

**ADDIS ABABA UNIVERSITY**



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTEMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICE OF SCHOOL BASED SUPERVISION IN GOVERNMENT  
SECONDARY SCHOOLS IN BOLE SUB CITY, ADDIS ABABA CITY  
ADMINISTRATION**

**BY: ADANE ADEM ABDULKADIR**

**OCTOBER, 2025**

**ADDIS ABABA; ETHIOPIA**

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



**The practice of School based Supervision in Government Secondary Schools in Bole Sub  
city, Addis Ababa City Administration**

**By: Adane Adem Abdulkadir**

**Advisor: Dr.Yekunoamlak. A**

**A Thesis submitted to Addis Ababa University, in partial fulfillment of the requirements  
for the Degree of Master of Arts in school leadership**

**October, 2025**

**Addis Ababa, Ethiopia**

Addis Ababa University

College of Educational and Behavioral Studies

Department of Educational Planning and Management

The practice of School based Supervision in Government Secondary Schools in Bole Sub city,  
Addis Ababa City Administration.

A Thesis submitted to Addis Ababa University, in partial fulfillment of the requirements for the  
Degree of Master of Arts in school leadership.

BY

Adane Adem

Approval by Board of Examiners

_____	_____	_____
Department Head	Signature	Date
Yekunoamlak Alemu (PhD)	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal examiner	Signature	Date
_____	_____	_____
External examiner	Signature	Date

## Declaration

I, the undersigned, declare that the thesis entitled: “Assessment of School based Supervision in Bole Sub city Government General Secondary Schools of Addis Ababa” is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name of candidate: Adane Adem

Sign. \_\_\_\_\_

Date \_\_\_\_\_

### Advisor Approval

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

Advisor’s name: Yekunoamlak Alemu (PhD)

Sign. 

Date October 19, 2025

Place: Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Date of submission \_\_\_\_\_

## **Acknowledgements**

I would like to express my heartfelt and sincere appreciation to my advisor, Dr. Yekunoamlak Alemu, for his valuable support, encouragement, guidance and unreserved assistance during the course of this thesis. I am particularly indebted to his commitment, tolerance and valuable advices; without which this research would never attain its present form. Moreover, my special thanks should go to secondary schools directors, supervisors, teachers and sub-city education experts who were willing to help me to get valuable data for this study. Lastly, I owe my family members, my wife, sisters and friends a lot for their moral support and encouragement to pursue my education to this level and attain completion or success.

## Table of Contents

Acknowledgements.....	i
List of Tables .....	iv
List of Acronyms.....	v
Abstract.....	vi
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	5
1.3 Basic Research Questions .....	7
1.4 Objectives of the Study.....	7
1.5 Significance of the Study .....	8
1.6 Delimitation of the study .....	9
1.7 Limitations of the Study.....	10
1.8 Definition of Terms.....	10
1.9 Organization of the Study .....	11
CHAPTER TWO .....	12
REVIEW OF RELATED LITERATURE .....	12
2.1 Concept of Supervision in General .....	12
2.2 Nature of Educational Supervision .....	13
2.3 Considering the Nature and Scope of Supervision .....	15
2.4 Objectives of Educational Supervision: Educational Supervision is carried out with Certain Objectives. ....	16
2.5 How to Conduct a Classroom Observation.....	17
2.6 Effective Classroom Observational Techniques .....	18
2.7 Challenges with Traditional Classroom Observations.....	19
2.8 Empirical Review.....	20
Summary .....	25
CHAPTER THREE .....	26
RESEARCH DESIGN AND METHODOLOGY .....	26
3.1 Population .....	26

3.3 Instruments of Data Collection .....	27
3.4 Techniques of Data Analysis .....	27
3.5 Ethical Considerations .....	27
3.6 Reliability.....	28
CHAPTER FOUR.....	29
DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	29
4.1 Characteristics of the Respondents .....	29
4.2 To know the Understanding of Teachers’ about School base –Supervision.....	31
4.3 Teachers’ Awareness of Procedures of School-Based Supervision .....	35
4.4 Tthe Challenges in Practicing School-Based Supervision .....	38
CHAPTER FIVE .....	42
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	42
5.1 Summary of Major Findings .....	42
5.2 Conclusion .....	43
5.3 Recommendations.....	44
References.....	46
Appendix A.....	1
Appendix B .....	6
Appendix C.....	10

## List of Tables

Table 3.1 Sampling Distribution of Teachers in the Secondary Schools-----	27
Table 4.2 Demographic Variable Responses of Teachers and Educational Leaders-----	29
Table 4.3 The Extent of Understanding of Teachers-----	31
Table 4.4 The Extent of Understanding and Applicability of Procedures-----	35
Table 4.5 The Challenges for School-based Supervision-----	38

## List of Acronyms

ADEA	Association for the Development of Education in Africa
CRC	Cluster Resource Center
ESDP	Education Sector Development Program
MOE	Ministry of Education
UNESCO	United Nations, Economic, Social and Cultural Organization
WEO	Woreda Education Office

## Abstract

*The objective of the study was to assess what the practice of school-based supervision looks like in practice in government secondary schools, of Bole Sub-city in Addis Ababa. In this study, descriptive research method, with both quantitative and qualitative way of studying approaches was used. The data were gathered from primary sources to accomplish the study. To get reliable and valid information and to draw sound conclusion. Totally, 547 teachers were found in the sampled government secondary schools and 42.4% (n=232) of them were selected as sample for the study using simple random sampling technique. Regarding education leaders, each secondary school had one principal, three vice-principals, four cluster high school supervisors, and total number of six principals, eighteen vice-principals, fourteen high school cluster supervisors and three from the Sub-city experts were selected based on the nature of their job . The data were analyzed using descriptive method with SPSS, that is mean and standard deviation. As the finding shows that there is no problem of familiarity with the term or the concept of school-based supervision, which means they were almost all familiar to the term or phrase. Whereas regarding its practice, orientation or refreshment training was not given twice in a year or at least once in a year on school-based supervision for teachers, directors and supervisors and as a result lack of awareness about significance of school-based supervision and how it can be implemented in their context in general and practical skills of conducting class room or instructional supervision in particular. Hence, one can conclude that school-based supervision was not properly coordinated and practiced in those schools on the basis of the standard. Thus, the Addis Ababa Education Bureau and Bole Sub-city education officers are advised to create awareness and give training on practical basis about significance of supervision and how it shall be done scientifically as a whole at different levels in different forms as like instructional, administrative etc.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach & Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community. Supervision is the element of the administrative process which is concerned with efforts to guide the day to day activities of the work by stimulating, directing and co-coordinating the workers and their efforts, cultivating good working personal relationship so that they will all work towards a more efficient achievement of the task goal (Dereje, 2023).

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as any service for teachers that eventually results in improving instruction, learning, and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980). Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching to develop instructional skills to improve performance (Beach & Reinhart, 2000). On the other hand, Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met (Girmaye, 2021).

Several African countries started to implement new reforms in instructional supervision from 1990 onwards (De Grauwe, 2005). This marked a fundamental shift from highly bureaucratic school inspectorate models to new instructional supervision models aimed at enhancing the quality of education (William and Ligembe, 2022). Since 1990s, several African countries have begun enacting reforms in instructional supervision, as noted by De Grauwe (2005). This represented a significant transition from rigid, bureaucratic school inspectorate systems to innovative instructional supervision models focused on improving educational quality (William and Ligembe, 2022).

Education in Ethiopia is passing through a period of transition from the emphasis on access to emphasis on quality. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision, and classroom teaching-learning situation (MoE, 2002). According to MoE (2010), the Ethiopian Government has now shifted its attention from access to the quality of education. It has started implementing a quality education initiative called "General Education Quality Improvement Package (GEQIP) of 2008". Some of its programs were school improvement programs and continuous professional development of teachers (Girmaye, 2021).

As it is clearly stated by Fufa, (2018) educational inspection which was later replaced by supervision, was started in 1941/2. The shifting of inspection to supervision (in 1962/3) was to improve the teaching learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers. Again, with the change of the political system in the country a shift from inspection to supervision was made (MoE 1994). According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional and Central supervisory educators are structured under external supervisors. (Fufa, 2018)

Furthermore, the supervisors and education experts of the above-mentioned external organizational bodies have been given responsibility to assist teachers in school. Ministry of Education (MOE,2002) stated that supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and

learning process. In light of this, MoE (2010) stated that, in its Education Sector Development Program, has stressed the necessity of teacher supervision and support as a strategy to ensure quality of teaching and learning. On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision (MoE, 1994). Since these school-based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because, teaching learning process is a day- to-day activity, which is carried out by teachers in schools. The problems that teachers encountered while they are teaching can also be solved through school-based supervisors. To bring effective education through the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school. (Fufa, 2018 )

Fufa further explained that, school supervision is a long-lived service. It has been playing vital roles in the management of educational activities and in equipping teachers with the necessary knowledge and skill to solve educational problems by creating awareness about the dynamic methodological changes in the teaching- learning process. It has been useful to monitor and promote instruction by enhancing the quality of teachers and performance of learners (Goker, 1998). This mean supervision plays significant role in teaching- learning process School-based supervision focuses on teachers ‘professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students.

In line with this, United Nations Economic, Social and Cultural Organizations (UNESCO 1999) indicated that school-based supervisory practices are significant for individual teachers’ professional development, school improvement, and satisfaction of public demands. To this end, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance. To make school-based supervision more effective, collaboration should be made with various groups (Goble and Porter 1977). According to MoE (1994), the school principals, vice principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing

to maximize the professional competence of teachers, and thus contribute for the quality of education (Fufa, 2018).

Other researcher, Abebe (2014) continued to narrate about our education system saying, as in many other developing countries, in our country- Ethiopia, education has been given great attention for it is the basic way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwl, 1985). So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools. Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning (Abebe, 2014).

Abebe also continued saying, many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999; Musaaazi, 1985; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Hoy & Forsyth, 1986; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 1999). To achieve the goal of supervision, supervisors of instruction generally advice, assist and support teachers (Hoy & Forsyth, 1986). The overall objective of effective school based supervision is to enable the individual teacher to become implementer of effective teaching (Abebe, 2014).

Bole Sub-city is one of the eleven sub-cities found at Addis Ababa city administration. In this Sub-city there are many secondary schools both private and public. To state the real figure, 18 private and 8 government schools are found. Somehow citizens depending on their interest and economy join either of the two schools. As it is clearly shown in the result of regional and national standard examinations the quality of education in this practice is not the same. Private

schools provide better education for various reasons, and this has been manifested in the results of their students in the national examinations up to today.

