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THE PRACTICES OF SCHOOL SUPERVISION IN SELECTED SECONDARY SCHOOLS OF ARADA SUB CITY IN ADDIS ABABA CITY ADMINISTRATION

BY

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THE PRACTICES OF SCHOOL SUPERVISION IN SELECTED SECONDARY SCHOOLS OF ARADA SUB CITY IN ADDIS ABABA CITY ADMINISTRATION

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ACRONYMS AND ABBREVIATION

AACB	Addis Ababa Communication Bureau
AAEB	Addis Ababa Education Bureau
ASCO	Arada Sub City of Communication Office
AS EO	Arada Sub City of Education Office
CPD	Continuous professional development
ICT	Information communication technology
MoE	Ministry of Education
SBS	School-Based Supervision

Abstract

Effective school supervision has key roles in improving quality education. With the view to improving quality education, School supervision should be carried out with intention to improving curriculum, group development, professional development and teachers at conducting research through jointly effort with those of supervision practitioners. The objective of the study was to assess the role of school supervision to assure quality education in Arada sub city of Addis Ababa city administration. With this objective, the study intended to identify the roles and responsibilities of supervision in some secondary school of the sub city, to identify the role of supervision to improve quality of education and the current practices of classroom observation towards improvement of quality education. Lastly, the study investigates the problems roles of that affect school supervisory services. To achieve the purpose, 35 supervisors and 109 teachers totally 144 respondents were considered in the study using different sampling techniques including simple random sampling, purposive sampling, stratified sampling techniques. Moreover, the study has made a brief review of the related literature on the topic using descriptive survey methods. Data are drawn from key informants through interview, focus group discussion, questionnaire and observation. Additionally data obtained were transcribed and analyzed to reach on viable conclusion. The findings of the study currently indicated that the supervisors do not play major roles in improving curriculum, group development, professional development and conducting research. Besides, School-based supervisors don't have good conceptual, technical and human relation skills. In addition, they don't stick to the major techniques of class room observation. Above all current supervisors consider factors mostly to supervisor- related, facilities and budget as major factors hindering the supervisory tasks to wards assuring quality of education. Thus, some recommendations were lastly forwarded on the basis of the findings of the study.

CHAPTER ONE

1. Introduction

1.1 Background of the study

The study was conducted in Arada sub city of Addis Ababa city administration which is bordering with Gullele and Yeka sub cities in the north, Yeka sub city in the east, Lideta and kirkos sub cities in the south and Addis ketema sub city in the west. It is constituted of 9.5 kilo meter square surface area divided in to 10 Woreda (AACB 2005:137).

The sub city has a total population of 330,334 of which 72,187 were students and 3,199 teachers of 166 schools ranging from kindergarten to secondary schools. Supervision is considering as one of the vital task in the sub city school program (ASCO: 2-5).

According to ASEO (2005), supervisory tasks in the sub city particularly in relation to government secondary schools were carried out with 95male and 13 female school based supervisors including the department heads. In addition, the overall supervisory practices in the sub city were coordinated by 4 sub city level supervisors. The population of teachers in those schools was 194 males and 69 females .Additionally, the population of students in those schools was 2765 males and 3055 females.

Schools are organizations essentially existing to achieve certain stated objectives. To this end, the schools need to be guided by certain principles and mechanisms which involve instructional supervision.

According to Ani (2007:98) instructional supervision plays a role of improving teachers' instructional duties in relation to assuring quality education. According to this author, instructional supervision in relation to improvement of teachers' activities to ensuring their assigned function and capable of carrying out their teaching responsibilities as they had had received training in their pre service. Besides, it provides professional information to the teachers and guiding teachers to the source of instructional materials. In addition, it provides technical assistance to the teacher Moreover, it helps or suggesting how to improve on the performance of incompetent teachers. This implies that instructional supervision should play teachers to have good knowledge in subject area and methods of teaching that to perform their daily lesson effectively and efficiently. The non-

teacher improvement purposes of instructional supervision as included; ensuring proper supply of teaching materials to the schools; ensuring that quality of instruction is maintained; providing feedback to educational planners on the need for curriculum improvement or changes (Ani,2007:98). This refers that instructional supervision would be playing a vital role to provide supportive and meaningful instructional facilities and also create conducive environment to improve the teaching- learning process. In addition, it provides feedback on the existing curriculum to change it on the basis of the community need.

With those in mind Sergiovanni and Starratt (1998) stated that the purpose of School Supervision is to focus on teachers' instructional improvement which in turn, improves students' academic achievement.

Additionally, Fullan (1991) and Gaynor (1998) stated that effective education administrators and principals regularly and frequently check on the teachers to solicit needs and inquire how things are going on. Similarly, Mc Neil (1990) added that a real administrative support increases the degree of accomplishment of programs. Thus, instructional supervision should play in problem solving for teachers in order to improve teaching-learning process at school level to attaining quality education.

Bradfield (1964) explained that an effective instructional Supervision has a paramount significance in achieving the objectives of the Schooling. Similarly, Pechererek and Cowie (1994) added that particularly Supervision plays significant roles in helping teachers to concretize their knowledge and developing innovative skills. Thus, Supervision should focuses on school effectiveness and students' learning and learning outcome.

According to Sergiovanni and starrat(2007:9) supervision plays to strengthen instructional capacity, instructional quality and students' engagement. This means that supervision plays to promote teaching-learning process. Moreover, it contributes to professional development of teachers for the purpose of curriculum improvement.

According to the general education improvement program document set by MoE(2008:46-47), stated that practices of instructional supervision needs jointly effort among those school supervisory actors at different levels to promote quality of education through provide necessary facilities to assist the teaching –learning process. Additionally, it enables to improve quality of

teachers through assisting regularly to bring high performance of academic achievement of students. This means that instructional supervision needs more efforts among school-based supervisors and external supervision at different levels like woreda supervisor, sub city and regional supervisors to assuring quality education

There are a number of factors that affect the achievement of school program. Among these, improper professional development, work environment, ineffective and inefficiency supervisory skills play significantly negative role to attain the quality education and high student academic achievements in schools. In this respect, only the most important challenging factor appears to be professional limitation, which involves in instructional supervisors, that helps in facilitating and providing appropriate and relevant support regularly for improved instructional process.

The government policy regarding quality improvement package included programs like professional development, ICT, Civic and ethical education, school improvement, leader ship improvement program and curriculum development aggressively should be implemented with the support of supervision to bring about quality education assurance (MoE, 2008, P: 46- 47).

In summary, instructional supervision has many contributions to improve quality of education at school level. For instance, it helps principals and teachers to understand students better for the purpose of enhancing their student academic performance. In addition, it helps teachers' to develop their knowledge and skills in relation to their profession in connection with in- service program to improve quality education. Moreover, it makes better use of methods of teaching materials and improving methods of teaching to improve students' learning. Hence, the supervisory services of supervisors need to focuses mainly to improve quality of education. The implication of the aforementioned theories of instructional supervision, the researcher selects intentionally School Supervision from among several factors in attaining quality education through improvement of instruction.

1.2. Statement of the problem

Practice of effective school supervision has much contribution in improving quality education. According to MOE (1994), school supervision with the view to assuring quality education should be carried out with intention to: Improving curriculum ,Provide group development, professional development and promoting teachers to conduct research through technical support to class room

practitioners, Provide on in-service training to teachers on new methodologies of teaching and improve contents of the school subjects with view to creating opportunities for diffusion of educational innovations among the subject teachers. However, the present practice of supervision in Ethiopia shows that higher level of supervision is more restricted to overseeing policies and standards that it slightly addressed assurance of quality education. On the other hand, school based supervision focuses on classroom observation and performance evaluation that closely deals with the improvement of teaching learning which in turn counts to improve of quality education at grass root level.

Appropriately implemented school supervision is believed to improve effectiveness of implementation of school curriculum and changing of the traditional ways of undertaking teaching-learning activities by enhancing which teachers' professional development, through in-service program such as engaged in induction and CPD program, and regularly setting experience sharing program among classroom practitioners. In addition, it helps to improve team work among teachers to achieve the school objectives. Moreover, it provides opportunities of gathering resources on educational supplies and services which helps solving shortage of educational materials and limitations of learning environment. But, these benefits could be effectively realized, whenever and wherever there is proper coordination and jointly effort of supervisors' practices among all the practitioners (actors) of education sector and class room teachers.

To these ends, multitudes of study on the contribution of school based supervision, a number of negative conclusion and misconceptions were obviously draw. For instance, Desta Germechu (2008) in his study of teachers' perception towards woreda supervision discovering teachers complains that the recruitment and selection of supervisors were not appropriate and that they were not confident on the professional commitment and competency of the supervisors of secondary schools of some secondary school in Oromia region (Bale zone).

On the other hand, wondiye H/gebrel (2009), in his study of teachers perception towards school based supervision and its practice the significance of supervision to improve quality education in

Ethiopia in Afar Region has discovered that supervisors lack of supervisory skill to conduct school based supervision has limited the contribution of supervision to improve quality of education.

According to Haile Abay (2006 64:66) discovered that supervisory practice in central zone of Tigray National region state fall short of effectiveness due to lack of budget, teachers have negative attitude towards supervision, lack of trained supervisor and absence of participatory approach in school based supervision. However, he failed to address the coordination of school supervisory actors like zonal or sub city supervisor role in supporting school based supervisors his study to assure quality education.

Zinabu Desta(2011) in his study of practice and problems of school based supervision in selected secondary schools of northwest zone of Tigray region has discovered that supervisors lack of supervisory skills and classroom observation activities were not properly practice to conduct school supervision has limited the contribution to assure quality education. However, he failed to address the contribution of external supervision in assisting role to school-based supervision towards quality assuring education.

Additionally, one of the objections that some teachers raised may be the absence of coordination among those of school supervision actors to run the school supervisory service properly. The other objection of teachers raised also may be the efficiency of the supervisors to conduct the supervisory practice. As personal observations of the researcher show that in some secondary schools of the sub city the supervisors seem to fail the supervisory practices to assure quality of education. These and other related gaps among those practitioners or actors may affect the practice of supervisory service towards attaining quality education. Thus, it seems that it is very difficult to identify the impact of supervisory service in assuring quality education in Arada sub city of Addis Ababa.

Although the above researchers were made an attempt, it is not beyond the teachers' perception towards supervisors and practice of supervision at the school level. The coordination of school, Woreda and sub city on supervision practice is remaining uninvestigated knowingly or unknowingly. Therefore, the researcher is highly interested to conduct research on the issue in order to come up with evidence.

With the view to resolving the research gap aforementioned the researcher in this study has forwarded the following basic research equations.

1-How does the current practices of school supervision in the secondary school of the sub city?

2- To what extent the school supervision has contributed to attain quality education in the secondary schools of the sub city?

3.How do supervisors conduct class room observation in the secondary school of the sub city?

4-what are the major challenges and problems that affect school supervisory services in the secondary school of the sub city?

1.3 objective of the study

1.3.1 General objective

The main objective of this study is to assess the current practices and problems of School supervision in selected secondary school of Arada subcity in Addis Ababa city administration.

1.3.2 Specific objectives

The specific objectives of the study are

1. To identify the current practices of supervision in secondary schools of the sub city.
2. To identify the main contribution of supervision in secondary schools of the sub city.
3. To identify the current practices of supervisors on conducting class room observation in the secondary school of the sub city.

4 To investigate the major challenges and problems that affect school supervision services in secondary school of the sub city.

1.4 Significance of the study

As noted earlier, school supervision is what makes the teaching –learning process in enhancing quality through improvement of instruction. However, the practices of school supervision are frequently over locked in the aspects of quality. Thus, it is essential to have a systematic investigation so as to understand the problems which are impended on it and provide the necessary solutions. Hence, the study in concerned to be significant for the following reasons.

1. Supporting the teachers and principals to assess their supervisory roles and function that would enable them to take the necessary actions.

2. The proper identification of the problems in providing supervision by supervisors (teachers, principals &supervisors) will help them the school supervision as the concerned bodies provide better solutions for the problems and to deliver good service in the deterioration of education.

3. The result of this study may serve as a feedback and practical solution for concerned bodies.

4. It may also serve for other research in the area as a stepping- stone for further investigation.

1.5. Delimitation of the study

First, the scope of the study was delimited to 4 government secondary schools in 4 wordas of Arada sub city in Addis Ababa city administration. Second, the selected sample area in the study can represent the whole population. Third, the study was delimited to the current practices and problems in the implementation of instructional supervision towards attaining quality education in those schools of the sub city.

1.6. Limitation of the study

Because of time and resource constraints the researcher is unable to come up with more number of respondents and schools. There for, the applicability of the research should be seen in light of the above limitations.

1.7. Definition of terms

Quality education- Derebssa (2008) stated that the studies which exist mostly describe the quality of an educational system or part of the system in terms of "input" into the teaching process or look at student achievement in relation to these input.

School Supervision-refers in this study to Supervisors, principals, deputy principals, department heads and teachers who are engaged in the supervision process of the secondary schools of Addis Ababa, particularly in selected secondary schools that are found in Arada sub city.

Woreda- a unit of local government representing a population of up to 100,000 people (Getachew&Lulseged, 1996).

1.8 Organization of the study

This research reports has been organized into five chapters. The first chapter deals with the back ground of the problem .The second chapter a deal with the review of the related literature. The third chapter concerned with method of research and the fourth chapter treats the analysis and interpretation of the data. The fifth chapter consists of summary of the findings, conclusions and recommendations of the study. Finally, list of bibliography and papers containing important information are attached in the appendices.

CHAPTER TWO

2 Review of Related Literature

2.1 Concepts and development of supervision

2.1.1 The definition of Supervision

Many have studies and defined supervision variously. Glickman et.al (1998:45) described that the term supervision is derived from two Greek words: "Superior" and "Vision". This refers that the more experienced teacher or supervisor supporting that having a least experienced or inexperienced one. On the other hand Eye and Netzer (1965:40) defined the term as "a form of service performed that primarily deals with the improvement of educational service". Similarly, Harris in Gold hammer (1980:17) defined supervision as "a set of distinctive endeavors with in the overall context of the school operations". Thus, instructional supervision mainly focuses on improving the teaching-learning process through providing supporting educational inputs with available human resources. In addition, it plays to achieve the over all school program in regarding to students' academic achievement.

On the other hand, Barr in Singhal et.al (1996) defined instructional supervision as "an expert service primarily concerned with study of improving school environment that positively or negatively impact learning and pupils' growth". Thus, effective instructional supervision plays a decisive role in improving teaching-learning process.

As to Sergiovanni & Starratt (2002) instructional supervision "provides necessary support to teachers and other educational practitioners to increases and improves their contribution more towards students' academic achievement". This implies that instructional supervision has vital roles in assisting to teachers 'and and other educational workers technically. Additionally, it provides necessary support to teachers through in-service professional development.

Sergiovanni & Starratt (1998) explained that supervision activities needed to include processes that equipped teachers with knowledge, abilities and skills into their own teaching methods as part of the supervisory process. Thus, the purpose of instructional supervision is to focus on instructional improvement which in turn, improves student's learning achievement. Moreover, Daresh and Playko(1995:26) defined supervision as a process of overseeing the ability of school

community to meet the goals of the schools in which they work. Thus, supervision has to be design to improve teachers 'quality in relation to the teaching-learning process to create conducive environment for instructional process to improve students' academic performance.

Furthermore, Glathorn in Mbamba (1992) defined it as "a process of facilitating the professional growth of a teacher, interaction and supporting the teacher to make use of the constructive feedback in order to improve the teaching process as required". Hence, supervision would play a key role to provide necessary educational materials such as laboratory, library, and information communication technology classroom would be equipped with the necessary equipment and skilled man power to support the teaching learning process. Similarly ,it enable to assists teachers to have adequate knowledge and skills in relation to their profession through regular support on the existing gap in day to day activities of teaching-learning process to fulfill the gap to achieve the school objectives.

According to Knezevich (1969)" Supervision is defined as controlling and coordinating diverse activities''. On the other hand, Tosi et.al (1986) defined instructional supervision as the direction, leading and developing teachers and other professionals to ensure that they perform their job well. Thus, instructional supervision would help supervisors to manage various school activities in relation to student, teachers and facilities and equipment to perform those activities as required to be performed.

Good (1973: 532) defined Supervision as "Every efforts of designated school officials to provide leadership to teachers and other supportive staffs, in the improvement of instruction, give attention to the situation of professional growth and development of teachers, the selection and provision of educational objectives, materials of instruction, appropriate methods of teaching and evaluation of instructional program of the school". Thus, supervision enables to enables supervisors to support teachers and to have good knowledge and skills in relation to support the lesson with appropriate methods and instructional materials to achieve the teaching-learning process for the purpose of high performance of school children. Similarly, it helps to assess the weak side of overall teaching-learning process to fulfill those gaps.

To sum up, these definitions of supervision, it is certainly an act of leadership which is closely interrelated with the school administration, primarily emphasizing in-service teachers

professional development, improvement of, curriculum implementation, group development and promoting teachers to conduct research and to improve quality of education at school levels.

