ -value of the test item is found to be greater than 0.05 level of significance, which shows there is no statistical significant difference between the views of the two groups.

In light of the above analysis, Sergiovanni and Starratt (1998: 186) said that groups provide the means to enable teachers to construct their realities and finding meaning and significance. This allows teachers to find satisfaction in work and to full potential. This shows that through supervision teachers can promote groups development.

As seen in Table IV, 30 (46.88%) and 14 (87.5%) of supervisee and supervisor respondents respectively rated item 3 as “strongly agree” that teachers perceive supervision as a means to promote teacher inquiry. On the contrary 7 (10.93%) of supervisees and 2 (12.5%) of supervisors responded “strongly disagree” and “disagree” respectively. This show that the majority of the respondent agreed that supervision is a means to promote teachers inquiry. At 95 percent confidence interval, the mean values are 3.67 and 3.75 respectively. Further more, the associated p -value in the item test is greater than 0.05 level of significance. Thus, it can be concluded that there is no statistical significant difference between the views of the two groups.

In supporting the above analysis, Humbbard and Power (1993: 2) revealed that teacher through out the world are developing professionally by becoming teacher researchers, a wonderful new breed of artists in residence. So that by conducting research, teachers can change the way they work and can search new mechanisms to solve problems they faced in the teaching learning process.

According to Table IV item 4, 32 (50%) and 24(37.5%) of supervisee and supervisor respondents were respectively “disagree and strongly disagree” that teachers perceive the purpose of supervision is to promote teachers autonomy. On the other hand 12(75%) of supervisors responded their agreement with the item. Moreover, at 95 percent confidence interval, the mean values are 4.03 and 3.88 respectively shows that there is an agreement of both groups on the perception of supervision as means to promote teacher

autonomy. Furthermore, the associated p-value in the item test is less than 0.05 level of significance, which shows there is statistical significant difference between the view of the two groups.

In item 5, table IV, supervisee and supervisor respondents were asked whether teachers perceive supervision as a means to improve the curriculum. Similarly, 26 (40.62%) and 10 (62.5%) of both groups “strongly agreed” and “agreed” respectively that teacher’s perceive the purpose of supervision as a means to improve the curriculum. In addition to this 15 (23.44%) 4 (25%) of supervisee and supervisors respectively “disagreed” on the purpose of supervision to improve the curriculum. Furthermore, the mean values are 3.81 and 3.63 for supervisee and supervisor respectively; show that there is agreement of both groups on perceiving supervision to improve the curriculum. The associated ρ -value of the same test is greater than 0.05 level of significance, which shows that there is no statistical significance difference between the opinion of both groups.

In line with this scholars like Reinhartz (2000: 187) also noted that SBS is a means to improve school curriculum and could provide the necessary information to curriculum development process based on the feed back obtained.

4.4. The Practice of SBS

As discussed in the literature part of this study, a SBS involves pre-observation conference, actual classroom observation, analysis and strategy, post observation conference and post conference analysis stages. Hence the following tables are concerned with what was actual going on in schools with regard to the in all the above phases of SBS.

4.4.1. Pre-Observation Conference

As discussed by Adams (1998: 129), pre-observation conference is important to recognize problems faced by teachers and to come up with solution/remedial measures together with teachers.

Table V: Tasks undertaken during pre observation conference

No	Items	supervisees (No=64)		supervisors (No=16)		p - Value
		N	%	N	%	
1	School-based supervisors conduct pre observation conference with teachers before classroom observation					
	Always	6	9.38	4	25	0.000
	Frequently	14	21.87	10	62.5	
	Sometimes	20	31.25	-	-	
	Rarely	24	37.5	2	12.5	
	Not at all	-	-	-	-	
X		2.22		4.00		
2	Supervisors create awareness that school-based supervision is helpful					
	Strongly agree	6	9.38	10	62.5	0.000
	Agree	2	3.12	2	12.5	
	Undecided	-	-	-	-	
	Disagree	24	37.5	3	18.75	
	Strongly disagree	32	50.00	1	6.25	
X		2.22		4.06		
3	Supervisors explain the purpose of SBS before classroom observation					
	Strongly agree	7	10.94	8	50	0.000
	Agree	8	12.5	8	50	
	Undecided	-	-	-	-	
	Disagree	25	39.06	-	-	
	Strongly disagree	24	37.5	-	-	
X		2.20		4.50		
4	Supervisors plan the lesson with teachers before classroom observation					
	Very frequently	3	4.68	6	37.5	0.016
	Frequently	2	3.12	4	25	
	Sometimes	5	7.81	-	-	
	Rarely	2	3.12	1	6.25	
	Not at all	52	81.25	5	31.25	
X		2.30		3.31		
5	Supervisors explain the rules to be followed during observations					
	Very frequently	8	12.5	8	50	0.000
	Frequently	6	9.38	8	50	
	Sometimes	-	-	-	-	
	Rarely	26	40.62	-	-	
	Not at all	24	37.5	-	-	
X		2.19		4.50		
6	Supervisors discuss on the lesson plan with teachers					
	Very frequently	4	6.25	10	62.5	0.000
	Frequently	8	12.5	4	25	
	Sometimes	-	-	-	-	
	Not at all	52	81.25	2	12.5	
	No response	-	-	-	-	
X		1.97		4.38		

As can be seen from table V, item 1 asks both supervisees and supervisors whether or not school-based supervisors conduct pre-observation conference with teachers before classroom observation. Accordingly, 24(37.5%) and 20(31.25%) of supervisees responded “rarely” and “sometimes” respectively. However, majority of the supervisors (62.5%) indicated that supervisors “always” conduct pre-observation conference before classroom observation. Only two (1.25%) of the supervisors indicated the absence of pre-observation conference. The ANOVA test also shows that the mean value of supervisee and supervisor respondents at 95 percent confidence interval is 2.22 and 4.00 respectively. This demonstrates that both groups are in opposite direction on the view of conducting pre-observation conference with teacher before classroom observation by supervisors. Moreover the associated p -value of the test is found to be less than 0.05 level of significance. Therefore, it would be concluded that there is significant statistical difference between the views of the two groups. Data obtained from Interview also show that the practice of conducting pre-observation in schools so poor and difficult to pin point the positive practices in this regard.