Moreover, if one sees the results of our students in the last two consecutive years national exam result, though the mode of exam provision or administration is changed (Exam was given in universities) still one can clearly notice that the variation in the score is significant which when public schools score 4 and 5 percent, the private schools score on average 60 to 70 percent which was analyzed at sub-city level. It also makes the researcher to believe that one of the reasons for the successes of students in private schools were because of effective school-based supervision and the coordination task was well led by well experienced and committed supervisors and principals employed or hired by owners. Lastly, as the researcher noted and read in different sources there were still many factors which affect its effectiveness. Therefore it became a must and to assess what the practice looks like and identify the challenges on ground the researcher conducted this study.

## **1.2 Statement of the Problem**

Documents such as the Road Map and the Education Sector Development Program (ESDP) clearly explain the significant role that supervisory practices or task forces can play in improving the teaching and learning process, enhancing teachers' abilities, and boosting students' academic results. Literature abundantly supports the idea that supervision was a focus area in the educational systems of many countries. Research has also proven that it is essential for nations to focus on supervision if they need to improve the quality of education by improving instructional practices through effective school-based or classroom supervision.

Although, school based supervision was an important activity that promotes effective teaching-learning process in schools by giving due attention to the improvement of instruction and professional development of school teachers, many studies conducted around the world indicated that supervisors are not able to play the expected role from them due to many problems (De Grauwe, 2007). As result, there was mass dropout and failure of students in regional examinations and parents lost confidence in the ability of the public schools in providing quality education to the students (Mekonnen, 2022).

For instance Mekonnen explained it briefly what will happens when there is ineffective or inadequate supervision. Accordingly the inadequate supervision and feedback on teaching-learning process by instructional leaders causes a lot of negligence among teachers in their work environment (Noor & Sofyaningrum, 2020; Glanz & Behar-Horenstein, 2010). Such negligence among the schoolteachers in providing appropriate service and support to the students most often leads to poor performances of the students during examinations which might lead to the development of low self-esteem and dropout from school at a very early stage in schooling (Mekonnen, 2022). Researches conducted in some African countries also reaffirm that ineffective supervision affects students' performance. Empirical studies which have been done in other districts in Tanzania such as Rwiza (2016) And URT (2009) using either qualitative or quantitative research designs have highlighted ineffective supervision practices among the chief causes of poor students' performance in National Examinations (William and Ligembe, 2022).

Furthermore, the Ministry of Education (MoE, cited by Abebe, 2014), in its Education Sector Development Program (ESDP IV), has stressed the necessity of teacher supervision and support as a strategy to insure the quality of teaching and learning. Many researchers believe that supervision of instruction has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers (Blasé and Blasé, Musaazi, Sergiovanni and Starratt, and Sullivan and Glanz, cited in Abebe, 2014). (ETECH and SHIREYE 2023)

Previous researches indicated that the supervision structure was less developed and complex than it is today. Currently, the supervisory capacity has expanded in both human resources and organizational structure, aiming to enhance service quality. For example, at the Sub-city level, there is a twelve-member group that functions as a unit under the education office. Additionally, at the school level, principals are responsible for supervising 30 percent of teachers, while vice directors oversee the remaining 70 percent. All teachers are also expected to engage in peer supervision twice a year, known as inbuilt supervision (AAEB, 2015). In discussions, seminars, and educational conferences, supervisors—myself included—are often held accountable for low educational quality and poor national exam results.

A significant question often raised among supervisors and educators was how frequently those responsible for supervision are aware of their roles. Authorities typically respond with, "let them do it because they are teachers," but I believe this perspective is misguided. Research indicates that a lack of awareness and skills is a key finding. Supervision is a science that requires a solid understanding of its concepts, principles, procedures, values, purpose, and professional ethics. Regrettably, it appears that many practitioners neglect these essential elements in their work.

If this practice continues, how can we expect to improve teachers' professional development, the teaching-learning process, and overall educational quality? This concern drives my interest in researching this area, as I am a member of the supervision team at the sub-city level. My goal is to evaluate the current state or status of school-based supervision, identify the challenges and opportunities we face, and present these findings to decision-makers along with actionable recommendations. Despite several studies addressing the quality of school-based supervision, issues persist, as I have observed in my daily work. Therefore, further investigation was necessary to address these problems and ensure effective school-based supervision, which ultimately contributes to student academic achievement. Additionally, another gap was the issue of time; given the dynamic nature of today's context, previous research often did not cover all schools, focusing instead on those that were more convenient for study.

### **1.3 Basic Research Questions**

1. To what extent school-based supervision is practiced in the sample schools?
2. To what extent did these entities believe and have committed themselves to perform the task of supervision effectively as per the standard?
3. What are the challenges for the school-based supervision?

### **1.4 Objectives of the Study**

#### ***1.4.1.1 General Objective***

It is to assess the practice of school-based supervision in the secondary schools in a systematic way.

#### **1.4.1.2 Specific Objectives**

1. Assess the level of understanding and knowledge of school-based supervision among teachers, administrators, and external supervisors.
2. Investigate the existing procedures for school-based supervision in schools within the Sub-City and how these procedures are implemented.
3. To identify the challenges and the actual status it has on the ground.

### **1.5 Significance of the Study**

Supervision in general and School based Supervision in particular focuses area upon which to invest as much as possible to attain the goal which the state wants to realize through it (like Education quality, access or equity or whatever holistic development) was recognized long time ago and continued consolidated up to today.

Especially since the formulation of the 2018 education road map, it has been given considerable attention and a supervision structure was laid down starting from the federal ministry education level at the top to Woreda level at the grassroots. And also within schools there are different bodies which were expected to perform or undertake the activity of supervision in addition to those who came from Bureau, Sub-city and Woreda.

It was also explicitly and briefly stated in recent educational documents like the Roadmap, ESDP XI and other strategies that the role of supervision in identifying and alleviating or solving the educational problems that we have encountered as a system or society is irreplaceable or decisive.

The research results can be important for various entities by serving as the source to make further study better than this in the area and to have or develop programs of awareness with various stakeholders who will help them to improve the practice and to review the policy decisions made regarding supervision. Also it is hoped that this study may create awareness among the community in the education system and help us to know status of the factors influencing school-based supervision to suggest how it will be solved. In general different parties in the education sector or other interested individuals and groups can benefit if they have interest in area.

## **1.6 Delimitation of the study**

To conduct the research genuinely, and in a feasible manner, defining the scope in terms of area, institutions and individuals who will be subjects to the study in a precise way was one of the research making processes. Therefore, to make the study manageable and minimize the time and financial shortcomings that one can possibly face while conducting a research. The researcher selected sample public schools which were found in the Sub-city. In fact the remaining two were new schools opened in 2024. And those teachers who had experience were purposely made part of the study, besides external supervisors; from the three clusters which are found in Bole Sub-city. Finally, the whole study was confined to the challenges and practices manifested in the school-based supervision in these schools.

## **1.7 Limitations of the Study**

This study was not without limitations. One major constraint was the low level of commitment from certain segments of the target population, which may probably affect the possibility of getting real data. Additionally, the scope and depth of the research was restricted by limitations in time and financial resources, which affected the ability to conduct more comprehensive and scientifically rigorous inquiry in the area. Another significant limitation was lack of recent local studies and relevant reference materials, which made it challenging to compare the results with existing literature. Despite these challenges, the researcher made considerable efforts to mitigate their impact, including engaging in extended discussions and maintaining continuous communication with participants to ensure the collection of meaningful data.

## **1.8 Definition of Terms**

Challenges- obstacles or barriers encountered by supervisors while conducting supervision activities in schools, such as lack of awareness, lack of time, limited resources etc.

External Supervision- Support and professional guidance given to teachers by individuals outside the school, such as education experts, Sub-city or district supervisors etc.

Guidance- Supportive advice or counseling offered to teachers to help them work properly, especially to accomplish tasks related to academic or professional development.

Internal Supervision- A process whereby supervision is carried out by members within the school, such as principals, department heads, or senior teachers, aimed at improving teaching and learning.

Practices- The actions school staff engaged in while carrying out supervision duties within the school setting.

School-Based Supervision-Supervisory efforts that are organized and implemented within the school by school leaders like principals, vice principals, heads of departments, and experienced teachers to improve teaching practices and student outcomes.

## **1.9 Organization of the Study**

This study is organized into five chapters. Chapter one presents the background of the problem and the overall approach of the study. Chapter two provides a review of related literature relevant to the research topic. Chapter three outlines the research methodology and procedures used for data collection. Chapter four focuses on the presentation, analysis, and interpretation of the collected data. Finally, Chapter five summarizes the main findings, draws conclusions, and offers recommendations based on the findings.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter provides an insight to the context of this study by reviewing previous related works done in school-based supervision. It is believed to help people who have interest on the issue raised in this paper conceptualize about school-based supervision in forms as applicable to quality of education. It also helps during instrument development, preparation and analysis of data to assess the practices and challenges of school-based supervision in secondary schools of the study area. Therefore, the following literature review offers a broader perspective of the situation of school-based supervision at large. It should be seen as an attempt to give a background to the paper.

#### 2.1 Concept of Supervision in General

Soetopo (1984) mentioned that in the colonial era, around 1654, the activities of supervision emerged in the United States. The General Court of Chusetts Bay Colony stated that the leaders of the city were responsible for the selection and regulation of teachers' performance. This is considered as a forerunner to the emergence of the most basic concepts for the development of modern supervision. In Boston, in 1709, a committee of laymen came to know the methods used by teachers in their classes by visiting schools. Their task was not to improve teaching skill of teachers or fix fault made by teachers in their teaching but it rather than to know how capable teachers in their teaching practice. This was contrary to what is happening today regarding educational supervision, the goal of which is to support the teachers and as a result to improve the academic result of students.

Supervision can be defined as a creative and dynamic expert technical service to improve the overall teaching learning process and overall education system in general. Educational supervision means an all-out effort of the school officials directed towards providing leadership to teachers and other educational workers for the improvement of institution. Educational supervision is a wider concept. It is an integral part of quality education. Supervision works as a quality control technique in educational institutions. Hence the supervisor has the responsibility of ensuring effective functioning of the institution. The whole supervisory process comprises

many specific activities and techniques. Understanding this concept the supervisors at any level including the school-based supervisors must be committed to discharge their responsibilities in line with the national and local standards, manuals and guidelines.

Bartky defines Supervision as “Good Supervision is always concerned with the development of the teacher, the growth of the pupil and the improvement of the teaching learning process”.

According to Wills, “Supervision is assistance in the development of a better teaching learning situation”. Douglass defines “Supervision is the effort to stimulate, coordinate and guide the continued growth of teachers, both individually and collectively, in better understanding and more effective performance of all the functions of instruction, so that they will be better able to stimulate and direct each student’s continued growth towards a rich and intelligent participation in society”.

