



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF SCHOOL-BASED
SUPERVISION IN SECONDARY SCHOOLS OF SOUTH
WEST SHOWA**

BY
MERGA SERBESSA

JUNE, 2022
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Declaration

I, the undersigned, declare that the thesis entitled: “*practices and challenges of school-based supervision in Secondary Schools of South West Showa*” is my original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

Name of candidate _____

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Advisor Approval

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

Advisor's name: Zenebe Baraki (PhD)

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Abstract

Education is the social process by which people are subject to influence on a selected and controlled environment. The general objective of the study is to access the status of current school-based supervisory practices and challenges in government secondary school, in South West Shewa Zone, Oromia Regional state. In this study, descriptive survey design with both quantitative and qualitative approaches was used. The data was gathered from primary sources to accomplish the study, to get reliable and valid information. Totally, 454 teachers are found in these sampled government secondary schools and 30.2% (n=140) of them are selected as sample for the study using simple random sampling technique. Regarding officials, each secondary school had one principal, two vice-principals, one cluster high school supervisor, and total number of eight principals, sixteen vice-principals, eight high school cluster supervisors and eight woreda educational supervision experts head and from zonal educational supervision experts five of them were selected. The data was analyzed by using descriptive that mean and standard deviation. As the finding indicated in service training was not given twice a year on school-based supervision for teachers and supervisors and lack of awareness about significance of school-based supervision.. The finding indicates that respondents had lack of awareness about significance of school-based supervision; the woreda education office and Oromia education officers are advised to create awareness about significance of supervision for teacher, student and school community as whole.

CHAPTER ONE

INTRODUCTION

This introductory chapter basically discusses the background of the study, statement of the problem, objectives of the study, research questions, delimitation of the study, limitations of the study, significance of the study and operational definition of key terms.

1.1 Background of the Study

Education is the social process by which people are subject to influence on a selected and controlled environment especially of the school so that they can attain social competence and optimal individual development Bernard & Goodyear (1998). One can understand that education is a means by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. Similarly the Education and Training Policy of Ethiopia issued in TGE (1994), states education is a process by which man transmits his experiences, new findings and values accumulated over the years in his struggle for universal through generation. Education is a means for a preparation to a later life; that is the only means through which an educated person can understand how to make intentions effective in the real world and how to apply knowledge and practice with the society in which he/she lives.

Therefore, education preparers' human beings to overcome the challenges they face through their life and to get ready for the future. Education also has great contribution for social and national development. According to Atiknson (1983), in analysis of the contribution of education to the development suggested three significant and interrelated points. Firstly, education gives the base for knowledge, attitudes, values and skills which equip students with potential to learn and to respond to new opportunities. Again, education contributes as instrument to support programs to meet the basic needs through adequate nutrition and shelter. Furthermore, it is seen as the development that sustains and accelerates overall development by trained skilled workers in facilitating the advancement of knowledge and in enabling the individual to identify with his/her changing culture and finding a constructive role in society.

So, parents invest on their children's education to meet this broad and universal goal of Education. Education has long been defined as a given instrument for development; it is the

bedrock of all forms of development (social, economic, technological and political) of any nation (UNESCO, 2005). It is a means to an end of economic growth and essential for sustainable development, thereby enabling for participation in democratic social and political development processes. It is also currently becoming in the most important contributor to national economic growth Ayalew (2009) .The World Bank (2010), asserts that educated families tend to have a limited number of children and enjoy relatively better quality of life compared to uneducated families. Educated people also earn more and are respected by the society.

As in many other developing countries, in our country Ethiopia education has been given, great attention for; it is the basic way of economic growth and all rounded development of the society. This requires the effectiveness and commitment of stakeholders' teachers, school leaders and managements Aggarual (1985).

So schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instruction improvement, administration, and supervision which are responsible for the highest performance of students in schools. Also the Ministry of Education (MoE, 2010) has stressed the need for teacher supervision and support as a strategy to insure quality of teaching and learning.

Many researchers believe that supervision of instruction has the potential to improve classroom practice and contribute to student success through the professional growth and improvement of teachers Blasé and Blasé (1999). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in for the purpose of improving instruction which logically should contribute to student improved learning and success Sergiovanni and Starratt (2002).

To achieve the goal of supervision, supervisors of instruction generally advice, assist and support teachers Hoy and Forth (1986). In a related way Blasé and Blasé (1999) suggests that teachers do their best work when they are motivated; they note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feeling of support. Supervision in the school system mainly focuses on the whole school improvement and quality of education given to students. In light to this, the MoE policy (MoE, 2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strength the teaching and learning process.

According to MoE (1994), two areas in structure for supervision lie in school-based supervisors and external supervisors that are responsible to carry out educational supervision. The overall objective of effective supervision is to enable the individual teachers to become implementer of effective teaching. In this regard, the zonal, woreda, regional and central supervisory educators are structured under external supervisors. Whereas, school principals, deputy principals, head of department and senior teachers are categorized under the actors of school- based supervisors MoE (1994). Since these school-based supervisors are within the school, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because teaching and learning process is a day-today activity which is carried out by teachers in schools, the problems that teacher encountered while they are teaching can be solved through school- based supervision with internal supervisors. In light of this, it is quite useful to assess the current practices and challenges of school-based supervision.

The motivation for conducting this study is arrived initially from a wish to see reliable improvement in student out comes and organizational conditions in secondary schools in south West Showa administrative (grades 9-12 secondary schools). The study will assess the international school-based supervision, literature on what works and what does not work in relation to the secondary schools of the selected administrative zone. It will hope that this assessment will allow the researcher to draw some conclusions on the practices and challenges of school-based supervision in secondary schools in Ethiopia; specially, in the South West Shewa Administrative Zone. It will be expected that by carrying out this study teachers, principals, supervisors and educational expertise may gain a better understanding of how to implement successful and effective supervision that will elevate the problems occurs in current school-based supervision in government secondary schools of South West Showa Zone, Oromia Nation Regional state.

1.2. Statement of the problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching learning process in general and learners' achievement in particular UNESCO (2007).School-based supervision focuses on teacher's professional growth to enhance the instructional practice in schools and bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated that school-based supervisory

practices are significant for individual teacher professional development, school improvement, and satisfaction of public demands. To this end school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. According to the view of Goble and porter (1977), school-based supervision is vital for continuous professional development of teachers and the overall enhancement of quality of education .To make school-based supervision more effective, it is given by ministry of education MoE (1994), the school principals, vice principals, department heads, and senior teachers should take major responsibility in supervisory practices in the school.

The researcher has been teaching for many years in secondary schools of the study zone, but, the researcher hasn't seen research conducted on the practices and challenges of school-based supervision around the secondary school he has been teaching. Hence, the researcher and others teachers have observed most of the times the poorly way of conducting of schools based supervision; the researcher motivated to carry out research on the title of school –based supervision and investigate the gap in the status of current supervisory practices and challenges on the school-based supervision in the South West Shewa Zone Secondary schools.

1.3. Research Questions

Thus, the study intends to answer the following basic questions.

- ❖ How much the school based supervisors and teachers understanding the school based supervision?
- ❖ To what extent do school-based supervisors follow appropriate supervision procedures in the schools they operate?
- ❖ To what extent do school department heads carry out school-based supervision as often as they can?
- ❖ What are the critical challenges that work against the implementation of school-based Supervision in the zone ?

1.4. Objectives of the study

1.4.1. General objective

The general objective of the study is to assess the status of current school-based supervisory practices and challenges in government secondary school, in South West-Showa Zone, Oromia Nation Regional State.

1.4.2. Specific objectives

The specific objectives of the study are:

- ❖ To identify teachers knowledge about school-based supervision
- ❖ To assess procedures the supervisors follow in the schools during class observation
- ❖ To analyze how much school department heads carry out school-based supervision
- ❖ To investigate challenges that apparent against the implementation of school-based of Supervision in the school.

1.5. Significance of the study

This study is believed to identify the practices and challenges in the area of school-based supervision and its implementation in secondary schools currently. It also believed to recommend possible solution to the challenges facing the schools in the study. The recommendations hopefully contribute to better implementation and management of school-based supervision.

This study is significant because it can aid to the existing knowledge based on school-based supervision programmers for academic staff in secondary schools. The results from the study can help in decisions making about reform in the secondary schools. Furthermore, it can inform the school principals and school governing bodies on the performance gap in the implementation of school-based supervision. It may also improve the practice of teaching and learning in the class room, there by contributing to the success of students. Finally, it will also serve as spring board for other researchers to carry out in depth studies in the field.

1.6. Delimitation of the study

The study was delimited only to South West Showa Zone of Oromia National Regional State . Also, the the study delaminated to assess only the practices and challenges of the school-based supervision and supervisory roles of the concern bodies in teaching and learning process in the class room activities of Eight secondary schools. The researcher believes that it would be better if the study covered all Secondary schools in South West Showa Zone for the comprehensiveness of the study. However, due to various constraints particularly time, and other resources the study was restricted to Eight secondary schools out of Twenty Eight Secondary Schools.

1.7. Limitation of the study

It is clear that research work cannot be free from constraints. For that matter, limitations were observed in this study. The low participation from some study population was the first limitation of this study. This obviously affects generalizability and applying results from few samples to the entire population.

Conducting the research in a detailed and more scientific manner was hampered due to shortage of time and budget. The other limitation was shortage of recent local researches and reference materials even to compare results of the study. Despite the above problems, the researcher has exerted maximum effort and was able to overcome this problem by holding prolonged dialogue and discussion with the respondents.

