Addis Ababa University

College of Behavioral Studies

A Thesis Submitted to the School of Graduate Studies Addis Ababa University in Partial Fulfillment of the Requirements for Master of Arts Degree in Educational Planning and Management

Emebet Bekele

The Practices and Challenges of School- based Supervision in Government Primary Schools of Yeka Sub City in Addis Ababa

Addis Ababa University

Addis Ababa Ethiopia

July, 2015

Addis Ababa University

College of Behavioral Studies

The Practices and Challenges of School- based Supervision in Government Primary Schools of Yeka Sub City in Addis Ababa

Emebet Bekele

Signed by Examining Committee

Internal Examiner _____ Signature _____ Date 29/07/015

External Examiner _____ Signature _____ Date 29/07/15

Advisor Kenenissa Dabi Signature _____ Date 29/07/15

_____

Hussein Kedir (PhD)

Chair of Department or Graduate Program Coordinator

Acknowledgements

My greatest and heartfelt thanks goes to my advisor Dr. Kenennisa Dabi for his comments and unreserved guidance on critical issues of this study.

I would like to say thanks to my sincere love and appreciation for my husband Ato Solomon Alemayehu and for my daughters Lidet Solomon and Bethel Solomon and for my Brother Andualem for their moral support and encouragement and also their efforts to overcome various challenges which affect my work as well as the life to the family.

I am also indebted to my friends Rediet Sime and Rahel Shimelis, for their technical as well as moral support.

At last, but not least, I would like to send my sincere thanks for principals, deputy principals and teachers of sample schools in general and those who assisted me in distributing and collecting the questionnaire in their respective schools, especially for the deputy principals of Addis Birhan primary school, Ato Yehuwalashet H/ Mariam, thank you very much for his support.

Table of Contents

Page

Acknowledgements i

Table of Contents ii

List of Tables v

Acronyms vi

Abstract vii

Chapter One Introduction 1

1.1 The Problem and Its Approach 1

1.2 Background of the Study 1

1.3 Statement of the Problem 3

1.4 Objectives of the study 4

1.4.1 General objective 4

1.4.2 Specific objectives 4

1.5 Significance of the Study 4

1.6 Delimitation of the Study 5

1.7 Definition of key Terms 5

1.8 Organization of the Study 5

Chapter Two Review of Related Literature 6

2.1 The Concept of Supervision 6

2.2 Historical development of educational supervision in Ethiopia 11

2.3 Instructions of educational supervision 12

2.4 Promoting the Continuous Professional Development 13

2.5 Qualities of a Good Supervisor 15

2.6 Approaches to Educational Supervision 15

2.7 Action Research 17
2.8 Curriculum Development 18
2.9 Procedures of Class Room Observation 18
2.10 Practices of Educational Supervision in Ethiopia 19
2.11 Decentralizing Supervision 20
2.12 Challenges against school-based supervision 21
2.13 In Adequate Educational Resources 22
Chapter Three The Research Design and Methodology 23
3.1 The Research Design 23
3.2 The Research Method 23
3.3 Source of Data 24
3.4 Sample size and sampling techniques 24
3.5 Instruments of data collection 25
3.5.1 Questionnaire 25
3.5.1.1 Pilot test 26
3.5.2 Interview 27
3.5.3 Document analysis 27
3.6 The Study Site and Population 27
3.7 Data collection procedures 27
3.8 Method of data analysis 28
Chapter Four: Data Presentation, Analysis and Interpretation 29
4.1 Presentation, analysis and interpretation of the findings of the study 32
4.2 Procedures of Class Room Observation 39
4.3 Responsibilities of school-based supervisors practice in the school 50
4.3 Challenges against school-based supervision 54

Chapter Five: Summary of Findings, Conclusions and Recommendations 60

5.1 Summary of the Major Findings 65

5.2 Conclusions 68

5.3 Recommendations 70

References

Appendixes

List of Tables

Page

Table 1: Summary of Samples Size and Sampling Techniques 25

Table 2: Characteristics of respondents 30

Table 3: Teachers' understanding towards school-based supervision 33

Table 4: Supervisory options practiced in the school 37

Table 5: Pre- observation conference 40

Table 6: Activities carried out during class room observation 45

Table 7: Post class room observation 47

Table 8: Supervisory responsibilities' of department heads implemented in the school 51

Table 9: Supervisors responsibilities of vice – principals implemented in the school 52

Table 10: Supervisory responsibilities of principals implemented in the schools 53

Table 11: Challenges against the implementation of school-based supervision..... 55

Acronyms

AAU: Addis Ababa University

ADEA: Assoiling for the Development of Education in Africa

BGREB: Benishagul Gumz Regional Education Bureau

CPD: Continuous Professional Development

MOE: Ministry of Education

NFRE: National Fund for Research Education

SACTE: South Africa College of Teachers Education

UEP: Unique – Event Polymorphism

UNESCO; United Nations Educational Scientific and Cultural Organization

USAID: United States of Agency For International Development

Abstract

The Practices and Challenges of School- based Supervision in Government Primary Schools of Yeka Sub City in Addis Ababa

Emebet Bekele

Addis Ababa University, 2015

The purpose of this study is to assess the practices and challenges of school-based supervision in government primary schools of, Addis Ababa, Yeka sub city. To conduct this study, the descriptive survey method was employed. The study was conducted in 8 government primary schools of Addis Ababa, yeka sub city. The subjects of the study were teachers, school-based supervisor's principals and cluster supervisors. Thus, 150 teachers, 32 in -school supervisors, 8 principals and 5 cluster supervisors were taken as a sample. For teachers and school- based supervisors samples were taken through random sampling techniques principals and cluster supervisors were taken as a sample through purposive sampling techniques. Interview and document analysis were used to substantiate the data gathered through questionnaires. Frequency, percentage, means scores and P-value were utilized to analyzed quantitative data gained through the questionnaires. The qualitative data gathered through interview and document analysis were present by narration. The result of the study indicated that teachers lack awareness on the significance of in school supervision of and orientation on the activities and significance of school-based supervision, were not implemented the practices of the supervisory options matching with the individual teachers developmental level, were in effective and incapability of school-based supervisors to apply the necessary procedures for class room observation properly. On the other hand, among the factors influencing the school-based supervision were lack of relevant training programs for school-based supervisors, scarcity of experienced school-based supervisors, supervision activities, lack of relevant supervision manuals in the schools and shortage of allocated budget for supervisory activities. Finally, to reduce the challenges of school-based supervision in government primary schools, it is recommended to give relevant in service trainings for school-based supervisors to upgrade their capacity for supervisory activities, necessary resource such as relevant supervision manuals and allocated of adequate budget for the successful and effectiveness of school-based supervisors at the school level was suggested.

Chapter One: Introduction

1.1 The Problem and Its Approach

In this chapter, the back ground of the study, statement of the problem significance of the study, the general and specific objectives, delimitation and definition of key terms and organization of the study are treated one after the other.

1.2 Background of the Study

Education is recognized as a corner stone of development. It is a means of change and growth one of the basic purposes of education is, therefore, to produce trained human resource which can overcome development impediments of a given country. Education has a unique role in society; no other institution or complex organization attends to the general aims of life in quite the same way (Hodgkinson, 1991).

Supervision is an intervention that is provide by a senior member of a profession to a junior member or member of that same profession. (Bernard and Goodyear, 1998). This relation is evaluative, extends over time, and has simultaneous purposes of enhancing the professional functioning of the junior members, monitoring and quality of professional services offered to the client.

According to Haileselassie 2001, the concepts of "supervision" and "inspection" has been changed frequently in Ethiopia education system and the reason was not clearly pedagogical, in 1942 educational inspection was practiced for the first time, then it was changed to supervision in the late 1960s, again inspection the mid 1970s and for the fourth time it shifted to supervision in 1994.

From 1994, onwards supervision has been practiced in Ethiopia decentralized educational management. According to the education policy (1994), educational supervision is recognized at the center (ministry of education), Regional, Zonal, District (woreda) and school levels instructional supervision at school level is practiced by principals, deputy principals, department heads and senior teachers.

Haileselassie (2007), define supervision as follows: "Supervision is the process of bringing about improvement in instruction by working with people who are working with people who are working with pupils; supervision is a process of stimulating growth and means of helping teachers to help them.

According to Haileselassie (2007), the functional and true sense of supervision depends on the supervisory operational made at the grass root level, i.e. school level. In this regard, instructional supervision has practiced in all school of Addis Ababa since beginning of 2004. The major responsibility of instructional supervisors in Addis Abeba includes:

Examining and reporting the programs, organization and management of teaching-learning activities, developing and presenting alternative methods used to improve instructional programs,
Guiding and monitoring schools and teachers monitoring and supporting the mentoring (induction) programs for a beginner teacher. Preparing and organizing professional trainings, workshops, seminars etc.

According to USAID (2011), the task of instructional supervisors can be carried out in different levels and places in the following three ways that are the external supervision service, inter school supervision (cluster) and in-school (in-built) supervision services.
The main focus of this research paper is to deal with the practices and challenges of school-based supervision in government primary schools of yeka sub city in Addis Ababa. This research revolves around the school-based supervisory activities of Addis Ababa Yeka sub city, eight selected schools specific emphasis given on government primary schools.

There are three methods of supervision: bureaucratic, democratic, and scientific. The bureaucratic is control oriented and seeks efficiency above all else. It attracted much opposition by teachers.

Haileselassie (2007), define supervision as follows: "Supervision is the process of bringing about improvement in instruction by working with people who are working with people who are working with pupils; supervision is a process of stimulating growth and means of helping teachers to help them.

According to Haileselassie (2007), the functional and true sense of supervision depends on the supervisory operational made at the grass root level, i.e. school level. In this regard, instructional supervision has practiced in all school of Addis Ababa since beginning of 2004. The major responsibility of instructional supervisors in Addis Abeba includes:

Examining and reporting the programs, organization and management of teaching-learning activities, developing and presenting alternative methods used to improve instructional programs,
Guiding and monitoring schools and teachers monitoring and supporting the mentoring (induction) programs for a beginner teacher. Preparing and organizing professional trainings, workshops, seminars etc.

According to USAID (2011), the task of instructional supervisors can be carried out in different levels and places in the following three ways that are the external supervision service, inter school supervision (cluster) and in-school (in-built) supervision services.
The main focus of this research paper is to deal with the practices and challenges of school-based supervision in government primary schools of yeka sub city in Addis Ababa. This research revolves around the school-based supervisory activities of Addis Ababa Yeka sub city, eight selected schools specific emphasis given on government primary schools.

There are three methods of supervision: bureaucratic, democratic, and scientific. The bureaucratic is control oriented and seeks efficiency above all else. It attracted much opposition by teachers.

The democratic method emerged as an alternative to the bureaucratic. When implementing this method, supervisors attempt to apply more scientific methods and to be supportive to teachers, helping them evaluation quality of teaching. Supervisors must have initially formulated objectives and measurement criteria (Garubo, 1998).
According to Addis Ababa Education, Bureau guideline (2013) educational supervision is a process which allows the demonstration of strength and revealing of difficulties for improvement: To give someone feedback on their performance, to chart continuing progress and to identify developments needs.

Supervisor is so important providing for the purpose of directly influencing teaching behavior in such away as to improve quality of education and student learning. Supervision is a forward-looking process, formative (development) and not summative (end point assessments)

School-based supervision is a school colleague-based practice that engages teachers in a dialogue on the improvement of teaching-learning process. One of the main roles of this system is to monitor the quality of education and support the teachers in their effort to provide the best possible education. Thus supervision is part of the overall quality and improvement system of the schools. (Garubo, 1998)

1.3 Statement of the Problem

Supervision is a continuous process, not on –off thing . In addition to theories discussed in brief, the cluster supervisors, principals, department heads and personal experience of the researcher reveal that such school-based supervision practices were not executed effectively in many government primary schools of Yeka sub city. Even though some researchers have been done on problems of supervision and schools improvement program, there were no studies of this kind done. Therefore, it appears timely and worthwhile to explore the current school-based supervision roles, the current practices and challenges of school-based supervision in improving the teaching-learning process, in the study area. The research paper aims to assess the major challenges encountered in

implementing school-based supervision in the school; the following basic questions were addressed.

1. To what extent do teachers aware of the school-based supervision in primary school?
2. What are the supervisory options practiced by school-based supervisors?
3. To what extent do school-based supervisors employed the procedures of class room observation?
4. To what extent do school-based supervisors discharge their responsibilities?
5. What are the challenges exiting in the implementation of school-based supervision?

1.4 Objectives of the study

1.4.1 General objective

The general objective of the study is to assess the status of school based supervision practices and challenges in government primary schools of Addis Ababa Yeka sub city.

1.4.2 Specific objectives

Specifically the research was conducted to assess the following specific objectives

To:

1. Assesses the awareness of teachers about the school-based supervision.
2. Indentify the various supervisory options mostly applied by the supervisors in the school.
3. Explore the procedures employed in classroom observation in the primary schools.
4. Assess the extent to which in-school supervisors discharge their responsibilities
5. Identify the challenges and prospect of school-based supervision in government primary schools.

1.5 Significance of the Study

Information emanated from the findings of the study will be expected to have the following importance:

1. To recommend possible solutions for the main challenges faced in the implementation of the school-based supervision.

2. To indicate the major problems and put them in priority order of significance so that responsible bodies will take necessary remedial measures.
3. To create some awareness of the significance of school-based supervision so that teaching learning process will receive due attention.
4. It may give ground on the nature of the problem and initiate others to undertake further study.

1.6 Delimitation of the Study

Due to the location of the schools dispersed settlement this study was delimited to the 8 out of 26 primary schools of yeka sub city.

1.7 Definition of key Terms

Primary school: Refers to the school consists of grade 1-8

Principal: A person or manager who is in charge of school activates and occupies the position of school leading and perceived as the significant figure in initiating and realizing of the innovations that take place in the school.