To sum up the definition given to supervision differed from time to time, and these days it is defined as a support or guidance provided to teachers but contrary to this notion, on practice it is sometimes used as a means of controlling the teacher’s activities with the intention of judging which is the nature of inspection. Hence to improve the teaching learning process and ensure education quality the focus of supervision should be on building the capacity of teachers and educators which will in return help us to improve education quality as it is underscored in many literatures in the modern time. Tunnell (2024)

## **2.2 Nature of Educational Supervision**

The nature of educational supervision is very vast and dynamic. We can discuss the nature of educational supervision under the following points:

**A democratic process:** Educational supervision is based on participative leadership. The supervisor encourages a freedom to express and dignity among the teachers. The supervisor creates democratic setting which encourages cooperative behavior among both teacher and students. The supervisor must have democratic ideals to make the supervision more participative.

**A continuous process:** Educational supervision is a never-ending process. The continuity has to be maintained to achieve the goals and objectives of education. Regular supervision makes the

teacher updated and effective. It stimulates the continuous growth of teachers and development of pupils.

Scientific Process: Supervision is a scientific process as it follows a systematic and scientific procedure. Supervision has its own objectives and methodology to materialize the objectives. Supervisor is very clear about his duties and responsibilities.

Educational Supervision is Professional in Nature: Supervision is a professional activity. It is based on expert technical service. Supervision can only be performed by the technical experts.

Educational Supervision is creative in nature: supervision is a creative and dynamic expert technical service.

Result oriented process: it provides leadership with expert knowledge and superior skills. It gives coordination, direction and guidance to teachers' activities.

Process of motivation: Supervision works as an effective process of motivation for the teachers. It can motivate the teachers to develop true professionalism among the teachers.

Coordinated effort: Supervision is a coordinated effort among the people related to educational administration and teaching. There is a need of coordination to make the supervision effective and successful. In general unless supervisors know and understand these features of educational supervision they couldn't be good supervisors and effective, the result of which is failure in instructional success and educational quality.

The above nature of supervision refers to the main features that characterize the essence of supervision in modern times in the education sector. Understanding this features or nature will be very important to provide effective supervision service to teachers and institutions, therefore one of the strategies to be implemented to resolve the problems we are facing in schools in relation to school-based supervision should be to make those parties who are involved in this supervisory practice understand clearly this nature.

### 2.3 Considering the Nature and Scope of Supervision

Aspects of teaching process: This aspect of supervision is related to the supervisor's knowledge and skills of modern teaching methods and techniques. The primary responsibility of a supervisor is to look after the needs and aspirations of teachers. Through the process of supervision, teachers need to be motivated towards to the teaching process. The teachers are expected to perform their best practices to make the teaching highly effective. It is the duty of the supervisor to provide sufficient knowledge of curriculum, teaching process, evaluation and assessment etc, to the teacher community. Hence supervisor should work as a mentor for the teachers. He should try to inculcate the values among teachers instead of finding faults. So, supervisor is expected to be responsible for the advancement in teaching processes in the institutions.

Aspects of Learning Process: Another aspect of supervision is the Supervisors responsibility towards to the development of learners and learning processes. Supervisor must have the sufficient knowledge of psychological aspects of learners. Learners' needs and aspirations is an important factor that makes the learning effective. Knowledge of individual differences is another aspect of learning. Supervisor should motivate the teachers to accommodate all categories of learners' i.e. gifted, average and slow learners in the classroom environment.

Aspects of Institution: Supervisor works under certain institutional norms and procedures. If necessary, effective procedure of functioning can be devised with the support of the authority. Supervisor need to be conscious about the goals and objectives of the institution. Supervisor has to ensure the work is done appropriately and within the time frame. The successful supervision is based on the factor of democratic behavior of the supervisor. In a democratic institution, the process of supervision needs to be based on human relation. Educational supervision is based on participative leadership. The supervisor encourages a freedom to express and dignity among the teachers. The supervisor creates democratic setting which encourages cooperative behavior among personnel. The supervisor must have democratic ideals to make the supervision more participative. Supervision should give priority on institution development instead of individual growth.

Personal aspects of supervision: Personal aspect is the most important aspect of supervision. Supervision should stimulate good human relations through creating mutual respect and confidence. Supervisor should recognition of individual differences among teachers as well as students. He should possess tolerance of opposing viewpoints. Supervisor need to be co-operative thinking, planning and evaluating skills. Supervisor should have power of self-confidence and a feeling of security. Through the personal qualities he creates situations that foster a feeling of mutual respect among teachers and co-workers. Supervisor should develop the power of self-evaluation to cop up with developments in the profession. To sum up these aspects of supervision are illustrative not exhaustive we can add many more, but they are the most important ones to consider, if we want to be a modern and successful supervisor in our institution (Tunnell, 2024).

#### **2.4 Objectives of Educational Supervision: Educational Supervision is carried out with Certain Objectives.**

One of the objectives of the provision of clinical or school-based supervision to teachers is to improve their teaching skills, and the other is to acquaint the teachers with new pedagogical approaches, which means as literature shows there are many more teaching methods now a day by which students can learn better, their interest being respected and addressed. But in practice as it can be noticed in classroom while we enter class to conduct clinical supervision most of the teachers used teacher centered approach an approach which does not give chance to students to be engaged in their learning.

There are many factors that affect the learning environment within the school and its surrounding and one of the purposes of conducting Educational Supervision is also to improve the learning environment in the school. Supervision also plays a crucial role in identifying and diagnosing the challenges encountered in the teaching-learning process. By systematically observing and evaluating classroom dynamics, supervisors can pinpoint specific issues that hinder effective learning. This diagnostic approach allows for timely interventions and tailored support, ultimately enhancing educational outcomes for students.

Another key objective of supervision is to cultivate strong interpersonal relationships among all stakeholders, including teachers, students, parents, and administrators. Effective supervision

fosters an environment of trust and opens communication, which is essential for collaborative efforts. By encouraging positive interactions, supervisors help create a supportive community that values each member's contributions and promotes collective growth. Supervision aims to ensure that the various elements of the educational system, the curriculum, instruction, assessment, and administration are integrated seamlessly. This holistic approach enables educators to align their teaching methods with institutional goals and policies, ensuring a cohesive educational experience.

Effective supervision facilitates collaboration among different components, leading to a more unified and effective educational framework. By encouraging teamwork and shared goals, supervisors help to create a culture of cooperation where educators can support one another in their professional development. This collaborative spirit not only enhances individual teaching practices but also contributes to a more dynamic and innovative educational environment. In general to have effective school-based supervision one has to know these objectives of supervision and consider them in day-to-day activities.

## **2.5 How to Conduct a Classroom Observation**

To conduct a successful classroom observation, follow these steps:

**Purpose and Focus:** Clearly define the observation's purpose and pinpoint specific aspects of the teacher's performance or classroom environment to concentrate on.

**Preparation:** Develop a comprehensive checklist for classroom observation, incorporating questions, charts, or rating scales. Become familiar with the teacher's background, lesson plans, and classroom arrangement.

**Scheduling:** Set the date, time, and duration of the observation, giving the teacher advance notice.

**Briefing:** Before the observation, meet with the teacher to discuss the purpose, focus areas, and specific instructions or expectations.

**Observation Techniques:** Utilize a variety of techniques, such as rating scales, charts, interactive coding systems, and narrative observation checklists, to thoroughly evaluate the teacher's performance and the classroom environment.

**Active Participation:** Actively observe the teacher engage with students while refraining from unnecessary interactions. Take detailed notes on the teacher's actions, decisions, and interactions.

**Unobtrusiveness:** Strive to be as unobtrusive or inconspicuous as possible during the observation, keeping the focus on the teacher and students rather than the observer.

**Feedback:** Following the observation, provide the teacher with pertinent feedback based on your notes and observations. This constructive feedback aids in refining teaching methodologies and improving student outcomes.

**Collaboration:** In some cases, it might be beneficial to utilize peer observations, where another teacher observes and offers feedback on a fellow teacher's performance. This collaborative approach can yield valuable insights and suggestions for improvement.

Remember, the success of classroom observations hinges on collaboration, reflective practices, and a keen focus on both the teacher's performance and the classroom environment. But in practice the procedures mentioned above are not taken in to account and for this those who involved in the school-based supervision raised many reasons like lack of time, work load etc.

## **2.6 Effective Classroom Observational Techniques**

Various techniques for observing classrooms provide effective means to evaluate teacher performance and improve teaching methodologies. Some of them include:

**Peer Observation:** Have another teacher or team of teachers observe, collaborate, and provide valuable feedback, offering insights and suggestions for improvement.

**Narrative Observation/Scripting:** Take detailed notes and/or using scripting techniques on teacher actions, decisions, and interactions during the observation.

**Checklists:** Assess specific aspects like lesson planning, assessment, and classroom management.

Questionnaires and Surveys: Gather feedback from teachers and students on teaching practices, classroom environment, and learning outcomes.

Charts: Record and measure teacher behavior, including teaching strategies and student engagement levels.

Rating Scales: Evaluate teachers on classroom behavior management, student engagement and instructional effectiveness.

Interactive Coding Systems: Observe and record group dynamics in light of specific teacher behaviors, including classroom organization, instructional strategies, and student-teacher interactions.

Video Recording: Analyze teacher behavior in-depth, providing insights into the teaching process.

Utilizing a combination of these techniques during classroom observations is crucial for comprehensive insights into teacher performance and its impact on student learning. As we can see in the above list there are many techniques that we can use for class room observation based on our context and convenience. Thus we have to plan which techniques to use and why properly to get the intended result through supervision.

## **2.7 Challenges with Traditional Classroom Observations**

While classroom observations help improve teaching practices, traditional approaches are not without their challenges. Some of these include:

Observer Bias: Traditional human observations may introduce bias due to personal perspectives, potentially distorting the evaluation of teaching practices.

Limited Scope and Frequency: Traditional periodic observations cover only a fraction of a teacher's overall performance, which may hinder the identification of consistent patterns and fail to capture the full spectrum of teaching approaches.

Limited Data for Analysis: Traditional methods relying on handwritten notes and qualitative assessments make it challenging to compile and analyze large volumes of data, impeding the comprehensive understanding of teaching practices.

Disruption of Natural Flow: The observer's presence might lead to altered behavior by teachers and students, affecting the authenticity of the observed environment. Therefore as a principle, everyone who has the responsibility of supervision in education has to avoid these challenges which are the features of traditional class room observations and made the effort to create effective supervision impossible.

## **2.8 Empirical Review**

Supervision is believed to have its origin in the practice of industrial and business enterprises. Among the industrialized countries that stated the activity was Britain in 17thC. This was during the period of industrial revolution in Europe. At this period the need for supervision was crucial to control the industrial workers. Later on the concept of supervision was borrowed from the industries and enterprises long educational institution. The main purpose was to control the plant and pupils achievement (Dull 1981). According to Eye and Netzer (1965) the evolution and development of supervision has gone through the following stages, the first is the period of administrative inspection (1642-1875), which emphasized to observance of the school's physical plant and the control of the pupils and examination of financial and materials wealth and teaching by lay persons. The next period referred to as the period of efficiency orientation (1876-1936) known for its emphasis on pressurized influence on teaching procedures by specialists who have efficiency oriented. Inspection during this period remained generally, a function related to the instructional program of school (Eye and Netzer, 1965).