During the focus group discussion and interview department heads and principals revealed that most of the supervisors do not conduct any conference before classroom observation. From the above analysis we can say that in the sample schools of this zone, SBS is conducted without joint plan and discussion with the teachers about details of actual classroom observation.

In the same table item 2, which reads “supervisors create awareness that school-based supervision is helpful” was rated by 32(50%) and 1(6.25%) of supervisees and supervisors as “strongly disagreed” showing that there are no attempts to create awareness about classroom observation is helpful during pre-conference. The mean values are 2.22 and 4.06 respectively. This indicates both groups have no similar views. However, as discussed above

supervisors don't attempt to undertake this important task before actual classroom observation. In addition to this the associated p -value in the item test is less than 0.05 level of significance. It would be concluded that there is statistically difference between the opinions of the two groups.

In Table V item 3, supervisees and supervisors were requested to indicate whether supervisors explain to the teachers the purpose of SBS before classroom observation. In light of this 25 (39.06%) and 24 (37.5%) of supervisees "disagreed" and "strongly disagreed" indicating that the purpose classroom observation is not explained to them. Different from the response of supervisees, supervisors "strongly agreed" and "agreed" with the statement, showing that teachers are given explanations about the purpose of classroom observation during pre-observation conference. The mean values calculated at 95 percent confidence interval were 2.20 and 4.50 for supervisee and supervisor respondents respectively, indicating that there is no agreement of both groups regarding explanation provided to teachers about the purpose of SBS. Besides, the associated p -value, which is less than 0.05 level of significance, indicates the existence of significant statistical difference between the views of both groups.

The 4th item asks the respondents whether the supervisors plan the lesson with teachers before classroom observation. The table shows that 52(81.25%) and 6 (37.5%) of the supervisees and supervisors respectively responded "not at all" and "very frequently". About 2(3.12%) of supervisees and 5 (31.25%) of supervisors respectively responded "rarely" and "not at all" to the item. This show that supervisor observe classroom teaching without planning with teachers. The mean values are 2.30 and 3.31 for supervisee and supervisor respondents respectively. This shows that there is no agreement of both groups regarding the joint plan before classroom observation. In addition to this the associated p -value in the item test is less than 0.05 level of significant. Hence, it would be concluded that there is significant statistical

difference between the views of the two groups. Such a situation may lead teachers to have negative views towards SBS and conducting SBS without teachers consent may not also help to solve problems teachers encounter in their classrooms.

Item number 5 (table V) asks supervisees and supervisors whether or not supervisors explain the rules to be followed during classroom observation. Accordingly 26 (40.62%) of supervisees responded that supervisors “rarely” explain rules to be followed while 24 (37.5%) of the same group responded “not at all”. This was rated as “very frequently” by 50% of supervisors and as “frequently” by the remaining 50% of the same group. The mean values calculated at 95 percent confidence level were 2.19 and 4.50 for supervisees and supervisors respectively. This shows that there is no agreement between the two groups. The associated p -value in the item test is also found to be less than 0.05 level of significance.

For the last item which asks supervisors discuss on the lesson plan with the teachers, 52(81.25%) and 10(62.5%) of supervisee and supervisor respondents revealed that they responded “note at all” and “very frequently” respectively, while 8(12.5%) and 4(25%) of supervisees and supervisors responded “frequently” on the item respectively. Before classroom observation, having discussion with teachers on the lesson plan is very important step to solve problem. However, here supervisors did not do these activities since this is their main duties of supervisors. The mean values for supervisee and supervisor respondent are 1.97 and 4.38 respectively. This indicates that there is no agreement of both groups on the discussion of lesson plan between supervisors and teachers. Furthermore, the associated p -value of the same test is less than 0.05 level of significance, which shows the existence of significant statistical difference between the opinions of both groups.

During FGD, the researcher also discussed about pre-observation conference with department heads and principals. Majority of the members of FGD noted that they do not have any pre-observation conference with teachers to plan and discuss with teachers before classroom observation. Hence, it seems that supervisors didn't perform their duties of pre-observation as might be expected and couldn't give attention to identification of problems and remedial measures before conducting actual observation.

4.4.2. Classroom Observation

During this phase of supervision, a supervisor observes the actual performance of a teacher and his/her students in the classroom and collected data on issues agreed upon with the teachers during pre-observation conference. The table below shows whether supervisors undertake all activities expected from them at this stage.