1.8. Operational Definition of key Terms

Practices- Exepeiens shool based suprvision sworkers get while they performs school based suprvision

Challenges - problems that faces the school based supervisors while the conducting school based supervision

External Supervision - refers to professional support for teachers provided by expert of

Internal supervision-a process of supervision run on with staff members.

Guidance- advice or counseling especially to student or teachers on academic matters.

School based Supervision- supervisory activities that carried in schools with principal, vice- principals, head departments and experienced teachers.

1.9 Organization of the study

This study has five chapters. Chapter one deals with problem and its approach. Chapter two consists of review of related literature. Chapter three deal with methodology and Procedure of data collection. Presentation and analysis of data were dealt with in chapter four. Finally, Chapter five consists of summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

2.1 .The Concept of Supervision in Education

Many authorities have come up with many definitions for supervision broadly. It can be defined as the attempt through second party intervention to ascertain, maintain, and improve the quality of work done. Supervision is a complex process that involves working with teachers and others educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and promoted the career long development of teachers (Beach and Reinhartz, 2000). Similarly, Glickman et al, (2004) shared the above idea as supervision denotes a common version of what teaching and learning can and should be developed collaboratively by formally designated supervisors, teachers and other members of the school community.

Sullivan and Glanz (2000) defined, supervision as a school-based or college based activity, proactive, or process that engages teachers in meaningful, non- judgmental and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning. According to Chiovere (1995), supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects, attainment of stated aims, objectives and goals of an education system at given level.

The Dictionary of Education (as cited in Benjamin, 2003), provided the most extensive definition of supervision as the efforts of designated school official towards providing leadership to the teachers and other educational workers in the improvement of instruction involves the

stimulation of professional development of teachers, the selection of educational objectives, materials of instruction methods of teaching and the evaluation of instruction.

Instructional supervision is a process that focuses on instruction that provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach and Reinhartz, 2000). On the other hand, Enaigbe, (2009), indicated that to supervise means to direct, oversee and guide to make sure that expected standards are met.

Olembo et al (1992), says that supervision can be assumed to be a professional service in evolving the relevant educational administrators for the purpose of interacting with the teachers, in such a way as to maintain charge and improve the provision and actualization of learning opportunities for pupils. Okumbe (1999) asserts that supervision can be divided into general supervision and instructional supervision.

2.2 Principles of Instructional Supervision

General supervision subsumes supervisory activities that take place principally outside the classroom. Such activities include the writing and revision of curriculum, preparation of units and materials of instruction, the development of process and instruments for reporting to parents and such broad concerns as the evaluation of the total education program. Instruction supervision, on the other hand is concerned with the pupil learning in the classroom. All those activities which are undertaken to help teachers maintain and improve teaching effectiveness in the classroom characterize instructional supervision. It also includes all those activities by educational administrators that may express leadership in the improvement of learning and teaching such as observation of classroom teaching.

So one can say supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaniya (2010) stated that supervision has the following principles;

- There should be short- term and long term planning for supervision.
- Supervision is the sub-system of school organization
- All teachers have a right and need for supervision

- Supervision should be conducted legally to meet the individual need of the teachers and others
- Supervision should help to clarify educational objectives and goals for the principal and the teachers
- Supervision should assist in the organization and implementation of curriculum programs for academic student achievement
- Supervision from within and outside the school complements each other and are both necessary.

In general, supervision is process which is concerned about the improvement of instruction. It needs to be strengthened. At school level, it should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency that enhances the improvement of teaching and learning process in the class.

2.3 Instructional Supervision and its Purpose

Instructional supervision aims to promote growth, instruction fault- free, problem solving and a commitment to build capacity in teacher. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to professionally responsible, but also more able to be analytic of their own performance open to help others and self-directing. Unru and Tumer (1970) saw supervision as a social process of stimulating, nurturing and supporting the professional growth of teachers and the supervision as the prime move in the development of optimum conditions for learning for adults; when teachers learn from exiling their own practices with the assistance of others peers or supervisors; their learning is more personalized and therefore more powerful to perform their career.

The intent of instructional supervision is more formative concerned with on- going, development, and differentiated approaches that enable teachers to learn from analysis and reflecting on their class room practices with the assistance of another professional (Glickman,1990). In line with this, necessity of supervisors help for teachers, Sergiovanni and Starrat (2002) ,suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall, and peaks (cited in Zepeda, 2003), the intents of supervision is promoting, face –to-face interaction and relationship building between the teachers and supervisors, and also promotes capacity building of individuals and the Organization, next to this the quality of a good supervisor will be discussed.

A supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expect to work intimately with teachers and school community. Supervisors monitor the cultural development, facilitate in service training and provide professional support for teachers particularly on the basis of school improvement and quality of education (MOE,2000).

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni and Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised, because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2002). By supporting the necessary of alternative supervisory options for teachers, Sullivan and Glanz, (2000) revealed that the proper use of various approaches to supervision can enhance teachers' professional development and improve instructional efficiency. In general without instructional supervision teaching and learning cannot become successful as many scholars explain in different ways.

2.4 Approaches of Instructional Supervision

In the same way, it is noted in kwong (1992), as successful matching of options to teachers results in enhanced professional development, increased work motivation, and more effective teaching and learning. Sergiovanni & Starratt (2002) mentioned that there are at least five supervisory options namely; clinical supervision, collegial supervision, self-directed supervision, informal supervision and inquiry-based supervision .using different approaches in supervision of teachers enable to depend on desire of them to supervise individual teachers.

2.4.1. Clinical supervision

Clinical supervision refers to face to face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt (2002). Supervisory working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilizes clinical supervision. Cogan (1973), defines this model for conducting the observation of a teacher as the rationale and practice designed to improve the teacher classroom performance. Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the class room, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teachers' classroom behavior. If teacher supervision is done properly in the schools then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In line with this, Acheson and Gall (1987) define clinical supervision as supervision focused upon the improvement of instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed-upon content and in ways that support agreed-upon content or teaching standards (Sergiovanni & Starratt, 2002). Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e., as teacher instruction improves, students will become more motivated, classroom management will be improved and a better atmosphere for promoting learning will exist; also it enriches the transparency between the supervisors and supervisees.

Procedures in Clinical supervision

Instructional supervision is a well-planned and progressive one that starts outside the classroom before the actual classroom teaching and outside the classroom after the observation of an actual classroom teaching, (Abongo, 1998), classified the instructional supervision process during teaching practice into the three main phases: the pre-observation conference, the observation and the post-observation conference.

a) The pre observation conference

The pre observation conference is the period that the instructional supervisor strives to develop rapport between himself and the teacher (Abongo, 1998). The pre-observation conference involves planning the class room observation strategy by the teacher and supervisor. During the conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather the information (Sergiovanni & Starratt, 2002). For the success fullness of class room observation, the supervisors should have full knowledge on the activities to be carried out. As Fisher cited in (Gurnam and Chan, 2010), suggested that to enhance the professional effectiveness of the teaching staff, administrative and supervisors must be skilled in the following area; a) what to evaluate b) whom to observe and analyze class room observation and information and c) how to translate the results of observation and the summary of data in to meaning full conference feedback that guides and encourages teachers to improve instruction. She also points out that “supervision of instruction must be built on the observer’s through understanding and in depth knowledge of instructional theory, not on checklist of what should be on the lesson objectives relevance and appropriateness of content, time allocation the availability transpire (Glickman et al., 2004), teaching aids, and the evaluation (ADEA, 1998). These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will in the lesson.

b) The observation phase

The observation phase begins when the teacher and instructional supervisor enter the class room. During this phase, the supervisor as professional practitioner observes the teacher based on area agreed up on and collects as much information as possible about the teaching and learning situation (ADEA, 1998). The supervisor also records the teacher’s performance on the format of the lesson plan, the appropriateness of the lesson objectives and the ability of the teachers to provide an appropriate feedback mechanism, reinforcement and class room discipline. During classroom observation the supervisor is not only focuses on the recording teacher’s performance but also records what the students are doing- while the class observation is going on; the supervisor must follow the lesson in detail from the beginning to the end (Gurnam & Chan, 2010).

c) Post Observation Conference

Post observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/unit and what actually happened during the practicing of instruction. According to Szilagyi (1981: 563) and Bollington et al., (1990:47) post-classroom observation conference is regarded as the focal point in clinical supervision process. It is at this stage that supervisors and teachers come together and review post conference performance, identify professional needs of the teacher, and ultimately determine and agree on future action plans that deserve careful attention during the follow up process (Szilagyi, 1981:563; Bollington et al.,1990:47)

According to Dull (1981:229) Post observation conference must take place immediately after the classroom observation. Thus, the conference should be set in a cooperative way for the common purpose: instructional improvement and students' achievement. Completing organization of the feedback on the basis of the data gathered during class room observation immediately after leaving the classroom before the impression will be distorted or quickly lost due to different factors is very important for the supervisor. In this stage the major purpose of supervisor is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by a supervisor (Sullivan and Glanz, 2002).

2.4.2 Collegial supervision

Collegial, partnerships and collaborative relationships coaching and mentoring are names that are given to the supervision process in learning, which learning, growing and changing are the mutual focus for supervisory and teacher (Beach & Reinharz2000)

Teachers engage in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together, over whether assignment they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning that

students receive (Sergiovanni & Starratt, 2007). Next to this self-Directed supervision will be discussed.

2.4.3 Self-Directed Supervision

Self-directed supervision is alone supervision by teachers on themselves this approach of supervision is suitable for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with others teachers. Sergiovanni & Starratt (2002), stated this supervisory option as it is efficient in use of time, less costly and less demanding in its enhancing on others than in the case of other options .self-Directed supervision gives more self-confidence for talent and experienced teachers in their profession.