School base supervision: supervision at school level it is practiced by principals, vice – principals, department head and senior teachers

1.8 Organization of the Study

This study is organized in to five chapters. The first chapter contains the introduction part which consists of the background of the study statement of the problems objective of the study, significance of the study, the delimitation of the study definition of operational terms or concepts the second chapter contains review or related literature pertinent to the research. The third chapter deals about research methodology that incorporates, research design, research method, source of data, population , sample size and sampling technique instrument of data collection, procedures of data collection and methods of data analysis. The fourth chapter is concerned with the analysis and interpretation of data and discussion on important issues. Whereas in chapter five summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for conducting the study, questionnaire and interview questions are annexed at the end.

Chapter Two: Review of Related Literature

This part of the study devotes itself to presenting the existing international, national and regional literatures in the arena of in school supervision. It begins with briefing the concept of supervision, historical development of supervision, tasks of supervision, supervisory options for teachers, and practices of supervision in Ethiopia and Addis Ababa Yeka sub city.

2.1 The Concept of Supervision

A variety of definitions for educational supervision exist. Differences typically reflect aspect of the author's discipline and training focus. Now let us see the definition of supervision from different point of views. Supervision is a way of stimulating, guiding, improving, refreshing and encouraging and overseeing certain group with the hope of seeking their cooperation in order for the supervisors to be successful in their task of supervision. (Ogunsaju ,1983).

According to Bernard and Good year (1998), educational supervision is an intervention that is provides by a senior member of a profession to a junior member or member of a profession to a junior member or member of that same profession. This relation is evaluative, extends over time, and has simultaneous purposes of enhancing the professional functioning of the junior members, monitoring and quality of professional service offered to the clients. The term supervision is derived from word "super vision" meaning to oversee, (Adepoju ,1998).

The term "supervision" has been given different definitions, but from an educational view, the definition implies supervision as strategy that emphasized on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning with in the schools and promotes the career long development of teachers (Beach and Reinhartz, 2000). Similarly, Glikman et al (2004) shared the above idea as supervision denotes a

common vision of what teaching and learning can should be developed collaboratively by formally designated supervisors, teachers, and other members of the school community. On the other hand, supervision is considered as.

> "Any service for teachers that eventually results in improving instruction, learning and the curriculum. It consist of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals the supervisor, the teacher the administration and the parent "(Ross & Dean,1980).

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. The dictionary definition of supervision is to "watch over", "direct, "oversee", "superintended" (Glickman,. 2004) According to Igwe (cited in Enaigbe, 2009): supervision means to direct,oversee, guide to make sure that expected standards are met. As Sullivan and Glanz (2000) defined, supervision is a school based or school- college based activity, practice, or process that engages teachers in meaningful, non judgmental and ongoing in structural dialogue and reflection for the propose 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 a given level. (Adepoju,1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils it has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. According to Abebe Tesema (2014). Supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students learning performance.

From the definitions of supervision mentioned above the researcher believed that supervisor activity is planned, organized and a continuous process with the ultimate goal of improving students leaning out comes. Supervision is therefore, responsible in facilitating the working condition for teachers and need to invest their effort to bring teachers fit in the teaching profession in Ethiopia context, now a day schools are increases in number and students enrollment is growing form time to time, and the number of teachers increasing. Hence these significant changes of the educational system would cause the supervisory support is desperately needed. Therefore in order to match the supervisory functions with the need expectation of schools the ministry of education design a system by which this services can be deliver in systematic and efficient manner. For this cause in Addis Ababa, the supervisory service divided in to three forms the first one is supervisors at sub city education office level primarily provide instructional support to secondary and preparatory schools. Secondary, cluster supervisors at school level provide support to primary schools. The in major tasks are provide instructional supports facilitate resource sharing, conduct action research and workshop, together with teacher develop new teaching methods and teachings aids. Finally school-based supervision is carried out by teachers, department heads and principals. The main purpose of school-based supervision is to share experiences among teachers and solve problems in the teaching learning process that are happening in the school.

To truly affect the teaching –learning process, supervision must understand and practice seven salient skill of classroom- based supervision. With a firm foundation in these skills, a supervisor should be well equipped to promote individual teacher growth beyond current levels of performance.

The seven essential skills of classroom based supervision are as follows; build trust and positive communication uncover espoused platforms and platforms in use, encourage continuous reflection and inquiry in to teaching, collect systematic data, Interpret and use the data, conference and foster a professional learning community, classroom – based supervision and coaching as a cyclical process supervision and coaching are marked by frequent and ongoing teacher – supervisor cycles over time.

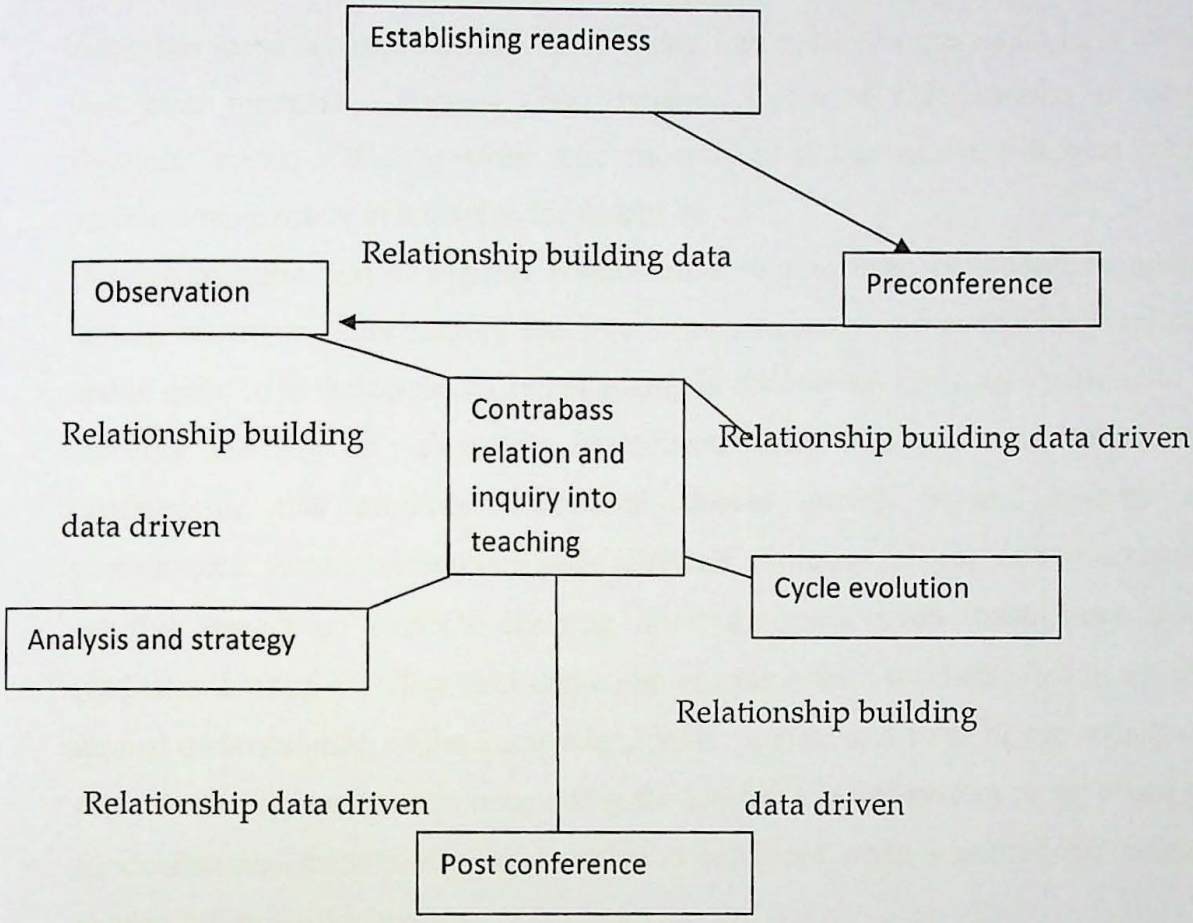


Fig 1: The supervision cycle

Source: adapted from Nolan James F.2011

The cycle includes establishing readiness through trust building and positive communication to build interpersonal relationships and some type of individual or small group session designed to uncover espoused platforms. After readiness building, supervisors engage in a pre observation conference; an observation during which they collect non judgmental, descriptive data, a period for data interpretation, a post observation conference in which teacher and supervisor or coach share ideas and reach conclusions about the data, and a follow – up discussion to carefully and honestly appraised the effectiveness of the cycle (Golds Berry, 1998).

Garman (1982) points outs out that, just as a good teaching surpasses a "technical competence" or "cook book approach" of step- by-step procedures, supervision is also far more than just a set of prescribed, linear steps. The cycle of supervision is "a metaphor as well as a methods... suggest (ing) dynamic forms of collaboration in educational alliances" (p:52) . We therefore urge supervisors to embrace the largest concepts of professional practice in hornet in the model by

Striving to build and strengthen collaborative relationships collaborative relationships among educators. Encouraging teachers to continuously and consciously reflect up on and in quire in to their practice and engaging in data driven decision – making to improve students' learning. In –classroom supervision refers to a process of observation and conferencing that promotes individual teacher growth beyond current levels of performance fosters reflective, self- directed professionalism; and ultimately has a positive impact on students learning. First the supervision must focus on creating readiness through building trust and communication with teachers. Readiness includes a mutual understanding of the knowledge, goals, process and roles of supervision. Another part of creating readiness is uncovering the teacher's belief system or espoused platform. Productive and meaningful collaboration is enhanced when supervisions understand the teacher's frame of reference.

The supervisor then encourages teachers to engage in continuous inspection and inquiry in to teaching so that the teachers are empowered to become self – supervisory. To encourage teacher deliberation on practice, supervisors use various means to collect systematic, nonjudgmental data during classroom observations. These means include wide- lens, selective vibration and SCORE instruments. The observational data is oftentimes augmented by analysis of artifacts such as the teacher's written plans or samples of students work before data collection begins, face- to face pre conferencing ensures that the supervisor as a context fro the lesson and taps in to the teacher's questions and concerns, so that the data generated match the teachers stated needs. Following the observation, the supervisor engages in data analysis and strategizing prior to the post observation conferences. The approach can range from non- directive through collaborative to directive supervisory control, depending on the developmental level of

the teacher. During the post observation conference, the supervision and the teacher discuss patterns found in the data in terms of their impact on students learning. Based on their discoveries, the supervision and the teacher affirm existing practices or explore a plan for generating alternative approaches.

The cycle concludes with an examination of the goals that were set in the refer pre conference and a search for way to be more effective during subsequent observation cycles. Supervision done well helps to foster a school wide learning community characterized by genuine collaboration and ongoing reflection, inquiry and continuous grow

2.2 Historical development of educational supervision in Ethiopia

The concepts of "supervision" and inspection have been changed frequently in Ethiopia education system and the reason was not clearly pedagogical (Haileselassie, 2001). In 1942, educational inspection was practiced for the first time, then it was changed to supervision in the late 1960s again inspection in mid 1970s and for the fourth time sit shifted to supervision in 1994 (Haileselassie, 2001). Haileselassie stated that apart from perhaps political decisions one could not come up with and sound educational and pedagogical rational to satisfy the continues shift made in the name with the some changes made we do not notice any significant changes in either the content or purposes and functions (Haileselassie, 2001, p.11-12). From 1994, onwards, supervision has been practiced in Ethiopia decentralized educational management. According to the education and training policy (1994), educational supervision is recognized at the center (Ministry of Education). Regional,zonal, district (Woreda) and school levels. Instructional supervision at school level is practiced by principals, vice –principals, department head and senior teachers.

Starting from 1944/5 the office of the inspectorate established centrally i.e. at the ministry's head office was headed by a British national named Lt Commander John miller. He was appointed as inspector general assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile data on number of students and teachers, number of class room available and calls- size, conduct school visits in the

capital and in the province and finally, produce reports to be submitted to the ministry of education as well as the emperor who at that time assumed the ministry of education portfolio (BGRFB, 2006 citied Abebe 2014) .

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

2.3 Instructions of educational supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumiya (2010) stated that supervision has the following principles. There should be short- terms, medium term and long term planning Since supervision is a process which is worried about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers and should be conducted frequently to maximize teachers' competency (Abebe Tesema 2014). Frequent and constructive class room observation is directly linked to improved teacher performance and improve student learning. Most experts agree that teachers should be observed in the classroom at least 2 to 3 times per year (Haileselassie and Abraha, 2012).

2.4 Promoting the Continuous Professional Development

In service training in the form of workshops, conferences, and symposia, as well as distributing literature about instruction, equip teachers with expertise a form of professional development (Blasé & 1999, G1ickman, 2003, cited in Baffour, 2011). Unit is the responsibility of principals to provide teacher with in service training sessions, as well as encourage then to attend workshops and conferences to bring them a breast with time in their instructional practices.

The nature of effective on –going continues professional development for principals and supervisors can focus school staff on instructional improvement through meaningful in service retinitis. The elements of effective in- service programs are concrete, continues, relevant and "hands- on" activities, follow- up assistance, peer observation, school leader participation at in –service, [post observation analysis and conferencing focused on skills introduced in workshops, classroom experimentation and modification of implemented skills, release –time provision for teacher leaders, individualized activities, teacher – planned in –service workshops. When planning for in- service, it is helpful to understand that teacher thinking concerning in service topics will vary form concrete to abstract levels. Teachers may view in service activities as providing information or implementation, as a collaborative venture, or as time to refocus or to be informed. Principals, by respecting and considering these varying levels in teacher thinking concerning in service, enable teachers to become "the agents rather than the objects of staff development" (Glickman 1990; cited in Haileselassie and Abraha, 2012:41). Other ways the instructional leader can provide professionals development are planning all school in- service days, afternoon workshops, focused staff meeting, professional readings. Kalayou (2011) found that the practice of professional learning for school improvement (CPD) encouragement of individual staff effort for their professional development was the responsibility of the principals.

Professional development is an ongoing planned, continuing education through which certified, qualified teachers, and other education professionals improve skills, knowledge, and attitudes/dispositions related to assisting students achieve the goals of the organization i.e. improved students performance and out comes (Achilles and Tienken in

Hughes, 2005:2006; cited in Haileselassie and Abraha, 2012:41). Teacher professional development can make a difference in students achievement depending on the type of program and support put in place. Research studies of promising practices in teacher education programs have identified the following characteristics (Criag, kraft & du Plessis, 1998, in Haialeselassie and Abraha, 2012).