Table VI: Responses related to activities undertaken by supervisors (Classroom observation)

No	Items	Supervisees (No=64)		Supervisors (No=16)		p - Value
		N	%	N	%	
1	Supervisors collect data on issues agreed upon with teachers					
	Strongly agree	-	-	2	12.5	0.137
	Agree	4	6.25	4	25	
	Undecided	4	6.25	-	-	
	Disagree	16	25	10	62.5	
	Strongly disagree	40	62.5	-	-	
X		3.56		3.88		

As can be seen from table VI, 40 (62.5%) and 10 (62.5%) of supervisees and supervisors "strongly disagreed" and "disagreed" with the item showing that supervisors collect data on issues agreed upon with teachers respectively. This shows that supervisors collect data on issues that were not agreed with teachers. That means, teachers may not know what supervisors observe in the classroom. As noted earlier, this method is not advisable in SBS. The

mean values of both groups are 3.56 and 3.88 respectively. Moreover, the associated p -value in the item test found to be greater than 0.05 level of significance. It could be concluded that there is no significant statistical difference between the views of the two groups.

The researcher also conducted FGD and interviewed department heads and principals respectively, on how they conduct classroom observation. All of them “agreed” that during classroom observation, they simply collect data using the format prepared to supervise teacher without giving due attention to teachers’ consent on points to be observed. This means, they were not conducting classroom observation by identifying problems teachers face and conduct observation using a checklist which may not be useful to solve problems by teachers. Conducting classroom observation in this way may lead teacher to perceive SBS as administration routine and controlling mechanism.

4.4.3. Analysis and Strategy Phase

At this stage, a supervisor is expected to analyze the data obtained during classroom observation and select specific points for post- observation conference with the teachers in order to give comments and to bring about improvement in the teaching-learning process. The table below shows those activities that are employed during this stage.

Table VII: Responses Related to the “Analysis and Strategy Phase”

No	Items	Supervisees (No=64)		Supervisors (No=16)		ρ - Value
		N	%	N	%	
1	Supervisors analyze the data obtained during classroom observation					
	Strongly agree	20	31.25	6	37.5	0.283
	Agree	30	46.88	8	50	
	Undecided	-	-	2	12.5	
	Disagree	5	7.81	-	-	
	Strongly disagree	9	14.06	-	-	
X		3.73		4.13		
2	Supervisors select specific and pertinent points to be discussed with teachers					
	Strongly agree	22	34.38	12	75	0.361
	Agree	27	42.19	4	25	
	Undecided	-	-	-	-	
	Disagree	4	6.25	-	-	
	Strongly disagree	11	17.18	-	-	
X		3.72		4.75		

In item one of the above table, supervisees and supervisors were asked what supervisors did during analysis and strategy phase of classroom observation. Accordingly, 30 (46.88%) and 8 (50%) supervisees and supervisors “strongly agreed” and “agreed” respectively that supervisors analyze the data obtained during classroom observation. Besides, the ANOVA test shows that the mean value of supervisees and supervisors at 95 percent confidence interval is 3.73 and 4.13 respectively. The associated ρ -value of the test is found to be greater than 0.05 level of significant. It would be concluded that there is no statistically significant difference between the two groups.

Table VII also shows that 27 (42.19%) and 22(34.38%) of supervisees “agreed” and “strongly agreed” respectively that supervisors select specific and pertinent points during the analysis and strategy phase of SBS. Majority of supervisors (75%) also noted that they select specific and pertinent points for the next phase of supervision. This situation obviously safe time and helps the supervisors to focus on the major issues to be discussed with

teachers. Furthermore, the mean values for supervisee and supervisor respondents are 3.72 and 4.75 respectively and the associated ρ -value of the test item is greater than 0.05 level of significance. From this it would be concluded that there is no statistical significant difference between the two groups to be discussed with teachers.

4.4.4 Post-Observation Conference

In SBS, post-observation conference is concerned with sharing observation results and reflections to the teachers. The supervisor is expected to discuss possible ways to improve instruction and set goals for the next supervision. The table below show what was going on in the sample schools in this phase of supervision.

Table VIII: Tasks under taken by supervisors during post observation conference

No	Items	Supervisees (No=64)		Supervisors (No=16)		ρ - Value
		N	%	N	%	
1	Supervisors provide feedback about classroom instruction:					
	Very frequently	31	48.44	12	75	0.260
	Frequently	27	42.19	3	18.75	
	Sometimes	1	1.56	-	-	
	Rarely	5	7.81	1	6.25	
	Not at all	-	-	-	-	
X		4.06		4.63		
2	During post observation conference supervisors focus on the major problems that the teacher encountered in the classroom					
	Very frequently	17	26.56	6	37.5	0.319
	Frequently	33	51.56	10	62.5	
	Sometimes	5	7.81	-	-	
	Rarely	6	9.38	-	-	
	Not at all	3	4.69	-	-	
X		4.11		4.38		

As indicated in the above table, supervisees and supervisors were asked how supervisors practice post observation conference. Item 1 in the above Table asks whether or not supervisors provide feedback about classroom

instruction. Thirty one (48.44%) and 12 (75%) of supervisees and supervisors respectively rated “very frequently” showing that supervisors provide feedback to the teachers about the classroom instruction. About 27 (42.2%) and 3 (18.8%) of the supervisees and supervisors responded “frequently” to confirm that supervisors provide feedback. As discussed in the literature, giving feedback is something to be appreciated as it may help teachers to know about their classroom instruction in order to solve problems they faced during instruction. The associated p -value in the item test is found to be greater than 0.05 level of significance. Hence, it would be concluded that both groups have similar views and there is no statistical significant difference between the opinions of the two groups.

In response to the second item, 33(51.56%) and 10 (62.5%) of supervisees and supervisors respectively indicated that supervisors frequently focus on major problems that teachers encountered in the classroom during provision of feedback. At 95 percent confidence interval, the test revealed that the mean values are 4.11 and 4.38 respectively. This shows supervisors focus on the major problems they faced in the classroom. The associated p -value in the item test is found to be greater than 0.05 level of significance. This indicates that there is no statistical significant difference between the views of the two groups.