2.4.4 Informal supervision

Informal Supervision takes place when one partitioned approaches another without any predetermined informal format, to discuss aspects of their work (Ben, sally&penny, 1997). According to Blasé (cited in Zepeda, 2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school. Even though most workers look informal supervision as inspection it has its own share in strengthen professionals on their work

2.4.5 Inquiry supervision

Inquiry based supervision is applied in the form of action research is an option that can represent an individual interactive or a collaborative effort as pairs or terms of teachers work together to solve problems. Florence et.al, cited in Sergiovanni & Starrat, (2002), describes action research as a process earned at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

(Sergiovanni & Starrat, (2002). The post-observation conference helps the teacher to improve the class room instruction. The feedback during the post observation conference should focus on modifiable teaching behaviors. In doing this, teachers should not be asked to do things which they cannot do anything (Abongo,1998).In post conference, developing the skill of observing serves a dual purpose, it helps teachers gain a better understanding of their own teaching, while

at the same time refines their ability to observe, analyze and interpret, and ability than can also be used to improve their own teaching (Ruth,1992).

2.5. The Nature of School-based Supervision

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However; this cannot be materialized without having regular supervision of teachers' activities (MOE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992), indicates that supervising people, teachers in particular, both a skill and an art. It is as skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art; the supervisor adopts and adapts this knowledge and puts into practice in his/her own unique way.

In general, school-based supervisors ought to be skilled and knowledgeable about the task, element of their school work. A successful supervisor has a positive attitude. when the supervisors have positive attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in there. Furthermore, the heads of the school and staff members alike prefer working with someone who has appositve attitude (Samuel,2006). According to Stardom (2000), a good school- based supervisor should be approachable good listener very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

2.6 Historical Development of Supervision in Ethiopia

Education inspection introduced into the educational system of Ethiopia about 35 years after the western types of education was introduced into the country. As it is indicated in ministry of education super- vision manual (MOE,1994),for the first time , inspection was began in Ethiopia in 1940's . Among the fees that brought about the need for school in section was the increasing number of schools and teachers in the country; the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the ministry's head office was headed by a British national named it. Commander John Miller. He was by the time appointed as inspector General assisted by to Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class size, conduct school visit's in the capital an towns. As more and more students schools were opened, the number of teachers in created the educational activities became more complicated and so it became necessary to train inspectors, thus, in 1950s for the first time training program was started in the Addis Ababa Teacher training school. In the 1960^s changing of inspection by supervision was found necessary to improve the teaching and learning process more efficient and effective by strengthening of supervision (MOE, 1994). Under the socialist principles during the dreg regime, with the management of education needed strict control over the education policies, plan, and programs. Thus, shift from supervision to inspection was carried out in the beginning of 1980s (MOE, 1994).

Also, following the political_change_in_Ethiopia_a_shift from inspection to supervision was mode in 1994. According to the education and training policy of 1994, education administration is decentralized. In this respect, what is envisaged is, democratic supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision making planning and development of objectives and teaching strategies in an effort to improve teaching and learning process (MOE, 1994).

Due to the responsibilities of the supervisors were not clearly justified, they were not effective in implementing their activities. Moreover, the past trend of supervision was focused on administrative tasks than supporting teachers and principals. To end this, supervision has contributed less to improve quality of education and professional growth of principals and teachers. Thus, to alleviate the old system of supervisory problems in schools by establishing supportive school environment is inevitable to improves principals and teachers' professional growth and ultimately to maximize learning achievement (MOE, 2002). Thus, in the view of the above literature's study examined the principle of educational supervision as a means towards the practices and challenges of school-based supervision of the secondary school. The principles

educational supervision concepts are related to the historical development of supervision and this also merits consideration.

2.7 Major Roles of Educational Supervision in Ethiopia

Educational supervision is part of teaching and learning process, because it is a day to day and continuous process. The function of supervision at the school level should also be a continuous responsibility with in the school system, the school-based supervisors are ; the school principal, vice principal, the department heads and the senior teachers. The educational programs supervision manual of Ministry of Education (MOE, 1994) has put the roles of supervisors of the school levels.

i) The Role of School Principal

The responsibility of the school principal in the school-based supervision:-

- ❖ Giving the professional assistance and guidance to teachers to enable them for realize instructional objectives and supervise classes when and demand necessary
- ❖ Coordinating evaluation of teaching-learning process and then outcome through ignition of active participation of staff members and locally community at large.
- ❖ Coordinating of the staff members of the school and others professional educators to review and strength supervisory activity in the school. Also causing the evaluation of the school community relations and the basis of evaluation results strive to improve and strength such relations.

ii) The Role of Deputy Principals

The school vice principals responsibility with in the school are;

- Giving over all instructional leadership to staff members
- Evaluating lesson plans of teachers and coordinating the class room supervision to ensure the application of lesson plans and;
- Assisting different activities that the principals do in supervision's and others

iii) The Role of Department heads

Head of departments since they accumulate knowledge, skills and abilities in the particular subjects and educational system with their experiences; they have roles in school supervision by coordinating the supervisory activities in their respective departments and evaluating teachers performance. Also initiating and promoting group participation in planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes, coordinating evaluation to the department curriculum, organize workshops, conference and seminars at school levels.

iv) The Role of head teachers in school-based supervision

According to the career structure developed by ministry of education on the basis of Ethiopia Education and Training policy of 1994; High-ranking teacher and Associate Head teachers are considered as senior teachers. Thus, such teachers because of their accumulated experiences in specific subject area/areas are well positioned to supervise other teachers with their department (MOE, 1994). According to okume (19998), head teachers are recognized as an agent of supervision on the behalf of inspection in the school level. He/she is involved in the translation of educational policies and objectives into the program with in the school .The head teacher has the overall responsibility over the school program and is expected to possess a superior knowledge about curriculum and instruction and provide expert leadership in all area of the school program. The head teacher has to play the role of supervisor from time to time by checking the teacher's class work and assess their overall performance based on achievements .He /she supposed to provide the tight motivation and stimulation for staff and pupils to enhance staff performance and pupil achievement.

2.8 Challenges of School- Based supervision

This section tires to deal with what scholars wrote about challenges which may undermine supervisory practices at the school level. Because there are limited empirical researches about school-based supervision practices, the review will focus on those challenges which may have the potential to undermine the goals of supervision. Although the main purpose of supervision is

to work collaboratively with teachers, and provide them with the necessary assistance, guidance, and support to improve instruction, some support systems, in education delivery, supervisor characteristics, practices and the context within which supervisors work pose challenges to the smooth performance of their duties. Different researchers have identified the following challenges.

i) Lack of enough Training and support

School supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study(cited inRashid,2001),lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisors practice in the school. In line with this, Merga (2007), pointed out the lack of continuous training system for supervisors to up-date the educational knowledge and skills is obstacle of the practice on supervision in the schools context. In every field of work training very essential in order to develop the capacity of workers ;also the same for teachers since teachers are professionals who work on children’s mind ;in order to get recent information training is vita from time to times.so ,lacks of training makes teachers passive on teaching and learning.

ii) Teachers attitude towards supervision

Supervision at school-based aims at improving the quality of student’s learning by in improving the teacher’s effectiveness. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback; hence the need for the supervisory and supervisee to work hand to hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lillian, 2007). In line with this, researches shows in UNESCO (2007), pointed out that, but complaints about supervisor’s work; further include irregular and bad planning of visits, not enough time spent in the class rooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisors work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. Teachers also strongly dislike the classic fault

finding approach and expect supervisors to treat them as professional and take into account the specific realities of the school when providing advice (UNESCO, 2007). Having positive attitude to own profession enables teachers to overcome any activities in teaching and learning

iii) Inadequate Educational Resources

Educational resources are very essential in supervisory active. Regarding this Enaigbe, (2009) suggested that without adequate instructional materials there can no effective supervision of instruction. Materials like supervision guides and manuals have their own impact on supervision work as it is indicated in UNESCO (2007), these materials are undoubted help full to the supervisors themselves and to the schools. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in service training programs for teachers and visiting other schools for experience sharing (, UNICEF, 2007). To perform any activities in one organization available resources are crucial since without human, capital and material resources difficult to do any activity.

iv) Lack of improving supervision

Major changes in school leadership may lead to professional setting needed to improve teaching and learning for an inform age (Hughes, 1994). Leadership strategies will include staff development ,strategic planning and school improvement; this can be achieved through monitoring with department ,cooperative teaching ,peer observation and coaching .Tanner (1994:1930), argues that school improvements lead to the principal and teachers willingness to work a team solve problem together and use the best available knowledge to fulfill the school goal.

Effective school management and supervision needs clear vision collaboratively arrived by the staff ,open school culture ,conditions of workers which encourages reflection, professional scrutiny of feeling and possibility of learning on job acceptance of professional accountability and strong purposeful believe which encourages commitment to student learning and continuing improvement. Supervisors should therefore diagnose their own strengths and weakness, identify

available and accessible human and material resource, determining professional activities to persuade, determine the amount of time and speed in learning. Buker (1977), cited in by Valverrde ,(1982:85) supports the idea and urges self- learning by teachers based on assumptions that :-people have their own instruments for growth ,learn to do what they do ,readiness for growth is built by focusing on peoples weakness and people are more effective helpers when they feel good about themselves. In general there are different challenge that hinder to perform educational activities but by performing scientific reseach and alleviatethe probems is essential.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research design and methodology part included; description of study area, research design, primary and secondary sources of data, the study population, sample size and sampling technique, instrument of data collection including questionnaire, interview, document analysis. Moreover, data collection procedures, and method of data analysis are described adequately.