Teachers need to participate activities in planning, implanting and evaluating the change process, when teachers are actively involved and empowered in the reform of their own schools and class rooms, they are capable of chining their teaching behaviors, the classroom environment and improving the learning of their students. Conversely, when teachers are ignored and when changes suggested are not rooted in the everyday reality of their classrooms even the best programs will fail. This implies respect for adult learning in the work place (Haileselassie and Abraha, 2012).

The promotion of professional development by principals increases teachers use of reflectively informed behavior including innovative idea and instructional risk – taking (Blasé and Blasé, 1998, cited in Line burg, 2010). Blasé and blasé provided a list of strategies principals used to promote professionals development that increased teacher use of reflectively in formed behaviors. Emphasizing the study of teaching and learning, supporting collaboration among educators, developing coaching relationships among educators, and applying principles of adult learning to staff development.

Principals supporting and encouraging participation in professional development activities influence teachers, to change their classroom practice to meet the needs of gifted students (Johnson et al, 2002' citied in Line burg, 2010). These professional development activities included training form a private organization on how to change the curriculum to meet the needs of gifted students. Principals activity encouraged teacher participation in these professional development activities, and this support motivated teachers to continue participating (Johansen et al, 2002). King (1991), citied in Line burg (2010) found that the participation of principals in curriculums work with

teachers was a key to the implementation of higher order thinking skills by these teachers.

2.5 Qualities of a Good Supervisor

The supervisors needs to have some qualities to handle well his/her responsibility Claude (1992) indicates that supervising propel, teaches in particular, both a skill and an art. This is a skill because the basic theories about motivation, communication, conflict resolution, and performance counseling and so on can be learned on the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts in to practice in his/her own unique way.

In general school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

According to Standan (2000) good school- bases supervision 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.

2.6 Approaches to Educational Supervision

Instructional supervision processes must meet the unique needs of all teachers being supervised because matching supervisory approaches to individual needs has great potential of increasing the motivational and commitment of teachers at work (Benjamin, 2003). In the same way Kwong (1992) noted, as, successful matching of options to teaches results in enhanced professional development increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervision options, clinical, collegial, self –directed, informal and inquiry- based supervision.

Clinical Supervision

Cogan (1973) defines, it is the rational and practice designed to improve the teachers class room performance Cogan also believed that for the improvement of instruction data

must be collected form teacher in the classroom, and both the supervisor and teacher need to plan. Programs collaboratively aimed at improving the teachers' classroom behavior. Clinical supervision refers to face- to face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni and Starratt, 2002).

Collegial Supervision

Collegial supervision is defined by Glatthorn (1984) as a moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations and discussing shared professional concerning. Similarly, Sergioranni and Starratt (2002). In collegians or peer supervision teachers agree to work together for their own professional development.

MOE (2002). Indicate that, the school is responsible to create conducive environment for the competent and exemplary teacher in order to give professional support for their colleagues to improve teaching and learning activities.

Self – directed supervision

According to Glickman et al (2004) self directed supervision is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this supervisory option of supervisor the role of the supervision is little involvement i.e. to assist the teacher in the process of thinking through his or her actions.

Informal Supervision

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. Sergiovanni and Starratt (2002) cited in Abebe 2014), informal supervision is comprised of the causes encounters that occur between supervisors and informal visits to

teachers classrooms, conversations with teachers about their work and other informal activities.

Inquiry – Based Supervision

Inquiry based supervision in the form of action research is an option that can represent and individuals initiative or a collaborative effort as paris or teams of teacher work together to solve problem.

2.7 Action Research

Hopkins (cited in Zepeda, 2003) describes action research as "a self reflective inquiry under taken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out.

As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems, determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes and finally judge the success of their endeavors. MoE (2002) clearly put that teachers are expected to conduct action research in order to enhance teaching and learning process.

To this end, school –based supervision is crucial process which needs to be strengthened in the school and practices continuously based on the prepared plan for school improvement program.

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

Curriculum Development

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

2.8 Procedures of Class Room Observation

Abongo (1998) classified the instructional supervision process during teaching practice in to three main phases: the pre observation conference, the observation and the post-observation conference.

The pre- observation conference

The pre – observation conference is the period that the instructional supervision strives to develop a rapport between himself and the teacher (Abongo (1998)

Fisher (Cited in Gurnam & Chan, 2010) suggested that to enhance the professional effectiveness of the teaching staff, administrators/ supervisors must be skilled in the following area, (a) what to evaluate, (b) how to observe and analyze classroom observation (c) how to translate the results of observations and the summary of data in to meaningful conference feedback that guides and encourages teachers to improve instruction.

Observation phase

During classroom observation the supervision is not only focuses on the recording teachers' performance but also records what the students are doing.

While the class observation is going on, supervision must follow the lesson in detail from the beginning to the end (Abongo, 1998, Gurnam & Chan, 2010). According to Rogers (2004), during class observation it is better for the supervisor to sit at the back of the class to follow the lesson attentively without making any gesture or showing signs of displeasure, approval or disapproval and takes notes if necessary on an appropriate form which will be analyzed later.

The post observation conference

This conference helps the teacher and the supervisor to measure strengths and weakness and further identify any gaps when measured an ideas particularly the needs of the learners and the teachers (Adea: cited Abebe 2014). The post observation conference helps the teacher to improve the classroom 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 about (Abongo, 1998).

2.9 Practices of Educational Supervision in Ethiopia

The educational programs supervision manual of ministry of education (MoE, 1994) has sufficiently listed the roles of supervision at the school level as follows.

The Roles of School Principal in Supervision

The school's principal responsibility would be:

Creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources. Giving the professional assistance and guidance to teacher to enable them to realize instructional objective; and supervise classes when and deemed necessary. Coordinating evaluation of teaching. Learning process and out come through initial of active participation of staff members and local community at large. Coordinating of the staff members of the school and other profession educators to review and strengthen supervisory activities and; Cause the evolution of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations.

The Roles of Deputy Principals in Supervision

Besides assigning the principal of the school in carrying out the above responsibility, the school vice- principal is expected to handle the following responsibilities. Giving over all instructional leadership to staff members. Evaluating lesson plans of teacher and conducting the classroom supervision to ensure the application of lesson plans and Ensuring that the curriculum of the school addresses the needs of the local community.

The Roles of Department Heads in Supervision

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/ experiences, the department heads have the competence to supervise educational activities, therefore, the supervisory functions to be under taken by the department heads are. Coordinating the supervisory activities in their respective departments and evaluating teachers performance. Arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments; Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional out comes. Selecting and organizing teaching materials and making them available for use by teachers; Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects Organizing model teaching programs for in experienced (junior) teachers staff members by imitating senior staff members from the departments. Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, to tackle identified problems of the curriculum and; Encouraging staff members to conduct meetings regularly to make periodic evolutions of their activities and to seek solutions to instructional problems.

The Roles of Senior Teacher in Supervision

Accruing to the career structure developed by ministry of education on the basis of Ethiopia education and training policy of 1994. High ranking teachers, associate head teaches and head teachers are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject areas are well positioned to supervise other teachers with in their department (MoE' 1994).

2.10 Decentralizing Supervision

Decentralization or devolution does not necessarily give more power to the general public because it is susceptible to being captured by elites. As for the relationship between decentralization. Pro poor growth, and reduced corruption, the evidence is mixed (Alderman, 1998; Faguet, 2001; and Fisman and Gatti, 2002).

Bardhan and Mook Herjee 200 and 2006) and Bardhan (2002) suggest that there may be numerous reasons why local control over resource allocation of decision- making may not veiled the desired out comes. First Local democracy and political accountability is often weak in developing countries and can led to capture of governance at the various levels by elite groups, second, in more traditional and rural areas with history of feudalism, the poor or minorities may feel the need for a strong central authority to ensure that services are delivered to them and not just to the more powerful local citizens. Third, and related to this, is the issue that there may be no culture of accountability with in communities, meaning that no one would thing to question any actions taken by the group running the school (De grauwe, 2005). This can be a problem in places where the teacher is regarded as the ultimate authority by the virtue of being the only "highly" qualified individual in a community. Finally those given the responsibility for managing the school many not have the capacity to do so. Which points up the need to build the capacity of education stakeholders at the grass roots level to ensure that school based management reforms do not fail in the execution.

2.11 Challenges against school-based supervision

Perception of Teachers towards Supervision

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. As Fraser (cited in Lilian, 2007). Noted the improvement of the teacher learning process is dependent up on teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and students learning, the supervision exercise will not have the desired effect.

> According to UNESCO (2007) "bitter complaints about supervisors work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all mean that teacher do not recognize the positive effects of supervisory work but rather that, in their opinion, the problems with supervisors is manly an attitudinal one. Teachers also strongly dislike the classic fault finding approach and expect supervisors so treat them as a professionals and take in to account the

specific realties of the school when providing advice. The need for professional training of supervisors is largely recognized. Yet arrangements made are seldom adequate in most countries. In the absence of capacity building opportunitie,. The availability of support instruments gains in importance."

In Adequate Training and Support

In school supervisors were in effective in providing the professional assistance for teachers through organizing workshops. Training programs at school level. Conducting regular meetings with teacher to identify teaching learning problems and then to find solutions to these deficiencies. (Abebe 2014).

Work load

In the school level principals, vice- principals, department heads and senior teachers are responsible to carry out school-based supervision in addition to their administrative task and their own classes .Thus, over loaded with routine tasks of school-based supervisors were adversely affect supervisory activities.

Heavy work load of school-based supervisors results less support for effective teaching and learning process (Abebe 2014).

In Adequate Educational Resources

In the absence of a specific budget for supervision and support is a 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 ad visiting other school for experience sharing (Merga, 2007 UNSCEF 2007).

Materials like supervision guided and manuals have their own impact on supervision work (Engaigabe, 2009).

Chapter Three: The Research Design and Methodology

This chapter presents the research methodology, the sources of data the study site and Population, the sample size and sampling technique, the procedures if data collection, the data gathering tools, the methods of data analysis and ethical considerations.

3.1 The Research Design

In this study descriptive survey research design was employed. Because the major goal of this study was to describe the practices and challenges of school-based supervision as it exists at present, it is also relevant to gather detailed information concerning current status of the practices and challenges of school-based supervision. Moreover, descriptive research design makes possible the prediction of the future on the basis of findings on prevailing conditions. In line with this, Jose and Gonzales (1993) cited Abebe 2014) state that descriptive research gives a better and deeper understanding of a phenomenon which helps as a fact- finding method with adequate and accurate interpretation of the findings. Similarly, Cohen (1994) cited Abebe 2014 describe that descriptive survey research design as it helps to gather data at a particular point in time with the intention of describing the nature of existing condition or identifying standards against which existing conditions can be compared or determining the relationship what exist between specific events.

3.2 The Research Method

In this study survey method was selected and used to collect quantitative data, while for the qualitative data interview was employed (Muijes, 2004) cited Abebe (2014). A survey, according to Kothari (2004), is a method of securing information concerning an existing phenomenon form all or selected number of respondents of the concerned universe, while interview facilitates to have or to get in- depth data on the practices and challenges of school-based supervisor. To this line the qualitative approach was incorporated in the study to validate and triangulate the quantitative data.

McLaughlin et al. (2001:18) believe that for information that cannot be obtained through quantitative method (which relies mainly on close –ended questionnaire to collect data),

the qualitative method and be effective in obtaining such information. In fact, open – ended questionnaires and some structured interview all the respondents to elaborate on their point with respect to the variable being studied.

3.3 Source of Data

To address the basic research questions related to the practices and challenges to in-school supervision in the government primary schools, the study were generated from both primary and secondary sources of data.

Primary Sources of Data

To collect first hand information about the research, the study were used interview to cluster supervisors and principals, and questionnaire to deputy principals, department heads and some selected teachers.

Secondary Source of Data

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

3.4 Sample size and sampling techniques

In order to obtain reliable data for the study various sampling techniques were employed. Accordingly, due to their responsibilities to provide supervision activities for teachers and a direct and close relationship with in the schools, the cluster supervisors are selected by purposive sampling technique, similarly the schools principals, are selected by purposive sampling consequently among 26 government primary schools 8 schools are selected by simple random sampling. As a result the number of the selected 8 primary schools, there are 6 department heads in each school, among this 50% of department heads are taken by simple random sampling.

Gay and Airasian (2003:111) state that the sample of 20% of the target population is often used in descriptive research for large population. In order to make the sample more

representatives, the researcher used about 41% of teachers in schools. Accordingly 150 teachers were selected by simple random sampling technique.

Table 1: Summary of Samples Size and Sampling Techniques

No	Samples	Population	Samples size		Sampling technique
			No	100%	
1	Cluster supervisors	5	5	100	Census
2	Principals	8	8	100	Census
3	Deputy principals	8	8	100	Census
4	Department heads	48	24	50	SRS
5	Teachers	385	150	40	SRS

3.5 Instruments of data collection

In this study, questionnaire, interview and document analysis were used to collect information regarding the practices of school-based supervision in primary schools.

3.5. 1Questionnaire

According to (Gall et al. 2007) written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaire design is relatively easy (Harrvies 2007). In order to make a better and relevant data, the questionnaires were composed of both close and open ended items.

Close ended: closed questions are quicker to complete and easier to code. Responses can be presented as simple multiple tick box Subjects invited to rank choices by order of preference or to complete a likert scale in a liker scale the subject is asked the extent to

which they agree or disagree about an open –ended open ended questions are those questions that solicit additional information from the inquirer, and provide the respondents a freedom to express his or her feeling about the research problem. Open – ended questions are useful for identifying a range of possible responses where no previous data exist, and also give the people an opportunity to state their own views about a topic.

3.5.1.1 Pilot test

A pilot test is a method used to test the deign and/or methods and instruments prior to carrying out the research. Pilot testing involves conducting a preliminary test of data collection tools and procedures to identify and eliminate problems, allowing programs to make corrective changes or adjustments before actually collecting data from the target population. This effective practice describes advantages of pilot testing, lists simple procedures to pilot test instruments, and provided additional resource (Baker 1994:182).