2.1.2 Historical development of Supervision

Historically, supervision has so far passed through four developmental phases. Eye and Netzer (1965 :4-10) has stated that the current theatrical grounds for supervision have been evolved through four distinctive development phases i.e. the first period, the second period, the third period and the fourth periods as stated blow.

The first phase (1642—1875)

During this phase, supervision appeared as inspection of administration which was characterized by the observation of the physical plant, pupil control and teaching by laymen. The first supervisory concepts and behaviors were characterized by inspection. The function like business management of school usually carried out by layman. When an educator becomes the directors of instruction were called inspectors. Similarly, Lucio (1979:11) added that teachers were seen as instruments and were closely supervised to ensure that they were doing as ordered. At that time, supervision was driver, coercive and inspection.

The second phase (1876-1936)

The second phase of development of supervision was known as the period of efficiency orientation. It emphasized on teaching procedures by specialist who aimed at perfection and efficiency. Teachers were helped for the mere improvement of instructions the impact of the business practices and ethics up on education was so strong.

Supervision during this period considered as inspectional function which was related to the instructional program of the school.

The third phase (1937-1959)

The third phase of developmental stage of supervision is known as the period of effective utilization of research method in relation to the study of problems of educational administration. It paid attention to both the means to end in the process of education and the coordination and cooperation role of educational has been more practical during the period.

The fourth phase (1960-date)

The fourth developmental phase of supervision become popular for its characteristics that emphasizes research orientation which gave attention to the issue of theory and practice in education (teaching – learning). It comes to constitute the issues of technological advancement, space science, public awakening and financial contribution to environmental protection, development and problem solving through research.

Historical development of supervision in Ethiopian context has a peculiar features and phases. According to Hailesslasie (2002), historically, Supervision has passed through four developmental phases.

The first phase (1934-1954) of supervision was initially introduced in Ethiopia in 1937E.C by British educator and two Ethiopians. (MoE 1974.E.C), MoE (1987) and Haileselassie (2002) stated that the growth of population, number of teachers and schools highly demanded professional inspectors. Thus, the inspection training program was started in 1943 E.C and continued in 1946E.C. However, subsequently, inspectional practice faced various problems due to the growing number of schools in the country. A number of inspectors also went out of the profession. Schools fall in short of inspectional practices. Thus, the supervision training was resumed again in 1948E.C and continued through 1954E.C. At the time, the main role of inspection was materialization of educational policies, guide lines and programs.

The second historical developmental phase of supervision in Ethiopia of 1955E.C through 1973E.C mainly focused on assisting educational practitioners, as educational personnel and teachers. Moreover, due consideration was made to text books evaluation and supervision hand book preparation. Furthermore, Addis Ababa university also set forth training of supervisors. The department of inspection was also renamed department of supervision, in 1955E.C and the intention of the department was geared the program of the department towards improving of the process of instruction with a one year training program. The main reason behind the changing of the name of the department was the intention to transform the former purpose of inspection from controlling the activity of the teachers to a sort of a friendly supervisory support for the improvement and effectiveness of a realistic classroom instruction. Under this circumstance, educational advisors from Britain (who promote inspection) were replaced by Americans (who

were pro supervision) and many Ethiopian who had good education in supervision came from American.

In the years between **1974E.Cand 1985E.C, the third phase** of historical development of supervision was again turned back to inspection (MoE, 1979E.C:4).According to Haileselassie(2002)supervision activities was back again to inspection with no sounding pedagogical reasoning. However, the operation was simply entrusted to school directors, vice directors and unit leaders. Under this circumstance, the role of inspection in the schools remained in fact for years to 1985E.C. Inspection become a tool for strict control of implementation of the socialist education policy, plans and programs of the country.

During the last phase (1986 E.C to present) of historical development of supervision in Ethiopia, the 1986E.CEthiopian Education and training policy replaced inspection with supervision for the second time. Decentralization and instructional supervision becomes the dominate feature of the educational system of the country. Supervision was restructured in to two levels involving:-principals, deputy principals, department heads and senior teachers at school level (school based supervision) where as an external supervision the duty was entrusted to federal, regional, zonal (sub-city) and word education office supervision teams.

In sum, instructional supervision since its implementation was up dated and upgraded with the view to enhancing assurance of quality of education, which still demands yet additional efforts.

2.1.3 Principles of instructional Supervision

Principles are schemes, guidelines, laws concepts or general truths which govern action or which underline every observable activity or that to explain how something works (Barr, Bruto, and Bruekner, 1947, Van Dersal, 1962 and Spears, 1955).

Accordingly, some basic principles of Supervision that are for warded by scholars like Ayer et.al (1954), spears (1955), Harris (1963: 12-24), are described that instructional supervision is attitudinal, creative, cooperative, scientific, democratic, sounding theoretically, and influencing in nature. The attitudinal nature of supervision lies in the fact that supervisory process effectiveness is affected by the attitudes of both supervisors and the co workers. Moreover, supervisory practice needs to involve creativity on the basis of the dynamic nature of education and

educational activities. The efficiency and effectiveness of supervision also demands cooperativeness of the supervisors and partners of the supervisory process which involves both teachers and school supportive staffs. Scientifically, supervision, moreover, needs employment of systematic and critical study methods involving objectivity, expertly secured data organization and conclusion. Supervision naturally requires provision of sufficient opportunities for cooperation for the partners to enhance motivation helpful to investigate realistic problems of the process of instruction and challenges of the materialization of quality education. Implementation of the supervisory activities, too, needs to be based on sounding supervisory theoretical foundation. It needs to focus on ultimate values, aims, and policies with special reference to fact, adequacy, legality, change and development.

Lastly, but not least, instructional supervision needs to constitute influence with the view to add values to instructional leader ship roles. Thus, supervisors should apply the principles of instructional supervision in their supervisory practices that enable to improve the instructional process.

2.1.4 Purposes of instructional Supervision

Supervision basically has a vital purpose, i.e., improving the quality of education at various educational levels. According to Sergiovanni and Starratt(1998) stated that Supervisory practices needed to include processes that the teacher's knowledge, skills and abilities to make better informed decisions or to become active researcher in the part of their own teaching method as a part of the Supervisory practice. Moreover, (Sergiovanni and Starratt 2007:3), the purpose of Supervision is to help schools function more effectively and efficiently to students better achievement through instructional capacity, instructional quality and active students participation. Thus, the supervisory practices of supervisors would be focused on overall quality of teachers in relation to promote the teaching-learning process.

Additionally, authors like Beach and Reinhartz (2000:40), Glickman et.al (1997),
Johnson & Jonson (2000) Glanz (1999), Mish (1991) and Sergiovanni&Starratt (2007:3) has boldly expound some purposes of instructional supervisions as a means of :-Promoting group development, Improving curriculum, Enhancing inquiry based education and Uplifting teacher's instructional power.

2.1.4.1 Supervision as a means of improve professional development

As to Beach and Reinhartz (2000:4) stated that Supervision plays as a means to improve instruction through the professional development as a part of the supervisory activities. Zepeda (1977) added that Supervision is a means of facilitating the human growth to that of achieving of the educational goals. Additionally, Wanzare and Decosta (2000:50) who cite others, the key strategies for enhancing the professional development of teachers include: the establishment and sub segment administrative support and provision of guidance for a systematic, ongoing professional development program through modeling, coaching and collaborative work. Teachers need to engage both individually and groups, in the concrete tasks of teaching, observation, assessment, experimentation and pedagogical reflection. Supervisors should provide appropriate supervisory support to teachers based on teacher's level development needs and supervisors should work to establish a culture that values professional, collegial instruction among those participants. Similarly, Lovell and Wiles (1983:9) supervision is essential to provide support and service directly to teachers to help them improve their performance in working with a certain group of students. This implies that the ultimate goal of supervision should assist teachers to enable their knowledge, skills and abilities to being self directed school activities at classroom interaction with students.

According to (Sergiovanni and Starratt2007:9), supervision could help to improve instructional capacity which is support teaching-learning process of the schools.

To sum up, instructional supervision has a key role to improving the performance of teachers to implement the curriculum as expected through providing the experience sharing such as in- built supervision at department level to teachers and the supervisors could assisting the newly engaged teachers through induction program, and also they could provide appropriate support to continuous professional development of teachers.

As to Blasé (1994:73) supervisory service of supervisors enable teachers to be having that the quality of being self-directing to determine their work process effectively and efficiently. Similarly, Mish (1991) stated that supervision enable to play teachers to be having the quality or state of being self-directing the overall instructional process. Hence, supervisors should play to

assist teachers to be having proper knowledge and skills in regarding to the profession that they enable to achieve their tasks independently to bring the expected out comes.

2.1.4.2 Supervision as a means of promoting group development

Another purpose of instructional Supervision is a means to promote group development of the school community that it helps to achieve overall school programs. Instructional supervision is a service to teachers, both as individual and in groups to enhance professional groups that they enable to perform various school activities with jointly effort. Olva (1984) stated that supervision is as a means of offering to teachers specialized help in improving instruction through continuous supporting after the conducting of classroom observation has occurred. This shows that supervision would be play to assist teachers to construct their capacity in relation to the profession through proper implementing of class room observation (clinical supervision) and experience sharing among teachers at school level and also it helps teachers to be fulfilled the gaps in relation to the profession that they would be play to achieve the overall teaching-learning process through promoting group development.

Additionally, Sergiovanni &Starratt (1988) added that Supervision is a means to enable teachers to construct their realities and finding meaning as a team. This indicates that instructional Supervision has a decisive role in supporting teachers to work the school activities with common sense that they would be perform as expected to what to be done.

In summary, supervision enable to assist teachers to work various school activities effectively and cooperatively for the purpose of instructional goals achievement through consistent classroom visiting and giving feedback based on the observation and also it provides experience sharing such as peer teaching among teachers to promote the profession together considering as group development of the school community.

2.1.4.3 Supervision as a means of improving curriculum

One of the very important functions of supervision is a means to implement the existing curriculum.

According to Sardo Brown (1988:187) supervisors should play their vital role in curriculum development by promote teacher reflection on key components and to select appropriate concepts

to be taught and the method for implementation. Supervisors and teachers should to work cooperatively to understand the various challenges in involved in planning and how those problems affect the process of instruction, in turn with the achievement of students. Similarly, Reinhartz (2000:187) teacher is one of the vital stake holders in the curriculum development process. So, it indicates that teacher has a key role in instructional process including on conducting individual class rooms.

According to (Sergiovanni and Starratt, 2007:9), supervision is help to improve the instructional quality which is concerned to the curriculum content grounded in the academic and professional disciplines that demands in-depth understanding and applications; teaching addressed to the mastery of basic information and skills as well as deep understanding and complex thinking; and a conducive environment for learning and commitment to caring and cooperation.

Lucio (1979:299) pointed out that it is the common professional task of the supervisors to assist teachers in the determining a more appropriate and well organized instructional objectives as a means of improving the implementation of the curriculum. This implies that supervisors are responsible bodies help teachers to achieve the objectives the schools through curriculum improvement.

In short, supervision support teachers to attach the curriculum with students' real life situation to enhance students learning and help teachers to organize different students' academic activities.

2.1.4.4 Supervision as a means to promote inquiry

Instructional Supervision has a key role in promoting teachers inquiry such as conducting of action research to solve various instructional problems that affect the supervisory tasks to improve instructional process. As to Humbard and Power (1993:2), teachers should enable their profession through conducting research. This implies that teachers should enable their skill and ability to solve instructional problems for the improvement of teaching-learning process through conducting research and also supervisors would be given attention to motivate and support teachers to conduct practical research. Similarly, Glanz (1999:10) stated that instructional Supervision as a kind of research that helping teachers and Supervisors to clear understanding of their overall work.

In short, supervision would be play teachers and supervisors enable to promote their skills and abilities in regard to research to solve various school problems through conducting research that affect the teaching learning process.

2.2 Some of the basic supervisory skills

Effective Supervisors normally deserve certain skills of performing supervisory works. As to sergiovanni and Starratt (1979) stated that the three basic supervisory skills are conceptual, technical and skills of human relation.

2.2.1 Conceptual skills

To scholars such as Katz (1979), Alfoso(1987) ,Tripath (1991), and Harris (1963) described the conceptual skills of supervision as. Giving attention to a wide scope of view of an organization and its future sustainable development, View school district and evaluated the overall program, recognizes how the complex function of the organization depend on the other, how innovations in any part affect all the others, recognize the various supervisory roles ,recognize the behavior of teachers and stake holders in a supervisory arena, visualize the organization as a big picture, envision all the different function interpolated in a given context, Envisage the organization from a broad perspective and recognize the forces working in a situation, continuously assess the dynamic environment. Thus, supervisors would be equipped with conceptual skill in order to set appropriate objectives for their organization success.

Additionally, Harris (1963: 16) added that the Supervisory skills such as visualizing, analyzing, diagnosing, synthesizing, criticizing and questioning are included under the conceptual skills. In short, supervisors as a leader, they need to have a quality to see the organization in connection with its parts and as a whole with its environment.

To sum up, the ability to conceptual skill refers to the dynamic environment, the organization and the supervisor's roles in performing their duty.

2.2.2 Technical skills

According to Mann stated that as cited in Alfoso (1984:17) Technical skill is defined as specialized knowledge and ability required to perform the primary tasks inherent in a particular

supervision position. He added that the technical skills show the ability to anticipate the type of difficulties teachers could face and to take remedial actions. This implies that the ability to use class room observation techniques, it includes proficiency and understanding specific activities involving a process, it consists of the capacity to compose specialized knowledge in which supervisors are engaged. In addition, technical skill indicates the ability to anticipate the kind of problems teachers could face and take remedial actions accordingly.

Furthermore, Human and Ray mound (1977) described the technical skills that are able to coordinate, influence, plan, guide and manage the challenges and complex situation for the academic setting. Thus, the supervisors should equipped with technical skills that to assist teachers in lesson plan preparation, in selection of appropriate teaching methods in relation to the lesson and should set in built supervision program among teachers to improve the classroom instruction.

In summary, supervisors are expected to be technical expert in order to accomplish the school program.

2.2.3 Human relation skills

According to Griffth (1956) Human relation skills could be verified as the Supervisor's ability to work effectively as a group member and to build cooperative effort with in the team he or she leads in the organization. He added that the human relation skill is able to provide constructive criticism and Scaffolding in a positive and friendly way. Furthermore, Griffth (1956) as the human relation skills, the Supervisor is able to test his or her way of acting the context of interpersonal relations how he/she behaves with others. Hence, supervisors would be equipped with human relation skill to make smooth and strong interaction to achieve the school goals.

As likewise Terry (1964) stated that the human skills as the capacity to collaborate work with others to succeed cooperation and the ability to communicate with others. This implies that the supervisors need have good human relation skills in order to work with staff members effectively and efficiently as they needed to be done.

In short, the well be equipped supervisors with human relation skills are enable to achieve the teaching learning process by easily mobilize the school community as much as possible.

Moreover, the teachers feel free to express problems of concern; he or she is able to provide constructive criticism and scaffolding in a positive and friendly manner.

In brief, supervisors would be equipped with basic supervisory skills that it helps to promote quality of teachers through in-service training to improve students' academic performance. In addition, it enables to provide necessary educational facilities and materials to support the teaching-learning process. Furthermore, it supports to organize various school activities for the achievements' of the students.

2.3. Clinical Supervision

Clinical Supervision is the rational and practical designed to enhance the class room performance of the teachers (Cogan, 1973: 10). This implies that the clinical Supervision plays decisive roles in improving teacher's abilities and skills to enhance the teaching learning process. According to (German, 1982, Gold hammer, Anderson and Krawjewski, 1993) Clinical supervision is primarily focused on that the instructional improvement of teaching. This needs more attention to the relationship between the teachers and supervisors in that process of the supervisory activities. The prospective for clinical supervision is basically a formative. The main target of this supervision is, to build teachers motivation and commitment, in addition, it gives attention to staff development.

The assumptions of the techniques of clinical supervision are derived from the accounts in which the practices employed during supervision due to the mere fact that teachers are using different styles of teaching with different levels of awareness. Besides, instruction by its very nature requires complex interaction and effectiveness of autonomous teacher until he or she understands the variables in the teaching learning process. Thus, clinical Supervision is considering different techniques applicable in conducting Supervision (Landers and Myers 1977:214).Additionally; Clinical supervision has different stages distinguished differently by different authors. Sergiovanni and starrat(1993: 299) distinguished eight stages, where. Cogan (1973),Gorton Schneider and Fisher (1988), Lander and Myers (1977) and Caruso and Fawcett (1986) classify the clinical supervision in to 5 stages involve stages like pre- observation conference, classroom observation, Analysis and strategy, post observation conference and feedback strategy post conference analysis. Gold hammer (1969:18) suggests that there three major stages: the pre-

observation conference, classroom observation and post observation conference. Thus, clinical supervision has interrelated cyclic phases. Therefore, the supervisors are expected to have detailed knowledge in relation to the techniques and procedures of classroom observation to contribute their role in assuring quality education.