The third period of development was known as cooperative group effort (1937-1959) where they capitalized the system use of research methods regarding studying problems related to educational administration. The other purpose of inspection at this time was to assist the school administration in coordinating activities and give advice on what is to be done, i.e. to bring about cooperative and coordination in all phases of instruction (Eye and Netzer, 1995). The last stage was the period of research orientation (1960 up to the present time). The emphasis of the period was the combination of theory and practice to vitalize in the improvement of the teaching

learning process. Educational problems would be solved through study rather than by negotiation and persuasion (Eye and Netzer, 1995)

In education, modern supervision was widely recognized and practiced since the beginning of 17th century. Instructional supervision is a recent development which was started in 1950 particularly in 1957, at Harvard University in order to supervise graduate students that are enrolled in Masters of Art in teaching program. Since then, this idea has further developed to accommodate not only pre-service supervision of teachers but also in-service supervision of beginning teachers and experienced teachers. According to Sirotni and Oakes (1996) and other studies instructional supervision get wide acceptance than old supervision system which was oppressive, monitoring, inspecting, evaluation, and degrading process of hierarchical supervision, since instructional supervision is humanistic, collegial, peer or cooperative work to help each other and improve teaching practice.

As for, Association for the Development of Education in Africa [ADEA] (1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively to achieve improved results. Marcho (2012) insisted that supervision in school organization is more functional towards determining the effective of teaching and learning in school. UNESCO (2001) mentioned the practice of instructional supervision is useful to individual teacher's professional development, school improvement; maintain quality education and improving students achievements.

Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Sergiovanni & Starratt, 2002). Benjamin, (2003), asserts that, Instructional supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers' weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Paschal & Mukulu (2020), quality of education has been given priority because the development of any society depends on the quality of education. In fact the meanings of quality vary based on the

organizations; different scholars have defined the quality education more or less in the same way, and pointed out factors that most affect the provision of quality education. For instance, Dittmar, et.al.(2002), discussed the provision of quality education as the action of providing good education by well-prepared teachers (Dereje, 2023).

Supervision has been a crucial tool to improve the required quality of education of any educational programs of the nations (Tadele & Bekele, 2017). Quality education is the result of an effective instructional process of educational leaders and all stakeholders (Leithwood, Harris & Hopkins, 2020). Moreover, Govinda and Tapan (1999) pointed out that supervision is a key factor for ensuring the proper functioning of teaching and learning process in the primary schools. The quality education provision cannot be realized simply by adding more input resources into the system at the absence of an effective school-based supervision (Tahir, Ali, Junaidi & Samah, 2019).

Educational supervision is a continuous professional support process that aims at improving instructional process as well as the school management practices. It also encompasses responsibilities of schooling which includes administration, curriculum, professional development and instruction to improve the quality of education (Glickman, Gordon & Ross-Gordon, 2012; Hidayat, Nurdyansyah, Ruchana, 2020). On the other hand, effective school-based supervision requires the presence of necessary input like school infrastructure, quality teacher, qualified and motivated instructional supervisors, and conducive school working environment.

In most case providing high quality education to the students is a common challenge which linked to the schoolteachers, school-based supervision, teaching behavior and slow learner performance (Glanz & Behar-Horenstein, 2010). It has been also identified that the primary purpose of school-based supervision process is to support and sustain all teachers in their goal of professional development, which ultimately results in quality instruction service to the school (Ponciano, Linhares, Melo, Lima, & Travençolo, 2020).

Many countries in Africa including Ethiopia, nowadays, have a serious concern for improving the quality of education since sustainable growth and development of nations depends on the

quality of the education which they provide to their citizens (Tadele & Bekele, 2017). School based supervision, is considered as basic strategies for teaching and learning improvement, and it serve as a continuous assessment tools to assure quality, and allows teachers to continually expand their capacity to learn and help their students and colleagues. In line with this peretomode (1995), underlined school-based supervision as a better means by which school administrators attempt to achieve acceptable standards of performance in their institution. Thus, an effective school-based supervision brought better student achievement and creating valuable educational opportunities for the students (Koskei, Sang & Ngeno, 2020).

But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery (Glatthorn, (1990). De Grauwe (2001), posits that national authorities rely strongly on the instructional supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. McNell and Lucio (1979) suggested also supports this as they described the instructional supervision, which is carried out by the supervisor, is concerned with facilitating and stimulating teachers to improve instruction. Tesfaw and Hofman (2014) stated that instructional supervision is the supervision carried out by the head teachers, subject teachers, and other assigned supervisors in school with the aim of providing guidance and support to teachers (Dereje, 2023).

Glickman et al. (2018) cited in Gordon (2023) advocated that teachers should take responsibility for their growth and not rely solely on their supervisors. Supervision should focus on growth rather than compliance and encourage collaboration between teachers to improve instructional practices and teacher involvement in the ongoing reflective inquiry.

Grauwe and Carron (2004) mentioned that the key task of supervision is improving the performance of schools and teachers, one of the components of an overall quality monitoring system. In addition, Ololube and Major (2014) indicated that supervision is a partnership involving a process that requires active involvement of both supervisors and supervisees in the planning and execution, thereby supervisors need to provide supervisees with feedback and guidance aiming at supervisee learning and development. Grauwe et al. (2011) revealed that a shift in school supervision from control to support reflects a change of attitude and approach in Kenya. Visits now involve more discussion with teachers with the purpose of supervision and assessment of the work with less emphasis on the investigative dimension. (Esayas, (2024).

It's not easy to provide a good school-based monitoring service. It necessitates a variety of abilities, including people administration skills, human connection skills, group process skills, assessment skills, and technical abilities such as planning, directing, and managing complicated school operations. Honesty, understanding, open-mindedness, intellectuality, objectivity, creativity, inspiration, proportion and balance, and respect for individuals are all qualities that a good supervisor must possess (Tarrant and Newton, 1992 and Ali, 1998). According to Hailesilasse (2007), the purpose of school-based supervision is to develop and explain a system of in-class supervision that, in the hands of incompetent supervisors, will prove powerful enough to give the supervisor a reasonable hope of achieving significant improvements in the teacher's classroom instruction; second, it is to help correct the neglect of class or clinical supervision and establish it as a necessary complement to out of the class supervision (general supervision). As a result, school-based supervision may have the potential to carry out effective supervisory tasks at each school level. They can cover the administrative, educational, and supportive functions of supervision if they obtain training and are in better shape. Their jobs were completed at a low financial cost, with no requirement for a budget or transportation fees. (Girmaye, (2021)

Glickman (1992) also described school-based supervision as the action that takes place in the schools to enable teachers to improve the quality of instructional process and relationships among the school community. However, this can be achieved when the school leaders able to define the goals of school-based supervision for their teachers and facilitating opportunities to empower the teachers and let them deliver their responsibility (Kuljiš, & Lunić, 2016).

Because school-based supervision is a complex process that involves working with teachers and other educators in a collaborative approach to enhance the quality of instructional process within the schools and career development of the teachers. Likewise, (Pawlas & Oliva, 2007) stated that school-based supervision is a means of offering to teachers specialized help in improving instruction. The negligence in the improvement of teaching learning process through improper supervisory practices by school heads may go on without being detected. This may lead to low quality of instruction and invariably teachers' lack of commitment to their job (Nakpodia, 2011)

## Summary

In this section in general the theoretical and empirical literatures were explored, and particularly in the theoretical part points like what supervision is currently, what objective it has, the techniques, procedures and the challenges which were encountered with the traditional conception of supervision were addressed, whereas in the empirical aspect what has been studied regarding school-based supervision in previous researches was discussed.

The concept of supervision was originated and later expanded to other sectors in countries where industrial revolution was began and flourished. Initially it was defined like a control of an industrial working force to ensure presence and engagement of those workers. And also its purpose was, as it is well elaborated above to control the effectiveness of workers and the industries. Later it has gone through different stages as discussed by Eye and Netzer (1965). That means it has passed four stages, having different meaning, feature, purpose etc. In education, modern supervision was widely recognized and practiced since the beginning of 17th century.

In modern times the perception of the scholars of education was very interesting as we can understand from the above extracts. Hence these days the focus of supervision is not on people, it is rather on improving teachers, institutions and students' academic achievement. But on the other hand, effective school-based supervision requires the presence of necessary input like school infrastructure, quality teacher, qualified and motivated instructional supervisors, and conducive school working environment. (Glanz & Horenstein, 2010). But in practice these things are not adequately fulfilled, therefore to resolve these problems and ensure education quality conducting research is important and that is why this research was initiated.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

The researcher used a descriptive design, based on the assumption that, it would help to investigate the current practices and challenges of school-based supervision in Bole Sub-city secondary schools. The descriptive design was preferred because it helps to integrate data that was collected from both qualitative and quantitative sources. The researcher used mixed research design which involves qualitative and quantitative data within the stages of the research process.

#### 3.1 Population

The sources of data were both primary and secondary sources. Primary sources of data were supervisors, principals and teachers.

#### 3.2 Population, Sampling procedure, and Sample

There were eight secondary schools in Bole sub-city of Addis Ababa City Administration. Out of these eight six secondary schools were selected and included in the study, as the remaining two new schools were opened in 2024. Participants were selected by using simple random sampling from the selected secondary schools to give equal chance for participants. To determine the sample size, the formula developed by Yamane formula (1967) was employed Where : n= sample size required N = number of people in the population e = allowable error (5%), i.e. 0.05

$$n = \frac{N}{1 + N(e)^2}$$

For teachers

$$n = \frac{N}{1 + N(e)^2} = \frac{547}{1 + 547(0.05)^2} = \frac{547}{2.36} = 232$$

All 24 principals and 14 cluster supervisors were included in the sample

Table 1. **Sample**

Total number	Sample to betaken	Remark
547 Teachers	232	Random sampling
24 directors out of it eighteen vice directors	24	census
Cluster or Sub-city supervisors 14	14	census

### **3.3 Instruments of Data Collection**

Data gathering instruments were first drafted on the basis of basic questions. Questionnaires were used for teachers and administrators (supervisors and principals). The reason why the researcher decided to use questionnaire was the difficulty to interview all sample and to address comprehensive issues about school-based supervision as much as possible. Additionally interview was conducted with experts of Bole Sub-city Education Office. By conducting interview it was possible to get the view of all samples, since it was mostly used when there were small sample and important to data triangulation. Questionnaires were piloted in secondary schools which were non-sampled. The researcher get the consent of the respondents and make the objective of the study clear to all respondents to avoid unnecessary confusions and enhance the validity of the study before getting the questionnaires filled.

### **3.4 Techniques of Data Analysis**

To make the collected data ready for analysis, the questionnaires were checked for completeness, the data classified and tallied carefully, the assembled data were also arranged and organized in tables, and computed using percentages. Finally, the organized data were interpreted..