The pilot test was conducted to test the validity and reliability of the instruments, since researchers in quantitative studies should attempt to use instruments that are not only reliable but also valid (Lank shear and Knobel 2004:161).

First the questionnaires were distributed to sixteen teachers and four department heads in four primary schools. Then the distributed questionnaires were collected and the total number of items was divided into halves and a correction was taken between the two halves. This correlation only estimates the reliability of each half of the test. It is necessary than to use a statistical correlation to estimate the reliability of the whole test. To this end the spearman – brown prophecy formula was used. Based on the pilot test, the reliability of the instruments was found to be 0.89. Hence, the instrument was found to be reliable apart from this, to confirm the validity of the instrument the questionnaires were distributed among eight schools of in school supervisors. The participants of the pretest were first informed about the objectives of the pilot study and how to fill evaluate and give feedback on the relevance of the contents, item length, type of questions, layout, the instruments were improved before they were administered to the main participants of the

study. Thus, some relevant items were paraphrased. After the necessary amendments were made the final copies were distributed to be filled by the respondents.

Interview

Both structured and unstructured type of interviews was and conducted with the principals and supervisors. Nesbary (2000:26) maintains that the interview is about the best instrument that allows the interviewer to 'real' participants reaction; therefore the interviewer is able to adjust and reframe subsequent questions appropriately in order to triangulate the data obtained from teachers, principals and cluster supervisor. The interview session was conducted in Amharic language and subsequently translated in to English.

Document analysis

Necessary documents of the selected schools were reviewed in order to get the necessary information with regard to the practice of school-based supervision

3.6 The Study Site and Population

This study was conducted in government primary schools of Addis Ababa, Yeka sub city. The population of the study comprises. In –school supervisors (i.e principals, deputy principals, department heads, and teachers of the sampled school. Accordingly 5 cluster supervisors, 8 principals, 8 deputy principals' 24 department heads and 150 teachers are the population of the study..

3.7 Data collection procedures

The final questionnaires were distributed to the respondents by the researcher, of course with the help of some instructional leader and teachers of the participating schools.
Respondents were given enough time to complete the questionnaires and return them to the researcher himself or representatives in each school. The interview with principals who were working in the school and cluster supervisors were carried out in such a manner that the interviewees were visited and briefed on the objective of the study.

3.8 Method of data analysis

First the gathered data were checked and coded classified and tallied in the respective groups and schools following that the data of each group were arranged and organized in tables and problem areas. Items involved in the questionnaire were classified in to two major categories. The first category deals with characteristics of respondents where as the second part treated specific items of the study. Simple tabulation, percentage and frequency were used to analyzed the characteristics of the respondents. A five point liker scale ranging from strongly agree to strongly disagree was used. The scale agree to strongly disagree was used. The scale was interpreted as 5= strongly agree 4= agree 3= undecided, 2= disagree 1= strongly disagree for the purpose of easy analysis and interpretation the mean values of each item and dimension were interpreted as follows the mean value from 1-1.49, as very low, 1.5-2.49 as low, 2.5 -3.49 as moderate, 3.5-4.49 as high and 4.5-5 very high implementation of the dimension for all over the paper where the likert scales are used, In answering the entire basic question, mean, standard deviation, over all mean and t- test were employed to compare and interpret responses from the group of in-school supervisors and teachers. Gay and Airasian (2003) explains that the P- value is a statistical tool used to compare the mean score of two independent samples that randomly formed to see whether the two means are significantly different at selected probability level (0.05 significant level).

Chapter Four: Data Presentation, Analysis and Interpretation

The purpose of this research is to investigate the practices of in –school supervision and the challenges encountered during implementation of supervision in government primary schools in Yeka sub city, Addis Ababa. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected from different groups on the practice of in- school supervision as well as its challenges while implementing. It contains two major parts, the first part presents characteristics of respondents. The second part deals with the results of finings from the data gathered through the questionnaire, interview and document analysis.

The study covered eight governmental primary schools in Yeka sub city, Addis Ababa and targeted at principals, vice principals, teachers and department heads. A total of 182 questionnaires (150 for teachers and 32 for school-based supervisors) were prepared and distributed to respondents. All questionnaires were filled appropriately and returned. The interview questions were administered to eight school principals in order to substantiate the data obtained from teachers and in-school supervisors: based on the responses obtained from the respondents, the analysis and interpretation of the data are presented following each table.

In analyzing the findings of the study, the following technical and statistical and procedures were employed. Data collected were organized and comparing of the two means (for teachers and school-based supervisors) and interpretations were made by the help of p-value and interpretations were made for all five points scale measurements based on the following mean score ranges for the dimensions of school based supervisors and teachers items.

Table 2: Characteristics of respondents

No	Items	Category	Respondents			
			Teachers		school - based	
			No	%	No	%
1	Sex	Male	93	62	25	78
		Female	57	38	7	72
		Total	150	3	32	
2	Age	20-24	31	20.7	-	-
		25-29	44	29.3	4	12.5
		30-34	34	22.7	16	50
		35-39	25	16.7	7	22
		>40	16	10.7	5	15.5
		Total	150		32	
3	Service year	1-5	57	38	-	
		6-10	34	22.6	10	31
		11-15	30	20	13	40.5
		16-20	16	10.7	5	15.5
		21-25	7	4.6	1	3.5
		>25	6	4	3	9.5
		Total	150		32	
4	Level of education	Diploma	75	50	3	9
		1st degree	75	50	29	91
		2nd degree	-		-	
		Total	150	24		

1. ≤ 1.49very low
2. 1.50-2.49 low
3. 2.50-3.49 moderate
4. 3.50-4.49 high
5. 4.50-5.00 very high
6. P-vale= 0.05

As illustrated in table (2) above, item 1, 93 (62%) and 57 (38%) of teacher respondents were male and females respectively. Among 32 school-based supervisors 25(78%) of them were males and 7(22%) of them were females. From this, one can understood that the number of females in the school supervisors is below half of the male school-based supervisors. But the profession in the sample school in the interviewee participants school principals of 7(87.5%) of them were males and 1 (12.5%) of them was female, which implies that the school-based supervision leadership positions were run by males.

As shown in item 2, age distribution of the above table, 31(20.7%) and 44(29.3%) of the teacher respondents were found to be in the ranges of 20 to 24 years and 25 to 29 years respectively where as 34 (22.7%) and 25 (16.7%) of teacher respondents were as 34(22.7%) ad 25 (16.7%) of teacher respondents were ages in the ranges of 30 to34 and 35 to 39 years respectively. Whereas 16 (10.7%) of the teacher respondents were above 40 years.

In the age of school-based supervisors, 4(12.5%) and 16(50%) of them fall between the age of 25 to 29 and 30 to 34 years respectively where as 7 (22%) of them were fall in to the ranges of 35 to 39 years and 5(15.5%) of them were above the age of 40 years. From the age distribution of eight interviewed school principals participants 1(12.5%). Was Found to be in the ranges of 26 to 30 years, whereas 6(75%) and 1(12.5%) of the school principals fall in to the ranges of 31 to 35 and 35 to 40 years respectively.

As item 3, service year item in the above table, 57 (38%) of teachers were between 1 to 5 service year range, 34(22.%) of them were found to be 6 to 10 years service year range, 30(20%) of them were found to be 11 to 15 years service year, 16(10.7%) of them were found to be 16 to 20 years service years, whereas 7(4.6%) and 6(4%) of them were found to between the age of 21 to 25 and above 25 years service years respectively. On the other hand, 10 (31%) of in school supervisors were found to be between 6 to 10 years of services, 13 (40.5%) were found to be between 11 to 15 years of service, where as 5(15.5%) and 1(3.5%) of them were found to be between 16 to 20 and 21 to 25 years of experience respectively. And also 3(9.5%) of them were found to be above 25 years of experience. From this one can realize that majority of the teachers respondents were young age and have less than five years of teaching experience. Therefore, they need to have strong support from in- school supervisors.

From the service year distribution of eight interviewed school principal participants 4(50%) of them were found to be from the ranges of 6 to 10 years of services, where as 3 (37.5%) and 1 (12.5%) of them were found to be 11 to 15 and 16 to 20 years of experience respectively. From this one can realize that the school principals have good

experience and practice and they are in a good position in handling challenges effectively which encountered in the school-based supervision. So they are in a good position in implementing effective school-based supervision.

In the cases of level of education item, 75(50%) of teachers are diploma holder and 75 (50%) of them were found to be first degree holders. From this one can realize that there were gaps in level of education. This gap must be filled or up grading the teachers educational level by giving them in –service training Where as 3(9%) of the school-based supervisors were found to be diploma holders and 29(91.0%) of the school-based supervisors were found to be first degree holders. From this one can concluded that the majority of the school-based supervisors which had first degree holders have less gap in their level of education enabling them to handle challenges encountered school-based supervision. So they were in a good position in implementing school-based supervision. From the level of education item of interviewed school principals participants, 8 (100%), the whole school principals had a first degree holders. From this one can realize that the school principles had a good educational level to practice and had a good educational level to practice and had a good position in handling challenges effectively which encountered in the school-based supervision.

4.1 Presentation, analysis and interpretation of the findings of the study

This parts of the study deals with the presentation, analysis and interpretation of data collected from different groups of participants on the practice and challenges of the school-based supervision in government primary schools in Yeka sub city, Addis Ababa. Teachers and school –based supervisors who responded to the closed ended questionnaires were responded to and resulting answers interpreted in terms of frequency, standard deviation, percentage and mean scores. Item scores for each category were arranged under five rating scales. The ranges of rating scales were: $\leq$ 1.49 strongly disagree , 1.50-2.49 disagree, 2.50-3.49 undecided, 3.50-4.49 agree, $\geq$ 4.50 strongly agree.

Mean scores were also calculated for certain responses. As a result practice of the school-based supervision with a mean, value below 2.49 were rated as lower performance in

their level of application, mean value from 2.50 value from 3.50 to 5.00 were labeled in the category of high performance. For the case of analysis, the scales strongly agree and agree indicate effective implementation of each items in their understandings; partially agree represents neither positive nor negative agreement. Similarly, disagree and strongly disagree indicate low and very low implantation of each item and/or their understandings respectively. The mean values were used to decide the degree of implementation of their understandings and/or item from the category. To see the extent to which the mean values of school-based supervision and teachers responses dispersed, p-value for significance level were employed at 0.05 on dimension. The open ended items, interviews and school documents analysis were used to triangulate the close ended questionnaires.

Table 3: Teachers' understanding towards school-based supervision

No	Item description	Respondents					
		Teachers (n=150)		school –based supervisors (n=32)		Weighted mean	P-value
		x	Std	X	Std		
1	Teachers are well –oriented about the activities of in-school supervision	3.36	1.34	3.41	1.24	3.38	0.21
2	Teachers are well aware of the significance of in –school supervision	3.44	1.37	3.45	1.49	3.44	0.52
3	Teachers consider that in-school supervision contributed for their continuous professional development	3.54	1.36	4.0	1.35	3.77	0.47
4	Teachers considered that implementing in –school supervision requires collaboration of the stake holders	3.58	1.40	3.90	1.30	3.74	0.88
5	Class room observation has enabled teachers to use variety of teaching techniques	3.40	1.40	4.10	1.30	3.00	0.25
6	Teachers believe that in –school supervision helps to increase the improvement of students' learning	3.50	1.10	3.50	1.20	3.50	0.86
	Average	3.47	1.33	3.73	1.32	3.47	0.532

As it can be seen from item description one (1) of table 3, teachers orientation about the activities of in –school supervision were asked for respondents to rate their agreement level, teachers with (x=3.36, StD = 1.34) and school-based supervisors with (x=3.41'; StD =1.24) were not sure of about the issue. From the weighted mean of the two groups 3.38 one can observe the uncertainty of the respondents about the issue. So, it can be said that teachers were not satisfied regarding orientation of teachers about the activities of school-based supervision. Hence, it is possible to conclude that the orientation of teachers about the activities of school-based supervision were not implemented effectively in the school. The significance value is 0.21 is greater than the significance level 0.05 shows there is no significance difference between the opinion of the two groups.

As shown in items description 2 of table 3, respondents were asked whether or not teachers are well aware of the significance of school-based supervision. Teachers with (x=3.44; StD= 1.37) and school-based supervision with (x=3.45;StD=1.49) were not sure of about the issue. From the weighted mean of the two groups 3.44 one can observe the uncertainty of the respondents about the issue so, it can be said that teachers and in school supervisor were not satisfied with regarding the awareness of the significance of school-based supervision. Hence, it is possible to conclude that the majority of the respondents were not aware of the significance of school-based supervision in the study area. The significance value 0.52 is greater than the significance level of 0.05 shows there is not significance difference between the two groups.

As shown in item description 3 of table 3, respondents were asked whether or not teachers consider that school-based supervision contributed for their continuous professional development. Teachers with (x=3.54' StD= 1.36) and school-based supervisors with (x=4, StD=1.35) respectively were agreed that teacher considering school-based supervisors contributed for their continuous professional development from the weighted mean of the two groups 3.77 one can observe the agreement of the respondents about the issue. So, one can conclude that teachers and school-based supervisors were satisfied with regarding the contribution of school-based supervision for

continuous professional development off teachers. The significance value is 0.47 is greater than 0.05 shows there is no significance difference between the opinion of the two groups.

In the 4th items description of table 3, respondents were asked whether or not teachers consider that implementing in school supervisors requires collaboration of the stake holders. Teachers with (x=3.58' StD= 1.40) and school-based supervisors with (x=3.40' StD= 1.30) were respectively agreed that teachers consider the implementation of school-based supervisors required collaboration of the stake holders. From the weighted mean of the two groups 3.74 one can observe the agreements of the respondents about the issue. Therefore, one can conclude that teaches and school-based supervisors were satisfied with implementing school-based supervision requires collaboration for the stake holders. The significance value is 0.88 is greater than 0.05 shows there were no significance difference between the opinion of the two group regarding the requirements of collaboration of the stake holders in implementing of school-based supervision.