2.3.1 The pre-observation conference

Pre-observation conference is the first step that Supervisors and teachers discuss and reach agreement about the ways they will do it together (Gold hammer, 1969:18). They use to draw procedures and purposes for which they conduct the supervision primarily, they use identify the purpose and specific objectives of the supervision. secondly, they assure acceptance of those purpose by teachers to be observed, Next is, setting the time of observation in collaboration with the teachers and finally, the subsequent activities done during observation (Lovell, 1983: 154). This implies that the pre -observation conference is as considered as contract agreement between the teacher and supervisor to carry out specific task at the stage of conference.

The purpose of pre-observation conference is mainly intended to provide a mental and procedural frame work for the supervisory activities intended (Harris in Gold hammer et.al 1980:17).According to crow, Lester D. (1994), the conference between the Supervisors and the Supervised teacher are very important that for the purpose of constructive ideas to enhance the teaching learning process. Besides, pre-observation conference is a vital pre condition for effectiveness of the actual class room observation /visitation/.Thus, this conference is predetermined the overall activities of classroom observation of the supervisor to the teacher.

In summary, this conference as the initial step in clinical supervision that made mutual agreement between the teacher and the supervisors on the classroom observation process. Furthermore, it is assumed to be very essential procedural step of supervisory technique in which determine the effectiveness of the whole process of class room observation.

2.3.2 Class room observation

The Supervisors in handling observation, has to be in a position to assist the teacher to avoid problems related to the process of instruction. Therefore, class room observation serves as a means of instrument for the enhancement of instruction. According to Wiles (1963:259)

described that conducting using proper technique of class room observation mainly focuses on the improvement of teaching-learning process .This implies that the main purpose of classroom observation is to diagnose the causes of some problems of teaching learning process to solve them. So, the focus point of class room observation is to assist or support the teacher in order to make the teaching learning environment improved and smooth, At times of classroom observation, the supervisors may employ any of the following methods. The options of observation may include "categorical frequencies, performance indicators, open- ended narrative and participant observation"(Glickman, Gordon and Ross- Gordon, 2004:325). The activity should focus on what the teacher actually does or say, how students react and what actually occurs at each of the paces in a specific teaching episode (Sergiovanni, 2002:270). Moreover, the supervisor may take descriptive notes free of inference. However, simultaneously, the supervisor should pay attention to span of student, time on task, and the cooperative relationship among students in addition to what the teacher say or does (Sergiovanni, 2001:270).

Additionally, as Courtin(1965:59), class room observation plays a decisive role in the improvement of instruction. It helps to gather firsthand information and different experience from different class room condition through, continuous contact with the teacher at different instructional process, so that the ultimate goal of instructional supervision servers the purpose of instructional improvement through continuous observation and appropriate support to the teacher. Thus, Supervisors should play their supervisory roles in assisting the teacher to achieve the purpose of class room instruction effectively and efficiently (Reaves 1978: 580).This implies that the supervisors should enable to assist the teacher based on the first hand information. In addition, it is very important steps to evaluate already the planned with the teachers' behavior at actual classroom observation.

To sum up, these methods need to the essential procedural element of supervisory practice through which the supervisor focuses on during actual classroom observation to be able to explore the professional and personal needs of teacher and learners (Brad field, 1964:28).

2.3.3 Post observation conference

With these views in mind, post observation conference deals with what the teacher needs to incorporate in the subsequent lesson plan as mutually agreed between the supervisor and the

teacher. Thus, to Synder in Harris (1985:52) post observation conference services a joint analysis of data collected to shape up the subsequent process of instruction. Furthermore, Harris (1985:160) described that the main purpose of post observation conference is to determine late follow up activities that are essential with reference to the data analysis and a set plan for the purpose of feedback given to the teacher. Thus, basically, to provide the feedback, the supervisor should complete organization of the feedback on the basis of the data gathered during class room observation immediately after leaving the classroom where as the impression will be distorted or quickly lost due to different factors. Similarly, Dull (1981:229) described that the post observation conferences in which the supervisor and teacher participate must take place immediately after the class room observation. Thus, the conference should be set in a cooperative way for the common purpose: instructional improvement and students' achievement.

Dull (1981:230) added that the supervisor, in his part, is required to strengthen teacher by assisting him/her to continue his/her strong points. The supervisor should provide genuine praise and recognition to the teacher for his accomplishment of the task. On the other hand, the supervisor should clearly explain weak points of the teacher that were dominantly observed during class observation. With these views in mind, Dull concluded that the post observation conference should come to a close with mutual understanding and agreement of the supervisor and the teacher. This implies that the supervisor provide constructive feedback on the weak and strong side of the teacher. This constructive feedback supports the teacher to minimize his or her weak side and similarly, to strengthen more his/here strong sides.

To sum up, the post observation conference is the essential stages in which the teacher should get constructive feedback on the lesson taught and what need to be improved in the subsequent process of instruction and class room observation.

2.4 The roles of instructional supervisors in Ethiopia

According to AAEB (2003 E.C) and MoE (1994) have attributed various roles to supervisors. For instance, these manuals stated that a supervisor has to play the role of mentoring newly deployed teachers, i.e., by facilitating in school induction programs. Besides, supervisors have the roles of helping all teachers in improving effectiveness of teaching and ability of teachers at conveying knowledge and skills to the learners. More over supervisors' empower teachers' group works,

collaborative efforts, adjusting of local curriculums to the diversified learning needs of the students. They also help alignment of local curriculum with that of state and national standards intended to attain maximum learning of the learners. They are responsibility to mentoring the beginning teachers to facilitate a supportive induction program. Besides, it brings individual teachers to maximize their effective teaching. In addition, it improves the competency of teachers,

Moreover, improving working in groups of teachers with collaborative efforts, additionally, working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students while at the same time bringing the local curriculum in line with state and national standards. In addition, relating teacher's efforts to improve their teaching to the large goals of school improvement in the service of quality learning for all children.

Thus, the supervisors should play their vital role to improve the instructional process. For instance, the supervisors assisting newly engaged teachers through induction program to adapt with the school culture. Furthermore, the supervisors support teachers to adapt the curriculum in relation to their students' learning styles.

Instructional supervision would play a vital role in accomplishing the desired objectives of instructional program. According to the document prepared by MoE (1994E.C) and AAEB (2003E.C), the tasks that should be carried out by the external supervisors and school based supervisors of their duties and responsibilities as described as follow.

2.4.1. The roles of zonal (sub city) Supervisors

According to Addis Education bureau (2003:4-5) sub city of supervisors are responsible to providing the overall instructional leadership to woreda and school, organize the school principals to supervisory services and evaluate the work done, facilitating the necessary material and finance to schools and providing training, work shop, seminars to woreda experts, school principals. In addition, they coordinating the non-regular supervision team which is conducted by superintendents. Moreover, they providing provision of monitoring, evaluation and feed back to woredas and schools, etc.

2.4.2 The role of school principals as Supervisors

According to MoE(1994 E.C), the school principals are responsible to Organize the necessary materials needed for teaching learning process and facilities, provide professional support to teachers on problems encountered in teaching-learning process, and coordinate the teachers and the community for the evaluation of teaching- learning process to enhance the improvement of educational programs. Furthermore, recognize the supervisory program. Moreover, the principals evaluate the interaction between the school and the community to search a means to strengthen the relationships etc.

2.4.3 The roles of deputy principals as Supervisors

According to MoE (1994E.C), the deputy principals are responsible to providing the overall instruction leadership to staff members, evaluating lesson plans of teachers and conducting class room observation. In addition, ensure the curriculum is implemented in accordance with the needs of the society. Moreover, organize department heads to supervisory service and evaluate the work done, etc.

According to AAEB (2003:11) added that the teaching-learning deputy principal is responsible to ensure that students to be assessed through continuous assessment, on the other hand, the deputy principals are responsible to coordinate and support the continuous professional development of teachers, they provide training to teachers at school level based on the training need assessment of teachers and coordinate the induction program for the beginning teachers and also they evaluate the implementation of that program.

2.4.4 The Roles of department heads as Supervisors

According to the MoE(1994E.C), those described below are Supervisory practices to be under taken by the department heads. One of their roles is coordinating and evaluating teacher performance .The Second one is, providing orientation to newly assigned teachers and evaluates the job performance .Third, select teaching materials and provide for teachers to use them. In addition, coordinate evaluation of the department curriculum and organizing workshop, conference, seminars. Furthermore, initiate teachers to participate in action research and set new

method to be applied in teaching learning process. Moreover, give solution to problems in curriculum, facilitate short term conference, meeting, conduct classroom visiting etc.

2.5 The major Problems in Supervisory Practices

Instructional supervision has a vital role for the effectiveness of teaching learning process. However, empirical studies reveal that there are major problems that impede the effectiveness of instructional supervision and in turn they cause problems in school such as obstacles related to such lack of facilities and budget, lack of skilled manpower, lack of commitment, staff diversity negative attitude towards the supervisory practice and moral (Caruso&Fawcet, 1986). Therefore, the effectiveness of instructional supervision practices are determined by different factors for instance, staff diversity, lack of finance, lack of trained human power.

Additionally, Ogunniy (1984: 25) stated that a supervisor cannot be able to carry out instructional evaluation efficiently if he/ she are not well equipped in supervisory knowledge, abilities and skills. Similarly, Sherman (2009) stated that a supervisor cannot able to carry out instructional supervision effectively and efficiently, when the supervisor does not have a of leadership quality and demonstrate inflexible, unadoptable which may be influence the degree of training and clinical involvement of the supervisor. Hopkins and Reynolds (1994:115) listed out that supervisory practices faces many constraints like lack of finance and budget, teachers have negative attitudes towards the supervisor program and lack of skilled man power discontinuity and absence of coordination among the supervisory service actors.

According to Daresh and Playko(1995:26-27) the main problem of current school supervisory behavior is its undue emphasis on reactive performance i.e. doing things as a result of a crisis orientation rather than careful, logical planning and a preparation. In short, supervisory practice of supervisors primarily should be analyzed the school gap before what they would be providing actual support and the supervisory plan need to be incorporated to solve critical school problems to improve quality of education. Hence, supervision has an essential role to achieve school objectives on the basis of concrete support to be fulfilled those of school gap.

Researcher like Amberber (1975: 2-3), Fekadu (1992:48), Zaudneh (1987),MoE (2002:32),MoE(1984E.C:6-7) and AAEB (2003E.C:2) listed out that Ethiopian supervisory practice faces many constraints as follows:

Shortage of necessary facilities and finances, Teachers negative attitude towards supervisory program, Failures to practice correct supervisory principles, lack of supervisory skills, (including the conceptual skills, technical skills and human relations skills), shortage of time and commitment to the program are considering as the major problems. In short, Supervisors would not play their role in relation to apply the supervisory principles, on conducting classroom observation, and the major tasks including curriculum improvement, group development, professional development and promote teachers to conduct research and also supervisor's have lack of supervisory skills and lack of necessarily facilities to play the supervisory practices. Thus, the Educators recommended that the external supervisors whereas the school based supervisors need to be equipped with basic supervisory skills to rightly implement the principles of supervision. In addition, necessary facilities, and budget should be provided to the supervision tasks. Moreover, teachers would be developing positive attitudes towards the supervisory program. Thus, to solve such problems mentioned in the above, supervisors would be playing their vital role in relation to assuring quality of education at school levels.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Methods

This study was employed descriptive survey research design since data was collected from every unit of the population. Descriptive survey design involves collecting data from a sample of population in order to determine the current status of that population with respect one or more variables. It is a one snap shout only one point in time; usually involves studying the preference, attitudes, practices, concerns or interests of some group of people. in practices of instructional supervision in relation to attaining quality education and it was helped to test the basic questions.

3.2 Sources of data

The data for the study was obtained from primary and secondary sources

3.2.1 Primary sources

Concerning primary sources, relevant data were collected from the respondents (Teachers, Department heads, principals, vice principals &supervisors) through questionnaires, interview, observation and focus group discussion.

3.2.2 Secondary sources

Regarding secondary data sources, relevant planning, formats, checklists and documents were collected from each school through observation.

3.3 Sampling techniques

The study focused on secondary schools of Arada sub city of Addis Ababa. This sub city was deliberately selected because of three reasons. First, the researcher has over years of work experience and relations with teachers, principals and supervisors of the sub city, that it was convenient for the researcher to collect data cooperatively from the respondents. Moreover, the researcher lives in the sub city, that he is on a position to easily have access to data collection.

Lastly, the researcher was familiar with supervisory related practices. Thus, the researcher was initiated to conduct a study on the practices of school supervision in assuring quality education confidently. According to the data obtained from education office of Arada sub city, the sub city was constituted of 10 Woredas with 9 government secondary schools. All of these schools were located in 6 of the 10 woredas of the sub city of which four wordas (66.6%) were selected using simple random sampling techniques. Furthermore, four schools were selected deliberately (purposely) due to the fact that they contain many teachers than the rest of the schools. Again, 118 teachers were selected using simple random sampling techniques. However, the number of teachers in each sample school was not proportional. Thus, proportional stratified sampling technique was employed. The number of teachers in those 4 secondary schools is 214, which is denoted by N. The determined sample, thus, numbered 118, which is denoted by n. Thus, n/N gives the proportional number i.e. 214/118 which equals to X. Then the proportional number multiplied by the number of teachers in each school gives the proportion of sample teachers to be taken from each school. Following, a proportional sample size of each school would be handled through a simple random sampling technique accurately.

The proportional number teachers selected from each school are presented as in table bellow:

No	Wo reda	Name of school	No of teacher in each school	Proportional number (n/N)118/214=0.55	Proportional No multiplied by No of teachers in each school	Proportional sample taken from each school
1	01	Tikur Anbesa	80	0.55	80x0.55	44
2	06	Belay zelek	40	0.55	40x0.55	22
3	08	Meskerem	51	0.55	51x0.55	28
4	10	Yekatit 66	43	0.55	43x0.55	24
Total			214			118

a) 8(100%) of the deputy principals was included by using purposive sampling technique.

b) 4(100%) of principals was included by using purposive sampling technique

c) 24(50%) of department heads were taken by using simple random sampling techniques.
d) 4(100%) of supervisors were selected by using purposive sampling techniques from the sub city.

As a whole, Purposive, proportional stratified sampling and simple random sampling technique was taken to represent the population. Lastly, the sample population of the study becomes 118 secondary school teachers, 24 department heads, 4 principals, 8 deputy principals and 4 sub city education office supervisors, which totally gives 158 respondents for the study.

3.4 Instruments for data collection

Both closed and opened questionnaire, unstructured interview, Focus group discussion and observation was employed to gather data from the primary and secondary sources.

In the design of this instrument, the researcher used a literature review as a base.

Questionnaire: was used for its appropriate to secure data from many people at a time and for its natural characteristics that allow informants express their ideas and opinion freely. The questionnaire was designed suit to the sample subjects of namely teachers, department heads, principals, deputy principals and sub city supervisors. The questionnaire constituted five items questions. The first part was cover personal back ground information. The second part was consists of structured questions on the major roles of supervisors which would be ranked on five point scales. The third part was included structured questions on the contents of some supervisory skills would be ranked on five point scales. The fourth part includes structured questions related with techniques of classroom observation procedures in supervisory activities. The fifth part was consisting of contents of views on major problems that affect supervisory practices.

Unstructured interview: was conducted for sub city supervisors. The technique was used for its appropriateness to clarify what is not clear and get free personal opinion of respondents.

Focus group discussion was designed in sample school with department heads who would not conducted as respondents for the questionnaire.

Observation: is an appropriate technique to gain information in a short period of time about the breadth or variation from the respondents. The observation was conducted on sample school by check list on the supervisory plan, the supervisory practice in relation to teachers' professional

development, curriculum improvement and their support to teachers to conduct research. In addition, Practical observation was conducted on the practices of supervisors in regarding to conduct classroom observation of teachers based on the techniques. Moreover, the observation was used in supervisors actual practice in relation to provide necessary supportive facilities such as laboratory equipment, information technology and library service in each sample schools and also it was observed the supervisors practice in respect to their attention on students' learning to improved quality of education.

3.5 Procedures of data collection

Accordingly, two sets of **questionnaires** composed of open ended and close ended question items. The questioners were distributed to teachers, department heads, deputy principals and school principals. The researcher was given the questionnaires by hand. The respondents were filled the questionnaires. The researcher was collected the questionnaires from the respondents.

Pilot tested- before the questionnaire were administered on the total sample population, the data collecting instruments were pilot tested on one non sample schools of 12 teachers and 3 principals . Based on piloting test, the questions were corrected. As the pilot study result shows that the items were reliable to carry out the actual study i.e. cronbach's Alpha was .985.

Interview and focus group discussion guides questions were prepared in Amharic for clarity of information and it makes easy to communicate between the researcher and the respondents.

The observation part with conducting educational facilities as laboratory, information technology service, supervisory plan and library by as developing check list was held by the researcher himself.

3.6 Method of data Analysis

To organize and interpret the data, the following basic statistical tools were employed.

1. Organization and qualification of data based on the two groups of the respondents.
2. Tabulation was used.
3. calculating the mean values and percentages

4. Independent group sample t-test was calculated to determine whether or not significant difference exist between the perceptions of the respondents regarding the practices of supervision in respect to improving quality education in secondary schools.