From the ongoing analysis one could understand that though many scholars emphasize the important of post-observation conference to improve the teaching learning process McNeil (1979:265) the absence of joint planning among teachers of the sample schools obviously impede the effectiveness of school-based supervision in bring about improvements in teachers’ day-to-day professional activities.

4.4.5. Post Conference Analysis

In SBS, the phase of “post conference analysis” is concerned with the evaluation of the whole process and the outcomes observed during the classroom observation and the supervisor reflects on his (her) own supervisory support to teachers. The table below show what was going on in the sample schools regarding post conference analysis.

Table IX: Post conference analysis

No	Items	Supervisors (No=16)	
		N	%
1	Supervisors assess the nature of communication during the conferences.		
	Very frequently	4	25
	Frequently	6	37.5
	Sometimes	-	-
	Rarely	5	31.25
	Not at all	1	6.25
2	Supervisors assesses the extent to which progress was made on the issues that were discussed		
	Always	6	37.5
	Frequently	10	62.5
	Sometimes	-	-
	Rarely	-	-
	Not at all	-	-

As seen from the table, in relation to post conference analysis, supervisors were asked whether they assess the nature of communication during the conference. Accordingly, 6 (37.5%) and 10(62.5%) of supervisors respectively revealed that they “always” and “frequently” assesses the nature of communication during the conference. Only 5 (31.25%) of supervisors respectively responded they “rarely” assess their own communication during the conferences.

Regarding the second item which says supervisors assess the extent to which progress was made on issues that were discussed, 10 (62.5%) of supervisors responded “frequently”, showing that they assess the extent to which teachers made progress. The researcher also asked to focus group discussion

participants how often the supervisors supervise the teachers per semester. All of them responded that they conduct classroom observation once per a semester. When seen against what has been raised in the literature part of this study, it seems that there were not sufficient efforts to give assistance to teachers to solve their problems through SBS. Supervising teachers once per semester may not bring a desired change and cannot solve problems teachers may encounter during instruction.

4.5. Factors Affecting School Based Supervision

As discussed in the literature part of this study, SBS may be affected by different factors. Among them, quality of the supervisors, availability of the necessary facilities, the presence of proper perception of teachers, and the relationship between supervisees and supervisors are some of the factors important in implementation of SBS. The following table summarizes this issue in schools under investigation.

4.5.1. Training

Table X: Supervisors participation in training on SBS

No	Items	supervisors (No=16)	
		N	%
1	Are you well trained in SBS to give support to teacher		
	Yes	3	18.75
	No	13	81.25
2	Did you get opportunity to upgrade your profession?		
	Yes	2	12.5
	No	14	87.5
3	If "yes" in what kind of program?		
	Workshop	1	6.25
	Seminar	1	6.25
	Summer program	-	-
	Distance	-	-
	Other	-	-
4	If your answer is "no", what is the reason?		
	- Lack of finance in the region	8	50
	- absence of skilled manpower to give training	4	25
	- Lack of awareness to SBS	1	6.25
	- Shortage of convenient time to give training	1	6.25
	- Other	-	-

As indicated in Table X, 13 (81.25%) of supervisors responded that they were not well trained in SBS to provide support to teachers. Only three (18.75%) of supervisors revealed that they are well trained to undertake the tasks of school-based supervisors. This shows that majority of the supervisors lack training to help teachers in day-to-day professional activities. In such a situation, teachers may not get enough educational support from the supervisors.

Item 2 of table X asks whether there were opportunities for supervisors to upgrade themselves. Accordingly 14 (87.5) of supervisors responded “no”. Only two (12.5%) of supervisors responded “yes”, indicating that they got opportunity to upgrade themselves. From this one can conclude that majority of the supervisors didn’t get the chance to upgrade their own profession. Where they lack this opportunity they may face challenges to give technical support and training to teachers. Of the two supervisors who revealed the instances of opportunities for up-grading their profession, one supervisor indicated his participation in workshops while the other noted that he got opportunities to participate in seminars.

In the same table the last item shows why supervisors were not given opportunities to upgrade their profession. As a result, 8 (50%) of supervisors noted “Lack of finance in the region”, While 4 (25) of supervisors indicated “absence of skilled manpower to give training” as important reason for the absence of opportunity. This clearly shows that application of SBS is being hampered due to lack of training for supervisors themselves. These obviously require proper intervention from others by providing the necessary finance and skilled manpower who could give training supervisor.

4.5.2. Teachers Perception of Supervision

Another factor which may affect SBS is the perception of teachers. One of the major objectives of SBS is to improve classroom instruction. As noted by (Casteter 1981:277), during classroom observation teachers may show

insecurity, frustration, fear, anger, tension, etc due to wrong perception of supervision.

The following table summaries data revealed teachers perception of SBS.

Table XI: Teachers Perception of Supervision

No	Items	supervisees (No=64)		supervisors (No=16)		p - Value
		N	%	N	%	
1	Do Teacher's have proper perception of supervision					
	Yes	14	21.88	4	25	
	No	50	78.12	12	75	
2	If "No" what is the most common reason					0.000
	- misuse of supervision	25	50.00	2	16.67	
	- Use of supervision for controlling mechanism	3	6.00	-	-	
	- Use of supervision for performance appraisal	20	40.00	10	83.33	
	- Lack of awareness	2	4.00	-	-	
	- any other	-	-	-	-	
X		2.14		3.94		

As shown in the above table, supervisee and supervisors were asked about the perception of teachers toward supervision. Accordingly, 50 (78.12%) and 12 (7.5%) of supervisees and supervisors respectively indicated that teachers do not have proper perception towards supervision. Only 14(21.88%) and 4(25%) of supervisees and supervisors responded "yes" to the item. Where majority of the teachers lack the necessary perception about supervision, it is obviously difficult to conduct SBS and achieve the expected outcomes from SBS.