3.1. Description of Study Area

The study area is located in South-West Showa Zone of Oromia National Regional State. The Zone has eleven Woredas and one Administrative town. The geographic area is widely dispersed into highland and lowland areas with climatic condition ranging from temperate to sub-tropical and tropical rainfall zones. The population is estimated to be over 1.2 million. Most people engage in economic activities of farming and petty trade. In the towns we find people earnings as merchants and a few are government workers. The dominant religion practiced in the zone is Christianity. Afan Oromo is the dominant language in the area.

According to South-West Showa Zone Communication Office (2019), there are various educational institutions from all levels. These include a branch of Ambo University named as Woliso campus; one Poly Technique College, and three technical and vocational colleges, twenty eight secondary schools and four hundred and nine primary schools.

3.2. Research Design

In this study, the researcher used Descriptive survey design involves acquiring information about one or more groups of people-perhaps about their characteristics, opinions, attitudes or previous experiences. Similarly, Best and Kahan (2003) noted that descriptive research design helps to describe and interpret the current conditions.

Descriptive survey design in this study has used quantitative approaches to collect the necessary data. Quantitative data was gathered using structured questionnaire and it is the major data collection technique. For qualitative data interview format can be used for different groups

of respondents to supplement the quantitative data. It is used as a means for convergence and integrating qualitative and quantitative data (Creswell, 2009).

3.3. Sources of Data

For this study, data were gathered from primary and secondary sources to accomplish the research so as to get reliable and valid information.

3.3.1. Primary sources of data

The sources of primary data were participants from school staff like principals, vice principals, department heads, teachers, school-based supervisors, cluster supervisors, woreda educational supervision experts and zonal educational supervision experts using questionnaire and interview.

3.3.2. Secondary sources of data

Needed reviews were made concerning different available documents in relation to instructional supervision which include secondary data obtained from relevant books, proceeding, official reports, sector level policies, strategies, programs, guide lines, minutes of meetings and documents deemed helpful to education practices in particular supervision. Most were important to obtain additional information.

3.4. Population, Sample Size and Sampling Technique

The target populations of this study are governmental secondary schools in eight woredas in South-West Showa Zone, Oromia National Regional State. Accordingly, taking one secondary school from each woreda the samples were selected from available principals, vice principals, department heads, teachers, school-based supervisors, cluster supervisors, woreda educational supervision experts and zonal educational supervision experts.

From all the eight woredas the teacher respondents were selected using random sampling method with a proportion of about 30.5 % to give them equal chance from each secondary school. In these eight sample secondary schools, the number of teachers varied from school to school. Totally, 456 teachers were found in these sampled government secondary schools the researcher tried to take the sample by using Yamane formula (1967) but by the time due to the impact of corona virus to get many teachers around the schools became too difficult then the

researcher purposely took 30.5% (n=140) of them which nearer to one third of the total teachers in the all eight schools by using proportionality formula (Kothari, 2004). $nh = \left(\frac{Nh}{N}\right) \times n$ in order to give equal chance for each schools .

Where; nh= sample size of the teachers

Nh= total numbers of each schools teaches

N= total population (total teachers in eight schools).

n = total sample size of the study. Then the researcher after by adding the Samples from each school the total samples number nearer to one third; one hundred forty teachers was taken as a total sampe size to conduct the research.

Table 3.1: Sampling Distribution of teachers in the secondary schools

<i>No</i>	<i>Wereda</i>	<i>Secondary School</i>	<i>Population size</i>	<i>Sample size taken</i>
1	Ameya	Ameya sec. school	67	20
2	Bacho	Yehbret fire sec. school	74	22
3	Dawo	Busa sec. school	71	22
4	Ilu	Teji sec. school	66	20
5	Woliso	Dilela sec. school	57	17
6	Wolso Town	Biftu sec. school	40	12
7	Goro	Goro sec. school	30	11
8	Wanchi	Chitu sec. school	51	16
Total			456	140

For the other respondents, either proportional sampling or purposive sampling methods were used to select respondent groups of supervisors in different positions or responsibilities. Because purposive sampling enables the researcher purposely to get the necessary information . The following table shows the distribution of the sample respondents selected applying sound technique.

Table 3. 2 Summary of population, sample size and sample sampling Techniques for all groups

<i>N O</i>	<i>Types of Respondents</i>	<i>Populatio n size</i>	<i>Sample size</i>	<i>Percent (%)</i>	<i>Sampling Technique</i>
1	Teacher	456	140	30.5	purposive
2	School-based supervisors	90	62	62	Proportional
3	Principals	8	8	100	purposely
4	Secondary schools based supervisors	8	8	100	Purposely
5	Woreda educational supervision experts	24	8	33.3	Purposively
6	Zonal educational supervision experts	5	3	60	Purposely
	Total Respondents	501	219		

Since each school has its own number of department heads the researcher took with equal proportion five subject department heads for a sample from each schools purposely. Regarding officials, each secondary school had one principal, two vice-principals, one cluster high school supervisor, and total number of eight principals, sixteen vice-principals, eight high school cluster supervisors and eight woredas educational supervision experts head. From zonal educational supervision experts, five of them were selected.

3.5. Instruments of Data Collection

The study employed more quantitative data. Even though the researcher attempted to use both types of data gathering tools in this study due to the problem of epidemic virus to gather data though qualitative data were not possible using interview and document analysis in order to obtain ample information from respondents. Thus, questionnaire are the major data collecting tool which uses in this study and all the questions are answered through questionnaire.

3.6. Data Collection Procedures

On order to get access to participants, the researcher had to make contacts face-to-face going to the schools to see principals for getting permission to do the engagements and schedule for questionnaire distribution as well as conducting the interview in the school campus so arranged.

For supervisors in Woreda Education Office it was also sought to get their permission, build trust and describing the mission and purpose of the study.

Finally, based on the appropriate time chosen by respondents given by the schools with help of assistants, the questionnaires were distributed sampled teachers and school-based supervisors and collected. Side by side distributing the questionnaire, the researcher did not interview the principals, cluster supervisors, and Woreda and Zonal educational experts due to the problem occurred with the epidemic corona virus.

3.7. The Pilot Study

In order to ensure the validity and the reliability of the study, the pilot study was done with different samples. The questionnaires were piloted at Bacho secondary school thirty and forty teachers who taught in that school was randomly selected for questionnaire. To check the validity of the study, the researcher employed expertise comments, the draft items were given to the selected supervisor and teachers and one of the researcher's colleagues who was prospective graduate students of cluster supervisor give suggestion on it. Accordingly, modifications were made based on the forwarded comments and suggestions.

3.8. Method of Data Analysis

In order to achieve the objectives, data obtained from the questionnaire are organized, tabulated and described quantitatively using frequency, percentage, mean value and chi-square with the help of SPSS V.20 program software. For the open-ended questions and interview the data were not organized logically in to themes and narrated accordingly.

3.9. Ethical Considerations

The researcher endeavors to remain ethical in conducting the study. An introductory letter was attached to every questionnaire explaining the purpose of the study and seeking voluntary participation of the respondents and in order to get their willing yes/or written question was asked to check whether or not the respondents have willing to give answer for the given the question . Furthermore, the confidentiality of the respondents also assured.

Based on the ethical principles for scientific research, participants of this study were asked for verbal informed consent/agreement to take part in this study with full cooperation of the school administration. The researcher also assured respondents that the personal information of the participants is never displayed to other individuals.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts; the first part is concerned with presenting personal background of the sample respondents and part two deals with the analysis and presentation of the main data based on the issues supervision of the study. The objective of the study was to assess the practices and challenges of school-based supervision in secondary schools of South West Showa Zone. To this end, quantitative and qualitative data were gathered from different respondents by using questionnaire, interview and document analysis. In this study, 140 teachers, 62 school-based supervisors, 8 secondary schools clusters supervisors, 8 wereda educational office supervision experts ,and 3 zonal education supervision experts were included in the study.

Questionnaires were filled by teachers and school-based supervisors while the interview part was answered by principals, school clusters supervisors, woreda and zonal educational supervision experts. Therefore, analysis was based on the data obtained from the 202(91.8%) respondents; qualitative data was substantiated by views from structured interview obtained from the interviewees.

On the basis on the basic questions raised in chapter one above, all data obtained through questionnaire and interview were analyzed posted in chapter. Interpretation and discussions were carried out by taking in to account theories and empirical works reviewed in the literature.

4.1. Demographic characteristics of Respondents

Basic background information pertains to sample population that helps to know the overall information of the respondents with the assumption that it might have some ascribed influence in the participation by secondary school teachers, school-based supervisors principals, secondary schools cluster supervisors, woreda and zonal educational experts.

Table 4.1 Demographic variable responses of teachers and school- based supervisors

Personal Variables		Frequency	Percent (%)
1. Sex	Female	69	34.2
	Male	133	65.8
	Total	202	100
2. Age (in years)	25-29	17	8.4
	30-34	70	34.7
	35-39	79	39.1
	above 40	36	17.8
	Total	202	100
3. work experience (in years)	1-9	84	41.6
	10-19	96	47.5
	20-30	17	8.4
	Above 30	5	2.5
	Total	202	100
4. Educational Background	Bachelor Degree	144	71.3
	Masters degree	58	28.7
	Total	202	100

Table 4.1 shows the demographic characteristics of the respondents. Accordingly, considering gender a larger proportion of the respondents from teachers and other groups together, were 150(65.8%) male while the rest, 69 (34.2%) were female. The majority of the respondents' age categories were in between 25-29 years age group was 17(8.4%). For 35-39 years of age category it was 79 (39.1%) whereas the age range of 30-34 years accounts for 70 (34.7%), the above 40 age category was 36(17.8%).