The interviews made for principals, were supported the majority of responses regarding the implementation of school-based supervision requires collaboration of the stake holders. The school principals said "The requirement of stake holders to assist the implementation of school-based supervision at the school level is mandatory." The reports of document analysis made in these schools were also supported the majority of the responses about the requirement of collaboration of the stake holders in implanting of school-based supervisors.

Regarding class room observation enabled teachers to use variety of teaching techniques, on item 5 of table 3, respondent were asked to rate their agreement level. Accordingly teachers with the (x=3.40' StD=1.40) were not sure about the issue and school-based supervisors with (x=4.10' StD= 1.30) were agreed that class room observation enabled teachers to use variety of teaching--- techniques. The weighted mean 3.00 shows the uncertainty of the majority of respondents with the issue. Therefore, based on the majority of teachers respondents' it can be concluded that teachers were not satisfied with

class room observation that enabled them to use variety of teaching techniques. The significance value is 0.25 is greater than 0.05 shows there were no significance difference between the opinion of the two groups. The interviews made for principals were support the responses of school-based supervision regarding the class room supervision enabled teachers to use variety of teaching techniques. "The principals said 'school based supervisors enable to assist teachers to use variety of teaching techniques during the class room observation. Such as; student centered, demonstration and to use variety of teaching aids" The report of document analysis made in the school were also support he responses of school-based supervisors.

As responses to item description 6 of table 3, respondents were asked to rate their agreement levels whether or not teachers believe that school-based supervisors helps to increase the improvements of students. Learning with (x=3.50; StD= 1.33) and school-based supervisors with (x=3.50; StD= 1.20) were respectively agreed about the issue. From the weighted mean of the two groups 3.50 one can observe the agreement of the respondents about the issue. So, one can concluded that teachers and school-based supervisors were satisfied with that school-based supervision helps to increase the improvements of students learning. The significance values is 0.86 is greater than the significance level 0.05 shows there is no significance difference between the opinion of the two groups.

Table 4: Supervisory options practiced in the school

No	Item description	Respondents				Weighted mean	P-valve
		Teachers (n=150)		school –based supervisors (n=32)			
		X	StD	X	StD		
1	The implementation of face – to – face interaction clinical supervision for teachers to improve class room performance	4.18	0.92	3.8	1.2	4.0	0.99
2	Supervisory supports with out pre-determined format (informal supervision) for the sake of instructional supervision	3.20	1.30	3.50	1.25	3.35	0.82
3	The school organizes teachers to conduct peer observation (colle quial supervision) among themselves	3.50	1.30	3.90	1.0	3.70	0.99
4	The opportunity for experienced and competent teachers to practice self –directed supervision	3.12	1.30	3.4	0.05	3.26	0.78
	Average	3.5	1.21	3.65	0.88	3.58	0.89

As shown in item description 1 of table 4, respondents were asked to rate their agreement level on the implantation of face –to face interaction or clinical supervision by school-based supervisors to improve their class room performance. Accordingly teachers with (x= 4.18; StD = 0.92) and teacher with (x=3.8; StD= 1.2) were agreed that the implementation of face to face interaction or clinical supervision by school-based supervisors improve their class room performance. The weighted mean is 4.00 shows the agreement of the majority of respondents with the issue thus, it can be concluded that the implantation of face –to face interaction or clinical supervision by school-based supervisors to assist teachers improve their class room performance. The significance a value significance difference between the opinion of the two groups.

The interview made for all participant principals (100%) were support the majority of responses regarding the implantation of face –to –face interaction or clinical supervision assists to improve classroom performance through school-based supervision. The principals said "face-to-face interaction or clinical supervision for teachers have really improved the classroom performance" The school document analysis was also strengthening the opinion of interviewer participants of school principals.

As indicated in item description 2 of table 4 above, teachers and in –school supervisors were asked whether or not supervisory supports without informal supervision for the sake of instructional supervision. Accordingly, teachers with (X=3.20; StD= 1.30) were not sure about the issue that were uncertain and school-based supervisors with (x=3.50; StD= 1.25) were agreed that informal supervision in school to support teachers were high. The weighted mean 3.35 shows the uncertainty of the majority of the respondents with the issue. Therefore, it can be concluded that supervisory supports without informal supervision in their school to support teachers were low. The significance value is 0.82 is greater than 0.05 shows there is no significance difference between the opinion of the two groups.

As it can be observed from items descriptions 3 of table 4, respondents were asked to rate their agreement levels of application of collegial supervision among themselves. Accordingly, teachers and school-based supervisors with (x=3.50; StD= 1.30) and (x=3.90 Std=1.0) were agreed respectively.

The weighted mean 3.70 shows the agreement of the majority of the respondents about the issue. Therefore, it can be concluded that the school organizes teachers to conduct peer observation were perceived in a simpler manner in the study area. The significance value is 0.99 is greater than 0.05 shows there is not significance difference between the opinion of the two groups regarding the schools organizes teachers to conduct peer observation among themselves. The interview made for all participant principals (100%) and school document analysis reinforces the opinion of the majority of the respondents regarding the application of peer group observation (or collegial supervision) among

themselves. The principals said "teachers are free in giving and taking comments in their peer group observation. So they have an opportunity to share experience for teaching-learning process. The school also organizes such peer observation for teachers."

As indicated in item description 4 of table 4. Respondent were asked to rate their agreement level competent teachers to practice self- directed supervision. Accordingly, teachers and school-based supervisors with (x=3.12; Std= 1.30) and (x= 3.4; Std= 0.05) were not sure about the issue. The weighted mean is 3.26 shows the uncertainty of the majority of the respondents with the issue. Therefore, it can be concluded that the opportunity for experienced and competent teachers to practice self – directed supervisor were unsatisfactory. The significance value is 0.78 is greater than 0.05 shows there is no significance difference between the opinions of the two groups. The interview made for all the participants of school principals, with respect to the application of supervisory options, were explain that "there is no satisfactory opportunity for experienced and competent teachers to practice self – directed supervisory options."

The research findings on supervisory options indicted in Gllick man et al . (2004) stated that teacher preferences on supervisory approaches differ. As the study revealed, some of the teachers preferred a supervisor to work with then non – directive; while other preferred a supervisors to work with then collaborate; whereas the remaining teachers preferred other choices. Therefore, matching the best supervisory approach for the teachers' current developmental level is very crucial in promoting some degrees of teachers' development.

4.2 Procedures of Class Room Observation

The purpose of supervision is to assist teachers to contribute more effectively towards the improvement of student's achievement. Thus, supervision of teachers while they are teaching in the classroom is among the better strategies for helping them. As Jones (1993) indicates, class room observation is a way of gathering data concerning teaching – learning activities in the class by taking in to account improving teachers effectiveness, then looking at what is actually happening in the class room. Class room visit enables

supervisors not only to identify any short comings of teachers and the problems encountered by them, but also to understand what leads to better performance of the teaching- learning process (MOE, 1994). In respect to the procedures of class room observation, respondents were asked whether or not the procedures have been implemented appropriately in their school. The results obtained are presented as follows:

Table 5: Pre- observation conference

No	Item description	Respondents				Weighted mean	P- valve
		Teachers (n=150)		School- based supervisors (n=32)			
		X	StD	X	StD		
1	Supervisors visit teachers after informing them	4.00	1.10	3.70	1.20	3.85	0.98
2	Supervisors convince a teacher that a class room visit is helping process in his/her teaching	3.50	1.40	4.10	0.9	3.80	0.49
3	Supervisors plan and make agreements with teachers on the suitable time for class room observation	3.20	0.90	3.50	1.10	3.35	0.29
4	Supervisions discuss with teachers on the objective of the lesson before the actual presentation	2.40	1.0	3.0	2.0	2.70	0.25
5	Supervisors make discussion with teachers on the methodology of the lesson before the actual presentation	2.10	1.20	2.8	1.20	2.45	0.52
6	Supervisors analyze the lesson plan of the supervisor teacher before class room visit	2.10	1.10	1.90	1.10	2.0	0.27
	Average	2.80	1.10	3.20	1.25	3.0	

As it can be observed from the above table for item description 1, teachers and school-based supervisors were asked whether or not supervisors inform the supervisee teachers before conducing the class room observation. Accordingly, teachers with (x=4.00; StD=1.10) and in school supervisors with (x=3.70; StD= 1.20) were agreed that supervisors inform the supervisee teachers before conducting the class room observation. The item was the highly rated item in the dimension. The weighted mean 3.85 shows the agreements of the majority of the respondents with the issue. Therefore, it can be concluded that the supervisors regularly inform the supervisee teachers before conducting

the class room observation. The significance value 0.98 is greater than 0.05 shows there is no significance difference between the opinions of the two groups. The result shows that school-based supervisors were effective in informing the supervisee teachers prior to conducting the class room visit.

As it can be observed from the above table for items description 2, teachers and school-based supervisors were asked whether or not supervisors convince a teacher that a class room visit is a helping process in his/or her teaching. Accordingly, teachers with (x=3.50; StD= 1.40) & school-based supervisors with (X=4.10; StD=0.90) were agreed that supervisors convince teachers that class room visit is a helping process in teaching. As it can be seem from the weighted mean 3.80, we can concluded that supervisors attempt to convince teachers that class room visit is a helping process in teaching. It shows the agreements of the significance level is 0.49 is greater than 0.05 shows that there is no significance difference between the opinion of in school supervisors and teachers. The result of the study shows that supervisors convince teacher that class room visit is a helping process in teaching.

The interviews made for all the participants of school principals with respect to whether or not supervisors convince teachers that class room visit is a helping process in teaching were explained that they agreed and reinforce the opinion of the majority of the respondents. The principals said "school-based supervisors convince teachers on the importance of classroom visit in teaching learning process."

As it is indicated in table 5 of item 5 above, school-based supervisors and teachers were asked whether or not supervisors plan and make agreements with teacher on the suitable time for class room observation. Accordingly, teachers with (x=3.20; StD=0.90) were not sure of about the issue and school-based supervisors with (X=3.50 ; StD=1.10) were agreed that supervisors plan and make agreement with teachers on the suitable time for class room observation.

As it can be seen from the weighted mean 3.35 shows the uncertainty of the majority of the respondents with the issue. So, it can be said that teachers were not satisfied with on the supervisors' plan and make mutual agreement on the suitable time for class room observation.

Therefore, it can be concluded that supervisors plan and make agreement on the suitable time for class room observation was low. The significance vale 0.29 is of greater than 0.05 shows there is no significance difference between the opinions of the two groups. The interview made for all the participants of school principals with respect to whether or not supervisor plan and make agreements with teachers on the suitable time for class room observation were not satisfied explained that they agreed and reinforce the opinion of the majority of the respondents that supervisors plan and make agreements with teachers on the suitable time for class room observation was very low. The school principals said "no school based supervisors discuss with teachers and reach at a common mutual point regarding the objective of the lesson and methodology of teaching before presentation has taken place."

As it can be observed from the above table for items 4, teachers and school-based supervisors were asked whether or not supervisors discuss with teachers on the objective of the lesson before the actual presentation. Accordingly teachers with (x=2.4; StD= 1.0) were disagree on the point in school supervisors with (x=3.0; StD= 2.0) were not sure of about the issue.

Therefore, based on the weighted mean 2.70 shows the uncertainty of the majority of the respondents with the issue. Therefore, based on the majority of teachers respondents it can be concluded that teachers were not satisfied with discussion of supervisors with teachers on the objective of the lesson before the actual presentation. The significance value is 0.25 greater than 0.05 shows there is no significance difference between the opinions of the two groups. The interview made for participant principals conform the opinion that in-school supervisors did not make discussion with the supervisee teachers on the appropriateness of objective of the lesson before the actual presentation has been

take place. Document analysis has also support the opinion of the principals that objective of the lesson wee not clearly stated by teachers and did not correction of measure taken place if school-based supervisors made discussion with supervisee teacher before the actual presentation got the weak points of the objective of the lesson.

As it is indicated in items 5 of table 5 above, teachers and school-based supervisors were asked whether or not supervisors make discussion with teachers on the methodology of the lesson before the actual presentation. Accordingly, teachers with (x=2.010; StD=1.20) were disagree on the point and school-based supervisors with (x=2.8; StD= 1.20) were not sure of about the issue. Therefore, based on the weighted mean 2.45 shows disagreed on the point that school-based supervisors did not discuss on the methodology of the lesson before the class room observation.

The significance level 0.52 is greater than 0.05 shows there is not significance difference between the opinions of the two groups. Therefore, it can be concluded that school-based supervisors were not effective in discussing and reaching at a common mutual point with the supervisee teachers on the methodology and objectives of the lesson before the actual presentation in the class has taken place. The data gathered through the interview session with the school principals also support the above findings. As a result all (100%) of the principals stated that school-based supervisors did not discuss and reach at a common mutual points with teachers on the methodology and objectives of the lesson before the actual presentation in the class has taken place. The school principals said "the weekly lesson plan was not properly analyzed, the specific objective and contents of the topics has not seen in detail. But simply signed and returned for teachers."' They were inefficient and ineffective in this way. They rather entered the class room and taking the prepared observation format and commenting the teachers.

As it is indicated in item 6 of table 5 above, teachers and school-based supervisors were asked whether supervisee teacher before class room visit. Accordingly, teachers and school-based supervisors with (x=2.10; StD=1.10) and (x=1.90; StD = 1.10) respectively disagreed that the lesson plan of the supervisee teacher did not analyzed well by school-

based supervisors before the actual presentation has taken place. The weighted mean 2.0 shows disagree done the point the lesson plan of the teacher before class room visit.

The significance level 0.27 is greater than 0.05 shows there is no significance difference between the opinions of the two groups. Therefore, it can be possible to say that the lesson plan of teachers were seen and signed by the supervisors without analyzing the proper objective and content of the lesson. In this way it was ineffective and low performance.

The data gathered through the interview session revealed that all participants' principals (100%) also support the above findings. They confirm that analyzing of the lesson plan was not made properly but seen and signed by the supervisors because of burden of work and time constraints. Moreover, document available in the school showed that objective of the lesson was not clearly stated and lesson content is not written well but seen and signed by the school-based supervisors. In the supervision manual of ministry of education (MOE, 1994) as stated clearly that every class room observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee teachers before the supervisors carry out class room observation. These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily.