Item 2 of the same table asks why teachers lack proper perception about supervision. Accordingly, 25 (50%) and 2(16.67%) of supervisee and supervisors respectively responded "misuse use of supervision" as a main reason. This shows that supervision was not used to give support and to improve instruction. Besides, 20(40%) and 10(83.33%) of supervisees and supervisors responded that SBS was used for performance appraisal. Generally, this implies that supervision was not conducted to improve the

teaching learning process and to build mutual understanding between the supervisees and supervisors. Moreover, the test result asserted that at 95 percent confidence interval, the mean values are 2.14 and 3.94 for supervisee and supervisors respectively. The associated p-value in the item test is found to be less than 0.05 level of significance. It would, therefore, be concluded that there is significance statistical difference between the views of the two groups.

4.5.3. Relationship between Supervisors and Supervisees

As noted by Singhal (1996: 86) good relationship between supervisors and teachers promote a smooth and mutual understanding between the two parties. This in turn, helps both groups to learn from each other and enables supervisors to provide the necessary guideline and assistance to teachers. In the absence of good relationships, it will be very difficult to improve instruction as expected. The following table shows data obtained on the relationship between the supervisors and supervisees in the selected schools.

Table XII: Relationship between supervisee and supervisors

No	Items	Supervisees (No=64)	
		N	%
1	Supervisors relationship with teachers		
	Very good	20	31.25
	Good	26	40.63
	Average	4	6.25
	Bad	3	4.68
	Very bad	11	17.19
2	The degree of supervisor's communication skill to communicate with teachers in order to give assistance to teachers.		
	Very high	26	40.63
	High	20	31.25
	Average	2	3.12
	Poor	14	21.88
	Very poor	2	3.12
3	The extent to which supervisors make teachers feel free to express problems to them		
	Very high	18	28.13
	High	32	50
	Average	5	7.81
	Low	7	10.94
	Very low	2	3.12

As shown in the above table, supervisees were requested to show how supervisors communicate with them during SBS. As shown in the above table, 26 (40.63%) of teachers indicated that supervisors have “good” relationship with them. Substantial number of teachers (31.25%) also rated supervisors’ relationship with them as “very good”. Only 11(17.19%) of supervisees rated this item as “very bad”. That means, majorities of respondents revealed the existence of a smooth relationship between the two groups. In an environment where supervisors and supervisees have smooth relationship, it becomes easier for supervisees to express their views and problems for which solutions could be sought with the supervisors.

Regarding item 2 (the degree of supervisors communication skills), 26(40.63%) and 20(31.25%) of supervisees replied that the supervisors have “very high” and “high” communication skill to communicate with teachers in order to give assistance respectively. Only 14 (21.88%) of and 2 (12.5%) supervisees rated communication skill of supervisors as “poor” and “very poor”.

Regarding item 3(the extent to which supervisors make teachers feel free to express problems to them), 32(50%) and 18(28.13%) of supervisees respectively rated the item as “high” and “very high”, indicating that supervisors make teachers freely express their problems. Only 7 (10.94%) and 2 (12.5%) of supervisees rated the item as “low” and “very low” respectively. That means, majority of respondents rated the item positively, showing that supervisors make teachers to express their problems without any fear.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

School-based supervision is a mechanism to provide professional support for teachers and to enhance teacher's professional development for the improvement of students learning. The purpose of this study was to investigate the perception of teachers towards SBS and its practice in secondary schools of Zone One of Afar Regional State. In line with this, how secondary school teachers perceive the purpose of school-based instructional supervision, how SBS is practiced in secondary schools and what factors affect the practice of school-based supervision were raised as basic questions.

The sources of primary data for the study were 64 teachers, 16 supervisors 7 department heads (for FGD), 2 vice principals and one external supervisor. Teacher respondents were selected using random sampling while the other respondents were picked up using purposive sampling technique. Documents of the regional education bureau were also used as source of secondary sources. To make the data more reliable the researcher used both quantitative and qualitative data. The questionnaire was used for quantitative data while document analysis, focus group discussion and interview were used for qualitative data.

The data were analyzed by percentage and one way ANOVA in computer assisted program (SPSS). The major summary for this study are listed below.

1. Regarding to the perception of teachers towards SBS, majority of the respondents (over 50% supervisee and supervisors) have similar view on the teacher's perception of SBS. The analysis shows that teacher's perceive SBS as evaluation, administrative routine and control

mechanism. Majority of the respondents also showed that SBS is useful to provide professional assistance if implemented properly. Some of them still perceive SBS as a means of performance appraisal.