### **3.5 Ethical Considerations**

Measures were taken to ensure the respect, dignity and freedom of each individual participating in the study. During briefing of the respondents about data collocation, emphasis was placed on the importance of obtaining their informed consent and the avoidance of any kind of coercion.

Further, while collecting and analyzing the data, the researcher truthfully was followed all ethical standards.

### **3.6 Reliability**

Reliability is about consistency i.e. the extent to which a measure yields the same scores across different times. Accordingly, the reliability of the instrument was maintained through conducting a pilot test which was conducted non-sampled school. Accordingly, the pilot test result indicated the reliability of the questionnaires of this study is 0.813 which is of course in the acceptable range. (L. R. Gay, 2012)

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

As it is stated in chapter one the main purpose of this study is to investigate to what extent teachers and school leaders understand the concept of school-based supervision as well as to identify the challenges faced in the process of school-based supervision. The main objective of this chapter is to present data obtained through questionnaire and other instruments concerning the practice school-based supervision. Therefore, this chapter deals with the presentation, interpretation and discussion of results in terms of the above mentioned objective. This part of the study presents data to the three basic questions formulated to draw information.

The obtained results were discussed in relation to the findings of early conducted related studies and views of scholars or authors that are revealed in the review of related literature section of this study. As indicated in chapter three, both quantitative and qualitative methods were used to analyze the data in organizing the data obtained according to their similarities in response and topics, and in a way that they can easily be analyzed. The presentation of the analyzed data were in table form using frequency and percentage.

#### 4.1 Characteristics of the Respondents

**Table 2: Characteristics of Respondents**

No	Item	Category of item	Respondent					
			Teachers			Education Leaders (Principals and supervisors)		
			F	%	Total	F	%	Total
1	Sex	Male	217	93.5	232	30	78.9	38
		Female	15	6.5		8	21.1	
2	Age	25-30	96	41.4		-	-	
		31-35	69	29.7		2	5.3	
		36-40	39	16.8		11	28.9	
		41-45	10	4.3		11	28.9	
		Above 46	18	7.8		14	36.8	
3	Educational qualification	Diploma	-	-		-	-	
		BA degree	183	78.9		12	31.6	
		MA degree and above	49	2.1		26	68.4	
4	Teaching experience	1-15 years	133	57.3		3	7.9	
		16-20 years	80	34.5	23	60.5		
		21-30 years	19	8.2	11	28.9		
		Above 30 years	-	-	1	2.6		

Table 4.2 shows the demographic characteristics of the respondents. Accordingly, considering gender a larger proportion of the respondents were 247 (91.5%) male while the rest, 23 (8.5%)

were female. The majority of the respondents' age categories were in between 25-30 years age group was 96 (41.4%). Then For 31-35 years of age category it was 71 (26.3%) whereas the age range of 36-40 years accounts for 50 (18.5%), the other age category was 41-45 years age which was 21 (7.8%) the last category was above 46 which was 32(11.9%). Regarding the work experiences, the majority of respondents were in between 1 and 15 years that account for 136 (50.4%). Again for those ranging from ten year to twenty years it accounted for 103 which is (38.1%). The experience or that ranging from 20 to 30 years was 30 (11.1%) and lastly for those above 30 years work experience it was only one (0.4%). When we come to the educational background of the respondents, a large number of teachers and supervisors were Bachelor degree holders for 195 (72.2%) while the remaining participants of the study were Master degree holders for 75 (27.8%).

In summary, the distribution shows that overall; the greater majority of teachers and supervisors and principals were male with age range between 25 to 30, Bachelor degree holders with experience years of 1 to 15 years. How this distribution is related to their perception response rates of teachers, supervisors and principals is attempted to be discussed in the subsequent discussion.

## 4.2 To know the Understanding of Teachers' about School base –Supervision

**Table 3: The Extent of Understanding of Teachers**

Items	Respondents	Number	Rating scale										Mean
			strongly disagree		disagree		undecided		Agree		strongly agree		
			f	%	f	%	f	%	f	%	f	%	
I am familiar with the concept of school-based supervision ( supervision service given by teachers, department heads, senior teachers and directors of my school)	Teachers	232	21	9.1	22	9.5	70	30.2	58	25	61	26.3	3.5
	Educ-Leaders	38	0	0	7	18.4	16	42.1	15	39.5	0	0	3.21
Orientation or in-service training is given at least once in a year to me and those who will be engaged in school based supervision	Teachers	232	57	24.6	50	21.6	97	41.8	28	12.1	0	0	2.41
	Educ-Leaders	38	11	28.9	12	31.6	8	21.1	7	18.4	0	0	2.28
I know the specific responsibilities of my role in the school-based supervision process.	Teachers	232	40	17.2	116	50	44	19	24	10.3	8	3.4	2.32
Program or schedule is prepared every academic year and teachers and departments are made informed.	Teachers	232	65	28	91	39.2	50	21.6	26	11.2	0	0	2.15
	Educ-Leaders	38	13	34.2	14	36.8	5	13.2	6	15.8	0	0	2.1
Necessary materials(observation checklist, stationary, program etc.) are availed before the task is began	Teachers	232	24	10.3	78	33.6	78	33.6	52	22.4	0	0	2.68
	Educ-Leaders	38	0	0	5	13.2	8	21.1	17	44.7	8	21.1	3.73
school based supervision is made twice in a year aligned with the standard	Teachers	232	9	3.9	37	15.9	84	36.2	70	30.2	32	13.8	3.34
	Educ-leaders	38	2	5.3	5	13.2	9	23.7	16	42.1	6	15.8	3.5
The task is evaluated twice or once in a year and the strength and weakness are discussed with teachers and departments and feedback is given for each department in general terms	Teachers	232	62	36.7	102	44	68	29.3	0	0	0	0	2.02
	Educ-Leaders	38	6	15.8	12	31.6	10	26.3	7	18.4	3	7.9	2.71
All the supervisee and the supervisor teachers believe its positive impact on their professional development and students' academic result	Teachers	232	12	5.2	30	12.9	68	29.3	73	31.5	49	21.1	3.5
	Educ-Leaders	38	0	0	4	10.5	12	31.6	16	42.1	6	15.8	3.63
I believe that school-based supervision enhances collaboration among staff members.	Teachers	232	0	0	12	5.2	72	31	88	37.9	60	25.9	3.8
	Educ-Leaders	38	1	2.6	5	13.2	8	21.1	17	44.7	7	18.4	3.63

As it can be observed from table 3 above in item 1 the respondents were asked to level the extent of their agreement or disagreement they are familiar with the concept of school-based supervision. The teachers and educational leaders respondents responded with a mean value of 3.5 and 3.21 respectively that means both teachers and educational leaders generally agreed familiarity with the concept. When 51.3% of teachers and 39.5% of educational leaders agreed that they were familiar with the concept of school-based supervision. The remaining considerable number of teachers 30.2% and 42.1% of educational leaders were also unable to decide which is meant their needs to be further capacity building.

Also as we can see from the above Table 3 in item 2 in a similar way the respondents were asked to level the extent of their agreement or disagreement if they had been given orientation or refreshment short term training at least once in a year. The teacher and educational leader respondents responded with a mean value of 2.41 and 2.28 respectively that means, both groups disagree or are neutral about receiving consistent training. This indicates a lack of systematic professional development related to school-based supervision, which could affect its effectiveness. 46.2% teachers and 60.5% of educational leaders disagreed on the point that school-based supervisors were given refreshment training once in a year.

This was consistent with Qualitative interviews highlighted that many school leaders lacked sufficient training in modern supervision principles, resulting in superficial or compliance-oriented approaches. One supervisor noted: “We conduct supervision because it is part of our duty, but most of us have not received formal training on how to support teachers effectively.” This finding aligns with Fufa (2018) and Tesfaw and Hofman (2014), who reported that many Ethiopian supervisors lack pedagogical preparation and rely on outdated monitoring approaches. Similarly, Glickman et al. (2012) argue that without conceptual clarity and reflective practice, supervision becomes perfunctory, undermining its potential for instructional improvement.

In item 3 the same Table the respondents were asked to what extent the respondents knew the specific responsibilities they have been regarding the school based supervision. The teachers respondents responded with a mean value of 2.32 that means teachers show a low level of understanding of their specific roles, as the mean is below 2.5. More than sixty seven of teachers were replied that, they didn't know their specific responsibilities while they were engaged in

supervision and significant number 19% were unable to decide. This implies that confusion or inadequate communication about duties in the school-based supervision process.

The other item 4 in the Table which is whether Program or schedule is prepared every academic year and teachers and departments are made informed, the teachers and educational leaders respondents responded with a mean value of 2.15 and 2.10 respectively. 67.2% teachers and 71% of educational leaders were disagreed on idea that there were supervision program and they were made informed this program before they were engaged in supervision. That means both groups disagreed that annual programs or schedules were clearly prepared and shared. This shows a lack of planning and communication, which may hinder the implementation of effective supervision.

Regarding the provision of necessary materials to use as input for the execution of school-based supervision in item 5 in the above table, teachers and educational leaders respondents responded with a mean value of 2.68 and 3.73 respectively. 43.9% of teachers were disagreed that necessary materials for supervision were availed to them. While 44.7% of educational leaders were agreed that this materials were availed. That means teachers said materials were rarely provided, while educational leaders believed otherwise or to the contrary. This discrepancy points to a communication or implementation gap. Teachers may not be receiving materials in a timely or adequate manner.

Item 6 in the Table is about how frequently school-based supervision is carried out in a year, The teachers and educational leaders respondents responded with a mean value of 3.34 and 3.5 respectively that means, both groups agree that School-based Supervision is conducted at least twice a year, indicating relatively adequate frequency, though not strongly agreed upon. 54% of teachers were agreed that supervision was conducted twice in a year in their school, while 57.9% of educational leaders were agreed similarly. But significant number was rated undecided in both groups which imply further diagnosis and intervention is needed regarding this point.

Item 7 in the Table is about how often the strengths and weakness of school-based supervision are evaluated in a year, the teachers and educational leaders respondents responded with a mean value of 2.02 and 2.71 respectively. 80.7% of teachers 47.4% of educational leaders were disagreed to the proposition that supervision was evaluated at least once in a year. That means

teachers generally disagree that evaluation is conducted properly or feedback is given. Educational leaders' responses were rated medium, suggesting weak follow-up and reflection mechanisms in the School-based Supervision process.

In Item 8 teachers were asked whether engagement in school-based supervision have positive impact on their professional development and students' academic result, the teachers and educational leaders respondents responded with a mean value of 3.5 and 3.63 respectively that means, both groups agree on the positive impact of School-based Supervision on professional growth and student outcomes. This shows high potential and value, even if implementation has issues. 52.6% of teachers and 57.9% of educational leaders agreed on positive impact of supervision in their professional development and students result.