Regarding the work experiences, the majority of respondents were in between 10 and 19 years that account for 96 (47.5%). Again for those ranging from one year to nine years it accounted for 84 (41.6%) But the median of experience or that ranging from 20 to 30 years was 17(8.4%) and lastly for those above 30 years work experience it was only 5(2.5%). When we come to the educational background of the respondents, a large number of teachers and supervisors were

Bachelor degree holders for 144 (71.3%) while the remaining participants of the study were Master degree holders for 58(28.7%).

In summary, the distribution shows that overall; the greater majority of teachers and supervisory groups were male with age range between 30 to 39, bachelor degree holders with experience years of 10 to 19 years. How this distribution is related to their perception response rates of teachers and supervisors is attempted to be discussed in the subsequent discussion.

4.2 Teachers and Supervisors understanding on school-based supervision

This part deals with the presentation and discussion of data gathered from respondents on the understanding of teacher's about school-based supervision. In order to filled in to SPSS version 16 and interpretation was made with help of percentage,mean and standard deviation of the data were derived from the data as it was served as the basis for interpretation of data as well as to summarize in simple and understandable way .The interpretation of data were made for all depending on the five Like,rt scales of measurement's based on the following mean score results. The respondents were asked to rate the level of their agreement on

1. 1.00- 1.49= Strongly disagree
2. 1.50 -2,49 =Disagree
3. 2.50 -3.49 =Undecided
- 4 . 3,50 – 4.49 =Agree
5. 4.50 – 5.00 = Strongly agree

Table 4.2 Teachers and Supervisors understanding on school-based –supervision

Response items		Respondent	Number	Rating scales										Me an	S D
				Strong agree		Agree		undecided		Disagree		Strong disagree			
				F	%	F	%	F	%	F	%	F	%		
1	In service training was given on school based supervision	T	140			10	7.14	40	28.57	50	35.71	70	50	2.35	1.33
		S	62			12	19.22	15	24.19	25	40.32	10	16.12	2.46	0.95
2	Awareness was given on school-based supervision	T	140			10	7.14	30	21.42	50	35.71	50	35.71	2.39	1.35
		S	62			2	3.22	20	32.25	30	48.38	10	16.12	2.23	0.95
3	I recognize school-based supervision contributed to my professional development.	T	140	10	7.14	25	17.85	25	17.85	50	35.71	40	28.57	2.23	1.3
		S	62			12	19.35	20	32.25	22	35.48	8	12.9	2.71	0.97
4	I believe that school-based supervision is one part of lesson in training.	T	140	10	7.14	10	7.14	50	35.71	50	35.71	10	7.14	2.5	1.40.
		S	62			15	24.9	30	48.39	15	24.9	2	3.22	2.6	0.96
5	The school-based supervision has helped me to apply a variety of techniques.	T	140			10	7.14	30	21.42	70	50	50	35.71	1.7	0.9
		S	62			15	24.19	20	32.25	15	24.19	12	19.35	2.6	0.96
6	I understand school-based supervision enhance my teaching - learning capacity.	T	140			10	7.14	50	35.71	70	50	10	7.14	2.49	1.39
		S	62			2	3.22	30	48.39	15	24.19	15	24.19	2.31	0.88
7	In my understanding school-based supervision should be given monthly.	T	140			60	42.85	30	21.42	40	28.57	10	7.14	3.5	1.8
		S	62			30	48.39	10	24.19	15	24.19	15	24.19	3.52	1.00
8	In my belief, school-based supervision is essential for teachers teaching improvement.	T	140	10	7.14	20	14.28	60	42.85	25	17.85	25	17.85	2.75	1.55
		S	62			15	24.19	20	32.25	15	24.19	12	19.35	2.5	0.95
9	Teachers supervising each other enhance their professional improvement.	T	140	10	7.14	10	7.14	50	35.71	70	50			2.71	1.51
		S	62			10	16.12	20	32.25	17	27.41	15	24.19	2.52	0.94

As it can be seen from Table 4.2, item 1, the teachers and school based supervisors asked whether or not in service training given twice a year on school-based supervision in the schools with school based supervisors , regarding this item, 70(50%) of the teachers disagree and 25(40.32) supervisors also disagree on the issue ,in addition to that we can see from the mean value of 2.35 and 2.46 respectively respondents responded slightly below average. This implies that teachers and supervisors groups of respondents revealed that in service training was not given twice in a year on school-based supervision in the schools by school based supervisors.

As it can be seen from Table 4.2, item 2, concerning the awareness on significance of school-based supervision, the teachers and supervisor respondents rated high with the mean value of 2.39 and 2.23 respectively which means the groups felt the problems of awareness about significance of school-based supervision exists. In addition 50(35.71) of teachers and 30(48.39) of school based supervisors disagree on this point that means they haven't no significant awareness about the school based supervision. This implies that the teachers and supervisors have not enough awareness concerns school based supervision.

In Table 4.2, item 3, for the question of how much they recognize school-based supervision contribute to professional development, from the teachers and supervisors respondent, 50(35.71) teachers and 22(35.48) supervisors responded with the mean value of 2.23 and 2.71 respectively. It shows there is statistical significance difference between the two groups of respondents that the teachers disagree with issue that school based supervision contribute for professional development and the supervisors undecided on the recognition they have concerning on school based supervision. This implies that the two groups of respondents have not enough recognition about what school based supervision contribute for their professional development.

Considering Table 4.2, item 4, respondents were asked to rate the degree of their expectation regarding the school-based supervision as a part of the lessons, then teachers and supervisors respondents rated with the mean value 2.5 and 2.6 respectively which is both of them have similar on the perception that is undecided (moderate) of school-based supervision is one part of lesson that indicates . Also in number more than of teachers 70(50%) became medium with the point and 30(48.39) supervisors similar with teachers. This implies that both

teachers and supervisors strongly agree with the issue of school- based supervision as part of the lesson during the training.

Reading from Table 4.2, item 5, respondents were asked to rate the degree of their expectation regarding the school-based supervision as helping to use a variety of techniques .Regarding this point 70(50%) of teachers and 30(48.39) supervisors respondents replied disagree and undecided respondents respectively. This implies the two group responses showed difference on the level of perception of the school-based supervision as helping them to use variety of techniques.

In Table 4.2, item 6, there is the rating of the two groups on the degree of their expectation for enhancing teaching -learning capacity. The teachers and supervisors rated with the mean value of 2.49 and 2.31 respectively. This implies the two group responses showed a difference on their perception of the school-based supervision as enhance teaching -learning capacity. Then to check the statistical significance difference, the t-test was calculated. Inadditon70(50%) of teahers replied disagree with idea shool based supervision enhancing their teaching -learning capacity while 30(48.39)superrvisors responded moderate This implies that teachers did not give expectation to the issue and also the school based supervisors gave low expectation that school-based supervision as enhancing teaching -learning capacity.

In Table 4.2, item 7, there is the rating by respondents on the degree of their expectation for school-based supervision to be give monthly. On this issue about 60 (42.85) of teachers and 30(48.39) supervisors replied on the rating scale agree. Regarding this issue the mean value 3,5 and 3.52 of the two respondents respectively indicated that the two groups have similar idea on that school based supervision should be given monthly.

Referring to Table 4.2, item 8, data shows respondents were asked to rate the degree of their expectation regarding school-based supervision effect on teaching improvement. For teachers and supervisors the mean values were 2.75 and 2.5 responded respectively. Also 60(42.85) teaches and 20(32.25) of supervisors undecided or moderate on this point. This implies the two rroups responses slightly similar on the issue that school based supervision effect on teaching improvement.

At the end, Table 4.2, item 9, refers to response of teachers on the value of supervising each other to enhance their professional improvement that 50(35.71)of them replied that medium idea on the issue ,also 20(32.25) of supervisors have similar which the mean was found 2.71 and 2.5 showed the same category .this implies that teachers and supervisors more of them have the idea but became medium on the issue supervising each other enhance their professional improvement.

4.3 Perceptions of teachers on supervisory options at school level

This part emphasized on the presentation and discussion of data gathered from respondents on the supervisory options carryout in your school-based supervision. Thus, respondents were asked to rate the level of their agreement on the five point Likert scale item questionnaires range from strongly agree(5) agree (4),undecided(mediem)(3),disagree(2),Strongly disagree(1)

Table 2.3 The supervisory options provided in school-based supervision

Response items		Respondents	Number	Rating scales										Mean	SD
				Strong Agree		Agree		Undecided		Disagree		Strong Disagree			
				F	%	F	%	F	%	F	%	F	%		
1	self-directed supervision is practiced by experienced and competent teachers	T	140			10	7.14	10	7.14	60	42.85	60	42.85	1.93	1.17
		S	62			10	16.12	12	19.35	20	32.25	20	32.25	2.18	0.77
2	Face to face interaction /clinical supervision of teachers	T	140			5	3.57	15	10.71	60	42.85	70	50	1.61	0.73
		S	62			10	16.12	10	16.12	22	35.48	20	32.25	2.19	0.76
3	Informal /without predetermined for the sake of instructional improvement	T	140			5	3.57	5	3.57	60	42.85	70	50	1.61	0.73
		S	62			8	12.9	14	22.58	22	35.48	18	29.03	2.19	0.76
4	Collegial/peer observation among teachers.	T	140	35	25	60	42.85	35	25	35	25	10	7.14	4.43	0.88
		S	62	15	24	30	48.39	15	24	2	3.22			3.9	1.1
5	Inquiry/case study observation among teachers.	T	140			20	14.2	10	7.14	40	28.57	70	50	1.85	0.88
		S	62			2	3.22	10	16.12	10	16.12	40	64.51	1.58	0.88

As can be described in Table 4.3 of item 1, respondents were asked to rate on the degree of their expectation regarding self-directed supervision being practiced by experienced and competent teachers whether in their schools practiced by experienced teachers . On this issue 60(42.85%) of teachers replied disagree with the issue and 20(35.48) also responded the same that there was no such practice of experienced teachers supervise In order to check the statistical significance difference, the t-test was calculated. The t- test value -8.793, $p=0.01$ which is less than $\alpha=0.05$ which indicated that there is statistically significant difference between the two groups

each other's .with this idea the mean value showed that 1.93 and .18 under the same category with the percentage. This shows that there is supervising of experienced teachers each other's in their schools.