5 Interpretation of the data tabulated is conducted to make clear the findings of the study.

6 Triangulation is employed to integrate the data collected through interview, observation and focused group discussion to support the data secured through different means.

7 Qualitative data analysis is employed to refine the opinions of the respondents in comparison with the review literature.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

This result section present the major findings beginning with socio-demographic variable that were used for comparative purposes latter on. This is followed a presentation of the four measure of school based supervision (major roles, techniques of classroom observation, supervisory skills and major problems). 28 questionnaires were distributed to school based supervisors and 26 (92.8%) was returned. On the other hand, 118 questionnaires were distributed to teachers and 109(92.3%) was returned. Totally, 135 questionnaires were included in the final computation of the study.

4.1. Socio Demographic Characteristics of the Respondents

The major socio-demographic characteristics of the respondents are presented on Table 1. Included in this group is sex, age, educational back ground and work experience.

Table 1: Socio Demographic variables of the teacher respondents

	Variables	frequency	Percent (%)
Teacher Respondents	Sex	M 83 F 26	76.1 23.9
	Age 20 – 25 26- 30 31- 35 36- 40 41- 45 46- 50 51 & above	44 41 11 4 1 2 6	40.4 37.7 10.1 3.7 .9 1.8 5.5
	WE* 1- 5 6- 10 11 – 15 16 – 20 21 & above	49 33 17 4 6	45.0 30.0 15.6 3.7 5.5
	EDs** degree Masters	105 4	96.3 3.7

*work experience, ** Educational status

The data summarized on table 1 indicates that about 76.1% of the teacher respondents were males. On the other hand, about 23.9% was females. This implies that the participation of females teachers on teaching at secondary schools were low.

With regard to age, about 77.7% of teachers had below of 30 years. This shows that most of the teachers were young and found at the age of active work force to carry out their duties on those schools.

Regarding work experience, almost 75% 0f the teacher respondents had less than 5 years experiences. This implies that they needed support in relation to their profession to carryout their tasks properly.

With regard to academic qualification, about 96.3 % of teachers were degree holders whereas 3.7% second degree holders. This shows that they all meet the criteria set by MoE to teach at secondary schools of the country. Hence, these imply that the study area is composed of communities with exceptionally higher degree holders by all standards.

Table 2: Socio Demographic variables of the supervisor respondents

	Variables	Frequency	Percent (%)
Supervisor Respondents	Sex	M 23 F 3	88.5 11.5
	Age 20 – 25 26- 30 31- 35 36- 40 41- 45 46- 50 51 & above	8 5 1 2 1 6 3	30.7 19.2 3.8 7.6 3.8 23.0 11.5
	WE* 1- 5 6- 10 11 – 15 16 – 20 21 & above	10 4 2 4 6	38.5 15.4 7.7 13.4 23.1
	EDs** degree Masters	24 2	92.3 7.7

*work experience, ** Educational status

The data summarized on table 2 indicates that about 88.5% of the respondents were males. On the other hand, about 11.5% supervisors were females. This implies that the participation of female supervisors on supervisory practices at secondary schools were very low.

With regard to age, about 49.9 % of supervisors had below of 30 years. This shows that most of the supervisors having similar age with teachers that helping to share their experience in cooperative manner.

Regarding work experience, about 53.9% 0f the supervisor respondents had less than 10 years experiences. This indicates that most of the supervisors needed some additional experience in relation to their profession to perform their duties properly.

With regard to educational back ground, nearly 92.3% of supervisors were degree holders whereas 7.7% second degree holders. This shows that all they fulfill the criteria set by MoE to

conduct supervision at secondary schools of the country. Hence, these imply that the study area is composed of communities with exceptionally higher degree holders by all standards.

4.2. The practices of school-based supervisors

Attempts were made to measure the roles of school based supervision of respondents; firstly focusing on the curriculum, group, and professional development and conducting research. The responses are summarized on table 3, 4, 5 and 6. Note that they were required to respond to the items saying "always", "frequently" "sometimes", "rarely" or "never". Responses were scored in such a way that high score means that performing as expected of them. Notice that correct or keyed responses are given for Score of 5, followed by a score of 4 for frequently response , 3 medium(average) responses and 2 and 1 for low scores.

4.2.1 The Role of school-based supervisors in curriculum improvement

The school supervisors are responsible to play the vital roles related to the curriculum improvement in integrating with students learning activities that to promote quality of education. Thus, the following table shows what was growing on the sample schools of the sub city.

Table 3: The Role of school-based supervisors in curriculum improvement

No.	Items	RS	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	To what extent do supervisors facilitate the necessary supportive instructional in puts?	S	1	3.8	4	15.4	12	46.2	5	19.2	4	15.4	3.26	-3.04	.003
		T	28	25.7	32	29.4	22	20.2	22	20.2	5	4.6	2.48		
2	To what extent do supervisors organize classroom observation program?	S	1	3.8	7	26.9	11	42.9	7	26.9	-	-	2.9	-4.05	.000
		T	44	40.4	32	29.4	28	22.0	9	8.3	-	-	1.98		
3	To what extent do supervisors provide necessary educational materials?	S	1	3.8	1	3.8	17	65.4	5	19.2	2	7.7	3.23	-3.53	.001
		T	35	32.1	44	40.3	13	11.9	23	20.1	4	3.7	2.3		
4	To what extent dosupervisors help teachers to integrate the Curriculum with curricula activities?	S	1	3.8	7	26.9	7	26.9	8	30.8	3	11.5	3.2	-5.22	.000
		T	41	37.6	32	29.4	32	29.4	-	-	4	3.7	2.02		
5	To what extent dosupervisors help teachers to solve different instructional problems?	S	1	3.8	3	11.5	11	42.3	8	30.8	3	11.5	3.34	-5.9	.000
		T	33	30.3	49	45.0	18	16.5	5	4.6	4	3.7	2.06		
	Grand mean value	S											3.2		
		T											2.2		

Significant at alpha 0.05

Key: - RS-Respondents S- Supervisor T- Teacher

As elaborated in table above on item 1, majority of the supervisors 12(46.2%) responded that they sometimes facilitated instructional facilities while the majority of the teachers 32 (29.4%) responded that they were rarely get support from the supervisors. In addition, mean value of supervisor and teacher is 3.26 and 2.48 respectively, which is low score in the part of teachers. Furthermore, independent sample t-test was used to see whether there were statistical 14 significant differences between the respondents', The p-value is less than 0.05, which indicates that there was statistically significant difference between the responses of the respondents, This implies that both teachers and supervisors differ in their views regarding the role of SBS of supervisors regarding provision of necessary supportive instructional inputs. This means, supervisors claim that they had performed their roles as required of them. However, this view was not supported by the responses teachers. Hence, from this analysis it is possible to suggest that instructional supervisors of the sample schools of the sub city claim that they were providing all possible efforts to provide the necessary inputs to meet the curriculum improvement. In this

respect, it can be inferred that supervisors markedly rated themselves higher than the teacher deed.

According to the second item in this table, classroom observation related response of supervisors deserved 11(42.9%) of the school based supervisors that they sometimes organized the class room observation while the majority of teachers 44 (40.4%) responded that their supervisors haven't done this roles. In addition, the mean value of the two groups counted 2.9 and 1.98 respectively, which is low score in parts of the teachers. The higher the mean score shows that supervisors have performed the duties as expected of them. Furthermore, independent sample t-test was employed to depict whether there were statistically significant differences between the respondents. The result of p-value is less than 0.05 showing that there was statistically significant difference in the responses of the two groups of respondents in organizing classroom observation. This implies that both teachers and supervisors differ in their views of organizing supervisors' regarding classroom observation of teachers. This means that instructional supervisors of the sample schools of the sub city claim that they carried out the necessary efforts in organizing classroom observation of teachers. However, this view was rejected by the teachers. Thus, teachers seem to be not comfortable with the effort of the supervisors that it can be inferred that the analysis supervisors in the sample schools have fail to accomplish their role as expected of them.

Regarding the third item of the table, majority of the supervisors (17 (65.4%) responded that they sometimes provided necessary educational materials to existing curriculum. On the other hand, the majority of the teachers 44(40.3%) responded that they were not provided with the necessary materials by the supervisors. Besides, while mean value of the supervisors and teachers are 3.23 and 2.3 respectively. Moreover, independent sample group t -test technique was used to depict the significant differences between the respondents. The t–test result indicated that there was statistically significant difference between the teacher and supervisor responses i.e. (t (-3.53), df(133) =p=.001<.05). This implies that both teachers and supervisors differ in their ideas in providing necessary educational materials that enhance the existing curriculum at promoting classroom teaching. This means that instructional supervisors of the sample schools of the sub city claim that they make all possible efforts in providing necessary educational materials that are supportive to the existing curriculum to promote class room teaching. However, this view was

rejected by teachers. Thus, teachers seem to be not satisfied with the practice of the SBS of the supervisors as it is witnessed from the analysis. Hence, it implies that supervisors in the sample schools seemed to have failed in their role of providing necessary educational materials.

Regarding item 4, majority of the supervisors (8(30.8%) responded that they were frequently helped teachers to integrate the existing curriculum with co-curricular activities. However, majority of the teachers 41 (37.6%) responded that their supervisors did not help them to integrate the curriculum with co-curricular activities. Additionally, the mean value of the supervisors and teachers were 3.2 and 2.02 respectively, which is low score on the parts of the teachers. This indicates that the teachers didn't get the support they required of supervisors. Moreover, the independent sample t-test was employed to decern the statistically significant difference between the respondents. The associated p-value result is also less than 0.05 at level of significance which shows there is statistically significant difference between the responses of the two groups of respondents in helping teachers to integrate the existing curriculum with co-curricular activities.

Regarding the last item of this table, majority of the supervisors 11(42.3%)) replied that they sometimes helped teachers to solve different instructional problems, whereas the majority of the teachers 49 (45.0%)) said that the supervisors were supporting rarely. Besides, the mean value of the supervisors and teachers amount 3.34 and 2.06 respectively. This higher mean score of supervisors' shows that they carried out their tasks with solving different instructional problems of the teachers as expected of them. On the other hand, the lower mean score of teachers depicts that proper solution wasn't provided by the supervisors to the teachers. Furthermore; the independent sample t-test depicted statistically significant difference between the two categories of respondents. Thus, result indicated that there is a significant difference between the teacher and supervisor respondents, i.e. t (-5.9), df(133) =p=.000<.05). This shows that supervisors have effectively carried out possible effort with regards to supporting teachers to solve the different instructional problems. However, teachers again rejected this view.

From the view points of this analysis, the grand mean value of teachers in relation to curriculum improvement is low, whereas the grand mean value of supervisors is above that of teachers. In addition, the independent t-test result shows that there was statistically significant difference between the responses of the two groups of respondents in relation to curriculum improvement.

This indicates that both teachers and supervisors differ in their views as confirmed by their mean scores. In this respect, it can be inferred from the analysis that supervisors markedly rate themselves higher than the teachers' deed. However, as it was proved this was not true in the previous analysis, the teachers rejected the view that the supervisory practices of supervision in the sample schools in the sub city under study, seemed to fall short of meeting with improvement of the existing curriculum.

Furthermore, information obtained through focus group discussion with department heads to supplement this finding showed that almost there were no laboratory services at those schools. Similarly, the libraries were short of newly published books related with the existing curriculum. The information technology was not equipped with proper computers and failed shortage of information technology teachers and laboratory technician. Additional, similar information was obtained through interview with the sub city supervisors. Accordingly, almost there was no information technology, laboratory services in almost all the secondary schools of the sub city as a result of lack of laboratory technician on the market level.

Furthermore, additional information was obtained through observation conducted with the new cross check obtained on problems related to information technology with regards to the issue of curriculum improvement, cheek list employed during observation show that among the sample observed laboratories, were mostly not functional for the teaching learning process. Some of the ICT laboratories were located on the first floor that is inappropriate for those physically disabled students.

Regardingcurriculumimprovement,(Sergiovanniand(Starratt,2007:9),stated that supervision is helping to improve the instructional quality which is related to the curriculum content grounded in the academic and professional disciplines that demands in-depth understanding and applications; teaching addressed to the mastery of basic information and skills as well as deep understanding and complex thinking; and a conducive environment for learning and commitment to caring and cooperation .Similarly, Lucio(1979:299) pointed out that it is the common professional task of the supervisors to assist teachers in determining a more appropriate and well organized instructional objectives as a means of improving of the curriculum. However, this idea was not accepted by teachers and they seemed not satisfied with the current supervisory practices regarding curriculum improvement. Thus, it could be concluded that supervisory practice seems

to have fail to attain the roles in respect to curriculum improvement. Due to absence of commitment, lack of supervisory skills, lack of facilities and budget to support the supervision program properly.

4.2.2 The role of school based supervisors in group development

In conducting supervision, the school based supervisors should play the vital role at group development. Thus, the following tables are dedicated to present what was going on in the sample secondary schools of the sub city under study.

Table 4 discusses about the various function of supervisors expected regarding group development.

Table 4: The role of school based supervisors in group development

No	Items	RS	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	To what extent do supervisors assist teachers to make effective professional group?	S	2	7.7	7	26.9	8	30.8	5	19.2	4	15.4	3.03	-6.60	.000
		T			41	48.6	9	8.3	6	5.5	-	-	1.7		
2	To what extent do supervisors helped teachers in pre paring in-built supervision?	S	-	-	7	26.9	9	34.6	6	23.1	4	15.4	3.26	-4.40	.000
		T	19	17.4	47	43.1	34	31.2	5	4.6	4	3.7	2.33		
3	To what extent do supervisors helped teachers to update their knowledge?	S	3	11.5	7	26.9	5	19.2	9	34.6	2	7.7	3.00	-4. 38	.000
		T	45	41.3	36	33.0	19	17.4	5	4.6	4	3.7	1.96		
	Grand mean value	S											3.09		
		T											2		

Significant at alpha.05 Key:- RS-Respondents S- Supervisor T- Teacher

The first item is concerned with to what extent the supervisors supported teachers to make effective professional groups. Accordingly, 8(30.8%) of the supervisors replied that they were assisting the teachers sometimes, whereas majority of the teachers 41(37.6% replied that their supervisors rarely helped them. Besides, while the supervisors and teachers respondents scored mean value is 3.03 and 1.7 respectively which shows it is low on the parts of the teachers. Under

this circumstance, the result showed that supervisors hadn't assisting them to become effective professional group. In addition, independent group sample t-test was used to check whether there is a significantly difference or not. The t-test analysis result indicates that there was statistically significance difference between the two group of respondents in such a way that t (-6.60), df(133) =p=.000<.05). This means that both teachers and supervisors differ in their views regarding the role of supervisors in supporting teachers to form effective professional group. With this view in mind, it can be concluded that supervisory practices of supervision appear to fail to make effective professional groups of teachers.

As indicated in table 4, the responses of the majority of the supervisors 9 (34.6%) on item 2 showed that they sometimes helped teachers of practicing in-built supervision programs, whereas, as the responses of the majority of the teachers 47 (43.1%) for the same item showed that supervisors were rarely helped them. Moreover, the supervisor and teacher respondents scored mean value of 3.26 and 2.33 respectively, depicting low score on parts of the teachers. On the other hand, mean value of supervisors is higher than that of the teachers. The lower mean implies that supervisors did helping no teachers in preparing in-built supervision programs. Moreover, the independent sample group t-test analysis result of this issue indicated that there was statistically significant difference between the teacher and supervisor responses i.e., the (t (-4.40), df(133) =p=.000<.05). Thus, School based supervisors' claims that they have carried out all necessary in relation to preparing in-built supervision program at school levels. However, this view was not proved true in line with responses of the teachers regarding the same item.

With regard to the third item of the same table, majority of the supervisors 9(34.6%) replied that they were frequently helped teachers to update their knowledge in relation to the teaching learning- process. On the other hand, majority of the teacher respondents 45(41.3%) that their supervisors did helped not teachers to update their knowledge. Besides, the supervisor and teacher respondents scored mean value became 3.00 and 1.96 respectively. The independent sample group t-test analysis on result indicated that there was statistically significant difference between teachers and supervisors i.e. (t (-4.38), df(133)=p=.000<.05).

From the view point of this analysis, the grand mean value of teachers in relation to group development is low there as the grand mean value supervisors is above that of teachers.

Regarding group development, Sergiovanni and Starratt (1988) stated that it is the core task of supervisors to assist teachers in constructing their realities and finding its meaning as a group to promote the teaching learning process. Hence, from the data analysis, it is possible to conclude that instructional supervisors of the sample schools of the sub city played the role below expectation.

4.2.3 The role of school based supervisors in professional development

The school based supervisors should be giving emphasis to in-service professional development of teachers. The following tables indicate what was going on the practice of SBS in the sample schools of the sub city.

Table 5 is dedicated on the various functions expected in professional development regarding SBS.