2. Regarding the practice of SBS, the findings showed that supervisors did not plan the lesson with teachers by identifying their major problems in teaching-learning process. The finding reveals that the majority of supervisees did not get explanation before classroom observation.
3. Majority of the respondents indicated that supervisors did not have conduct pre-observation conference and did not assesses the extent to which progress was made on issues that were discussed after classroom observation.
4. SBS was not carried without joint plan and mutual understanding between the supervisees and supervisors. Generally supervisors did not follow important phases (steps) of SBS during classroom observation. This leads teachers to perceive SBS as evaluation and to control them.
5. The study showed that supervisors did not explain the purpose of SBS to the teachers before classroom observation. This makes the system ineffective to improve the teaching learning process.
6. The finding of the study showed that supervisors have positive relationship with supervisees, have very good or good communication skills and also make teachers to freely express their problems.
7. The findings showed that majority of the school-based supervisors were not well trained in SBS to give support to teachers.
8. Most of the respondents agreed that short term training like workshop, seminar, symposium, etc were not arranged for the supervisors to upgrade their advisory status.

5.2. Conclusion

Based on the findings the following conclusion were drawn:

1. School-based supervision plays a great role at the school level to solve problems teachers encounter during instruction. To conduct effective SBS it is very important to know how teachers perceive SBS. SBS in the Afar region failed to give instructional support for the teachers who could directly influence the provision of quality education in the region.
2. In implementation of SBS, there are steps (phases) that supervisors should follow before, during and after classroom observation. When the supervisor wants to supervise teachers, there should be mutual understanding between teachers and the supervisors. In addition, both of them have to plan together to solve problems. Against these, it could be concluded that SBS was not implemented using appropriate procedures in Afar Region.
3. Though well-trained and experienced supervisors are important to implement SBS, supervision is hampered by lack of trained supervisors in Afar region.
4. Supervisors give professional support to teachers on a continuous basis. Giving educational support or SBS once a semester could not enable school-based supervisors to accomplish their duties and responsibilities.
5. In general, because of multifaceted problems mentioned above, it could be concluded that SBS did not achieved the expected results in Afar regional State.

5.3. Recommendations

Based on the findings and conclusions the following recommendations were forwarded.

1. Supervisors must create awareness about the SBS to develop teachers' positive view. In addition, supervisors have to use SBS to guide, assist and to improve the teaching learning process and to develop teacher's profession. To avoid the negative view of teachers toward SBS, supervisors have to explain the purpose of SBS before classroom observation and have to create a common understanding on the main problems that could be observed.
2. Before placing school-based supervisors in their position they should undergo the necessary training and accumulate experience in their position. Hence the region, the zone or the schools have to provide or give short term training for supervisors in cooperation with the concerned government bodies in order to improve the teaching learning process in the secondary schools of the zone.
3. Supervising teachers once per semester is not enough to solve problems teacher encounter in the classroom. Therefore, supervisors must increase the number of classroom observation in a semester and make it a continuous practice in schools.
4. Teachers need to engage, both individually and in groups in team teaching, experience sharing, collaborative problem solving activities in order to develop new methods of instruction and have to practice SBS without expecting educational supports only from supervisors. This means they have to practice collegial supervision, usually by observing each other's classroom and giving feedback to each other about their observations.
5. The Number of female supervisor in the sample school was very few. To increase their participation the region have to give on emphases to them and should take some initiatives to increase their participation in SBS.

APPENDICES

Appendix – A

Addis Ababa University
School of Graduate Studies
Faculty of Education
Department of Curriculum and Teachers Professional Development
Studies (CTPDS).

Research questionnaire to be filled by secondary school teachers

This questionnaire is designed by a graduate student of the department of CTPDS attempting to study “Teachers perception towards school-based supervision.” The case of Afar National Regional State.

Its main objective is to collect necessary information for the study on the perception of teachers towards school-based supervision and to come up with some solutions to over come the existing problems. You are therefore, kindly requested to fill in the questionnaires because the success of this study directly depends on your genuine responses to the question.

General Direction

- Don't write your name
- Indicate your response by marking “√”
- Give short and precise responses to open-ended questions

Please, follow instructions provided for each part

Thank you for your cooperation in advance

I. Background and Personal Information

Fill the required information on the space provided by marking "√"

1.1 Name of the School

1.2 Sex Male Female

1.3 Age From 21 to 25 years

From 26 to 30 years

From 31 to 35 years

From 36 to 40 years

Above 41 years

1.4 Current position teacher

Department head

Vice principal

1.5 Educational Background 12 + TTI

12 + 2

1st degree

2nd degree

Others _____

1.6 Years of service in teaching profession 1 - 5

6-10

11-15

16-20

Above 20

Part II: School-Based Supervision Information

2.1 Items related to teachers perception of school-based supervision

2.1.1 What is your opinion on perception of school-based instructional supervision? Show your response by putting “√” mark on the column provided under the number of your choice.

The numbers represent 5 = strongly agree, 4 = agree,
3 = undecided (indifferent) 2 = disagree
1 = strongly disagree

No	Teacher perception of school-based supervision	5	4	3	2	1
1	Teacher perceive school based supervision as evaluation					
2	Teacher perceive school based supervision as administrative routine					
3	Teacher perceive school based supervision as control mechanism					
4	Teacher perceive school based supervision as faultfinding					
5	Teacher perceive school based supervision as support for them					
6	Teachers perceive school-based supervision as monitoring					
	The practice of school-based supervision during pre-observation conference (the number represent 5= very frequently, 4=frequently, sometimes, 2 rarely, 1 not at all)					
7	School-based supervisors conduct pre-observation conference with teachers before classroom observation					
8	Supervisors create awareness that school-based supervision is helpful					
9	Supervisors explain the purpose of school-based supervision before classroom observation					
10	Supervisors plan the lesson with teachers before classroom observation					
11	Supervisors explain the rules to be followed during observation					
12	Supervisors discuss on the lesson plan with teachers					
	Class room observation					
13	Supervisors collect data on issues agreed upon with teachers					
		5	4	3	2	1