Again in Table 4.3 of item 2, respondents were asked to rate the practice of clinical supervision on teachers. The calculated mean value was 1.61 and 2.19 for teachers and supervisors respectively. This implies the two group responses were not much in difference on the level of agreement concerning face to face interaction or so called clinical supervision on teachers their mean value is under the level. In line with this 60(42.85) of teachers and 22(35.48) supervisors showed disagree; that means the level in which the sit and Cary out clinical is not much practiced in their schools.

As it can be described in Table 4.3 of item 3, respondents were asked to rate the degree of their expectation of some reading for the sake of instructional improvement, the teachers and supervisors responses yielded mean value of 1.61 and 2.19 respectively. This implies the two group responses consider reading on one's own as less necessary for the sake of instructional improvement informal supervision .This implies informal supervision according to the idea given by respondents not practiced in schools they perform their career.

For item 4 in Table 4.3, respondents were asked to rate the degree of their expectation regarding collegial/peer observation among teachers. Mean value for teachers and supervisor respondents were 4.43 and 3.9 respectively. This implies that teachers and supervisors agree with the issue of collegial/peer observation among teachers and supervisors.

As it can be found in Table 4.3 item 5, respondents were asked to rate the degree of their expectation regarding inquiry/case study observation among teachers. The teachers and

supervisors responds mean value were 1.85 and 1.58 respectively. This implies the two groups highly not differ on their perceptions concerning case study observation among teachers their perception felt under the same level that case study supervision was not performed in the schools where they have been working

4.4. School-based supervisors follow up on supervision procedures during class observation

Following is data presentation and discussion on class observation as perceived by teachers and supervisors. The respondents rating was made on school-based supervisors follow up on supervision procedures during class observation That is, respondents were asked to rate the level of their agreement on the five point Likert scale item questionnaires range from strongly disagree (=1) to strongly agree (=5) as described under 4.2 above. That is; -1=Strong disagree 1.00 upto1.49 2, Disagree 1.5 upto2.49 3.undecided 2.5 upto3.49 4.Agree 3.5 upto4.49 5. Stongly agree 4.5 unto 5

Table 4.4: The Extent supervisors follow-up of the procedures during class observation

Response items		Respondents	Number											Mean	SD
				Strong agree		Agree		Undecided		Disagree		Strong Disagree			
				F	%	F	%	F	%	F	%	F	%		
1	Make a pre-observation conference and convince me as a class room observation assists process in my teaching	T	140			5	3.57	5	3.57	50	35.71	80	57.1	1.54	0.73
		S	62					17	27.41	15	24.9	30	48.39	2.06	1.27
2	During the classroom Observation sit at the back and follow lesson presentation	T	140			20	14.2	20	14.2	80	57.1	10	14.2	2.71	0.88
		S	62					15	24.19	20	35.25	17	27.41	1.64	0.86
3	After class observation make discussion with me and give immediate feed -back more on improvement	T	140			10	7.14	20	14.2	10	7.14	100	71.42	1.57	0.98
		S	62			2	3.22	25	40.32	15	24.19	30	48.39	1.82	0.91
4	discuss with on my weak-side and strong-side with peaceful agreement	T	140			20	14.2	10	7.14	10	7.14	100	75.41	1.57	0.91
		S	62			2	3.22	15	24.19	15	24.19	30	48.39	1.82	0.98
5	most of the time prefer	T	140							60	42.85	80	57.1	1.43	0.50

	face to face discussion rather than give me written comments	S	62		4	6.45	15	24.19	20	32,25	23	27.09	2.05	0.85
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As it can be described in item 1 of Table 4.4, respondents were asked to rate the degree of their expectation regarding make a pre-observation conference and convince as a class room observation assists process in my teaching, the teachers and supervisors respondents were responded with the mean value 1.54 (which was disagree with the item) and 2.06 (which was disagree with the item) respectively. This implies the two group responses were not different on the perception of make a pre-observation conference and convince me as a class room observation assists process in my teaching. Also as we can see from the percentage 80(57.1) of teaches in the sample schools disagree on the issue that in their schools pre observation carried out ,also 30(48.2.06) of supervisors replied the same .This implies there is a problem of pre-observation conference and convince the teachers as a class room observation assists process in their teaching and learning.

As it can be described in item 2 of Table 4.4, respondents were asked to rate the degree of their expectation regarding supervisors sit at the back and follow lesson presentation. Teachers and supervisors responded with the mean value 2.4 and 1.9 respectively. This implies the two groups' responses were closer on the perception of supervisors sit in class at the back during the classroom observation ;failed under disagree on the issue of teachers expectation regarding supervisors sit at the back and follow supervisory activities also 80(57.1) of teachers and 20(35.25)supervisors disagree on the issue This implies supervisors had not experience of sitting and doing what they should during the classroom observation.

As it can be described in item 3 of Table 4.4, respondents were asked to rate the degree of their expectation regarding after class observation making discussion with the observed teacher face to face to give immediate feed-back for more improvement. The mean value was 1.57 and 1.82 for teachers and supervisors respectively. These implies the two groups made similar opinion on the issue. Also the around 71%teachers and 48 % of supervisors showed disagreement. This implies there was a problem after class observation for not discussing to give immediate feed-back on improvement.

As it can be described in item 4 of Table 4.4, the question was if discussion exists to show weak- and strong-sides as was agreed. For teachers and supervisors, the mean value was 1.43 and 1.92 respectively. This implies the two group responses were nearly similar and low approximately on the issue. As we can see from the table almost 71% and 48% of teachers and supervisors respectively showed there was no practices of giving weak and strong side with discussion

As it can be described in item 5 of Table 4.4, respondents had their views on the time preferred for face to face discussion rather than take written comments from supervisors. The teachers and supervisors responded with mean value 1.43 and 2.05 respectively. It simply tells or implies the two group responses were similar approximately on the issue because they failed under the same category that is disagree This implies that teachers and a supervisors favor written comments rather than face to face discussion and solve problems in supervisory activities but the more experience is shared when the two groups sit together exchange what they have as experience reach on agrmeent.

4.5 Perceptions on department heads activity level toward school-based supervision

This part emphasized on the presentation and discussion of data gathered from respondents on the extent your school department heads as they carry out school-based supervision from responses rated on a five-point Likert scale. The data is presented in table 4.5 below.

Table 4.5: Responses on the extent of department heads conducting school-based supervision

Response items		Respondents	Number	Rating scales										Mean	SD
				Strong Agree		Agree		Undecided		Disagree		Strong disagree			
				F	%	F	%	F	%	F	%	F	%		
1	Organizing on job orientation for beginner teachers and assigning mentors for them	T	140			5	3.57	5	3.57	50	35.71	80	57.1	1.54	0.73
		S	62			7	11.2	15	24.13	20	32.25	20	32.25	2.08	0.98
2	Making discussion to evaluate the department teachers lesson plan and other activities	T	140							80	57.1	60	42.85	1.57	0.50
		S	62			10	16.12	17	27.14	15	24.19	20	32.25	2.69	0.96

3	Encouraging teachers to use appropriate teaching materials and methods	T	140					20	14.2	60	42.85	60	42.85	1.79	0.86
		S	62					20	32.25	22	35.48	20	32.25	2.23	0.88
4	Your school principals:- providing sufficient professional assistance for teachers	T	140		5	3.57	5	3.57	60	42.85	70	50	2.07	1.17	
		S	62		10	16.12	10	16.12	22	35.48	20	32.25	1.82	0.65	
5	Creating a conducive environment with the school community to facilitate supervisory activities in the school	T	140		20	14.28	20	14.28	40	28.57	60	42.85	2.00	1.07	
		S	62		2	3.22	15	24.19	15	24.19	30	48.35	1.98	0.76	

Item 1 in Table 4.5 is about the degree of expectations from department heads on organizing job orientation for beginner teachers and assigning mentors for them. The teachers and supervisors respondents responded with a mean value of 1.54 and 2.08 respectively that means both of them disagree with the idea that department heads organizing job orientation for beginner teachers. Also 80(57.1) of teachers and 20(32.25) supervises replied showed the same respectively. This implies that there is lack of organizing on job orientation for beginner teachers and assigning mentors with department heads.

As it can be described in Table 4.5 item 2, respondents were asked to rate the degree of their expectation from department heads regarding making discussion to evaluate the department teachers lesson plans preparation and other activities. As it is shown from the table the mean value 1.57 and 2.06 teachers and supervisors respectively replied disagree with the issue This implies that there is a lack of head of departments making discussion to evaluate their respective teacher lesson plan and other activities.

As it can be described in Table 4.5 item 3, respondents were asked to rate the degree of their expectation regarding encouraging teachers to use appropriate teaching materials and methods, the teachers and supervisors response with mean value of 1.79 and 2.23 respectively. Also 60(42.85%) teachers and 20(32.25% replied that disagree with the issue as it indicated with mean value This implies that the schools department were not encouraged teachers to use appropriate teaching and methods.