Table 5: The role of school based supervisors in professional development

No	Items	RS	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequency		Always				
			F	%	F	%	F	%	F	%	F	%			
1	To what extent do supervisors provide short term training to teachers?	S	4	15.4	10	38.5	8	30.8	3	15.5	1	8.3	3.03	-4.50	.000
		T	49	45.0	28	25.7	18	16.5	14	12.8	-		1.88		
2	To what extent do supervisors assist continuous professional development of teachers?	S	-	-	6	23.1	11	42.3	8	30.8	3	3.8	3.03	-4.94	.00
		T	62	56.9	24	22.0	9	8.3	5	4.6	9	8.3	1.97		
3	To what extent do supervisors facilitate experience sharing program to teachers?	S	-	-	10	38.5	8	30.8	5	19.2	3	11.5	2.84	-5.40	.000
		T	37	33.9	50	45.9	14	12.8	4	3.7	4	3.7	1.63		
4	To what extent do supervisors assist teachers to plan their own further professional development?	S	-	-	6	23.1	11	42.3	8	30.8	3	3.8	2.5	-2.28	.024
		T	62	56.9	24	22.0	9	8.3	5	4.6	9	8.3	1.9		
Grand mean value		S											2.85		
		T											1.84		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

The first question is deals with to the extent of which supervisory service that supervisors provide in schools, involving short term training to teachers based on the need assessment of school teachers. Regarding this first item in table 5, majority of the supervisors 10 (38.5%) responded that they rarely provided short term training based on assessment of teachers where as majority of the teachers 49 (45.0%) responded that their supervisors have never provided them with short term training based on need assessment. The supervisor and teacher respondents scored mean value is 3.03 and 1.88 respectively. Independent sample group t-test analysis indicates that there was statistically significant difference between teacher and supervisor respondents i.e. (t (-4.50), df(133)=p=.000<.05). This indicates that there was statically significant difference between the views of the two groups of respondent supporting teachers view with respect of advocating for related training based on the assessment to teachers. This means that both teachers and supervisors differ in their views for providing of short term training. This implies that instructional supervisors claim that they were carrying out the tasks at providing short term training to teachers'. However; this view was rejected by teachers. In this respect, it can be inferred that supervisors markedly rate themselves higher than the teachers' deed and the teachers seemed not comfortable with the supervisory practices of supervisors in the sample schools of the study.

In responses the second item in the same table, majority of the supervisors 9 (38.5%) replied that they sometimes assisted teachers in continuous professional development while majority of the teachers 36 (33.0%) replied that their supervisors never have assisted them at all. In this regards, the supervisor and teacher respondents scored mean value of 3.03 and 1.97 respectively. Independent sample group t-test analysis result indicates that there was statistically significant difference between the teachers and supervisors respondents i.e, (t (-4.94), df(133) =p=.000<.05).

With regard to the same table, item 3, majority of the supervisors 10 (38.5%) and teachers 50 (45.9%) indicates that they rarely facilitated experience sharing program of teachers respectively. The supervisor and teacher respondents scored mean value of 2.84 and 1.63 respectively. Moreover, the independent sample group t-test showed that there were statistically significant differences the p-value become less than 0.05 which means there is statistically significant difference between the two groups of respondents regarding the role of supervisors with respect to facilitating experience sharing program. Thus, supervisors claim that they play the role in

relation to experience sharing program of teachers' as expected of them. However, teacher under rated the supervisory practice of supervision with respect to experience sharing program.

In response the last item in the same table, majority of the supervisors 11 (42.3%) responded that they sometimes assisted teachers to plan their own further professional development, while majority of the teachers 62 (56.9%) responded that their supervisors have never assisted them at all. Thus, here it seems that the supervisors and teacher respondents scored mean value of 2.5 and 1.9 respectively. Independent sample group t-test analysis result indicated that there was statistically a significant difference between the response of teacher and supervisor i.e, (t (-2.28), df (133) =p=.024<.05.

From the view point of this analysis, the grand mean value of teachers in relation to group development is below the average, there as the grand mean value supervisors is nere to the average.

Thus, in relation to professional development, there is statically significance difference between the responses of teacher and supervisor which imply that teachers and supervisors maintain opposite views on the supervisory practices of supervisors with respect to professional development of teachers.

With regards to attempts made to investigate more information, was gathered focus group discussion was made with department heads and majority of thr respondents in the discussion claimed that the program of continuous professional development of teachers were not assisted by the school principals appropriately, indicating that The school-based supervisors were not paying attention to the following-up of the activities.

Effort was also made to investigate additional information through observation to supplement with the view to measuring the result obtained. Furthermore, the observation made assured that in the sample schools of the study in- service professional development program was not facilitated by the school based supervisors. As it was observed, majority of the teachers did not practice the program. Similarly, the principals as school based supervisors had given no necessary emphasis to follow up the program. Due to this reason, the program went not beyond plane in all the sample schools of the study.

Related to professional development, earlier writers like Wanzare and Decosta (2000:50), who cite other stated that, it is the tasks of supervisors to support teachers through provision of guidance for a systematic, ongoing professional development through coaching and collaborative approach in the program. However, the supervisory practices of supervisor in the sample schools of this study seemed to have failed with a regard to supporting to the in-service professional development of teachers.

4.2.4 The role of school based supervisors in conducting research

The school based supervisors expected to play key roles of supporting teachers to conduct research. The following table is dedicated the issues related to the various functions of school-based supervisors in assisting teachers to conduct research.

Table 6: The role of school based supervisors in conducting research

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	To what extent do Supervisors motivate teachers to solve instruction problems through conducting research?	S	4	15.4	10	38.5	5	19.2	7	26.9	3	11.5	3.15	-5.02	.000
		T	54	49.5	34	31.2	6	5.5	9	8.3	6	5.5	18.5		
2	To what extent do supervisors provide materials to teacher to conducting research?	S	4	15.4	10	38.5	8	30.8	3	15.5	1	8.3	3.03	-4.50	.000
		T	49	45.0	28	25.7	18	16.5	14	12.8	-	-	1.88		
	Grand mean value	S											3.09		
		T											1.86		

Key:- RS-Respondents S- Supervisor T- Teacher

The supervisors are normally expected to have motivating teachers to solve instructional problems through research. With regards to this; 10(38.5%) the school based supervisors responded that they have motivated teachers rarely. Besides, 54 (49.5%) teachers responded that their supervisors have not motivated them at all. The mean value supervisors and teachers showed scored of 3.15 and 1.85 respectively. Independent sample group t-test analysis resulted

that there was statistically significant difference between the teachers' and supervisors' respondents, i.e.,(t (-5.02), df(133) =p=.000<.05), This implies that supervisors claim that they have made all possible effort in motivating teachers. However teachers' response disagreed with that of supervisors. Thus, SBS seemed to have failed to accomplish the role regarding motivation of teachers in conduct research.

The last item in this table, aimed at investigating to what extent supervisors provide necessary materials to teachers that are support to them in conducting research. Accordingly, 9 (34.6%) of the supervisors responded that they provided it sometimes. On the other hand, the majority of teacher 69 (63.3%) replied that they didn't get support from their supervisors at all. Besides, supervisor and teacher scored mean value 3.03 and 1.88 respectively. Independent sample group t-test analysis result indicated that there was statistically significant difference between that of teacher and supervisor i.e. (t (-4.50), df (133) =p=.000<.05). This means that supervisors markedly rated themselves higher than the teachers' deed. But, teachers' response disagreed with the response of supervisors and also they seem to have been not satisfied with SBS of supervisors in the sample schools of the study.

From the view point of this analysis, the grand mean of value of teachers in relation to conducting research is below the average, where as the grand mean value supervisors is above the average.

With a reference to conducting research, as to Humbard and Power (1993:2), teachers should empower their profession through conducting research. Similarly, Glanz (1999:10) stated that instructional Supervision as a kind of research that helping teachers and supervisors to enhance their clear understanding of their overall works.

However, contrary to this view of scholars, a conducting research, there is statistical significance difference between the respondents. Hence, both teachers and supervisors differ in opinions as the mean value confirmed. Thus, the instructional supervisors of the sample schools of the study, claims that they play all necessary efforts with respect to assisting teachers to conduct research. However, this idea was not supported by teachers' views. Thus, it can be inferred from this analysis that supervisors seem to have been failed to achieve the role of assisting teachers to conduct research.

4.3 Some of the contribution of school-based supervisors

Attempts were made to measure the roles of school based supervision of respondents; firstly, focusing on the conceptual, technical, and human relation skills. The responses are summarized on table 7, 8 and 9. Note that they were required to respond to the items saying "always", "frequently" "sometimes", "rarely" or "never". Responses were scored in such a way that high score means having good techniques. Notice that correct or keyed responses are given for Score of 5, followed by a score of 4 for frequently responses , 3 medium responses and 2 and 1 for low scores.

4.3.1 Conceptual skills of school- based supervisors

Table 7 is dedicated to the various functions expected in conceptual skills as follow.

Table 7: Expected roles of school based supervisors on conceptual skills

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	Supervisors facilitates conducive environment for teaching learning process.	S	1	3.8	5	19.2	8	30.8	6	23.1	6	23.1	3.42	3.52	.001
		T	44	40.4	27	24.8	15	13.8	4	3.7	19	17.4	2.3		
2	The supervisors encourage teachers to participate in the formulation of school leveldirective.	S	3	11.5	6	23.1	8	30.8	4	15.4	5	19.2	3.07	-2.22	.028
		T	49	45.0	23	21.1	10	9.2	5	4.6	22	20.2	2.3		
3	The supervisors providing immediate solution to teachers.	S	5	19.2	5	19.2	10	26.9	2	30.8	4	11.5	2.80	-2.17	.032
		T	44	40.4	27	24.8	17	15.6	14	12.8	7	6.4	2.20		
4	Supervisors made all possible efforts to enable teachers to see the overall problems to the environment	S	4	15.4	7	26.9	8	30.8	3	11.5	4	15.4	2.84	-1.7	.075
		T	40	36.7	32	29.4	14	12.8	9	8.3	14	12.8	2.3		
	Grand mean value	S											3.03		
		T											2.28		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

From the above table, majority of the supervisors, 8 (30.8%), for item 1 indicated that they sometimes helped teachers to create conducive environment. However, majority of the teachers, 44 (40.4%) for the same item responded that supervisors had not facilitate conducive environment for the teaching-learning process at all. In addition, the supervisors and teachers mean scored is 3.42 and 2.3 respectively. Moreover, the independent sample group t-test analysis result indicates that there was statistical significant difference between the teachers and supervisors responses, i.e, t (-3.52), df(133) =p .001<.05). This implies that the supervisors claim that they play key roles in respect to facilitating conducive environment for teaching-learning process. However, this idea was not supported by teachers' responses and they seem to be not comfortable with the supervisory practices in the sample schools of the study.

Regarding the second item in the same table, majority of supervisors, 8(30.8%) responded that they were sometimes encouraging teachers to participant in the formulation of school based directives .On the other hand, for the same item, majority of the teachers 49(45.0%) replied that their supervisors were not encouraging them. Additionally, the supervisors and teachers scored mean valued 3.07 and 2.3 respectively. Furthermore, the independent t-test was conducted to check whether there were statistically significant differences between study group or not. The p-value result is less than 0.05 at level of significance which indicates there is statistically significance difference between the responses of the study group of respondents. This implies that supervisors rated themselves higher than the teacher's deed as the mean score confirmed, whereas teachers rated low the supervisory with respect to encouraging teachers.

Similarly, for item 3, majority of the supervisors, 10(30.8%) replied that they sometimes provided immediate solution for the problems of teachers, whereas the majority of teachers were never agree on this role of the supervisors. Additionally, the supervisors and teachers mean scored 2.80 and 2.20 respectively. This indicates that supervisors highly rated themselves than the teachers' deed. The independent sample t-test analysis result showed that there was statistically significant difference between the study groups. This implies that the supervisors claim that they play the role with regard to providing the immediate solution to teachers. However, this idea was not supported by teachers' responses and they appear to be not satisfied with the supervisory practices of supervisors in relation to providing immediate solution. Hence,

it could be inferred that supervisory service of supervisors seem to fall short of meeting the demands providing of immediate solution to teachers for the various school problems in the sample schools of the study.

From the view point of this analysis, the grand mean of value of teachers in relation to conceptual skills is below the average, where as the grand mean value supervisors is above the average.

With regard to, the last item for the table, majority of supervisors, 8(30.8%) said that they made all likely efforts to solve the overall problems while majority of the teachers 40(36.7) for the same item responded that their supervisors did not assisted the teachers in this regards. In addition, the supervisors and teachers mean scored 2.84 and 2.3 respectively. Furthermore, the independent sample group t-test analysis result indicated that there was no statistically significant difference between the teachers and supervisors responses, i.e, t (-1.7) df (133) =p=0.075>0.05).This means that both respondent groups were similar in their views. Hence, from the data analysis, it is not hard to depict that instructional supervisors of the sample schools of the study didn't play this role.

Referring to conceptual skill, Katz (1979), Alfoso (1987), Tripath (1991) and Harris (1963) described as giving attention to wide scope of view of an organization and its future sustainable development. However, the supervisory practice of supervision in the sample schools appeared to fail with respect to the role of conceptual skills.

4.3.2 Technical skills of school-based supervisors

On table 8 discusses about the various functions expected in technical skills as follow.

Table 8: Expected roles of school based supervisors on technical skills

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	The supervisors assist teachers in preparing daily & annual lesson plan.	S	5	19.2	3	11.5	8	30.8	7	26.9	3	11.5	3.00	-1.22	.222
		T	36	33.0	25	22.9	14	12.8	14	12.8	20	18.3	2.6		
2	The supervisor guiding teachers to apply appropriate teaching methodology.	S	5	7.7	3	23.1	7	34.6	3	15.4	8	19.2	3.03	-1.78	-077
		T	22	20.2	44	40.4	7	6.4	32	29.4	4	3.7	2.55		
3	The supervisors help teachers to use appropriate instructional materials.	S	6	23.1	3	11.5	5	19.2	8	30.8	4	15.4	3.03	-2.7	.008
		T	34	31.2	43	39.4	9	8.3	14	12.8	9	8.3	2.27		
	Grand mean value	S											3.11		
		T											2.47		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

As to table above, majority of the supervisors 8(30.8%), for item 1 responded that they sometimes assisted teachers in preparing lesson plan whereas majority of the teachers, 36 (33.0%) replied that they were not been assisted in this regards by their supervisors. In addition, the supervisors and teachers response mean scored 3.00 and 2.6 respectively .Both group of the respondents almost scored similar mean value .This implies that supervisors didn't perform the role of assist teachers in preparing lesson plan. Further more, the independent sample group t-test analysis result indicates that there was no statistically significant difference between the teacher and supervisor respondents, i.e, t (-1.22) df (133) =p=0.222>0.05). This means that supervisors and teachers were agree with the existing problems of supervisory practice of supervision in regarding to assistance given to teachers in preparing the daily and the annual lesson plans.

Regarding item 2, majority of the supervisors 8 (34.6%) said that they frequently guided teachers to apply appropriate teaching methodologies. On the other hand, majority of the teachers 44 (40.4%) responded that they rarely guided by their supervisors to apply appropriate methodology. In addition, the supervisors and teachers mean scored 3.03 and 2.55 respectively. Both group of the respondents almost scored similar mean value. Moreover, the independent sample group t-test analysis result indicates that there was no statistical significant difference between the

teachers' and supervisors' responded i.e. t (-1.78), df(133) =p=0.777>0.05). This indicates that almost both group of respondents agreed with the existing problem in relation to the role of supervisors in guiding teachers to apply appropriate teaching methodology for the promotion of class room instruction.

The last item of the above table, majority of the supervisors, 8(30.8%) responded that they were frequently help teachers to use appropriate instructional materials. On the other hand, the majority of the teachers 43 (39.4%), for the same item responded that they rarely received assistance from their supervisors to use appropriate instructional materials. In addition, the supervisors and teachers mean scored is 3.03 and 2.27 respectively. Furthermore, associated p-value result is greater than 0.05 at the level of significance; which shows there is no statistically significant difference between the views of both groups. This indicates that both groups of respondents agreed on the problems regarding assistance extended in helping teachers to use appropriate instructional materials. Hence, it appears that supervisors failed to accomplish the role of helping teachers to use appropriate instructional materials for the promotion of teaching-learning process.

From the view point of this analysis, the grand mean of value of teachers and supervisors in relation to technical skills is near to the average.

According to Mann, as cited in Alfoso (1984:17) technical skill is defined as specialized knowledge and ability required to perform the primary tasks inherent in a particular supervision position. He added that the technical skills show the ability to anticipate the type of difficulties teachers could face and to take remedial actions. Hence, the supervisory practices of supervisors on the sample schools of the study appeared to fall short of meeting technical skills of assisting to improve quality of education.

4.3.3 Human relation skills of school-based supervisors

On table 9 presents about the various functions of SBS expected in human relation skills as follow.