Lastly item 9 in the above table whether engagement in school-based supervision enhances collaboration among staff members the teachers and educational leaders respondents responded with a mean value of 3.8 and 3.63 respectively that means the highest-rated item. Both groups believe School-based Supervision promotes staff collaboration, showing its strong social and professional benefit. 63.8% of teachers and 63.1% of educational leaders agreed on that school-based supervision enhances collaboration among staff members.

### 4.3 Teachers' Awareness of Procedures of School-Based Supervision

**Table 4: The Extent of Understanding and Applicability of Procedures?**

Items	Respondants	Number	Rating scale										Mean
			strongly disagree		disagree		undecided		agree		strongly agree		
			F	p	f	p	F	p	F	p	f	p	
I have received in-service training on the procedures of school-based supervision relevant to my role.	Teachers	232	60	25.9	93	40.1	48	20.7	15	6.5	16	6.9	2.28
	Educ-leaders	38	12	31.6	13	34.2	8	21.1	3	7.9	2	5.3	2.21
I understand the steps that I should go through during the school-based supervision.	Teachers	232	67	28.9	84	36.2	81	34.9	0	0	0	0	2.06
	Educ-leaders	38	4	10.5	7	18.4	10	26.3	12	31.6	5	13.2	3.18
I always strictly follow the three steps( the pre-observation, during observation, post observation feedback and conference)	Teachers	232	39	16.8	107	46.1	68	29.3	10	4.3	8	3.4	2.31
	Educ-leaders	38	10	26.3	13	34.2	8	21.1	4	10.5	3	7.9	2.39
I believe that the procedures for school-based supervision are clearly defined in my school	Teachers	232	66	28.4	77	33.2	64	27.6	19	8.2	6	2.6	2.23
	Educ-leaders	38	7	18.4	11	28.9	9	23.7	9	23.7	2	5.3	2.68
I knew that missing any one of the steps will affect or defeat the need to provide quality supervision service	Teachers	232	61	26.3	75	32.3	66	28.4	24	10.3	6	2.6	2.3

As it can be observed from Table 4 above in item 1 the respondents were asked whether they had got in-service training on the procedures of school-based supervision which is the most important thing to effectively supervise each other. The teacher and educational leader respondents responded with a mean value of 2.28 and 2.21 respectively, that mean both teachers and educational leaders disagree or are uncertain about having received training on School-based Supervision procedures relevant to their roles. This low mean suggests a lack of systematic training and preparation, which weakens effective implementation of supervision procedures.

66% of teachers and 65.8% of educational leaders disagreed that in-service training was given to them based on procedures of supervision.

In Item 2 teachers were asked whether they understand the steps that they should go through during the school-based supervision, the teachers and educational leader respondents responded with a mean value of 2.06 and 3.18 respectively that means teachers strongly lack understanding of the supervision steps, with no respondents agreeing (mean 2.06). Educational leaders, in contrast, report a moderate understanding (mean 3.18). 65.1% of teachers were disagreed whether they understand the steps that they should go through during the school-based supervision and to the opposite of that 44.8% of educational leader agreed that they understood those steps, while significant number rated undecided in both groups.

These results indicate a gap between policy and practice. While the Ethiopian Ministry of Education (MoE, 2010) outlines structured supervision standards, their actual application in schools remains weak. This echoes the findings of Abebe (2014), who observed that supervision in public schools is often reduced to inspection rather than developmental support.

In contrast, studies from other contexts, such as Ponciano et al. (2020) in Brazil and Ololube and Major (2014) in Nigeria, demonstrate that when supervisors engage in structured observation and feedback, teachers show greater instructional improvement and collaboration. The absence of such systematic approaches in Bole Sub-City limits the developmental impact of supervision.

In Item 3 teachers were asked whether they were always strictly follow the three steps( the pre-observation, during observation, post observation feedback and conference) during the school-based supervision, The teacher and educational leader respondents responded with a mean value of 2.31 and 2.39 respectively that means, both groups are not consistently following the formal three-step observation process. Low means indicate that either they are unaware of the importance of following all steps, or they lack time, training, or support to implement them correctly. 62.9% of teachers were disagreed that they were strictly followed the three steps of supervision. And also 60.5% of the educational leaders disagreed that they were strictly followed these steps.

In Item 4 teachers were asked whether procedures for school-based supervision are clearly defined in their school. The teachers and educational leader respondents responded with a mean value of 2.23 and 2.68 respectively that means. 61.6% of teachers disagreed that procedures were clearly defined in their schools, while 47.3% of educational leaders were disagreed similarly.

In Item 5 teachers were asked whether they knew or understand that missing any one of the steps will affect or defeat the need to provide quality supervision service. The teacher respondents responded with a mean value of 2.3 that means teachers do not strongly agree that missing any step can negatively impact the quality of supervision, which reflects a lack of deep awareness about how the School-based Supervision process works and its intended impact. 58.6% of teachers disagreed missing any one of the steps of supervision will affect or defeat the need to provide quality supervision service. This implies that, there is lack of awareness about the nature and importance of supervision.

## 4.4 Regarding the Challenges in Practicing School-Based Supervision

**Table 5: The Challenges for School-based Supervision**

Items	Respondants	Number	Rating scale										Mean
			strongly disagree		Disagree		Undecided		agree		strongly agree		
			F	p	f	P	f	P	f	p	f	p	
Insufficient training for staff poses challenges in the practice of school-based supervision.	Teachers	232	0	0	56	24.1	62	26.7	79	34.1	35	15.1	3.4
	Educ-leaders	38	3	7.9	4	10.5	7	18.4	13	34.2	11	28.9	3.65
lack of time or work load is a significant challenge in implementing school-based supervision effectively	Teachers	232	21	9.1	62	26.7	60	25.9	68	29.3	21	9.1	3.02
	Educ-leaders	38	3	7.9	3	7.9	7	18.4	13	34.2	12	31.6	3.73
There is a lack of clear procedures and guidelines for school-based supervision in my school.	Teachers	232	21	9.1	48	20.7	87	37.5	55	23.7	21	9.1	3.03
	Educ-leaders	38	3	7.9	5	13.2	7	18.4	13	34.2	10	26.3	3.57
Resistance from teachers hinders the effectiveness of school-based supervision.	Teachers	232	0	0	12	5.2	75	32.3	73	31.5	72	31	3.88
	Educ-leaders	38	2	5.3	3	7.9	8	21.1	15	39.5	10	26.3	3.73
Limited administrative support creates challenges for implementing school-based supervision.	Teachers	232	21	9.1	18	7.8	62	26.7	65	28	66	28.4	3.59
	Educ-leaders	38	0	0	5	13.2	7	18.4	14	36.8	12	31.6	3.86
The lack of proper feedback mechanisms is a barrier to effective school-based supervision.	Teachers	232	12	5.2	26	11.2	60	25.9	73	31.5	61	26.3	3.62
	Educ-leaders	38	2	5.3	5	13.2	8	21.1	13	34.2	10	26.3	3.63
Limited resources (e.g., financial, materials etc) negatively affect the practice of school-based supervision.	Teachers	232	0	0	46	19.8	81	34.9	61	26.3	44	19	3.44
	Educ-leaders	38	2	5.3	5	13.2	7	18.4	13	34.2	11	28.9	3.68
I believe that addressing these challenges is crucial for improving school-based supervision.	Teachers	232	21	9.1	6	2.6	55	23.7	75	32.3	75	32.3	3.76
	Educ-leaders	38	1	2.6	6	15.8	6	15.8	13	34.2	12	31.6	3.76

As it can also be seen from item 1 of the table 5, the respondents were asked to rate whether insufficient training for staff poses challenges in the practice of school-based supervision. The teachers and educational leader respondents responded with a mean value of 3.4 and 3.65 respectively, that means both groups agree that lack of training is a key barrier to effective School-based Supervision. Educational leaders rate it slightly higher, suggesting they are more aware of this gap in staff preparedness. 63.1% of educational leaders and 39.2% of teachers agreed that one of the challenges of supervision was insufficient training.

This lack of training was one of the most frequently cited barriers to effective supervision. Teachers and leaders alike expressed uncertainty about their roles and procedures. These findings corroborate the assertions of De Grauwe (2007) and Mekonnen (2022) that inadequate training of supervisors and teachers contributes to the poor quality of instructional supervision in many African education systems.

In item 2 the respondents were asked whether lack of time or work load is a significant challenge to the proper implementation of school-based supervision in their school. The teacher and educational leader respondents responded with a mean value of 3.02 and 3.73 respectively, that means teachers are more divided, with a neutral mean. Educational leaders strongly agree this is a significant challenge. A 65.8% of educational leaders and 38.4% teachers were agreed that lack of time or work load is a significant challenge, while significant number rated undecided.

On the other hand, as it can be seen in item 3, respondents were asked whether a lack of clear procedures and guidelines is a challenge in their school. The teacher and educational leader respondents responded with a mean value of 3.03 and 3.57 respectively, that means both groups agree there is a lack of clarity in school-based supervision procedures, but again, leaders perceive this issue more acutely. 60.5% educational leaders and 32.8% teachers were agreed that lack of clear procedures and guidelines was a challenge in their school, while significant number rated undecided.

In item 4 the same table above teachers were asked whether resistance from teachers hinder the effectiveness of school-based supervision. The teacher and educational leader respondents responded with a mean value of 3.88 and 3.73 respectively that means, this is one of the highest-

rated challenges. Both teachers and leaders acknowledge teacher resistance as a major obstacle. 62.5% of teachers and 65.8% of educational leaders agreed that resistance from teachers hinders the effectiveness of school-based supervision.

In item 5 the same table above teachers were asked whether limited administrative support is a challenge to the proper implementation of school-based supervision in their school. The teacher and educational leader respondents responded with a mean value of 3.59 and 3.86 respectively, that means both groups agree on the lack of administrative support as a key issue. Leaders, especially view it as a critical problem. A 56.4% of teachers and 68.4% of educational leaders were agreed that limited administrative support was a challenge to the proper implementation of school-based supervision.

Item 6 is whether the lack of proper feedback mechanisms is a barrier to effective school-based supervision in their school. The teacher and educational leader respondents responded with a mean value of 3.62 and 3.63 respectively that means near-equal agreement that poor feedback mechanism undermine school-based supervision effectiveness. A 57.8% of teachers and 60.5% of educational leaders were agreed that lack of proper feedback mechanisms is a barrier to effective school-based supervision in their school.

Feedback mechanisms were poorly institutionalized. Supervisory reports were rarely discussed with teachers, and professional support was minimal. This absence of feedback prevents teachers from learning from the process, undermining its developmental intent (Glanz & Behar-Horenstein, 2010).