Item 4 in Table 4.5 is a question of their expectation regarding organizing training programs at the school level to enhance teachers' professional development. The response from the two

groups is calculated as mean value 1.79 and 2.26 respectively disagree with the issue that heads departments that there organizing sufficient training programs by vice principals at the school level to enhance teachers professional development.

As it can be described in Table 4.5 items 5, respondents were asked to rate the degree of their expectation regarding conducive environment being created a with the school community to facilitate supervisory activities in the school.

For teachers and supervisors it was the mean value of 2.0 and 1.98 obtained respectively which shows both teachers supervisors disagree the issue conducive atmosphere created in the schools with schools management .In addition to this 60(42,85) teachers 30(48.35%) of supervisors revealed organization of good atmospher This implies school principals were not creating a conducive environment with the school community to facilitate supervisory activities in the school.

4.5. Challenge on implementation of school-based of Supervision

Responses with 5 point Likert scale from the questionnaire yielded results of selected items and were analyzed data as presented in table 4.6 below.

Table 4.6: Challenge against the implementation of school-based of Supervision

Response items	Respondents	Number	Rating sales										Mean	SD
			Strong agree		Agree		Undecided		Disagree		Strong disagree			
			F	%	F	%	F	%	F	%	F	%		
1 Supervisors have enough experience about school-based supervisory activities.	T	140			10	7.14	10	7.14	50	35.71	50	35.75	1.57	0.7
	S	62			2	3.22	30	48.39	15	24.19	15	24.19	1.3	0.64
2 Supervisors are competent enough to help others teachers.	T	140			20	14.28	20	14.28	40	28.57	60	42.85	2.0	1.00
	S	62			20	32.25	15	24.19	12	19.35	15	24.19	2.45	0.96
3 Supervisors have enough training	T	140			20	14.28	20	14.28	70	50	40	32.25	2.07	1.01

	given to them by concern bodies	S	62		7	11.29	15	24.19	20	32.25	20	32.25	2.46	0.98
4	There is sufficient allocated budget for supervise on program in the school	T	140		10	7.14	10	7.14	50	35.71	60	42.85	1.64	0.74
		S	62		7	11.29	15	14.19	20	32.25	20	32.25	2.14	0.85

Regarding to item 1 in Table 4.6, respondents were asked to respond on the issue that supervisors have enough experience about school-based supervisory activities. To this, 50(35.85%) of the teachers and 30((48.%) of supervisors responded that by disagreeing the point ; inadditon to this with mean value 1,57 and1.6 respectively disagree the idea that supervisors have enough experience to conduct supervisory activities, So, both teachers and supervisors fall under the same category. This implies school supervisors have no enough experience to handle desired school-based supervisory activities in order to evaluate and conduct the supervision programs in the schools.

About item 2 in Table 4.6, respondents were asked rate on the issue that supervisors are competent enough to support teachers. Regarding this point 60((48.85%) of teacher strongly disagree the idea supervisors are competent to support teachers and 15 (24.19) of supervisors responded the same; the mean value indicates 2.0 and 2.4 respectively which fall under disagreeing this idea. This implies that most of supervisors are not competent enough to carry out spervisoy activities in the schools.

Item 3 in Table 4.6, the respondents asked to indicate whether or not for supervisors adequate training given by concerned bodies. Under this point 70(50%) of teachers strongly disagree the idea adequate training given by concern for; also about 20(32.25%) of supervisors responded the same idea as teachers. The mean value also indicated 2.07 and 2.24 of teachers and supervisors disagree So, the result obtained from respondents indicated that adequate training was not given for school based supervisor with concern bodies.

As it can be seen form Item 4 in Table 4.6, respondents were asked whether there is sufficient budget allocated for supervision program in the school.50(35.71%) and 20(32.25%) teachers supervisors disagree the regarding allocation of enough budget for schools The teacher respondents mean value is 1.64 to mean that there is no sufficient allocated budget for

supervision program in the schools. Also supervisors answered with the mean value 2.24, which still indicated the same insufficiency of budget.

The interviews questions were not conducted because with the problem of corona Virus by the time data were collected ask oral question was difficult and the prepared questionnaire were not interpreted.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

To begin with, the objective of the study was to assess the practices and challenges of school-based supervision in secondary schools of South West Showa Zone using survey design. Basic questions were raised to guide the research.

- ❖ How much the school based supervisors and teachers understanding the school based supervision?
- ❖ To what extent do school-based supervisors follow appropriate supervision procedures in the schools they operate?
- ❖ To what extent do school department heads carry out school-based supervision as often as they can?
- ❖ What are the critical challenges that work against the implementation of school-based Supervision in the zone?

To this end, quantitative data were gathered from different respondents by using questionnaire, interview and document analysis. In this study, 140 teachers, 62 school-based supervisors, eight secondary schools clusters supervisors, eight wereda educational office supervision experts and two zonal supervision experts were included in the study.

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

- The distribution of the demographic characteristics shows that overall, the greater majority of teachers and supervisory groups were male with age range between 30 to 39, bachelor degree holders with experience years of 10 to 19 years.
- Perception of teachers and supervisors on school based supervision were not satisfactory as it was seen from the result obtained in the study on contribution of school based supervision on for teaching and learning in the classes for professional development of teachers.

- The study shows is no sufficient awareness about significance of school-based supervision from both teachers and supervisors groups
- For the question of how much they recognize school-based supervision contribute to professional development, teacher groups of respondents were not agreed that school-based supervision contributed for their professional development.
- Both teachers and supervisors strongly agree with the issue of school-based supervision as part of the lesson during the training arranged at school or cluster level. For the most, self-directed supervision is practiced by experienced and competent teachers with different level of disagreement.
- Responses from the two group were much not difference on the level of agreement concerning face-to-face interaction or so called clinical supervision on teachers. It also meant that books /course materials reading on one's own as less necessary for the sake of instructional improvement.
- That supervisors follow-up of the procedures during class observation was found (replied) inconsistent and random on the three step observation and also the in which feedback given not support to teachers improvements.
- On the part of department heads, it was found that the department heads did not properly organizing on job orientation for beginner teachers and assigning mentors, and not making discussion to evaluate their respective teacher lesson plan and other activities was low.
- That school principals and vice principals were not creating a conducive environment with the school community to facilitate supervisory activities or supportive professional training in the school.
- The Challenges identified against the implementation of school-based of Supervision included school supervisors having not enough experience; insufficient allocated budget for supervision program were among other daily shortcomings on the operations of supervision.

5.2. Conclusion

Based on the findings of the study, the following conclusions were drawn from the major findings of the study according to their specific objectives:

The fact of the absence of understanding the use of school based supervision with concern bodies and teachers lead to not giving in service training given for teachers and supervisors on school-based supervision creates the low awareness about significance of school-based supervision. That requires serious attention by school leaders and higher authorities.

Overall, teachers understand and recognize that school-based supervision can contribute to their professional development so that they can use a variety of techniques and enhances teaching-learning capacity immensely. However the study found out that the the school based supervisor did not give due attention to school based supervision. For supervision to be a form of teachers' capacity building it must be well attended by school leaders and supervisors.

The other point that the study concerning on was about the follow up of school based supervisors supervisory procedures .Following supervisory procedures is one of the key point in supervision to give to take ideas support to conduct supervision in schools and give support for teaches but the study found that the school based supervisors did not follow the three supervision procedures.

The study revealed department heads did not organizing on jop orientation for beginner teachers ,not making discussion also not encourage teachers to use different techniques, in addition not create conducive environment with the school community to facilitate supervisory activities. The other issue the study concerned on was challenges of school school based supervision that the study found out supervisors have no enough experiences, have enough training to assist teachers, in addition to this supervisors have many challenges (lack of skill, resources, and acceptance from teachers) to properly practice school-based supervision in the school.

In this section, the summary of the major findings of the study, conclusion and recommendations have been presented.

5.3 Recommendations

Based on the findings of the study, the following recommendations were drawn to minimize and solve the problems that hold up the practices and challenges of school-based supervision in South West Shewa Secondary Schools. The recommendations are.

- In order to raise teachers and supervisors understanding about significance of school-based supervision, the woreda, zonal and Oromia education offices are advised to address through training and preparing of clear guidelines or manuals so that teacher and school community as whole is sensitized for appropriate action every year.
- The school based supervisors should follow supervisory procedures in order to guide the teaches and help them to give supervisory support that through per, while and post conferences and reach on agreement.
- Also not applying different options is one another drawback so school based supervisors should give awareness to use different options of supervision . So, principals have to create a program of exchange of experiences at school level is necessary to adopt the best method of teaching style
- .Department heads have many responsibilities to promote teachers professional development in order to address the properly supervision in schools should organizing on job training for teachers ,give direction promote conducive atmosphere by making agreement with schools management to facilitate teaching-learning in schools.
- The majior point that hinder schools work are problems of resources so to allivate ;-
 - Adequate resources and budget allocation should be given due consideration to undertake the supervisory practice by the woreda and higher level authorities. This helps in adhering to evaluation schedule, job orientation, professional development and evaluating existing text books in the school to carry out class observation by resolving teaching tension or creating smooth atmosphere in school compound.

- Finally similar research has to be conducted to show how general supervision from outside is contrasted to the advantage with school based supervision in urban and well organized schools to commend for better changes in the practice.

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Appendix A

ADDIS ABABA UNIVERSITY
College of Education and Behavioral studies
Department of Education Planning and Management

Questionnaire to be filled in by Teachers

Dear Respondent

I am a post graduate student at Addis Ababa University currently doing an academic research project on “*the practices and challenges of school based supervision in the secondary school in South West Showa Zone Oromia*” regional state. Your school has been identified as one this research sample. So as a school member, you are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. this research has the purpose only for academic requirement and therefore your responses are kept absolutely confidential and anonymous.