Table 9: Expected roles of school based supervisors on human relation skills

No.	Items	RS	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	The supervisors help teachers to make smooth and strong relationship among staff members.	S	3	11.5	7	26.9	6	23.1	4	15.4	6	23.1	3.11	-2.8	.005
		T	36	33.0	40	36.7	4	3.7	22	20.2	7	6.4	2.3		
2	Supervisors help teachers to participate on discussion.	S	3	11.5	5	19.2	10	38.5	5	19.2	3	11.5	3.00	-1.16	.246
		T	26	23.9	34	31.2	14	12.8	21	19.3	14	12.8	2.66		
	Grand mean value	S											3.05		
		T											2.48		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

As to the data in the above table, majority of the supervisors, 7 (26.9%), for item 1 responded that they were help teachers to promote smooth and strong relationship among teachers rarely. On the other hand, majority of the teachers, 40 (36.7%), for the same item responded that they rarely received help from their supervisors. In addition, the supervisors and teachers mean scored 3.11 and 2.3 respectively. Furthermore, associated p-value result is equal to 0.05 showing there is no statistically, significant difference between the views of both groups. This means that both group of the respondents agreed on that supervisors didn't play the role of helping teachers to promote smooth and strong relationship among teachers.

With a regard to the last item in the same table, majority of the supervisors, 10 (38.5%) responded that they were sometimes helped teachers to participate on discussion while majority of the teachers, 34(31.2%) for the same item responded that they rarely received assistance to participate in discussion from their supervisors. The supervisors and teachers mean too scored 3.00 and 2.66 respectively. Furthermore, the independent sample group t-test was conducted to check whether there were statically significant differences between the two groups or not. Associated p-value result is greater than 0.05, which shows there is no statistically significant difference between the views of both groups of respondents. This indicates that both of the respondents were in agreement on the existing problems of supervisory practice of supervisors in helping of teachers to participate on discussion for the achievement of common goals.

From the view point of this analysis, the grand mean of value of teachers and supervisors in relation to human relation skills is near to the average.

Related to human relations skill, Girffth (1956) as the human relation skills, the supervisor is able to test his/her way of acting the context of interpersonal relations how he/she behaves with others. Hence, the supervisory practices of supervisors in the sample schools of the study appeared to fail short of meeting human relation skills expected of the supervisors to attain quality of education.

4.4 The practice of classroom observation procedures and techniques

Attempts were made to measure the roles of school based supervision of respondents; firstly focusing on the pre observation, conducting classroom observation and post observation .The responses are summarized on table 9, 10 and 11. Note that they were required to respond to the items saying "always", "frequently" "sometimes", "rarely" or "never". Responses were scored in such a way that high score means having good techniques. Notice that correct or keyed responses are given for Score of 5, followed by a score of 4 for frequently response , 3 medium (average) responses and 2 and 1 for low scores.

4.4.1 The role of school-based supervisors in conducting pre-observation conference

On table 10 presents about the various functions of SBS expected in procedures in conducting pre-observation conference as follow.

Table 10: Responses of respondents in pre -observation conference Activities

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	The supervisor making agreement with the teacher on the objectives for the lesson to be observed.	S	2	7.7	4	15.4	8	30.8	7	26.9	5	19.2	3.34	-4.94	.000
		T	37	33.9	49	45.0	9	8.3	5	4.6	9	8.3	2.08		
2	The supervisor making agreement with the teacher on the time of setting for conducting class room.	S	2	7.7	4	15.4	4	15.4	10	38.4	6	23.4	3.53	-5.02	.000
		T	45	41.3	32	29.4	14	12.8	8	7.3	10	9.2	2.13		
3	The supervisor making agreement with teacher on the follow up activities.	S	1	3.8	9	34.6	4	15.4	6	23.1	6	23.1	3.26	-4.36	.000
		T	36	33.0	45	41.3	9	8.3	14	12.8	5	4.6	2.14		
	Grand meanvalue	S											3.37		
		T											2.11		

Significant at .05Key:- RS-Respondents S- Supervisor T- Teacher

As to table 10 item 1, majority of supervisors, 8 (30.8%) responded that they were sometimes made agreement with teachers on the objective of the lessons to be observed where as majority of teachers, 49(45%) responded that they were rarely make agreement with their supervisors on the same issue. Besides, the supervisors and teachers scored mean value 3.34 and 2.08 respectively for item 1. Additionally, the independent t-test was used to check whether there is statistically significant difference between the responses of the study groups or not. The result of p-value is less than 0.05, which indicating there is statistically significant difference between the responses of the two groups of respondents. This implies that supervisors didn't make mutual agreement with teachers on the objective of actual classroom visitation.

Regarding, item 2 in the same table, majority of supervisors, 10 (38.4%) responded that they were frequently making agreement with teachers on setting of the time for conducting classroom observation with the teacher. while the majority of the teachers, 45 (29.4%) responded that they were never reached on agreement with the supervisors on setting of the time for conducting classroom observation. Besides, the supervisors and teachers scored mean value 3.53 and 2.13 respectively. Furthermore, associated p-value result is less than 0.05, showing there is statistically significant difference between the views of both groups. This indicates that both teachers and

supervisors differ in their views. Also it shows that supervisors markedly rated themselves higher than the teachers' deed for them as the mean value indicates. However, the teachers rated low to the role of supervisors in relation to mutual agreement with teachers. Hence, the supervisory practices of supervision in the sample schools of the study seem to fall short of meeting to setting mutual agreement made between the supervisor and teacher regarding the time of observation.

Regarding item 3, majority of supervisors, 9 (34.6%) responded that they rarely made agreement with teacher on the follow-up activities after classroom observation. On the other hand, for the same item, majority of teachers 45 (41.3%) responded that they rarely reached on agreement with their supervisors regarding the follow-up activities. In addition, the supervisors and teachers mean scored 3.26 and 2.14 respectively for the item. Furthermore, associated p-value result is less than 0.05 showing there is statistically significant difference between the views of both groups. This means that school-based supervisors claim that they perform the role as expected of them. However, teachers disagree with this view.

The above analysis indicates that there was statistically significant difference between the supervisors and teachers responses regarding each of the items. These imply that on the part of the supervisors, the mean score in each case are higher than that of the teachers. From these points of view, it is possible to inter that supervisors marked themselves higher rate than teachers' deed for them in relation to the implementation of classroom observation techniques. However, this view was rejected from the view points of teachers' response.

From the view point of this analysis, the grand mean of value of teachers in relation to pre-observation conference is low where as the grand mean value of supervisors is above that of teachers.

Thus, additional data was required to refine the findings through interview of sub city supervisors. As they responded the sub city supervisors were few in number that they seem to fail in address, all secondary school of the sub city. They added that the school based supervisors are responsible to supplement classroom observation regularly to attain quality education so that they fail to give attentive attention to this role.

Practical observation also conducted at each sample school of the study for the purpose of cross checking and balancing the findings. The finding indicated that almost all schools were not applied the techniques and procedures of pre observation of conference.

Regarding pre-observation conference, Gold hammer (1969:18) wrote that pre-observation conference is the first step that supervisors and teachers conduct to reach on agreement about the ways that they will do it together. But these accounts seem to be failed to be met by the supervisors as they were confirmed by mean of from the data analysis .From this analysis, one can infer that SBS of practice of supervisors seem do not achieve the objective of classroom observation towards improving quality education. The reason behind this might be lack of related supervisory skills.

4.4.2 The role of school- based supervisors in conducting classroom observation

On table 11 presents about the various functions expected in procedures in conducting class room observation conference as follow.

Table 11: Responses of respondents in conducting classroom observation Activities

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	The supervisors give sufficient time for class room observationtoteacher.	S	1	3.8	8	30.8	7	26.9	6	23.1	4	15.4	3.15	-3.20	.002
		T	40	36.7	36	33.0	14	12.8	5	4.6	14	12.8	2.23		
2	Conducting the observation process based on the agreements made.	S	-	-	6	23.1	9	34.6	6	23.1	5	19.2	3.38	-2.7	.008
		T	36	33.0	32	29.4	5	4.6	18	16.5	18	16.5	2.54		
	Grande mean	S											3.26		
		T											2.38		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

As indicated in table 11, majority of supervisors, 8 (30.8%) responded that they were rarely given sufficient time for classroom observation to the teachers while majority of teachers, 40 (36.7%) responded that they hadn't given sufficient time at all on conducting the classroom observation. Besides, the supervisors and teachers scored mean value of 3.15 and 2.23 respectively. Furthermore, associated p-value resulted in less than 0.05, showing there is statistically significance difference between the views of supervisors and teachers. This means that instructional supervisors of the sample schools of the study claim that they play the role of giving sufficient time for classroom observation. However, teachers rejected the views of supervisors' boldly.

The majority of supervisors, 9 (34.6%) replied that they sometimes conducting the observation process based on the agreements made, whereas, majority of the teachers, 36(33%) never agreed to this role. On the other hand, the supervisors and teachers scored mean value 3.38 and 2.54 respectively. Furthermore, associated p-value result is greater than 0.05 showing there is statistically significant difference between the views of both study groups. On the part of the supervisors, the mean score in each case are higher than the teachers' deed. From this stand; it is possible to suggest that supervisors marked themselves higher than teachers' deed in relation to the practice of classroom observation techniques. But this view was not agreeing to by the teachers in their responses. Hence, it is possible to conclude that the supervisory practices of supervision in the sample schools of the study appear to fail to accomplish conducting of classroom observation conference.

From the view point of this analysis, the grand mean of value of teachers in relation to conducting class room observation is low where as the grand mean value of supervisors is above that of teachers.

In addition data were gathered through interview to confirm the above findings with sub city supervisors in relation to classroom observation show that majority of school-based supervisors had not applied the techniques and procedures of class room observation at all.

In addition, practical observation using checklist in each sample school revealed that conducting classroom observation was not properly implemented in those schools. As it was observed, the finding on conducting classroom observation, it was for the purpose of evaluation (efficiency

report) and also they conduct once at the end of the semester considering instead using it as a means of supporting the teachers.

Regarding classroom observation, wiles (1963:259) described that conducting classroom observation mainly focuses on the improvement of teaching -learning process. In addition, the activity should focus on what the teacher actually does or say, how students react and what actually occurs at each of the paces in a specific teaching episode (Sergiovanni, 2002:270). Moreover, the supervisor may take descriptive notes free of inference, while, simultaneously, the supervisor should pay attention to learning pace of students time span, on task and cooperative relationship among students in addition to what the teacher say or does (Sergiovanni, 2001:270). However, these accounts seem to have been less considered by the supervisors as it was confirmed by the mean scores respondents.

4.4.3 The roles of school-based supervisors in conducting post observation conference

Table 12 is dedicated to presents about the various functions expected of supervisors at using procedures in conducting post observation conference as follow.

Table 12: Responses of respondents in post observation conference Activities

No.	Items	SR	Responses										Mean	t	P(2-tailed)
			Never		Rarely		Sometimes		Frequently		Always				
			F	%	F	%	F	%	F	%	F	%			
1	The supervisor makes a post observation conference with the teacher to examine with the consistencies between the planned actual teachingbehaviors.	S	2	7.7	6	23.1	9	34.6	4	15.4	5	19.2	3.15	-4.4	.000
		T	39	35.8	44	40.4	9	8.3	14	12.8	3	2.8	2.06		
2	The supervisor provides constructive feed back to the teacher.	S	3	11.5	6	30.8	8	23.1	4	15.4	5	19.2	3.00	-3.68	.000
		T	49	45.0	36	33.0	10	9.2	4	3.7	10	9.2	1.99		
3	The supervisor adjusts the time with the teacher for future observation	S	4	15.4	8	30.8	5	19.2	4	15.4	5	19.2	2.9	-4.5	.000
		T	54	49.5	33	30.3	9	8.3	9	8.3	4	7.3	1.86		
	Grand mean value	S											3.01		
		T											1.97		

Significant at .05

Key:- RS-Respondents S- Supervisor T- Teacher

As indicated in the above table, regarding item 1, majority of the supervisors 9(34.6%) responded that they were sometimes make a post observation conference with the teacher to examine the agreement of what was planned and what actual teaching behavior whereas as the majority of teachers, 44(40.4%) responded that they were rarely make a post observation conference with the supervisors to examine the consistencies between the planned and actual teaching behavior. In addition, the supervisors and teachers mean scored was 3.15 and 2.06 respectively. Furthermore, associated p-value result is less than 0.05, which showing that there is statistically significant difference between the views of both groups of respondents. This means that both teachers and supervisors are with different opinion that they have divergent views on post observation conference with a reared to examine the consistencies between the planed and actual teaching behaviors as shown in aforementioned analysis. This imply that that supervisors of the sample schools seem to have employed appropriate techniques with the planning and actual teaching behaviors, whereas this idea was not supported by the responses of teachers' as mean value confirmed.

Regarding, item 2, of the same table majority of supervisors, 8 (30.8%) responded that they were sometimes provide with constructive feed back to teachers based on what they have observed in the actual classroom observation, whereas majority of teachers, 49(45%) responded that they didn't receive constructive feedback from the supervisors. Besides, mean value of the two groups was 3.00 and 1.99 respectively. In addition, the associated p-value result is less than 0.05 showing that there is statistical significant difference between the views of the two groups of respondents. Hence, the supervisors seem to claim that they play the role as expected of them in providing constructive feed back to the teachers based on what they have observed during the actual class room observation. However, this idea was not supported by teachers' and they seem to be not satisfied with the supervisory practices in sample schools of the study.

Similarly, for item 3, majority of supervisors, 8(30.8%) responded that they were rarely made an appointment with teachers for the observation while majority of the teachers, 54(49.5%) responded that they were not get an appointment with supervisors for future observation. Besides, the mean values of the two groups amount 2.9 and 1.86 respectively for both supervisors and teachers. In addition, the associated p-value is less than 0.05 indicating there is statistically significant difference between the views of the two groups. This means that supervisors markedly rated themselves in contrary to the problem. Hence, the supervisors seem to have claimed that they made possible efforts in adjusting the time with teacher for future observation. Thus, it could be concluded that supervisors seem to fail the roles related to adjusting time with teachers for the future observation due might be lack of commitment or lack of supervisory skills in relation to the profession.

From the view point of this analysis, the grand mean of value of teachers in relation to post-observation conference is below the average where as the grand mean value of supervisors is above the average.

Regarding post-observation conference, Snyder in Harris (1985:52) post observation conference a joint analysis of data collected to shape-up the subsequent process of instruction. Similarly, Dull (1981:229) added that the post observation conference in which the supervisors and teachers participate must take pace immediately after the classroom observation. However, the supervisory practices of supervisors in the sample schools of the study seem to fall short of

meeting determination of follow-up activities that are essential with the reference to data analysis and plan for the purpose of constructive feedback given to the teachers.

4.5 The Major problems that affect supervisory practice of school-based Supervision

Attempts were made to measure the roles of school-based supervision of respondents. Firstly, focusing on the supervisor-related, facilities and budget related problems. The responses are summarized on table 13 and 14. Note that they were required to respond to the items saying "most frequently observed", "frequently observed" "sometimes observed", and "least observed" or "not observed". Responses were scored in such a way that the lower the score mean that the worst the problems. Notice that correct or keyed responses are given for Score of 1and followed by a score of 2 for most worst observed response , 3 medium responses and 4 and 5 for scores shows that the problem was a least worst.

4.5.1 Supervisors related problems

On table 13 Discuss about the various functions expected in solving various problems that affect the supervisory practice at school level as follow.

Table 13 Roles of School based Supervisors on Supervisor related problems

No.	Items	RS	Responses										Mean	t	P(2-tailed)
			MFO		LO		SO		FO		MFO				
			F	%	F	%	F	%	F	%	F	%			
1	Lack of coordination among different level of supervisors.	S	2	7.7	6	23.1	6	23.1	10	38.5	2	7.7	3.15	-7.87	.000
		T	9	8.3	18	16.5	19	17.4	20	23.4	39	35.8	1.73		
2	Supervisors have lack of qualification in relation to instructional supervision.	S	1	3.8	6	23.1	8	30.8	6	23.1	5	19.2	3.3	-10.05	.000
		T	4	3.7	18	16.5	9	8.3	34	31.2	44	40.4	1.64		
3	Supervisors have lack of basic supervisory skills	S	5	19.2	5	19.2	9	34.6	3	11.5	4	15.5	2.84	-5.30	.000
		T	14	12.8	14	12.8	22	20.2	32	29.4	27	24.8	1.82		
4	The supervisors don't apply the principles of supervision	S	9	34.6	6	23.1	5	19.2	3	11.5	3	11.5	2.42	-3.30	.002
		T	14	12.8	14	12.8	24	22.0	24	22.0	33	30.3	1.78		
5	Supervisors don't have clear procedures and techniques.	S	10	38.5	5	19.2	3	11.5	3	11.5	5	19.2	2.53	-4.23	.000
		T	18	16.5	9	3.83	20	18.3	20	18.3	42	38.5	1.63		
6	Lack of related training to the school supervisors	S	8	30.8	6	23.1	5	19.2	4	15.4	3	11.5	2.69	-3.79	.000
		T	18	16.5	14	12.8	20	18.3	33	30.3	24	22.0	1.62		
7	Lack of focusing on students learning	S	6	23.1	7	26.9	6	23.1	3	11.5	4	15.4	2.7	-5.20	.000
		T	14	12.8	9	8.3	22	20.2	15	13.8	49	45.0	1.77		
	Grand mean value	S											3.92		
		T											1.71		

Significant at .05

Key:- RS-Respondents
S-Supervisor
T-Teacher

NO- Not observed
LO-Least observed
SO- Sometimes observed

FO- frequently observed
MFO-Most frequently observed

The first item in above table, the respondents were asked if there would be lack of coordination among supervisors different level to organize various instructional activities. Accordingly, majority of the supervisors 10 (38.5%) responded that the problem is not observed, where as majority of the teachers, 39(35.8%) responded that the problems were most frequently observed. In addition, the supervisors and teachers mean scored 3.15 and 1.73 respectively. Thus, supervisors rated themselves higher contrary to problems than the teachers' deed for them. Besides, the independent sample t-test was conducted to see the significant difference between the respondents. The independent sample group t-test analysis result indicated that there was

statistically significant difference between the teachers and supervisors responses, i.e. t (-7.87) =p=.000<.05). Both teachers and supervisors differ in their views. This implies that instructional supervisors of the sample schools of the study claim that they play the required roles and efforts regarding organization of various instructional activities. But, teachers rejected this view point of supervisors. Hence, the supervisory practices of supervisors in the sample schools seemed to fall short of meeting the coordination role of supervisors among different levels of supervisors of various instructional activities.