	Analysis and strategy				
14	Supervisors analyze the data obtained during class room observation				
15	Supervisors select the specific points to be discussed with teachers				
	Post observation conference				
16	Supervisors provide feedback about classroom instruction (the number represent 5= very frequently, 4=frequently, sometimes, 2 rarely, 1 not at all)				
17	Supervisors focus on the major problems that the teacher encountered in the classroom (5 strongly agree, 4 agree, 3 un decided, 2 disagree, 1 strongly disagree)				
18	Supervisors emphasized only on issues that they are agreed with teachers				
	Post conference analysis (5 very frequently, 4 frequently, sometimes, 2 rarely, 1 not at all)				
19	Supervisors assesses the nature of communication during the conference				
20	Supervisors assesses the extent to which progress was made on the issues that were discussed				
	B. Teachers perception of the Purpose of SBS				
21	Teachers perceive Supervision as a means to improve instruction (5 very frequently, 4 frequently, sometimes, 2 rarely, 1 not at all)				
22	Teachers perceive supervision as a means to promote group development (5 very frequently, 4 frequently, sometimes, 2 rarely, 1 not at all)				
23	Teacher perceive supervision as a means to promote inquiry (5 very frequently, 4 frequently, sometimes, 2 rarely, 1 not at all)				
24	Teacher perceive supervision as a means to promote teacher autonomy				
25	Teachers perceive supervision as a means to improve the curriculum				
	Factors affecting school based supervision				
	A. Training				
26	Are supervisors well trained in SBS to give support to teachers	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
27	Do supervisors got opportunity to up grade their profession	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

		5	4	3	2	1
28	If "yes" in what kind of program - Workshop - Seminar - Summer program - Distance - Other					
29	If your answer is "no" to question 28 what is the reason - Lack of finance in the region - Absence of skilled manpower to give graining - Lack of awareness to SBS - Shortage of convenient time to give training - Other					
B. Teachers perception towards supervision						
30	So Teacher's have proper perception of supervision	Yes <input type="checkbox"/> No <input type="checkbox"/>				
31	If "no" what is the most common reason – wrong use of supervision - used it for controlling mechanism - Used it for performance appraisal - Lack of awareness - Any other					
C. Relationship between supervisors and supervisee						
32	Supervisors relationship with teachers (5 very good, 4 good, 3 average, 2 bad, 1 very bad)					
33	The degree of Supervisors communication skills to communicate with teachers in order to give assistance to teachers (5 very high, 4 high, 3 average, 2 low, 1 very low)					
34	The extent which Supervisors make teachers to feel free to express problems to them (5 very high, 4 high, 3 average, 2 low, 1 very low)					

1. What is your view/ opinion towards school based supervision? _____

2. What are the major problems in countered in conducting school-based supervision

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

3. What solutions do you suggest to overcome the problems

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

Thank you!

Interview Guide Prepared for Principals and Vice Principals

I. General Information on the School

1.1 Date _____

1.2 School name _____

Position: Principal _____ Vice Principal _____

2. Specific interview questions?

1. How do you perceive school-based supervision?
2. What is the purpose of school-based supervision?
3. How do you conduct classroom observation?
4. How often do you carry out school-based supervision?
5. Have you taken any training about instructional supervision?
6. How teachers perceive school-based supervision?
7. Do you think that the role (purpose) of supervision is well understood and practice in your school?
8. How frequently do you conduct meeting with teachers?
9. What are the major problems faced in conducting school-based supervision?
10. What solutions do you suggest to overcome these problems?

Thank you!

Interview Guide Prepared for External Supervisor

1. How do you perceive school-based supervision?
2. What is the purpose of school-based supervision?
3. Have you taken any training about instructional supervision?
4. Have you given training to school-based supervisors about instructional supervision?
5. How school-based supervisors conduct classroom observation?
6. How teachers perceive school-based supervision?
7. Do you think that the purpose/role of supervision is well understood and practiced at school?
8. What are the major problems faced in conducting school-based supervision?
9. What solutions do you suggest to overcome these problems?

Thank you!

Guiding Question for Focus Group Discussion with Department Heads

1. How do you perceive school-based supervision?
2. What is the purpose of school-based supervision?
3. How do you conduct classroom observation?
4. How often do you carry out school-based supervision?
5. Have you taken any training about instructional supervision?
6. How teachers perceive school based supervision?
7. Do you think that the purpose (role) of supervision is well under stood by teachers?
8. How frequently do you conduct meeting with teachers in your department
9. What are the major problems faced in conducting school-based supervision
10. What solutions do you suggest to overcome these problems?

Thank you!