Thank you, for agreeing to participate in the study.

Instruction

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

Part 1

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

- 1 .Place of work: District _____ School _____
2. Sex : male female
3. Your age: 20-24 25-29 30-34 35-39 above 40
4. Service year in teaching: 1-15 10-20 20-30 above 30
5. Educational Qualification Diploma first Degree MA

Part 2 To know understanding of teacher's about school based –supervision.

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

No	Items	Rating Scales				
		5	4	3	2	1
1	In service training given for me twice a year on school based supervision.					
2	I have awareness about significance of school based supervision.					
3	I recognize school based supervision contributed for my professional development.					
4	I believe that school based supervision is one part of lesson.					
5	The school based supervision has helped me for variety of techniques.					
6	I understand school based supervision enhance my teaching -learning capacity.					
7	In my understand school based supervision should given monthly.					
8	In my believe school based supervision essential for teachers teaching improvement.					
9	Teachers supervising each other enhance their professional improvement.					

10. How would you explain school based supervision in teaching and and learning process? _____

Part 3 To know what supervisory options carryout in your school based supervision.

Key: 5=very high 4=High 3 Medium 2=Low 1Very low

No	Items	Rating scales				
		5	4	3	2	1
1	self-directed supervision is practiced by experienced and competent teachers .					
2	Face to face interaction/clinical supervision of teachers					
3	Informal /without predetermined for the sake of instructional improvement					
4	Collegial/peer observation among teachers.					
5	Inquiry/case study observation among teachers.					

6. What kind/kinds of supervisory options most of the times your school prefer? Why?

7. In your believe which kind of supervisory option for instructional supervision is preferable?Why?_____

Part 4 To what extent school based supervisors follow supervision procedures in the school to carry out class observation.

Key:5=Excellent 4=Very good 3=Good 2=fair 1=poor

No	Items	Rating Scales				
		5	4	3	2	1
1	Make a pre-observation conference and convince me as a class room observation assists process in my teaching.					
2	During the classroom observation sit at the back and follow lesson presentation.					
3	After class observation :- make discussion with me and give immediate feed -back more on improvement					
4	discuss with on my weak-side and strong-side with peaceful agreement					
5	most of the time prefer face to face discussion rather than give me written comments					

6 .How often does in your school; school –based supervision take place in a year?

Part5 To What extent your school department heads carry out school based supervision.

Key:5= Very high 4=High 3=Medium 2=Low 1=Very low

NO,	Items	Rating scales				
		5	4	3	2	1
1	Organizing on job orientation for beginner teachers and assigning mentors for them.					
2	Making discussion to evaluate the department teachers lesson plan and other activities.					
3	Encouraging teachers to use appropriate teaching materials and methods.					
4	Your school visepricipal :- performing the classroom observation to ensure application of the lesson plan with department.					
5	Creating a conducive environment with the school community to facilitate supervisory activities in the school.					

Part6 Challenge against the implementation of school based of Supervision in the school.

Key: 5-Strongly Agree 4=Agree 3=Undecided 2=disagree 1=Strongly disagree

No,	Items	Rating scales				
		5	4	3	2	1
1	. Supervisors have no enough experience about school based supervisory activities.					
2	. Supervisors are not competent enough to help others teachers					
3	Supervisors have no enough training given to them by concern bodies.					
4	There is no sufficient allocated budget for supervision program in the school.					

Appendix B

ADDIS ABABA UNIVERSITY
College of Education and Behavioral studies
Department of Education Planning and Management

Questionnaire to be filled in by School-based supervisors

Dear Respondent

I am a post graduate student at Addis Ababa University currently doing an academic research project on “*the practices and challenges of school based supervision in the secondary school in South West Showa Zone Oromia*” regional state. Your school has been identified as one this research sample. So as a school member, you are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. this research has the purpose only for academic requirement and therefore your responses are kept absolutely confidential and anonymous.

Are you willing to give your response or the question? Yes No

Thank you, for agreeing to participate in the study.

Instruction

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

Part 1 : General information and respondents personal data,
please, put a tick mark(√) in the box for your response and give short answers on the blank space.

- 1 .Place of work: District _____ School _____
2. Sex : male female
4. Your age: 20-24 25-29 30-34 35-39 above 40
5. Service year in teaching: 1-15 10-20 20-30 above 30
6. Educational Qualification Diploma first Degree MA

Part 2 To know understanding of supervisors about school based –supervision.

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

No	Items	Rating Scales				
		5	4	3	2	1
1	Due to in-service training given twice a year to them teachers understand about the school based supervision.					
2	Teachers have awareness about the significance of school based supervision.					
3	Teachers recognize about the contribution of school based supervision for their professional development.					
4	Teacher believe that school based supervision is one part of lesson.					
5	Teachers have been helped with variety of techniques by school based supervisors					
6	Teachers believe school based supervision enhance their teaching capacity.					
7	In my understand school based supervision should given monthly.					
8	In my believe school based supervision essential for teachers teaching improvement.					
9	Teachers supervising each other enhance their professional improvement.					

10.How would you explain school based supervision in teaching and learning process?_____

Part 3 To know what kind of supervisory options carryout in your school based supervision.

Key: 5=very high 4=High 3 Medium 2=Low 1Very low

No	Items	Rating scales				
		5	4	3	2	1
1	self-directed supervision is practiced by experienced and competent teachers .					
2	Face to face interaction/clinical supervision of teachers					
3	Informal /without predetermined for the sake of instructional improvement					
4	Collegial/peer observation among teachers.					
5	Inquiry/case study observation among teachers.					

6. What kind/kinds of supervisory options most of the times your school prefer? Why?

7. In your believe which kind of supervisory option for instructional supervision is preferable?Why?_____

Part 4 To what extent school based supervisors follow supervision procedures in the school to carry out class observation .

Key:5=Excellent 4=Very good 3=Good 2=fair 1=poor

No	Items	Rating scales				
		5	4	3	2	1
1	Make a pre-observation conference and convince teachers as a class room observation assists process in their teaching					
2	During the classroom Observation sit at the back and follow lesson presentation					
3	After class observation make discussion with teachers and give immediate feed -back more on improvement.					
4	Discuss with on teachers weak-side and strong-side with peaceful agreement.					
5	most of the time prefer face to face discussion with teachers rather than give them written comments					

6. How often does in your school; school –based supervision take place in a year?

7. What is/are the main target of your school based supervisors 'supervision in the class room?

Part 5 To What extent your school department heads carry out school based supervision.

Key: 5= Very high 4=High 3=Medium 2=Low 1=Very low

No	Items	Rating scales				
		5	4	3	2	1
1	Organizing on job orientation program for beginner teachers and assigning mentors for them					
2	Making discussion to evaluate the department teachers lesson plan and other activities					
3	Encouraging teachers to use appropriate teaching materials and methods					
4	your school vice principal is :-Conducting the class room observation to ensure the application of lesson plan with department					
5	Creating a conducive environment with the school community to facilitate supervisory activities in the school.					

Part6 Challenge against the implementation of school based of Supervision in the school.

Key: 5-Strongly Agree 4=Agree 3=Undecided 2=disagree 1=Strongly disagree

No,	Items	Rating scales				
		5	4	3	2	1
1	. Supervisors have enough experience about school based supervisory activities.					
2	. Supervisors are competent enough to help others teachers					
3	Supervisors have enough training given to them by concern bodies.					
4	There is sufficient allocated budget for supervision program in the school.					

Appendix C

ADDIS ABABA UNIVERSITY
College of Education and Behavioral studies
Department of Education Planning and Management

Interview Questions for High School Principals

Part 1

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

- 1 .Place of work: Zone S/W/Shewa District_____ School _____
- 2.Sex male female 3.age 20-24 25-29 30-34 35-39above 40
- 4.service year in teaching 1-15 10-20 20-30 above 30
- 5.Educational Diploma first Degree M.A_____
6. Services years_____

Part 2 Please answer the following questions briefly related to your school current practices and challenges of school based supervision.

1. .Are your school based supervisors well oriented about supervisory activities by cluster supervisor?
2. How often closer supervisor gives supervisory assistant for your school based supervisors?
3. How often do your school based supervisors visit class room supervision in a year?
4. What procedures does your school use for class room observation?
5. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?
6. What strategies your schools use to strengthen in built school based supervision?
7. Is there enough allocated budget to conduct school based supervision in your school?
8. What are the challenges you faced during the implementation of school based supervision In your school?
9. What should be done to solve the challenges of school based supervision?
10. How often do your school based supervisors get on work supervisory training with external experts in a year?

Interview Questions for
1. High School cluster Supervisors
2. woreda/zone supervision experts

Part 1

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

- 1 .Place of work: Zone S/W/Shewa District _____School _____
- 2.Sex male female 3.age 20-24 25-29 30-34 35-39above 40
- 4.service year in teaching 1-15 10-20 20-30 above 30
- 5.Educational Diploma first Degree M.A _____
6. Services years _____

Part 2 Please answer the following questions briefly related to your school current practices and challenges of school based supervision.

1. Are your school based supervisors well oriented about school- based supervisory activities ?
2. How often does supervisory assistant given for your school based supervisor in a year?
3. How often do school based supervisors under your cluster visit class room supervision in a year?
4. What procedures do schools in your cluster use for class room observation?
5. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?
6. What strategies do schools in your cluster use to strengthen in built school based supervision?
7. Is there enough allocated budget to conduct school based supervision in your school?
8. What are the challenges faced during the implementation of school based supervision in your school?
9. What should be done to solve the challenges of school based supervision?
10. How often do school based supervisors get on work supervisory training with cluster supervisor and external experts in a year.