Item 7 is a resource issue and whether resource problem in the process of practicing school-based supervision. The teacher and educational leader respondents responded with a mean value of 3.44 and 3.68 respectively, that means both groups agree that resource limitations (stationery, observation tools, and funds) hinder implementation. Leaders again rate this more severely. 63.1% of educational leaders and 45.3% of teachers agreed that limited resources were challenges of effective school-based supervision in their school.

At end in Item 8 the respondents were asked what they think about the result would be if these challenges mentioned in the above table could be resolved. The teacher and educational leader

respondents responded with a mean value of 3.76 and 3.76 respectively that means Full agreement across both groups that resolving these challenges is crucial to improving School-based Supervision. 64.6% of teachers and 65.8% of educational leaders were agreed that addressing all those challenges will improve school-based supervision.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Major Findings

To begin with, the objective of the study was to assess the practices and challenges of school-based supervision in secondary schools of Bole sub city Addis Ababa using descriptive design. The following basic questions were raised to guide the research:

1. Assess whether those actors who are engaged in school-based supervision practice understand it?
2. To what extent did these entities believe and are committed themselves to perform the task of supervision effectively and as per the procedure or the standard?
3. What are the challenges for school-based supervision and what does the practice looks like in comparison to the standard? To this end, quantitative data were gathered from different respondents by using questionnaire and interview. In this study, 232 teachers, 24 principals and 14 secondary schools cluster supervisors, 3 education office experts were included in the study.

Some of the major findings with respect to personal characteristics of respondents and their perceptions on the issues of the practices and challenges of school-based supervision were documented as follows.

The distribution of the demographic characteristics shows that overall; the greater majority of teachers and supervisory groups were male with age range between 25 to 30, bachelor degree holders with experience years of 1 to 15 years.

- The familiarity of teachers and supervisors with the term or concept of school based supervision was one of the questions all entities were asked, as a result most of them replied they are familiar with that, though significant number of respondents yet disagree.
- The study reveals that no orientation or a kind of refresher training was given before they were engaged in the practice twice in a year.

- For the question whether they knew specific responsibilities they have while involving in supervision as a supervisee or supervisor, most of teacher groups of respondents were replied as they didn't know them clearly.
- Most of the teachers, principals, supervisors and experts replied that schedule for supervision was not prepared and communicated to them on time.
- Regarding the provision or supply of necessary materials to them, most of the teachers replied no, which is contradictory to that of the principals, supervisors and experts.
- Teachers, principals and supervisors agreed that supervision was conducted twice in a year as per the standard, but as it can be inferred from the open ended questions and interview, it was not genuinely done and it was done for formality.
- The other issue was whether the strength and weaknesses of supervision process was periodically evaluated and improvements were made accordingly, most of respondents disagreed.
- Almost all agreed to its positive impact on professional development and students' academic performance or result.
- Almost all respondents agreed on point that training concerning procedures of supervision was not given so far. As a result teachers said they didn't understand the steps to go through while being engaged in supervision, though other respondents replied to the contrary of this.
- Majority of the respondents said that, they didn't strictly follow the steps or procedures in supervision because of the reasons like lack of awareness, time etc. Also they said the procedures were not clearly defined to them in their school. But they agree on the issue that missing any one of the steps will affects the effectiveness of the supervision.
- Almost unanimously all the respondents mentioned that, insufficient training, lack of clear procedure and guideline, teachers resistance, limited administrative support, lack of proper feedback, and resource as challenges in practicing school-based supervision properly and almost all agreed that resolving them will improve the practice.

## 5.2 Conclusion

Finally, the following conclusions were drawn from the major findings of the study based on their specific objectives.

The fact that there was no problem in knowing the concept school-based supervision by all the respondents. As we can understand or conclude from the findings of the proceeding questions, there were a number of problems concerning the proper implementation of school-based supervision in our schools, for this proposition or conclusion, as an evidence or manifestation, one can examine and understand or sense it from the following results. No refreshment training or orientation were given for all entities who were going to be engaged in school-based supervision (particularly on practical skills of conducting class room supervision or school-based supervision in general).

Most of the respondents didn't know what specific roles and responsibilities they will have while they were going to engage in supervision (classroom observation). Furthermore, they didn't know the steps or procedures to conduct classroom observation. As a result, they are unable to follow strictly the steps in practice, though they knew that working without following these scientific steps will affects the quality of supervision, their professional development and students' academic result. All respondents replied no specific program or schedule was prepared and introduced to the implementers, which is the direction was given orally and they did it arbitrarily or sometimes they may not do it totally.

The study also revealed that insufficient training, lack of time or workload, lack of clear procedures and guidelines, teachers' resistance, limited administrative support, lack of proper feedback and lack of resources as challenges in practicing school-based supervision properly and as per the standard or the policy required and almost all respondents agreed that resolving them will improve the current practice.

### **5.3 Recommendations**

To resolve the problems identified based on this study and improve the effectiveness of school-based supervision and realize teachers professional development, which will in return plays great role for the realization of quality teaching and learning process as a result of which highly performing students will be produced. The recommendations are discussed as follows.

Generally speaking, School-based supervision was one of the strategic areas or aspects upon which individuals or entities leading the sector should pay or give more emphasis to bring about education quality. The researcher was motivated to study in this area taking into account this fact. Therefore to resolve the problems identified based on this study the recommendations are as follows.

Based on the findings and conclusions made, the following recommendations are proposed.

- Those who are responsible to lead the education sector should provide mandatory, ongoing in-service training for teachers and supervisors focused on roles, supervision steps, and feedback techniques. Moreover, capacitating school leaders with the concept of instructional leadership, supervision management and instructional supervision will benefit more.
- Develop and distribute a standardized supervision manual or guideline dealing with procedures, schedules, roles, and evaluation criteria which lay the general framework for school based supervision and ensure that supervision schedules are prepared annually and communicated to all staff.
- Encourage collaborative supervision models, such as peer mentoring and teacher involvement in decision-making to reduce resistance. Furthermore, recognize and reward good supervisory practices to motivate participation and increase their commitment. Establish formal mechanisms for providing timely feedback and conducting follow-up evaluations.
- Education authorities should ensure that schools have adequate financial and material resources to sustain supervision. School administrators should provide active support by allocating time, materials, and logistical resources to supervision activities. They must also monitor the impact of supervision on teacher performance and student learning outcomes regularly.

## References

- Abebe, A. (2014). The practices and challenges of instructional supervision in government secondary schools of Addis Ababa City Administration [Master's thesis, Addis Ababa University]. Addis Ababa University Institutional Repository.
- Beach, D. M., & Reinhartz, J. (2000). *Supervision: Focus on instruction*. McGraw-Hill.
- Benjamin, J. (2003). *Educational leadership and supervision: A guide for school improvement*. Harper & Row.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE Publications.
- De Grauwe, A. (2001). *School supervision in four African countries: Volume II—Challenges and reforms*. UNESCO-IIEP.
- De Grauwe, A. (2005). *Improving the quality of education through school-based management: Learning from international experiences*. UNESCO-IIEP.
- De Grauwe, A. (2007). *Transforming school supervision into a tool for quality improvement*. *International Review of Education*.
- Douglass, H. R. (1995). *Supervision for the improvement of instruction*. Wadsworth Publishing.
- Dull, F. (1981). *Principles of supervision*. Allyn & Bacon.
- Enaigbe, A. P. (2009). *Strategies for improving supervisory skills for effective primary education in Nigeria*. *Nigerian Journal of Education Administration and Planning*.
- Esayas, M. (2024). *The role of school-based supervision in improving instructional practices in Addis Ababa secondary schools* [Master's thesis, Addis Ababa University]. Addis Ababa University Institutional Repository.
- Eye, G. G., & Netzer, L. A. (1965). *A pattern for educational administration*. Harper & Row.
- Field, A. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). SAGE Publications.

- Fufa, A. (2018). Practices and challenges of school-based supervision in government secondary schools of West Shoa Zone [Master's thesis, Addis Ababa University]. Addis Ababa University Institutional Repository.
- Girmaye, M. (2021). The practice and challenges of school-based supervision in Addis Ababa secondary schools [Master's thesis, Addis Ababa University]. Addis Ababa University Institutional Repository.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). Supervision and instructional leadership: A developmental approach (6th ed.). Allyn & Bacon.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2012). The basic guide to supervision and instructional leadership (2nd ed.). Pearson Education.
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2018). Supervision and instructional leadership: A developmental approach (10th ed.). Pearson Education.
- Glanz, J., & Behar-Horenstein, L. S. (2010). Paradigm debates in curriculum and supervision: Modern and postmodern perspectives. Rowman & Littlefield.
- Govinda, R., & Tapan, S. (1999). Quality education through school-based supervision and support: The case of Bangladesh. UNESCO-UNICEF.
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*.
- Mekonnen, A. (2022). An assessment of school-based supervision practices in Oromia regional secondary schools [Master's thesis, Addis Ababa University]. Addis Ababa University Institutional Repository.
- Ministry of Education (MoE). (1994). Education and training policy. Government of Ethiopia.
- Ministry of Education (MoE). (2002). Education supervision handbook. Government of Ethiopia.
- Ministry of Education (MoE). (2010). General Education Quality Improvement Package (GEQIP). Government of Ethiopia.

- Nakpodia, E. D. (2011). Teacher utilization and supervision of instruction in secondary schools: A panacea for quality assurance in education. *International Multidisciplinary Journal*.
- Nolan, J., & Hoover, L. A. (2004). *Teacher supervision and evaluation: Theory into practice* (2nd ed.). Wiley.
- Noor, F., & Sofyaningrum, E. (2020). Teacher supervision for quality improvement in Indonesian schools. *International Journal of Instruction*.
- Ololube, N. P., & Major, N. E. (2014). School-based management and supervision as a tool for quality assurance in Nigerian primary schools. *International Journal of Educational Foundations and Management*.
- Pawlas, G. E., & Oliva, P. F. (2007). *Supervision for today's schools* (8th ed.). Wiley.
- Ponciano, L., Rodrigues, S., & Barretto, M. (2020). Collaborative supervision in Brazilian schools: A model for professional growth. *Journal of Educational Administration*.
- Rwiza, C. P. (2016). *The role of school inspection in improving teaching and learning in Tanzania secondary schools* [Doctoral dissertation, University of Dar es Salaam]. University of Dar es Salaam Institutional Repository.
- Sergiovanni, T. J., & Starratt, R. J. (2002). *Supervision: A redefinition* (7th ed.). McGraw-Hill.
- Sullivan, S., & Glanz, J. (2000). *Supervision that improves teaching: Strategies and techniques*. Corwin Press.
- Tadele, A., & Bekele, G. (2017). The role of school supervisors in improving instructional practices in Ethiopia. *Ethiopian Journal of Education*.
- Tahir, L. M., Ali, M., Junaidi, M., & Samah, B. A. (2019). Issues and challenges in instructional supervision: Teachers' perceptions. *Asian Journal of Education and Social Studies*.
- Tesfaw, T. A., & Hofman, R. H. (2014). The relationship between instructional supervision and professional development: Perception of Ethiopian secondary school teachers. *Studies in Educational Evaluation*.