Table 6: Activities carried out during class room observation

No	Item description	Respondents					
		Teachers (n-150)		School -based supervisors (n=32)		W.M	P-Valve
		X	StD	X	StD		
1	Supervisors sit at the back of the class room	3.9	0.9	3.9	1.1	3.9	0.26
2	Supervisors record important data on the teaching learning process and how the teacher and students are performing	3.32	0.9	4	0.7	3.66	0.23
3	Supervisors follow up the lesson attentively from the beginning of the end	2.8	1.3	4.1	0.8	3.45	0.63

As it is indicated on item 1 of table 6, teachers and in-school supervisors were asked whether or not in- school supervisors site at the back of the class room while the teacher is teaching his lesson. Accordingly, teachers and in school supervisors with (x=3.9; StD=0.9) and (x=3.9; StD=1.1) respectively agreed to the point. The weighted mean 3.90 indicates the agreement in the opinion of the two groups on the point. The significance level 0.26 difference between the opinion of the two groups. Form the result, it is possible to conclude that the majority of supervisors choose to sit at the back of the class room that it is the strategic place for them to observe the activities performed in the class room while the teacher is teaching his lesson.

As the ministry of education (MOE, 1994) guideline indicated, during class room observations the supervisors should sit at the strategic location in the class room to watch every teaching learning activities properly. Hence, it is better for the supervisor to sit at the corner of the class room. Similarly; Gurnam and Chan (2010) in their study revealed

that, in most cases the supervisors set at the back of the class so that they could get a good view of both teachers an students in action.

As it is indicated on item 2 of table 6, respondents were asked whether or not supervisors recorded important data on the teaching learning process and how the teacher and student are performing. Accordingly, teachers with (x=3.32; StD= 0.9) visors with (x=4.0; StD= 0.7) were agree on the points. The weighted mean 3.66 indicates the agreement of the two groups on the point. The significance level 0.23 is greater than 0.05 this shows that there is no significance difference between the opinions of the two groups.

As it can be indicated on item 3 of table 5, respondents were asked whether or not supervisors follow up the lesson attentively from the beginning to the end. Accordingly, teachers with (x=2.8; StD=1.3) were not sure of about the issue and in- school supervisors with (x=4.1; StD=0.8) were agree that supervisors follow up the lesson attentively from the beginning to the end. Therefore, the weighted mean 3.45 indicated that majority of respondents were not sure that the follow up of the supervisors attentively from the beginning of the period up to the end while the actual presentation is going on. Thus, it is possible to concluded that majority of the respondents were uncertain with the issue.

This implies that teachers were not satisfied with school-based supervisors' response regard the follow up of the lesson attentively from the beginning to the end of the period. It is possible to conclude that supervisors did not follow up the lesson attentively and effectively from the beginning to the end of the period. The significance level is 0.63 is greater than 0.05 shows there is not significance difference between the opinion of the two groups. The result of the findings indicated that in-school supervisors were not effective in follow up the lesson effectively to the emotive period while presentation in the class is going on. In contrast to this result, the research finding of Gurnam and Chan (2010) showed that, the supervisor was punctual and observed the whole lesson during classroom observation. Therefore, the result of the finings indicated that the school-based supervisors have to stay in the class room to follow up the entire and the detail

performance of the supervisee teachers attentively. But they did not implementing it effectively.

Table 7: Post class room observation

No	Item description	Respondents					
		Teachers (n-150)		school – based supervisors (n=32)		W.M	P-Valve
		X	StD	X	StD		
1	Supervisors give immediate feed back to the teachers	4.3	0.80	4.3	0.90	4.3	0.15
2	Supervisors discuss with the supervisee teacher on the data collected during the class room observation	4.1	0.90	4.4	0.80	4.25	0.28
3	The supervisors and the supervisee teacher discussion more emphases on improvement of teaching learning process.	3.36	1.40	3.70	0.70	3.53	0.66
4	Supervisors give comments for the supervisee teacher for read rather than discussing face –to – face	2.9	1.4	2.3	1.0	2.6	0.37
	Average	3.7	1.1	3.6	0.85	3.86	0.365

Ranges of rating scale: ≤ 1.49 strongly disagree, 1.50 – 2.49 disagree, 2.5 -3.49, 3.50-4.49 agree ≥ strongly agree

As indicated in item 1 of table 6 above, questions were asked to teachers and in-school supervisors whether or not supervisors give immediate feedback to the teachers. Accordingly, teachers and school-based supervisors whether or not supervisors give immediate feedback to the teachers. Accordingly, teachers and school-based supervisors with (x= 4.3 StD= 0.8) and (x=4.3; StD=0.9) respectively agreed that school-based

supervisors provide immediate feedback for the supervisee teachers as soon as the class room observation has been completed. The weighted mean 4.3 shows that the agreements of the respondents to this point. The significant level 0.15 is greater than 0.05 indicted that there is no significance difference between the opinions of the two groups of respondents.

Thus, the results of the findings indicate that school-based supervisors provide immediate feed –back for the supervisee teachers as soon as the class room observation has been completed.

As it is indicted on item 2 of table 7 above, respondents were also asked whether or not supervises discuss with the supervisee teachers on the data collected during the class room observation. Accordingly, teachers and school-based supervisors with (x=4.1; StD= 0.90) and (X=4.4; StD= 0.80) respectively were agree that in-school supervisors discuss with teachers about the collected data during the class room observation. The weighted mean 4.25 shows that the agreements of the respondents to this point. The significance level 0.28 is greater than 0.05 shows that there is no significance difference between the opinions of the two groups of respondents. Therefore, it can be possible to conclude that supervisors discussed with the teachers on the collected data during the class room observation.

As it is indicted on item 3 of table 7 above respondents were asked whether or not the school-based supervisors and supervisee teacher discussion more emphasis on improvement of teaching learning process. Accordingly, teachers with (x=3.36, StD= 1.40) were not certain about the issue and in-school supervisors with (x=3.70; StD=0.7) were agree to the point. The weighted mean 3.53 shows high performance and agreed that the discussion between school-based supervisors and supervisee teachers emphasis more on the improvements of the teaching- learning process. The significance level 0.66 is greater than 0.05 shows there is no significance difference between the two respondents groups.

As shown in item 4 of table 7 above, respondents were asked to rate their level of agreement regarding the comments given for teachers after class room observation.

Accordingly, teachers with (x=2.9) StD= 1.4) were not sure of about the issue and in-school supervisors with (x=2.3; StD= 1.0) were disagree on the point. Therefore, based on the weighted mean of 2.6 shows the uncertainty of the majority of the respondents with the issue. Thus, it can be said that some teachers were not satisfied with the school-based supervisors response regarding the comment given for teachers after class room observation.

It is possible to conclude that comments for some supervisee teachers left to read by themselves and some again discuss comments through face –to – face. Therefore, school-based supervisors were not implementing properly the face – to face discussion method. The significance level is 0.37 is greater than 0.05 shows that there is no significance difference between the respondents of the two groups.

Thus, the results of the findings indicted that after class room observation school-based supervisors practiced to discuss comments with teachers through face –to face method, discussion of school-based supervisors with teachers should emphasis more on the improvements of the teaching – learning process and school-based supervisors provide immediate feedback for the supervisee teachers as soon as soon as the class room observation has been completed.

The open ended items of questionnaires and the interviews of school principals regarding the frequency of class room observation provided for individual teachers related that the classroom observation was carried out once per a semester and twice a year for each teacher. In relation to this cluster supervisor explain that "even if they had a plan to visit and support teachers 3-6 times per year, but practically teachers were not supported adequately." In school supervisors had plan to visit and support teachers every week in a month. But this did not possible practically due to various constraints and could not support teachers adequately. Thus, school-based supervisors were not effectively implementing frequent class room observation to support teachers.

In light of the above analysis, the finding of the study conducted in Ukraine showed that teachers were observed at least five times per year Benjamin, (2003). Conducting

classroom observation once cannot lead to identity the teachers' appropriate implementation of teaching learning activities in the class. In relation to this, as ministry of education (MoE; 1994) in its supervision manual indicted, the necessity of continuous class room observation is enabling teachers to evaluate their routine tasks and helps to improve their poor performance. Similarly,by supporting the above idea. Sergiovanni and Starratt (2002) revealed that, a continuous observation or formative observation should be undertaken for teachers before a final assessment is made.

4.3 Responsibilities of school-based supervisors practice in the school

Supervisors are expected to work effectively for the success of implementation of school-based supervision in their respective schools. As it has been indicted in the review of related literature, supervisors have the responsibility to help teachers in improving professional development of teachers and instruction through various activities such as conducing class room visit, organizing and providing short term training programs at school level, and facilitating the exchange of model experiences among teachers. To this end, respondents were requested to report whether or not school- based supervisors perform their responsibilities effectively to assist teachers.

Table 8: Supervisory responsibilities' of department heads implemented in the school

No	Item description	No of respondents	X	StD
1	conducting regular meetings with teachers of the department to evaluate their activities	24	3.2	1.1
2	Arranging on the job orientation program to newly assigned teachers in respective department	24	2.47	0.90
3	Organizing workshop, conferences, seminars to tackle instructional problems identified by the department members	24	2.24	1.19
4	Organizing model teaching program for inexperienced (junior) teachers from their senior staff members among the department	24	2.50	1.20
5	Encouraging teachers to use appropriate teaching materials	24	2.60	1.20
6	Assisting teachers to conduct action research to solve problems that they encountered	24	2.44	1.23

As it can be seen from item 1 of table 8, respondents were asked to rate their level of agreements regarding the efforts of their department heads in carrying out regular meetings with teachers. Thus, teachers respondents with the mean score of 3.2 reported that they were satisfied and it was within the ranges of moderate performance. From this mean value it can be concluded that the effort of department members to evaluate issues related to teaching learning activities of teachers were effective.

From item 2 of table 7 above, respondents were asked to rate their level of agreements regarding the efforts of their department heads in providing orientation program for newly assigned staff teachers. Therefore, teachers respondents with a mean score of 2.47 reported that they were not satisfied and it was with n the ranges of lower performance. From this mean value it can be concluded that the effort of department members to arrange orientation program for newly assigned staff teachers were in effective.

From items 3 of table 8 above, respondents were asked to rate their level of agreements regarding the efforts of their department heads in providing orientation program for newly assigned staff teachers. Therefore, teachers respondents with a mean score of 3.1 reported that they were satisfied and it was with the ranges of moderate performance. From this mean value it can be stated that the effort of department members to arrange orientation program for newly assigned staff teachers were effective. From the similar table of item 4, the mean score of respondents 2.50 confirmed that the department heads were moderately performed and devoted in organizing model teaching programs from senior teachers to inexperienced teachers. Concerning item 5 in the same table, above the efforts of department heads in encouraging teacher to use appropriate teaching materials was rated by the respondents. Accordingly, the mean source of 2.6 shows moderate performance of department heads in encouraging teacher to utilize suitable teaching material to make the lesson more practical and tangible for the students. In item 6 of the same table, the computed mean score 2.44 confirmed that the attempt of the department heads the in helping teachers to conduct action research to solve problems that they encountered were ineffective (low performance).

Table 9: Supervisors responsibilities of vice – principals implemented in the school

No	Item Description	No of respondents	x	StD
1	Evaluating the lesson plan of teachers	8	3.49	1.89
2	Conducting the class room observation to ensure the application of lesson plan	8	2.49	1.38
3	Organizing training programs as school level for the sack of teacher professional development	8	2.35	1.11
4	Encourage teachers to evaluate the existing teaching texts for further improvement	8	3.30	1.23

As indicated on the above table of item 1, respondents were asked whether or not the vice principal of the school evaluate the lesson plan of teachers. Respondents with the mean value of 3.49 confirm moderate performance vice- principals evaluate teachers lesson plan. From the result, it can be observed that the vice principal was simply putting his signature on the lesson plan format of teachers without evaluating and analyzing the proper stated objective and content of the lesson.

With regarding to item 2 of the above table, respondents on the vice- principals whether or not conducing class room observation to ensure the application of lesson plan. The mean value of 2.48 confirms lower performance. The vice – principals level of practice to conduce class room observation to ensure the application of lesson plan were ineffective. In item 3 of the above table, respondent were asked whether or not the vice principal of school organize training programs at the school level for the sake of teachers professional development. As the mean value 2.35 indicated it was lower performance. From the result, it can be observed that vice- principals were not arrangine training program for teachers for professional development. According to item 4 of the above table, respondents were asked whether or not the vice –principals of the school enclosure teachers to evaluate the existing teaching texts for further improvement. As the mean value 3.30 indicated the moderate.

Table 10: Supervisory responsibilities of principals implemented in the schools

No	Item description	No of respondents	X	StD
1	Creating a conducive environments to facilitate supervisory activities in the school	8	3.60	1.1
2	Coordinating regular programs with the school community to evaluate the teaching learning process and out comes	8	3.10	1.0
3	Providing sufficient professional assistance for teachers	8	2.40	1.10

As indicated in item 1 of table 10, respondents with the mean value of 3.60 confirmed the agreements to rate the school principals as having high performance in creating a conducive environment to facilitate supervisory activities in the school. As having high performance in creating a conductive environment to facilitate supervisory activities in the school.

As indicated in item 2 of table 10, respondents with the mean value of 3.10 confirmed their agreements to rate the school principals as having moderate performance in coordinating regular programs with the school community to evaluate the teaching learning process and outcomes. In the last item, item 3 of table 10, respondents were asked whether or not providing sufficient professional assistance for teachers. Accordingly, as the mean value 2.40 indicated the efforts made by the school principals in providing adequate professionals assistance is in sufficient and shows low performance.

4.3 Challenges against school-based supervision

The findings of the study presents in this part about the challenges against the implementation of school-based supervision that were reported by teachers and school-based supervisors.