Regarding, the second item in this table, majority of the supervisors, 8 (30.8 %) replied that they sometimes observed whereas majority of the teachers, 44 (40.4%) responded that they observed most frequently. Besides, the supervisors and teachers mean scored 3.3 and 1.64 respectively. In addition, the independent sample group t-test was conducted to indicate that there was statistically significant difference between the responses of the teachers and supervisors, i.e, t (-10.05), df (133) =p=.000<.05).This means that supervisors' and teachers' views are not in agreement regarding the qualification of supervisors. The supervisors say that they have related qualification. However, teachers were not satisfied with the views of qualification of by supervisors'. Hence, from the data analysis, it is possible to say that instructional supervisors of the sample schools of the study, claims that they have related qualification to the profession. Thus, it is obvious that teachers were not satisfied with supervisors' view of qualification.

Regarding, the third item in table 11, majority of the supervisors, 9 (34.6%) responded that they were sometimes observed that they lacked supervisory skills. On the other hand, majority of the teachers, 32 (29.4%) responded that supervisors lack supervisory skills frequently observed. In addition, the supervisors and teachers mean scored 2.84 and 1.82 respectively. Furthermore, the independent sample group t-test was considered to see whether there are statistically significant differences between the study groups of respondents. The t-test result is less than 0.05 indicating that there was statistically significant difference between the respondents. This implies that instructional supervisors of the sample schools of the study claimed that they have equipped with basic supervisory skills. However, this view was not supported by responses of teachers.

Regarding, the fourth item in this table, respondents were asked to show if supervisors don't apply the principles of supervision. Accordingly, the majority of the supervisors 9 (34.6%) responded that they were not observed problem at all. However, majority of the teachers, 33

(30.3%) responded that they were most frequently observed. In addition, the supervisors and teachers mean scored is 2.42 and 1.78 respectively. Further more; the independent sample group t-test was employed to depict the statistically significant difference between the respondents. The independent t-test analysis result indicated that there was statistically significant difference between the two groups of respondents i.e, t (-3.30), df(133) =p=.002<.05). This implies that the supervisors claim that they apply principles of supervision in contrary to the view of teachers. Hence, it can be concluded that the supervisory task of supervisors in the sample schools of the study ended in failure to meet the implementation of the principles of supervision.

In a response to the fifth item in the same table, respondents indicated that the supervisors don't have clear procedures and techniques of conducting supervision. Accordingly, majority of the supervisors, 10(38.5%) responded that they observed not the problem at all. On the other hand, the majority of the teachers, 42 (38.5%) responded that they were observed the problem most frequently. In addition, the supervisors and teachers mean scored is 2.53 and 1.63 respectively. The mean score of the teacher is substantially different from that of supervisors. More over, the independent sample group t-test was employed to check whether there are statically significant differences between the study subjects of the respondents. The t-test analysis result indicated that there was statistically significant difference between the two groups of the respondents. The t-test result is less than 0.05 showing that there was statistically significant difference between the respondents. Hence, the supervisory practice of supervisors seems to fail not performing the role of supervisors with respect to follow up clear procedures and techniques during conducting supervision.

Regarding the sixth item in table 13, respondents were questioned if there would be lack of related training to the school supervisors. Accordingly, the majority of the supervisors 8 (30.8%) responded that they observed no such problem while the majority of the teachers, 33 (30.3%) responded that lack of related training to supervisors was frequently observed. In addition, the supervisors and teachers mean value scored 2.69 and 1.62 respectively. Furthermore, the p-value of the t-test is less than 0.05 level of significant.

With a regarded to the seventh item in the same table, majority of the supervisors, 7 (26.9%) replied that they rarely observed that supervisory practice lacked focusing on student learning, where as the majority of the teachers, 49(45.0%) responded that the problem was most frequently

observed lacking focusing on students learning from their supervisors. In addition, the supervisors and teachers mean value scored 2.7 and 1.77 respectively. Moreover the independent sample group t-test analysis result indicates that there was statistically significant difference between the two groups of respondents, i.e, t (133) =p=.000<.05). This implies that supervisory task of supervisors seem to fail to achieve its role in relation to focusing with students' learning.

From the view point of this analysis, the grand mean of value of teachers in relation to supervisor related problems is low where as the grand mean value of supervisors is above that of teachers.

Additionally, data was gathered through observaion to confirm the aforementioned finding that the majority of the school principals had not facilitated students activates such as 1 to 5, top ten to promote students learning and co-curricular activities in relation students to participation in curriculum improvement. From the above analysis we can concluded that the supervision tasks with a regard to supervisor related problems appear to fail to attain quality education in the sample school of the study.

4.5.2 Facilities and budget related problems in school- based supervision

On table 14 presents about the various functions expected in facilities and budget related problems that affect the supervisory practice in the sample secondary schools of the sub city toas follow.

Table 14: Roles of School based Supervisors on facilities and budget related problems

No.	Items	RS	Responses										Mean	t	P(2-tailed
			NO		LO		SO		FO		MFO				
			F	%	F	%	F	%	F	%	F	%			
1	Lack of adequate budget to supervision program	S	8	30.8	5	15.4	4	15.4	3	11.5	6	23.1	3.23	-6.18	.000
		T	18	16.5	17	15.6	30	27.5	18	16.5	26	23.9	1.87		
2	Lack of necessary guide lines and manuals to conduct the supervisory practices.	S	5	19.2	8	30.8	4	15.4	4	15.4	5	19.2	2.84	-6.92	.000
		T	18	16.5	17	15.6	18	16.5	30	27.5	26	23.9	1.62		
3	Lack of necessary facilities to supervisory activities	S	3	11.5	5	19.2	10	38.5	5	19.2	3	11.5	3.11	-7.42	.000
		T	26	23.9	34	31.2	14	12.8	21	19.3	14	12.8	2.84		
	Grand mean value	S											3.06		
		T											2.11		

Significant at .05

Key:- RS-Respondents NO- Not observed FO- frequently observed
S-Supervisor LO-Least observed MFO-Most frequently observed
T-Teacher SO- Sometimes observed

From the above table, majority of the supervisors, 8 (30.8%), responded that they lacked no budget to the supervisory program at all whereas majority of the teachers, 30 (27.5%) for the same item responded that they sometimes observed lack of budget. In addition, the supervisors and teachers mean value scored 3.23 and 1.87 respectively. Furthermore, the result of p-value of the t-test is less than 0.05 level of significant, which indicates that there was statistically significant difference in the responses of the two groups of respondents in lack of budget for supervision program. This means that the lower the mean scored implies the higher the degree of the problem and vice versa.

Regarding, the next item in the same table, majority of the supervisors 8 (30.8%), responded that they lacked necessary guide lines and manuals to conduct the supervisory practices which is least observed, while majority of the teachers, 30(27.5%) for the same item responded that they had lack of necessary guides and manuals as frequently observed. In addition, the supervisors and teachers mean value scored 2.84 and 1.62 respectively. Moreover, the P-value of the t-test is less

than 0.05 significant levels of which shows that there was statistically significant difference in the responses of the respondents. This means that the mean value of teachers is low, which indicates that supervisory practice of SBS was not effective because of lack of guidelines and manuals to conduct the task. In other words, lack of necessary guidelines and manuals highly affected the supervisory tasks of supervision as mean value of teachers' response was confirmed.

Regarding, the last item in the above table, majority of the supervisors, 10(38.5%) responded that they had had lack of necessary facilities for the program was some times observed. whereas majority of the teachers, 34 (31.2%) responded that they had had lack of facilities frequently observed. In addition, the supervisors and teachers mean scored value 3.11and 2.84 respectively. Furthermore, the independent t-test conducted to check whether there was statistically significances difference between the views of the respondents result in less than 0.05 significance level of difference regarding lack of necessary facilities to supervisory activities. This means that supervisors claim that they provide necessary materials to the program contrary to the teachers' view. This shows that the supervisory tasks of supervisor seem to fail short of meeting lack of necessary facilities for the program. However, these accounts seem to be less considered by the supervisors as they were confirmed by mean value scored of the teachers.

From the view point of this analysis, the grand mean of value of teachers in relation to facilities and budget related problems is below the average where as the grand mean value of supervisors is above that of average.

In addition data were gathered from sub city educational supervisors through interview with regarding to limitation of the supervisory practices. As they responded that shortage of budget for necessary facilities and supervisor-related problems affect the program.

To refine the aforementioned findings data were additionally gathered from focused group discussion with department heads. As they said majority of the sample school based supervision was highly affected by lack of budget and facilities. Hence, the SBS practices of supervisors in sample schools of the study appear to fail with a regard to attaining quality of education at the grassroots level regarding supervisor-related, facilities and budget related problems. In support of the above analysis, MOE (1994) the major problems that affect the supervisory practice in

Ethiopian schools such as lack of budget, transport, facilities , skilled man power and negative attitude of teachers towards the program.

CHAPTER FIVE

5. Summary, conclusions and Recommendations

5.1 Summary of the findings

Practice of effective supervision play a vital role in improving quality education. It should be carried out with intention to improving curriculum, group development, professional development and promoting teachers to conduct research.

This study basically intended at assessing the actual practice of supervisory tasks in Arada sub city of Addis Ababa city administration with the following objectives.

1 To identify the current practices of supervision in secondary schools of the sub city.
2 To identify the main contribution of supervision in secondary schools of the sub city.
3 To identify the current practices of supervisors on conducting class room observation in the secondary school of the sub city.
4 To investigate the major challenges and problems that affect school supervision services in secondary school of the sub city.

To meet the objectives the study was guided by the following four basic research questions:

1. How does the current practices of the school supervision in the secondary school of the sub city?

2. To what extent the school supervision has contributed to attain quality education in the secondary schools of the sub city?

3. How do school supervisors' conduct class room observation in secondary school of the sub city?

4-what are the major challenges and problems that affect school supervisory services in secondary school of the sub city?

The researcher believed that there might be limitations of the supervisory practices in the education sector and there is also a need to make adjustments to achieve the objectives.

Therefore, in this respect the findings will be paramount importance to scratch the problem, and provide important information for policy makers. In addition, it may encourage other researchers for detailed study in the area.

In dealing with research questions, related literature was reviewed. To assess the existing practices of supervision, descriptive research method was used. The data were collected through the instruments of questionnaire, interview, Focus group discussion and observation. The total numbers of respondents responding to the study of the questionnaire were 135 of the teachers and supervisors. And also other 9 respondents were involved in the interviews and focuses group discussion. Teacher respondents were selected using stratified and random sampling techniques, the school principals and sub city supervisors were picked up using purposive sampling techniques while the deputy principals and department heads were selected using simple random sampling techniques. The data were analyzed in percentage, mean, independent group sample t - test in computer assisted program (spss).

The summary of the findings is presented in four sections.

5.1.1 The current practices of school supervision

a. The role of school-based supervisors in Curriculum improvement

Majority of the respondents indicated that supervisors did not play the role in respect to provide necessary materials to organize various activities to improve curriculum properly to wards attaining quality of education at the school. Thus, school-based supervisors do not seem to play roles related to improving the curriculum.

b. The role of school-based supervisors in group development

Regarding the group development of teachers, the findings showed that supervisors did not meet the roles towards assuring quality of education at the school levels. Hence, school based supervisors appear to fail to accomplish the roles related to group development.

c. The role of school-based supervisors in professional development

The findings of the study indicated that supervisors did not meet the roles in relation to professional development of teachers to improve the teaching- learning process. Thus, school-

based supervisors do not seem to play roles related to professional development in sample schools of the sub city.

d. The role of school-based supervisors in conducting research

With regard to the practice of school-based supervisors, did not give attention to Support teachers to solve various problems through conducting research. Thus, school-based supervisors appear to fail to accomplish roles related to conducting research in sample schools of the sub city.

5.1.2. Some of the contribution of school-based supervisors

a. Conceptual skills

The finding indicated that school-based supervisor did not play roles related to conceptual skills. Thus, the school- based supervisors appear to fail to accomplish role related to conceptual skills towards attaining quality education in the sample schools of the sub city.

b. Technical skills

Majority of the respondents indicated that supervisors did not have good technical skills in order to run various activities related to improving quality education. Thus, school-based supervisors do not seem to accomplish roles related to technical skills in attaining quality of education.

c. Human relation skills

The finding indicated that the majority of school-based supervisors did not have good human relation skills that help teachers to communicate with the others. Thus, school-based supervisors appear to fail to accomplish roles related to human relation skills in sample schools of the sub city.

5.1.3. The practice of class room observation procedures and techniques

a. The role of school-based supervisors in conducting pre-observation conference

Majority of the teacher respondents showed that supervisors did not have conduct pre-observation conference based on mutual agreements between the teacher and supervisors. Hence,

the school-based supervisors do not seem to play role related to pre observation techniques in sample schools of the study.

b. The role of school- based supervisors in Class room observation

Majority of respondents indicates that supervisors did not have conduct class room observation based on the agreements that they made. The findings reveal that the majority of supervisors have conducted class room observation once in a semester for the purpose of evaluation or efficiency report. Hence, the school-based supervisors do not seem to play role related to class room observation techniques.

c. The role of school- based supervisors in post observation conference Majority of the respondents showed that supervisors did not made post observation conference after the actual class room observation. Generally, supervisors did not apply the necessary phases of class room observation in sample schools of the sub city. Thus, the school-based supervisors do not seem to have played role related to post observation techniques.

5.1.4 The major problems that affect the supervisory practices

The major problems that affect the supervision practice at school level include: supervisor, facility and budget related problems.

a. Supervisor-related problems

The study finding indicated that those problems were identified as serious problems that affect the supervisory practices included as lack of coordination among different level of supervisors, lack of qualification in relation to instructional supervision, lack of basic supervisory skills, inappropriate application of the supervisory principle, supervisors do not have clear procedures and techniques to conduct class room observation and also lack of the supervisory tasks focusing on students learning activities. Hence, the school-based supervision appears to fail to accomplish roles regarding to supervisor related problems.

b. Facilities and budget- related problems

The findings of the study depicted that major supervisory problems related to facilities and budget, i.e., inadequacy of budget lack of necessary guidelines (manuals) and lack of necessary facilities which were identified as major factors affecting the supervisory programs. Hence, the school-based supervision appears to fail facilities and budget related problems.

5.2 Conclusions

Based on the findings of the study, the followings conclusion was drawn by the researcher.

1-Though well skilled instructional supervisors are needed to implement SBS, supervision task is highly affected by lack of skilled supervisors. It could be concluded that SBS do not seem to meet the expected result to wards improving quality of education at school level.

2. The SBS did not maintain some of major roles that school based supervisors should be play. From this, it can be concluded that SBS appear to fail to play roles related to improving curriculum, group development professional development and conducting research towards provision of quality education at school level of the of Addis Ababa city administration.

3. In implementation of SBS, there are essential techniques of class room observation procedures that the supervisors should be follow. How ever, the school based supervisors did not achieve the tasks with regarding to application of classroom observation. It could be concluded that SBS, do not seem to play roles related to class room observation techniques towards attaining quality education at class room level in Addis Ababa city Administration.

4. The SBS did not maintain some major problems (supervisor- related, facilities and budget related problems) that affect the supervisory tasks. From this, one can conclude that SBS appear to fail to achieve roles as expected.

5. In general, it can be concluded that SBS did not meet roles towards improving quality of education in the region.

5.3 Recommendations

Based on the findings the following recommendations are forwarded. Accordingly:

1-The education bureau of the region, education of office of the sub city and secondary schools of the sub city should provide necessary educational facilities in order to assure the teaching - learning quality at school level.

2- The education bureau of the region should wisely deicide and solves the existing problems of qualified man power in relation to information communication technology and laboratory technician.

3-Before putting school -based supervisors in place the MoE and the Education bureau of the region need to go far more efforts to upgrade the qualification of the supervisors.

4- The education bureau of the region, education office of the sub city and the secondary schools of the sub city should prepare various short term training, workshops and seminars for supervisors in order to improve supervisory practice.