UNESCO. (1999). *Improving school effectiveness: The role of supervision*. UNESCO Publishing.

UNESCO. (2001). *Teacher training and supervision in sub-Saharan Africa*. UNESCO-IIEP.

United Republic of Tanzania (URT). (2009). *Education sector development programme II: School supervision guidelines*. Ministry of Education and Vocational Training.

William, P., & Ligembe, N. (2022). The impact of school supervision on teachers' professional performance in Kenya. *African Journal of Educational Management*.

Wiles, K. (2009). *Supervision for better schools* (8th ed.). Pearson Education.

Yamane, T. (1967). *Statistics: An introductory analysis* (2nd ed.). Harper & Row

**Appendix A**  
**ADDIS ABABA UNIVERSITY**

**College of Education and Behavioral studies**

**Department of Education Planning and Management**

Questionnaire to be filled in **by Teachers**

**Dear Respondent**

I am a post graduate student at Addis Ababa University currently doing an academic Research project on “the practices and challenges of school based supervision in the Government general secondary schools in Bole Sub-city Administration. Your school has been identified as one to this research sample. So as a school member, you are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. This research has the purpose only for academic requirement and therefore your responses are kept absolutely confidential and anonymous.

Thank you, for agreeing to participate in the study.

**Instruction**

1. You need not write your name on the questionnaire
2. Use a tick mark only (√) to your response of each closed-ended questionnaire from the given rating scales
3. Write briefly your responses for open-ended questionnaire
4. School based supervisors represent to principals, vice principals head of departments , senior teachers and teachers who are responsible to carry out supervisory activities in the school.
4. Please, give appropriate response based on your school experience and context.
5. Please don't leave any question unanswered

**Part 1**

General information and respondents’ personal data, please, put a tick mark (√) in the box for your response and give short answers on the blank space.

1 .Place of work: Woreda \_\_\_\_\_ School \_\_\_\_\_

2. Sex : Male  Female

3. Your age: 25-30  31-35  36-40  41-45  above 46

4. Service year in teaching: 1-15  10-20  20-30  above 30

6. Educational Qualification Diploma  First Degree  MA

**Part 2** To know the understanding of teachers’ about school base –supervision.

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	I am familiar with the concept of school-based supervision ( supervision service given by teachers, department heads, senior teachers and directors of my school)					
2	Orientation or in-service training is given at least once in a year to me and those who will be engaged in school based supervision					
3	I know the specific responsibilities of my role in the school-based supervision process.					
4	Program or schedule is prepared every academic year and teachers and departments are made informed.					
5	Necessary materials(observation checklist, stationary, program etc.) are availed before the task is began					
6	school based supervision is made twice in a year aligned with the standard					
7	The task is evaluated twice or once in a year and the strength and weakness are discussed with teachers and departments and feedback is given for each department in general terms					

8	All the supervisee and the supervisor teachers believe its positive impact on their professional development and students' academic result					
10	Teachers believe school based supervision enhance their teaching capacity and problem solving skill					
9	I believe that school-based supervision enhances collaboration among staff members.					
10	I feel comfortable engaging with other actors involved in school-based supervision					
11	I always believe to be professionally better to be engaged in such capacity building program is important					
12	I do not miss the opportunity twice in a year					
13	I don't simply consider it as something to be done for nominal					

14. What do you think are the benefits of school based supervision to you, your students and also to your school if any?-----

**Part 3** Teachers' Awareness of procedures of School-Based Supervision and whether they consider them while practicing school-based supervision

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	I have received in-service training on the procedures of school-based supervision relevant to my role.					
2	I understand the steps that I should go through during the school-based supervision.					
3	I always strictly follow the three steps( the pre-observation, during observation, post observation feedback and conference)					
4	I believe that the procedures for school-based supervision are clearly defined in my school					

5	Failure to follow the steps will results in the total failure of school based supervision or partial fulfillment of responsibility					
6	I knew that missing any one of the steps will affect or defeat the need to provide quality supervision service					

7. what do think will happen if you don't properly follow the steps and you make the class room observation arbitrarily without plan and preparation-----  
-----

8.how often does school-based supervision take place in a year in your school?-----  
-----

**Part 4 Regarding the Challenges in Practicing School-Based Supervision**

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	Insufficient training for staff poses challenges in the practice of school-based supervision.					
2	Lack of time or work load is a significant challenge in implementing school-based supervision effectively					
3	There is a lack of clear procedures and guidelines for school-based supervision in my school.					
4	Resistance from teachers hinders the effectiveness of school-based supervision.					
5	Limited administrative support creates challenges for implementing school-based supervision.					
6	The lack of proper feedback mechanisms is a barrier to effective school-based supervision.					
7	Limited resources (e.g., financial, materials etc) negatively affect the practice of school-based supervision.					
8	I believe that addressing these challenges is crucial for improving school-based supervision.					

9. Do you think there are other challenges additional to which are mentioned above? If your answer is yes please state them-----  
-----

10. How do you explain the effect of these challenges in your effort to discharge your responsibility as a school based supervisor?-----  
-----

## Appendix B

### ADDIS ABABA UNIVERSITY

#### College of Education and Behavioral studies

#### Department of Education Planning and Management

Questionnaire to be filled in **by principals and supervisors**

Dear Respondent

I am a post graduate student at Addis Ababa University currently doing an academic Research project on “the practices and challenges of school based supervision in the Government general secondary schools in Bole Sub-city Administration. Your school has been identified as one to this research sample. So as a school member, you are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. This research has the purpose only for academic requirement and therefore your responses are kept absolutely confidential and anonymous.

Thank you, for agreeing to participate in the study.

#### **Instruction**

1. You need not write your name on the questionnaire
2. Use a tick mark only (✓) to your response of each closed-ended questionnaire from the given rating scales
3. Write briefly your responses for open-ended questionnaire
4. School based supervisors represent to principals, vice principals head of departments , senior teachers and teachers who are responsible to carry out supervisory activities in the school.
5. Please, give appropriate response based on your school experience and context.
6. Please don't leave any question unanswered

**Part 1**

General information and respondents’ personal data, please, put a tick mark (√) in the box for your response and give short answers on the blank space.

1 .Place of work: Woreda \_\_\_\_\_ School \_\_\_\_\_

2. Sex : male  female

3. Your age: 25-30  31-35  36-40  41-45  above 46

4. Service year in teaching: 1-15  10-20  20-30  above 30

6. Educational Qualification Diploma  First Degree  MA

**Part 2** To know the understanding of teacher’s about school based –supervision.

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	Teachers are familiar with the concept of school-based supervision ( supervision service given by teachers, department heads, senior teachers and directors of my school)					
2	Orientation or training is given at least once in a year to them and those who will be engaged in school based supervision as a result teachers know their specific responsibilities while exercising their duty					
3	Program or schedule is prepared for inbuilt supervision and class room supervision by principals every academic year and teachers and departments are made informed.					
4	Necessary materials(observation checklist, stationary, program etc.) are availed before the task is began					
5	school based supervision is made twice in a year aligned with the standard					
6	The task is evaluated twice or once in a year and the strength and weakness are discussed with the teachers and departments and feedback is given for each department at least in general terms.					

7	All the supervisee and the supervisor teachers believe its positive impact on their professional development and students' academic result					
8	Teachers believe that school-based supervision enhances collaboration among staff members.					
9	Teachers feel comfortable engaging with other teachers involved in school-based supervision					

10. how do you explain the support of external supervisors and experts in consolidating school based supervision?-----

**Part 3** Teachers' Awareness of procedures of School-Based Supervision and whether they consider them while practicing school-based supervision

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	Teachers and principals have received in-service training on the procedures of school-based supervision relevant to thier role.					
2	Teachers and principals understand the steps they should go through while practicing school-based supervision.					
3	The procedures for school-based supervision are clearly defined in our school.					
4	Teachers and principals have received training on the procedures of school-based supervision relevant to their role.					
5	Teachers and principals strictly follow the three steps( the pre-observation, during observation, post observation feedback and conference)					

6. As a responsible organ or a leader do you think you play great role to coordinate this school-based supervision to make it effective in your school or schools? If your answer is yes please state in what ways you do play this role?-----  
-----  
-----

7. Can you please state and explain in what ways you check that teachers abide to the procedures while they are supervised each other?-----  
-----  
-----

**Part 4 Regarding the Challenges in Practicing School-Based Supervision**

Key: 5=strongly agree,4=agree,3=undecided,2=disagree,1=strongly disagree

No	Items	Rating Scales				
		5	4	3	2	1
1	Lack of time or work load is a significant challenge in implementing school-based supervision effectively.					
2	Insufficient training for staff poses challenges in the practice of school-based supervision.					
3	There is a lack of clear procedures and guidelines for school-based supervision in the school.					
4	Resistance from teachers hinders the effectiveness of school-based supervision.					
5	Limited administrative support creates challenges for implementing school-based supervision.					
6	The lack of proper feedback mechanisms is a barrier to effective school-based supervision.					
7	Limited resources (e.g., financial, materials etc) negatively impact the practice of school-based supervision.					
8	Addressing these challenges mentioned above is crucial for improving school-based supervision.					

9.do you think that school-based supervision is conducted effectively in your school or schools? If your answer is no please state the reasons?

10.what do you suggest and recommend to improve the existing practices of school-based supervision in your school or schools?-----

## Appendix C

### ADDIS ABABA UNIVERSITY

#### College of Education and Behavioral studies

#### Department of Education Planning and Management

This interview will be conducted from sub-city Experts. The purpose of this interview is to get relevant information related to the “Practices and Challenges of School-Based Supervision in the Government general secondary schools in Bole Sub-city Administration..” The information obtained from the respondents will help to improve the secondary schools of Bole Sub-city, Data obtained will be used for research purpose only.

Thank you for your cooperation

#### **Interview questions prepared to Sub-city supervisors and experts**

-Do you believe you have responsibility to support school based supervision?-----  
-----

-In what way do you support (incorporating some points about it in the administrative checklist, preparing schedule, or orienting teachers and directors)-----  
-----

-Is this issue part of your plan and how often do you meet to evaluate the implementation of supervision in terms of number and quality?-----  
-----

-do you believe that it is well led by principals and depts. and it is effective?( it is conducted in a way students and teachers benefit from it)?-----  
-----  
-----

-how often do you create an awareness to principals, departments and teachers?-----  
-----  
-----

how do you explain the support of external supervisors and experts in consolidating school based supervision?-----  
-----

-what are the main challenges as far as your knowledge?-----  
-----  
-----

-do you think it is conducted twice in a year properly ( part of plan, have schedule, and have any mcm by the school side to check it is done properly based on standared, all teachers are served, strength and weaknesses identified and feedback given timely and taken positively)?-----  
-----  
-----

Thank you