Table 11: Challenges against the implementation of school-based supervision

No	Item description	Respondents					
		Teachers (n-150)		In school supervisors (n=32)		W.M	P-Value
		X	StD	X	StD		
1	Supervisors are incompetent enough to help other teachers	2.8	1.3	3.3	0.6	3.0	0.10
2	Supervisors have not taken relevant trainings	4.3	1.12	4.4	0.5	4.35	0.12
3	The supervisors are overloaded with class room activities and administrative tasks	3.70	1.0	3.5	0.5	3.6	0.37
4	Teachers are resistant against the supervisory activities	3.7	1.2	4.6	0.5	4.1	0.14
5	Teachers perceive supervisors as a fault finder rather than assisting them	3.9	1.2	3.6	0.5	3.75	0.13
6	There is inadequate number of supervisors to assist the school teachers properly	4.	1.1	3.5	1.	3.7	0.13
7	There is lack of relevant supervisor manual in the school	3.50	0.9	3.60	0.7	3.55	0.11
8	There is insufficient allocated budget for the supervisory program in the school	3.8	0.6	4.3	0.5	4.10	0.12
9	There is lack of follow up of the activities of teachers by the supervisors	4.6	0.7	4.50	0.7	4.55	0.14

As indicated in item 1 of table 11 above, teachers and in school supervisors were asked whether or not in –school supervisors were in competent enough to assist other teachers. Accordingly, teachers with (x=2.8; StD=1.3) and in –school supervisors with (x=3.3, StD= 0.6) respectively were not source of about their competency to help other teachers. The weighted means 3.0 indicated the uncertainty of the majority of the respondents. Therefore, it cannot possible to say that in school supervisors were competent enough. Thus, it indicates that they need be additional capacity building in service training. The significance level 0.10 is greater than 0.05 indicters that there is no significance difference between the opinion of the two respondents groups.

In item 2 of table 11 above, respondents were requested whether or not supervisors have high experience on the practice of school-based supervision. Accordingly, teachers with (x= 2.40; StD) = 0.7) respectively disagreed on the point. The weighted means 2.37 indicates the disagreement of the majority of the respondents on the issue. Therefore, based on the weighted mean school-based supervisors have not high experience on the practice of in- school supervision to carry out their responsibilities' effectively. They are low performance and inefficient. The significance level 0.42 is greater than 0.05 shows no significant difference between the respondents of the two groups. Interviews made for school principals that whether or not supervisors have high experiences on the practice of school-based supervisors. The principals said that "they did not high experience on the practice of school-based supervision to carry out their responsibilities."

In item 3 of table 11 above indicated that respondents were asked whether or not supervisors have not taken the relevant trainings. Accordingly, teachers with (x= 4.30; StD= 1.12) and school-based supervisors with (x=4.40; Std=0.5) respectively agreed on the point. The weighted mean 4.35 indicated the agreements of the majority of respondents on the point. Therefore, it is possible to concluded that relevant trainings where not provided for the in- school supervisors to undertake their responsibilities in proper way. The significance level 0.12 is greater than 0.05 indicates there is no difference between the opinions of the two groups. The findings of Alhammad (cited in Rashid, 2001), coincide with the idea of this study that the absence of in –service training for supervisors adversely influence the practice of instructional supervision.

Similarly, the interview made for school principals indicated that

> There were no organized training programs given for school-based supervisors at the school level. We give priority for other activities, because we think as they are practicing so we did not give more attention.' In the same way the interviews of cluster supervisors revealed that 'due to financial (or budget) constraints and problem of transport the relevant training program in an organized way could not be provided for school-based supervisors at school level.

On the table 11 of item 4, respondents were asked whether or not school-based supervisors were over loaded with various tasks. Accordingly, teacher with (x=3.70; StD= 1.0) and school-based supervisors with 9x=3.50; STD= 0.50) respectively agreed that school-based supervisors were tightly over loaded with various tasks. The weighted mean 3.60 indicated that majority of respondents were agreed to the points.

The significance level 0.37 is greater than 0.05 shows that there is no significance difference between the opinions of the two groups.

Data obtained from interview for school principals shows that' school-based supervisors were the members of different committees, as well as the coordinator of co-curricular activities.. From the result findings it is possible to concluded that over loaded tightly with routine tasks of the school-based supervisors were negatively influence the supervisory activities and to support teachers effectively.

As indicted in item 4 of table 11, questions were requested for respondents whether teachers are willing towards the activities of supervisory. Accordingly, teachers with (x=3.7), StD= 1.2) were agreed and school-based supervisors with (x=4.60; StD=0.50) were strongly agreed that teachers were not willing towards the activities of supervisory. The weighted mean 4.10 indicated that majority of respondents were age that teachers were against the supervisory activities. The significance level 0.14 is greater than 0.05 indicated that there is no significance difference between the opinion of the two groups.

Interview made for school principals support the above idea as "many teachers were not willing to cooperate towards the supervisory activities because they think as additional task, so some of them ask additional incentives."

As indicated in item6 of table 11, respondents were asked whether or not teachers perceived school-based supervisors are fault finders. Accordingly, teachers with (x=3.90; StD= 1.20) and school-based supervisors with (x=3.6; StD= 0.50) respectively were agreed that teachers perceive school-based supervisors were fault finders the weighted mean 3.75 indicated the opinion of the majority of respondents that teachers perceive

school-based supervisors were fault finders rather than supporting them. The significance level 0.13 is greater than 0.05 indicates that there is no significance difference between the opinion of the two groups.

Data collected from interview of school principals support the opinion of majority of the respondents that teachers suspect school-based supervisors were fault finders. The school principals said 'some teachers complain that school-based supervisors told them their faults, but they did not tell them how they can correct.' They orientation in service training or creating awareness for the purpose of supervisory activities to convince them and to change their mind positively Thus, from the result findings, it could be possible to concluded that negative perception of teachers towards school-based supervision adversely affects the practice of supervision in government primary school in yeka sub city of Addis Ababa. It is indicted in item 7 of table 11, respondents were asked whether or not adequate supervisors are available to assist teachers. Accordingly, teachers with (x=4.0; StD= 1.1) and school-based supervisors with (x=3.5; StD= 10) respectively agreed that there are in adequate number of school-based supervisors are available to assist teachers in their work. The weighted mean 3.7 indicated that schools have no adequate numbers of school-based supervisors to assist teachers properly. The significance level 0.13 is greater than 0.05 indicated that there is no significant difference between the opinions of the two groups. The interview made for school principals confirm that "there were in sufficient number of school-based supervisors is available to support teacher in their work that is why we enforce them to participate in different activities."

As indicated in item 8 of table 11, questions were raised for respondents whether or not lack of relevant manuals in the school. Accordingly, teachers with (x=3.50; StD=0.9) and in- school supervision with (x=3.60; StD = 0.70) respectively agreed that there was lack of relevant supervisory manuals in the school. Therefore, the weighted mean 3.55 indicated that there was agreement of the majority of respondent that there was lack of supervisory manuals in their school. The significance level 0.11 is greater than 0.05 indicated that there is no significant difference between the opinions of the two groups.

As indicated in item 8 of table 11, questions were asked to respondents whether or not insufficient allocated budget for the supervisory program in the school. Accordingly, teachers with (x=3.8' StD= 0.6) and in school supervisors with (x=4.30; StD= 0.5) respectively agreed on insufficient allocated budget for the supervisory program in the school. Therefore, it could be possible to say based on the weighted mean of 4.10 the majority of the respondents were agreed on in sufficient allocated budget for the supervisory program in the school. The significance level 0.12 is greater than 0.05 indicated that there is no significance difference between the opinion of the two groups of respondents.

Data collected through interview session from school principals confirm that "there were deep rooted problems of insufficient allocated budget for the supervisory program at in the school level and also lack of supervisory manuals." The budget constraints and lack of supervisory manuals were adversely influence the proper implementation of school-based supervision program in the school. They also add during interview, session that relevant supervision manual in the school is used as a guide line for school-based supervision without which supervisory activities are in effective. Because it guides us how to assist teachers in a right way and helps what to do, how and when can be answered through the supervisory manual. From the result findings, it is possible to say that lack of sufficient allocated budget and lack of supervisory manual adversely influence the proper implementation of school-based supervisory activities in government primary school of the study area. In the last items (item 10) of table 11 above, questions were raised for respondents that whether or not lack of follow up of the activities of teachers by the in- school supervisors. Accordingly, teachers with (x=4.6; StD= 0.7) and in- school supervisors with (x=4.50; StD= 0.7) respectively agreed that the activities of teachers were not consistently followed up and assisted by the school-based supervisors. Therefore, based on the mean value of 4.55 majority of the respondents were strongly agreed that there was lack of follow up of the activities of teachers by the school-based supervisors. The significance level 0.14 is greater than 0.05 indicated that there is no significance difference between the opinion of teacher and school-based supervisors.

Chapter Five: Summary of Findings, Conclusions and Recommendations

5.1 Summary of the Major Findings

The major findings of the study were summarized in this parts of the study, general conclusion were drawn on the bases of their findings and recommendations forwarded for all concerned academic staff which are assumed to be use full to enhance the practices of school-based supervision in the government primary schools of yeka sub city Addis Ababa.

School-based supervision at the school level is a means for achieving effectiveness in professional development of teachers and also to be competent enough in their teaching learning activities and signifies to students learning through teachers improvement of class room teaching- learning activities. Therefore, the central purpose of this study was to assess status of the practices of school-based supervision in government primary school of yeka sub city Addis Ababa.

- To address this purpose, the following basic research questions were raised:
- To what extent do teachers aware of the school-based supervision in government primary schools of yeka sub city of Addis Ababa?
- What are the supervisory options applied by supervisors in the school?
- To what extent do school-based supervisors employed procedure of class room observation in government primary schools of yeka sub city of Addis Ababa?
- To what extent do school-based supervisors discharge their responsibilities?
- What are the challenges existing in the implementation of schools-based supervision at the school level?

To this end, the study was conducted in 8 (eight) government primary schools of yeka sub city of Addis Ababa consequently, the subjects of the study were teachers, in school supervisors and principals. Thus, 150 teachers,32 school-based supervisors and 8 principal were selected as a sample by using simple random sampling for teachers and school-based supervisors. For eight school principals and five cluster supervisors were taken as a sample through census sampling techniques. The study took up different kinds

of data gathering tools, such as questionnaires, structured interview and document analysis.

For the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Totally 182 questionnaires were prepared and distributed. All 150 copies of questionnaires that were distributed for teachers and 32 copies of questionnaires were distributed for school-based supervisors were returned with the unlimited effort of the researcher.

Different kinds of analysis tools were employed for the analysis and interpretation of the collected data. The quantitative data gathered through questionnaires were analyzed in frequency count, percentage, and mean for the characteristics of the respondents and mean value, standard deviation, weighted mean, chi- square test was utilized to check the statistical significance where there is difference or not between the opinions of the respondents. Whereas, the qualitative data gathered through the open –ended questionnaire, interview and documents were analyzed by narration

Hence, the analysis made to substantiate the major findings of the study are summarized as follows: Respondents gave their opinions about teacher understanding towards school-based supervision. The results show that teachers and in- school supervisors responded in the same way that orientation of teachers about the activities of school-based supervision were not implemented effectively and teachers were not aware of the significance of school-based supervision in the school. As a result, they did not consider supervisory activities to be of any help to improve students' learning, and also they did not realize school-based supervision could enable them to utilize various helpful teaching techniques. Among the different supervisory options practiced in the school the majority of respondents indicated such as clinical, informal, collegial and self- directed supervision, the clinical supervision was relatively more practiced and implemented in their school to assist teachers. Whereas the rest of possible options were not implemented effectively in their school.

Based on the majority of teachers and school-based supervisors respondents including the interviewee school principals the findings of the study confirmed that school-based supervisors did not implement the pre- class observation conference in a proper manner. The respondents revealed that the supervisors carried out the class room observation without taking in to account planning and making agreement with teachers as to the purpose and methodology with the supervisee; and also conducted the observation without deciding on a suitable time by mutual agreement between the supervisee teacher and the supervisors. They were also doing not discuss on the appropriateness of objective of the lesson before the actual presentation. They were ineffective in this way. The findings of the study showed that the school-based supervisors failed to use the observation properly and frequently. It is indicated that the class room observation was typically conducted only twice a year. The findings of the study revealed that the school-based supervisors were not efficient in assisting teacher in conducting regular meetings to create awareness for teachers and in organizing conferences and training programs at the school level. This in turn has an adverse effect in helping teachers to conduct action research and evaluating the current teaching texts for possible further improvement. Farther more, it has effected in conducting regular class room observation, and in providing sufficient professional assistance for other teachers. The finding of the study indicated that there are factors that hinder the implementation of school-based supervision in the school. The respondents confirmed that;- lack of relevant training program to update the knowledge of supervisors.

- The scarcity of experienced school-based supervisory activities
- The shortage of allocated budget to facilitate supervisor activities
- Work over load of school-based supervisors by routine tasks
- The negative perception of teachers towards supervision
- The absence of relevant and supervisors manual in the school are the major factors that hinder the implementation of effective school-based supervision in government primary school of the study area.

5.2 Conclusions

Based on the findings of the study the following conclusions are drawn:

Supervision improves the professional development of the teacher which helps to improve students' learning. This requires a positive perception of teachers towards school-based supervisors. Unless teachers perceive supervision as process of promoting professional development and improvement of students learning, the supervisory exercise will not attain the desired objective. However, the research findings showed that teachers were not well oriented to the potential benefits of the supervisions, could bring to the teachers themselves or to the students and to teaching- learning processes, where they lacked awareness of the activities of in-school supervision. From this, it can be possible to concluded that teachers in government primary school of Yeka sub city of Addis Ababa have limited understanding about the significance and purpose of in- schools supervisions.

As shown in the above findings, implementing various supervisory options in the sample schools was not as such effective in their application properly that suited with each teachers interest and level of development. Therefore, it is possible to conclude that teachers were not motivated at work through the implementation of various supervisory options. Thus, the contribution of supervisory options for teachers' professional development and the improvement of teaching- learning's were insignificant.

Teachers were less supported by school-based supervisors for the effectiveness of class room performance,. From the findings, it could be concluded that the school-based supervisors were not following the procedures of class room observation methods properly. The supervisors did not make a mutual agreement with the supervisee teachers on the purpose of observation and the time of class room observation. There was no post conference while conducting the class room observation.