T-Test

Group Statistics

	Respondents' category	N	Mean	Std. Deviation	Std. Error Mean
q1	Supervisee	64	4.22	1.031	.129
	Supervisors	16	4.38	.500	.125
q2	Supervisee	64	4.20	.800	.100
	Supervisors	16	3.88	.806	.202
q3	Supervisee	64	3.75	1.491	.186
	Supervisors	16	3.56	1.504	.376
q4	Supervisee	64	2.44	1.308	.163
	Supervisors	16	2.19	1.601	.400
q5	Supervisee	64	4.25	.756	.094
	Supervisors	16	4.00	1.265	.316
q6	Supervisee	64	3.06	1.344	.168
	Supervisors	16	1.94	1.124	.281
q7	Supervisee	64	4.03	.925	.116
	Supervisors	16	4.38	1.025	.256
q8	Supervisee	64	3.63	1.202	.150
	Supervisors	16	3.31	1.302	.326
q9	Supervisee	64	2.50	1.182	.148
	Supervisors	16	2.19	1.328	.332
q10	Supervisee	64	2.22	1.119	.140
	Supervisors	16	4.00	.894	.224
q11	Supervisee	64	4.22	1.061	.133
	Supervisors	16	4.06	1.436	.359
q12	Supervisee	64	2.20	1.359	.170
	Supervisors	16	4.50	.516	.129
q13	Supervisee	64	2.19	1.367	.171
	Supervisors	16	4.50	.516	.129
q14	Supervisee	64	1.97	1.247	.156
	Supervisors	16	4.38	1.025	.256
q15	Supervisee	64	2.56	1.446	.181
	Supervisors	16	3.88	1.204	.301
q16	Supervisee	64	4.47	.734	.092
	Supervisors	16	4.75	.447	.112
q17	Supervisee	64	3.73	1.360	.170
	Supervisors	16	4.13	.957	.239
q18	Supervisee	64	3.72	1.419	.177
	Supervisors	16	4.75	.447	.112

Q19	Supervisee	64	4.06	.957	.120
	Supervisors	16	4.63	.806	.202
q20	Supervisee	64	4.11	1.025	.128
	Supervisors	16	4.38	.500	.125
q21	Supervisee	64	2.44	1.296	.162
	Supervisors	16	3.25	1.238	.310
q22	Supervisee	64	3.70	1.293	.162
	Supervisors	16	3.44	1.365	.341
q23	Supervisee	64	3.41	1.354	.169
	Supervisors	16	4.38	.500	.125
q24	Supervisee	64	4.50	.797	.100
	Supervisors	16	4.63	.500	.125
q25	Supervisee	64	3.97	1.259	.157
	Supervisors	16	4.00	.894	.224
q26	Supervisee	64	3.67	1.248	.156
	Supervisors	16	3.75	.683	.171
q27	Supervisee	64	4.03	1.168	.146
	Supervisors	16	3.88	.806	.202
q28	Supervisee	64	3.81	1.308	.163
	Supervisors	16	3.63	1.025	.256
Q29	Supervisee	64	2.69	1.632	.204
	Supervisors	16	2.81	1.424	.356
q30	Supervisee	64	2.69	1.670	.209
	Supervisors	16	2.94	.998	.249
q31	Supervisee	64	3.64	1.418	.177
	Supervisors	16	3.88	1.204	.301
q32	Supervisee	64	3.84	1.263	.158
	Supervisors	16	4.25	1.000	.250
q33	Supervisee	64	3.89	1.041	.130
	Supervisors	16	3.94	1.237	.309

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
q1	Equal variances assumed	2.114	.150	-.587	78	.559	-.156	.266	-.686	.373
	Equal variances not assumed			-.870	50.291	.388	-.156	.180	-.517	.204
q2	Equal variances assumed	.228	.634	1.465	78	.147	.328	.224	-.118	.774
	Equal variances not assumed			1.458	22.970	.158	.328	.225	-.137	.794
q3	Equal variances assumed	.079	.780	.449	78	.655	.188	.417	-.643	1.018
	Equal variances not assumed			.447	22.942	.659	.188	.420	-.681	1.056
q4	Equal variances assumed	2.082	.153	.653	78	.515	.250	.383	-.512	1.012
	Equal variances not assumed			.578	20.289	.569	.250	.432	-.651	1.151
q5	Equal variances assumed	7.529	.008	1.020	78	.311	.250	.245	-.238	.738
	Equal variances not assumed			.757	17.764	.459	.250	.330	-.444	.944
q6	Equal variances assumed	.212	.646	.915	78	.363	.313	.342	-.367	.992
	Equal variances not assumed			.872	21.833	.393	.313	.359	-.431	1.056
q7	Equal variances assumed	5.641	.020	-5.902	78	.000	-1.781	.302	-2.382	-1.180
	Equal variances not assumed			-6.753	28.023	.000	-1.781	.264	-2.322	-1.241
q8	Equal variances assumed	3.730	.057	.489	78	.626	.156	.319	-.480	.792
	Equal variances not assumed			.408	19.288	.688	.156	.383	-.644	.957
q9	Equal variances assumed	7.092	.009	-6.615	78	.000	-2.297	.347	-2.988	-1.606
	Equal variances not assumed			-10.765	65.302	.000	-2.297	.213	-2.723	-1.871
q10	Equal variances assumed	4.672	.034	-2.456	78	.016	-1.016	.414	-1.839	-.192
	Equal variances not assumed			-2.126	19.890	.046	-1.016	.478	-2.013	-.019
q11	Equal variances assumed	6.115	.016	-6.622	78	.000	-2.313	.349	-3.008	-1.617
	Equal variances not assumed			-10.797	65.638	.000	-2.313	.214	-2.740	-1.885
q12	Equal variances assumed	.315	.576	-7.131	78	.000	-2.406	.337	-3.078	-1.734
	Equal variances not assumed			-8.025	27.270	.000	-2.406	.300	-3.021	-1.791
q13	Equal variances assumed	6.597	.012	-3.347	78	.001	-1.313	.392	-2.093	-.532
	Equal variances not assumed			-3.738	26.933	.001	-1.313	.351	-2.033	-.592
q14	Equal variances assumed	4.185	.044	-1.462	78	.148	-.281	.192	-.664	.102
	Equal variances not assumed			-1.945	37.910	.059	-.281	.145	-.574	.012

DECLARATION

This thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.



Wendiye H/Gerbreil

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

Dr. Abdulaziz Hussine

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