5- Inconsistent supervisory service not appropriate to solve problems encountering teachers in the classroom. Therefore, the school based supervision should undertake to sufficiently and regularly conduct classroom observation in the academic years.

6- The education bureau of the region should take continuous follow-up to solve the existing problems of inappropriate coordination of supervisory service at different levels the schooling. In addition, the sub city supervisors and school-based supervisors should give attention to in-service professional development.

7-The sub city education office and school supervisors should need more efforts to solve problems of facilities and equipments related laboratory and library problems.

8. Students learning activities was not given attention. There fore, school-based supervisors should give attentive attention to students learning activities.

9. Lastly, more researches also need to be conducted in-depth to address heterogeneous group and levels, including different variables.

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Appendex 1

Addis Ababa University

School of Graduate studies

College of Education & Behavioral studies

Department of Educational planning & management

Questionnaire: to be filled by principals and deputy principals

The purpose of this questionnaire is to gather relevant data on the current practices of school supervision towards assuring quality education in the selected secondary schools of Addis Ababa. I would like to assure that this study is purely academic and will not be used for any other purposes.

Therefore, your genuine response is indispensable for the success and attainment of the objective of this study. Thus, I thank you valuable information rended in advance.

General Direction

1- You are not required to write your name
2- Respond to all close –ended items by putting a tick mark (V) in the boxes and by writing your comment for open- ended items on the spaces provided.

Thank you!

Part I personal information

1. Name of school _____
2. Sex: A. male ☐ B. Female ☐
3. Age range : A. 20—25 ☐ B. 26—30 ☐ C. 31—35 D 36—40 ☐

   E. 41—45 ☐ F. 46—50 ☐ G. 51and above ☐
4. Educational Back ground

   A. Diploma ☐ B. BA/BSc /BED ☐ C. MA/MSc degree ☐

D. Others (If any)

5. Your field of study _____

6. Current position _____

7. Work experience as supervisor.

A. 1—5 Years ☐ B. 6—10 years ☐ C. 11—15 years ☐

D. 16—20 years ☐ E. 21 and above. ☐

Part II Major Roles of school based supervisors

The following are some of major roles that school based supervisors should play. So, please provide appropriate responses from the given five alternatives by making a tick mark (V) to the corresponding item.

Use the following scales

5= Always; 4= frequently, 3= some times, 2=Rarely, 1= Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A. Curriculum improvement					
1	To what extent do Supervisors facilitate the necessary supportive instructional in puts like laboratory service library and Information technology services teacher's services for teaching learning process?					
2	To what extent do Supervisor organize clinical supervision (class room observation) program in your school?					
3	To what extent do Supervisor provide necessary educational material that are supportive to the existing curriculum to promote class room teaching					
4	To what extent do Supervisor help teachers to integrate the existing curriculum with co-curricular activities?					
5	To what extent do Supervisor help teachers to solve different instructional in solving different instrument problems in your school?					
	B. Group development					
6	To what extent do Supervisors assist teachers to make effective professional group?					
7	To what extent do Supervisors help teachers in pre paring in-					

	built supervision program in your school?					
8	To what extent do Supervisors help teachers to update their knowledge in relation to the teaching- learning process?					
	C. Professional development					
9	To what extent do Supervisors provide short term training to teachers based on the need assessment of in your school?					
10	To what extent do Supervisors assist teachers the continuous professional development of teachers through in-service program at your school?					
11	To what extent do Supervisors facilitate experience sharing program to teachers in your school?					
12	To what extent do Supervisors assist teachers to plan their own further professional development?					
	D. Conducting Research					
13	To what extent do Supervisors motivate teachers to solve instruction problems through conducting research?					
14	To what extent do Supervisors providing necessary materials to teachers that are supportive to conducting research?					

Others (if any)_____

_____

_____

III. Techniques of classroom observation procedures (clinical supervision)

The following are major techniques of class room observation procedures that the supervisors should follow. So, please provide appropriate responses from the given five alternatives by making a tick mark (V) to the corresponding item. Use the following scales;

S=Always, 4=frequently, 3= sometime 2= rarely, 1=Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A. Pre-observation conference					
1	The supervisor making agreement with the teacher on the					

	objectives for the lesson to be observed before the actual class room observation.					
2	The supervisor making agreement with the teacher on the time of setting for conducting class room to the teacher observation to the teacher.					
3	The supervisor making agreement with teacher on the follow up activities after conducting the observation.					
	B. Conducting class room observation					
4	The supervisors give sufficient time for class room observation of the teachers' teaching behavior					
5	Conducting the observation process based on the agreements made before observation					
	C. Post observation					
6	The supervisor makes a post observation conference with the teacher to examine with the consistencies between the planned actual teaching behaviors.					
7	The supervisor provide constructive feed back to the teacher based on points they have observed in the classroom observation					
8	The supervisor adjusts the time with the teacher for future observation.					

1v some supervisory skills

The following are some basic supervisory skills that the supervisors should play.

Use the following scales.

5=Always, 4= Frequently 3= sometimes 2=Rarely 1= Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A. Conceptual skill					
1	Supervisory services helps to create facilitates conducive environment for teaching learning process					
2	The supervisors encourage teachers to participate in the formulation of school level directive (regulation) for the over all of school operations to promote instruction.					
3	The supervisors providing immediate solution to teachers for the various school problems.					
4	Supervisors made all possible efforts to enable teachers to see					

	the overall problems of schools in relation to complex (dynamic) surrounding of the environment					
	B. Technical skills					
5	The supervisors assist teachers in preparing daily & annual lesson plan to promote teaching learning process.					
6	The supervisor guiding teachers to apply appropriate teaching methodology for promotion of classroom instruction.					
7	The supervisors help teachers to use appropriate instructional materials for promotion of teaching learning process.					
	C. Human relation skills					
8	The supervisors help teachers to promote smooth and strong relationship among staff members.					
9	Supervisors help to participation of teachers on discussion for the attainment the school purposes.					

Others (if any)_____

_____

_____

Part v. Major problems

The following are some major problems that affect the supervisory activities. So, please provide appropriate responses from the given five alternatives by making a tick mark (√) to the corresponding item. Use the following scales.

1=Most frequently observed 2= frequently observed 3= Sometimes observed 4=Least observed 5= Not observed

No	Items	Rating scales				
		5	4	3	2	1
	A. Supervisor related problem					
1	Lack of coordination among different level of supervisors to organize the various instructional activities.					
2	Supervisors have lack of qualification in relation to instructional supervision.					
3	Supervisors have lack of basic supervisory skills.					
4	The supervisors don't apply the principles of supervision					

5	Supervisors don't have clear procedures and techniques to conduct supervision					
6	Lack of related training to the school supervisors					
7	Lack of focusing on students learning.					
	B.Facilities and budget related problems					
8	Lack of adequate budget to supervision program.					
9	Lack of necessary guidelines and manuals to conduct the supervisory practices.					
10	Lack of necessary facilities to supervisory activities					

Others (If Any)_____

_____

_____

Mention additional opinions or comments, if any in the spaces below _____

_____

_____

_____

Thank you!

Appendix 3

Addis Ababa University

School of Graduate studies

College of Educational planning & management

Focus group discussion questions for department heads

This focus group discussion guide question is prepared for gathering data from sub city supervisors on supervisory service in the secondary schools of Addis Ababa.

The purpose of the focus group discussion is purely academic and may not be used for any other purposes.

Thus, I would like to inform my respondents to genuinely provide information free of pressures. I app relate and thank you for all information valuably rendered to help the success of this study in advance.

Guiding Questions

1-What do you think in –school supervision contributes in improving the quality of education?

2-To what extent do you have affiliation with the issues related with in-school supervision?

3-What issues do you think need to be considered if in-school supervision is for improvement of the quality of education?

4-What do you think considered in the procedures of performing in- school supervision

5-Have you ever taken part in a training related with in-school supervision?

6-Have you ever experienced providing training based on need assessment to ensure quality education?

7-What are the limitations so far you have witnessed in the practicing of school supervision?

8-What remedies do you for ward regarding effective in-school practice of supervision?

9-May you add some other comments regarding the significance of in-school supervision left behind in the above discussion?

Appendix 4

Addis Ababa University

School of Graduate studies

College of Educational planning & management

Interview questions for sub city supervisors

Interview questions for sub city supervisors

This interview guide question is prepared for gathering data from sub city supervisors on supervisory service in the secondary schools of Addis Ababa.

The purpose of the interview is purely academic and may not be used for any other purposes.

Thus, I would like to inform my respondents to genuinely provide information free of pressures. I app relate and thank you for all information valuably rendered to help the success of this study in advance.

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6-Have you ever experienced providing training based on need assessment to ensure quality education?

7-What are the limitations so far you have witnessed in the practicing of school supervision?

8-What remedies do you for ward regarding effective in-school practice of supervision?

9-May you add some other comments regarding the significance of in-school supervision left behind in the above discussion?

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The purpose of the interview is purely academic and may not be used for any other purposes.

Thus, I would like to inform my respondents to genuinely provide information tree of pressures. I app relate and thank you for all information valuably rendered to help the success of this study in advance.

Questions for focused Group Discussion

1- What do you think in –school supervision contributes in improving the quality of education?
2- To what extent do you have affiliation with the issues related with in-school supervision?
3- What issues do you think need to be considered if in-school supervision is for improvement of the quality of education?
4- What do you think considered in the procedures of performing in- school supervision
5- Have you ever taken part in a training related with in-school supervision?
6- Have you ever experienced providing training based on need assessment to ensure quality education?
7- What are the limitations so far you have witnessed in the practicing of school supervision?
8- What remedies do you for ward regarding effective in-school practice of supervision?
9- May you add some other comments regarding the significance of in-school supervision left behind in the above discussion?

Appendix 2

Addis Ababa University

School of Graduate studies

College of Education & Behavioral studies

Department of Educational planning & management

Questionnaire: to be filled by teachers

The purpose of this questionnaire is to gather relevant data on the current practices of school supervision towards assuring quality education in the selected secondary schools of Addis Ababa. I would like to assure that this study is purely academic and will not be used for any other purposes.

Therefore, your genuine response is indispensable for the success and attainment of the objective of this study. Thus, I thank you valuable information rended in advance.

General Direction

1. You are not required to write your name
2. Respond to all close –ended items by putting a tick mark (V) in the boxes and by writing your comment for open- ended items on the spaces provided.

Thank you!

Part I personal information

1. Name of school _____
2. Sex: A. male ☐ B. Female ☐
3. Age range : A. 20—25 ☐ B. 26—30 ☐ C. 31—35 D 36—40 ☐

   E. 41—45 ☐ F. 46—50 ☐ G. 51and above ☐
4. Educational Back ground

   A. Diploma ☐ B. BA/BSc /BED ☐ C. MA/MSc degree ☐

D. Others (If any)_____

5. Work experience in teaching.

A. 1—5 Years ☐ B. 6—10 years ☐ C. 11—15 years

D. 16—20 years ☐ E. 21 and above. ☐

Part II Major Roles of school based supervisors

The following are some of major roles that school based supervisors should play. So, please provide appropriate responses from the given five alternatives by making a tick mark (√) to the corresponding item.

Use the following scales

5= Always; 4= frequently, 3= some times, 2=Rarely, 1= Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A. Curriculum improvement					
1	To what extent do Supervisors facilitate the necessary supportive instructional in puts like laboratory service library and Information technology services teacher's services for teaching learning process?					
2	To what extent do Supervisor organize clinical supervision (class room observation) program in your school?					
3	To what extent do Supervisor provide necessary educational material that are supportive to the existing curriculum to promote class room teaching					
4	To what extent do Supervisor help teachers to integrate the existing curriculum with co-curricular activities?					
5	To what extent do Supervisor help teachers to solve different instructional in solving different instrument problems in your school?					
	B. Group development					
6	To what extent do Supervisors assist teachers to make effective professional group?					
7	To what extent do Supervisors help teachers in pre paring in-built supervision program in your school?					
8	To what extent do Supervisors help teachers to update their					

	knowledge in relation to the teaching- learning process?					
	C. Professional development					
9	To what extent do Supervisors provide short term training to teachers based on the need assessment of in your school?					
10	To what extent do Supervisors assist teachers the continuous professional development of teachers through in-service program at your school?					
11	To what extent do Supervisors facilitate experience sharing program to teachers in your school?					
12	To what extent do Supervisors assist teachers to plan their own further professional development?					
	D. Conducting Research					
13	To what extent do Supervisors motivate teachers to solve instruction problems through conducting research?					
14	To what extent do Supervisors providing necessary materials to teachers that are supportive to conducting research?					

Others (if any)_____

_____

_____

III. Techniques of classroom observation procedures (clinical supervision)

The following are major techniques of class room observation procedures that the supervisors should follow. So, please provide appropriate responses from the given five alternatives by making a tick mark (V) to the corresponding item. Use the following scales;

S=Always, 4=frequently, 3= sometime 2= rarely, 1=Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A.Pre-observation conference					
1	The supervisor making agreement with the teacher on the objectives for the lesson to be observed before the actual class room observation.					
2	The supervisor making agreement with the teacher on the					

	time of setting for conducting class room to the teacher observation to the teacher.					
3	The supervisor making agreement with teacher on the follow up activities after conducting the observation.					
	B.Conducting class room observation					
4	The supervisors give sufficient time for class room observation of the teachers' teaching behavior					
5	Conducting the observation process based on the agreements made before observation					
	C. Post observation					
6	The supervisor makes a post observation conference with the teacher to examine with the consistencies between the planned actual teaching behaviors.					
7	The supervisor provide constructive feed back to the teacher based on points they have observed in the classroom observation					
8	The supervisor adjusts the time with the teacher for future observation.					

1v some supervisory skills

The following are some basic supervisory skills that the supervisors should play.

Use the following scales.

5=Always, 4= Frequently 3= sometimes 2=Rarely 1= Never (Not at all)

No	Items	Rating scales				
		5	4	3	2	1
	A.Conceptual skill					
1	Supervisory services helps to create facilitates conducive environment for teaching learning process					
2	The supervisors encourage teachers to participate in the formulation of school level directive (regulation) for the over all of school operations to promote instruction.					
3	The supervisors providing immediate solution to teachers for the various school problems.					
4	Supervisors made all possible efforts to enable teachers to see the overall problems of schools in relation to complex (dynamic) surrounding of the environment					

	B.Technical skills					
5	The supervisors assist teachers in preparing daily & annual lesson plan to promote teaching learning process.					
6	The supervisor guiding teachers to apply appropriate teaching methodology for promotion of classroom instruction.					
7	The supervisors help teachers to use appropriate instructional materials for promotion of teaching learning process.					
	C.Human relation skills					
8	The supervisors help teachers to promote smooth and strong relationship among staff members.					
9	Supervisors help to participation of teachers on discussion for the attainment the school purposes.					

Others (if any)_____

_____

_____

Part v. Major problems

The following are some major problems that affect the supervisory activities. So, please provide appropriate responses from the given five alternatives by making a tick mark (√) to the corresponding item. Use the following scales.

1=Most frequently observed 2= frequently observed 3= Sometimes observed 4=Least observed 5= Not observed

No	Items	Rating scales				
		5	4	3	2	1
	A. Supervisor related problems					
1	Lack of coordination among different level of supervisors to organize the various instructional activities.					
2	Supervisors have lack of qualification in relation to instructional supervision.					
3	Supervisors have lack of basic supervisory skills.					
4	The supervisors don't apply the principles of supervision					
5	Supervisors don't have clear procedures and techniques to conduct supervision					
6	Lack of related training to the school supervisors					

7	Lack of focusing on students learning.					
	B.Facilities and budget related problems					
8	Lack of adequate budget to supervision program.					
9	Lack of necessary guidelines and manuals to conduct the supervisory practices.					
10	Lack of necessary facilities to supervisory activities					

Others (If Any)_____

Mention additional opinions or comments, if any in the spaces below _____

_____

_____

_____

Thank you!

Appendix 5

Addis Ababa University

School of Graduate studies

College of Education and Behavioral studies

Department Education Planning and Management

Observation----Checklist

This observation checklist is prepared to check and balance for the gathered data from the respondents

Guiding questions

1. What do supervisory plan need to incorporate?
2. To what extent do supervisors facilitate supportive facilities such as library services laboratory services and information communication technology for students learning?
3. How do supervisors organize and assist in teachers' professional development (continuous professional development and induction program) through in-service program?
4. How do supervisors organize and support various student learning activities strategies such as 1to 5 student's group arrangement clever students of group arrangements and co-curricular activities to promote students learning?

5. How do school supervisors conduct class room observation

Appendix 6

Addis Ababa University

School of Graduate studies

College of Education and Behavioral studies

Department Education Planning and Management

List of the sample school

No	Name of school	woreda
1	Tikur Anbessa	01
2	Dejazmach Belay Zelek	06
3	Meskerem	08
4	Yekatit	10

Declaration

I here by declared that this thesis is my original work, has not been presented for degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name of the candidate: Kidanemariam Aregay

Signature _____ Date of submission 30/05/2014

This thesis has been submitted for Examination with my approval as a university adviser.

Name of adviser: Dr.Jeilu Oumer

Signature _____ Date of submission 30/05/2014