The findings of this study revealed that the school-based supervisors were in effective in providing the professional assistance for teachers through organizing work shop and training program at school level, creating an awareness to identify teaching learning

problems and find solutions. Moreover, the findings indicated that school-based supervisors were not capable enough in assisting teachers to conduct action research and evaluating the existing teaching text for further improvements. From this findings, it can be concluded that teachers could not get the required assistance from school-based supervisors.

Finally, the results of the findings discovered that school-based supervision was negatively affected by many problems such as:
The incapability of school-based supervisors, The absence of in service training programs to update the capacity of school-based supervisors, non availability of relevant supervision manual at school, an insufficient allocation of budget to carry out supervisory activities, the unavailability of experienced in school supervisors in school, the heavy work load of school-based supervisors on routine tasks, as a result of this school-based supervision was less supportive for effective teaching and learning process.

5.3 Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of school-based supervision in government primary school of yeka sub city Addis Ababa.

.

- It was found out that such challenges existed school-based supervision is a requirement to be practiced at the school level as a means to meet the individual needs of the teacher for the sake of teaching learning improvement. Therefore, a wide variety of supervisory options should be provided for teachers. To this end, it is recommend for school-based supervisors to create an opportunity for teachers' in implementing various supervisory options that is clinical supervision, informal supervision, collegial supervision and self-directed supervision.
- It is advisable for school-based supervisors to give emphasis to prior planning and discussing with the supervisee teachers and create awareness on the purpose of class room observation and also a surprise check sometimes.

- The schools need to create opportunities for the implementation of frequent class room observation as much as possible and reduce the overload tasks of supervisors on routine tasks, that is as a coordinators of co curricular activities and as a member of different committees.
- It is advisable for the school officers to make strong effort to improve the capacity of school-based supervisors by providing training programs and creating conducting regular meeting and creating opportunity for experience sharing among the departments. Moreover, it is suggested for education officers to organize in-service trainings for school-based supervisors. In order to carry out their responsibilities more effectively.
- The findings of the study pointed out that the practice of school-based supervision was adversely influenced by various factors. Hence, to alleviate the particular challenges, the following recommendations are forwarded:

Providing training programs: Continuous training programs need to organized and given for school-based supervisors and teachers on the significance of supervision and how can it be implemented at the school level. Thus, it is advisable to give and facilitate the training program for the effectiveness of school-based supervisors at the school level.

Providing adequate resources: The finding indicates that school-based supervisors have no relevant supervision manual which clearly specifics their responsibilities effectively. The supervision manual is mandatory and necessary reference tool for school-based supervisors at the school level. Moreover, it is recommended that adequate budget should be allocated for the successful implementation of school-based supervision at the school level.

Reducing the work load of school-based supervisors: The results of the research findings revealed that the school-based supervisors heavy work load on routine tasks were among the factors that hinder school-based supervisors. It is a fact that in school supervisors, have double responsibilities: that is,

Conducting routine tasks daily and assisting other teachers. Thus, it is better to reduce the teaching loads of school-based supervisors and reduce their routine work load that was performed daily to gate plenty of time to assist teachers.

References

Abebe Tesema (2014): The **practices and challenges of school based supervision** in Kmashe zone: Jima University

Abongo, J. (1998). **Educational Management Nairobi:** Nairobi University Press.

Acheson K. A & Gall. M. D. (1987). **Techniques in the Clinical Supervision of Teachers.**

ADEA (1998). **Resource materials for school inspectors. London**: Chamecaon press ltd.

Adepoju T.L (1998): **Fundamental of school administration, planning and supervisor in Nigeria**

Aggarwal, (1985). **Theory and Principles of Education**: Philosophical and Sociological Base of Education New Delhi: Vikas Publishing house pvt. Ltd.

Audrey, F. A .(2004). **Enhancing learning thought differentiated approach to teaching and Learning.** Journal of research in special education need. 4(2) 91-97.

Baker, T. L. (1994), **Doing social research (2nd edn). New York**: McGraw – hill inc.

Beach, D. M., & Reihnartz, j. (2000). **Stuart and sundeen's mental health nursing:** Elsevier Publisher.

Belase. J. R & Blasé, J. (1998). **Handbook of instructional leadership**. Woe really good.

Ben, T. Sally, H. & Pernny, C. (1997). **Stuart and sundeen's mental health nursing**: Elsevier publisher.

Benjamin, K. (2003). **Instructional supervision:** perceptions of Canadian and Ukraine beginning high school teachers unpublished master of arts thesis sashatechewan university at Saskatoon.

Bernard and Good Year, (1998): **Fundamentals of clinical supervision** 5th edition

Best, J.W., & Kahn, J.V. (1993). **Research in education. New Delhi:** preentiee- hell

Chanyalew, Woldgebriel. (2005), **The practice and problems of instructional supervision** in 4 secondary schools of hadya zone unpublished masters of arts thesis Addis Ababa university, at Addis Ababa.

Chiovere, B.R. (1995). **Educational administration and management. Harare:** Mazongoropr paper converters ltd.

Claude, S. (1992). **Supervision in action (3rd ed.) sydaey:** chapel Hill.

Cogan. M. I., (1973). **Clinical supervision. Boston**: Houghton- Miffin.

Cohen, I., (1994). **Research Methods in education (4th ed) New York**: Routhledge

Cress Well, (2007). Reviewing mixed methods application.

Eiseman, T.O; Schwille, J, Prouty, R. (1992) **what makes a teacher effective? influence of teacher characteristics on institutional out comes** in primary schools of Burundi.

Enaigbe, A. P. (2009). **Strategies for improving supervisory skills for effective primary education** in Nigeria. Edo journal of counseling, 2(2). 236-241.

Gay. R. and Airasian, P. (2003). **Educational research; competencies for analysis and application.** (7th ed). New jersey: Merrill prentice hall.

Getachew, Gezahegn (2001). **School- based instructional supervision** in selected secondary schools of Addis Ababa. Unpublished masters of Arts thesis at Addis Ababa.

Glatthorn A.A (1990). **Supervisory leadership:** introduction to instructional supervision.

Glatthorn, A.A (1984). **Differentiated supervision Alexandria. (ASCD).**

Glenview, IC; **Scott, foreman, Brown Higher education.**

Glickman, C.D. (1985). **Development as the aim of instructional supervision,** retrieved from wwwerice ed. Gov/ericwebportal/record Detail? Accnto=ED263655, Novemebr, 20/2006

Glickman, C.D. (1990). **Supervision of instruction,** (2nd ed.). Boston: Allyn and bacon.

Glickman, C.D., (Gordon, S.P., & Ross- Gordon, J.M. (2004). **Supervision and instructional leadership; a developmental approach USA**: Pearson education, inc.

Glickman. C.D. (1993). **REenewing America's schools san Francisco**: Jossy- bass.

Goble, N., & Porter, J. (1977) **The changing role of the teacher, Paris**: NFER publishing co. ltd

Guideline **Addis Ababa education bureau** (2013)

Gurnam, K. S. & Chan Y.F. (2010). **Formative supervision of teaching and learning issues and concerns for the school head. European journal of scientific research .** 39(4). 589-605

Haileselassie W/Gerima (1997). **Educational supervision teaching material AAU,** faculty of education. Unpolished

Haileselassie W/Gerima (2007) **educational supervision.** Department of educational planning and Mangemet College of education A.A.U.

Harris, B.M. (1998). **Paradigms and parameters of supervision in education Englewood cliffs:** prentice hall

Hodegkinson, (1991); **educational leadership, the moral art**

Jacklyn, R. (2008) **Supervision for instructional improvement.** Retrieved from January 30, 2006 at www doctor. Come> education> teachers

Jones, J. (1993). **Appraisal and staff development in schools London:** David Fulton publishers.

Jose, F& Gonzales (1993). **Methods of research and thesis writing Paris national boore,** accept marulas.

Kwong. Y.F. (1992). **A descriptive study of clinical supervision in and aided secondry school** retrieved from www. fed cuhk edu. Hk/en/Cuma/92 ykfwaong/conclusion htm. December 18,2006.

Lank Shear, C. & Knobel, M. (2004). **A hand book for teacher research: from design to implementation.** New York; Open University press.

Lilian, C.M. (2007) **. perception of classroom supervision by secondary school teachers in the Harare region. Unpublished masters of Arts' thesis. Tshwane** University of technology.

Lind of, T.R. & Taylor, B.C. (2002). **Qualitative communication research methods** (2nd ed) thousand Okas, CA: Sage publications.

Line Burg 2010: **The influence of Instructional leadership of principals on CPD**

Lyons, R.F; **Pritchard. MW (1976); primary school inspection;** a supporting service for education, Paris.

MoE (1994). **Educational supervision manual Addis Ababa: EMPDA.**

MoE (2002) **Educational leadership and administration community participation and financial** directive Addis Ababa EMPDA.

MoE: (2006). **Decentralized management of education in Ethiopia;** a reference manual adds Ababa: Ged printing and packaging plant.

MoE: (2009). **School improvement program.** Addis Ababa: EMPDA.

MoE: (**continuous professional development for primary and secondary school teachers,** leaders and supervisors in Ethiopia. Unpublished framework. Addis Ababa.

Musaazi. J.C.S. (1982). **The theory and practice of educational administration**. London and Basingstoke: Macmillan publishers.

Nesbary, D.K (2000). **Survey research and the World Wide Web.**

Nolan, J. J. & Hoover, L A (2004). **Teacher supervision and evaluation:** NJ: John Willey and sons.

Olive, P.F. (2001). **Developing the curriculum retrieved from media**. Wiley com/ product Data/except/53/04711516/0471151653.pdf february4.2006.

Rashid, A. (2001). **Supervision practices as perceived by teachers and supervisors in Riyadh schools unpublished doctoral thesis Ohio university.** Retrieved from faculty ksu, edu, sa/dr Rashid/ documents/ my20% dissertation doc September 15.2006.

Ross, L. N., & Dean, N. E. (1980) **Handbook for effective supervision of instruction (3rd ed). NJ;** Englewood prentice- hall.

Ruth, W. (1992). **Classroom observation asks: UK**: Cambridge university press.

Rymond C., Garubo (1998): **supportive supervision in schools. Green wood press,** west port

Samuel, C.C. (2006). **Supervision**: New York: McGraw- hill company.

Sergiovanni, T. J., & Starratt, R. J. (2007). **Supervision: (8th ed). New York**: McGraw – Hill Companies Inc.

Sergiovanni, T.J./ (1995). **The principal ship: Boston**: allyn and beacon

Sergiovanni. T. J & Starratt. R.J. (2002). **Supervision; (7t ed). New York. McGraw-** Hill Companies Inc.

Sighal, R. P; Bhagia, N.M, Kalpande, V.A; Nair, T.K. D(1986) **school inspection system a modern approach. NIEPA, New Delhi,** Vikas publishing house.

Stadan, V. E. (2000). **Human resource management (2nd ed) Pretoria**: SACTE;

Sullivan, S., & Glanz. J. (200) **alternative approaches to supervision; cases from the fields** 212-235.

Sullivan, S., Glanz. J. (2005). **Supervision that improves teaching** (2nd ed.) London: Corwin press.

Sumaiya. Q. (2010) **educational supervision.** Retried a from ww dostoc.com/42102783/ supervision October 12.2006.

Teck Hong. T and waheed. A. (2011): **Herzberg's monition hygiene theory and job satisfaction in the Malaysian:** the mediating effect of love of money Asian academy of management journal, vol. 16, No. 1,73-94.

UNESCO (1999). **Quality education through school –based** supervision and support: retrieved from. Unesco org/ images /001174/ 117472 e.pdf January 5,2006.

UNESCO (2006). **Teachers and educational quality: monitoring global** needs for 2015 Montreal: succursale center- ville.

UNESCO (2007). **Reforming school supervision for quality improvement. Retrieved form** _ HYPERLINK "http://www.iiep.unesco.org/filedmin/..../supervison/SUP. Mod 8.pdf" _www.iiep.unesco.org/filedmin/..../supervison/SUP. Mod 8.pdf_ October 16.2006.

Unruh A.,& Turner, H.E. (1970). **Supervision for change and innovation Boston**: Million.

USIAD. (2011) Capacity building training manual.

Watson, J. K.P. (1994 **School inspectors and supervision in. the international encyclopedia of education: research studies,** 2nd ed.

William, G.C. (1977). **Sampling techniques (3rd ed.) Canada: john willey and sons inc.**

Yalew Endaweke Mulu. (1998) **fundamental principals of research and its implantation. Bahir Dar**: alpha printing enterprise.

Zebeda, S. J. (2003). **Instructional supervision New York:** eye on education

Appendices

Appendixes A: Questionnaire to be filled in by teachers

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled in by teachers

I am MA candidate at Addis Ababa university and conducting research for my thesis on the practices and challenges of school- based supervision in government primary schools in Addis Ababa Yeka sub city.

The main purpose of these questionnaires is to gather relevant data to assess the practices and challenges of in-school supervision in your school. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Instruction

1. Don't write your name on the questionnaire.
2. Use a thick mark ☐ to your response of each closed ended questionnaire from the given rating scales.
3. Write briefly your response for open- ended questionnaire.
4. Please, give appropriate response based on your school context.

Part One: General information and respondents personal data

Please put a thick mark ☐ in the box for your response or give short answers on the blank space.

1. Sex: Male☐ Female ☐
2. Age: 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-36 ☐ above 40 ☐
3. Teaching experience: 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐
   21-25 ☐ 26-30 ☐ above 30 ☐
4. Level of education: Certificate ☐ Diploma ☐
   1st Degree ☐ 2nd Degree ☐

Parte Two: Teachers understanding about school- based supervision

Key: 5= strongly agree (SA)

4= Agree (A)

3= Undecided (UD)

2= Disagree (D)

1= Strongly disagree (SD)

Key 5= strongly agree (SA), 4= Agree (A) 0, 3= undecided (UD), 2- Disagree (D), 1= strongly disagree (SD)

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	I am well oriented about the activities of school- based supervision					
2	I am well aware of the significance of school- based supervision					
3	school- based supervision contributed for my continuous professional development					
4	I believe that implementing school- based supervision needs the collaboration of the stake holders of the schools					
5	Classroom observation has enabled me to use variety of teaching techniques					
6	I believe school- based supervision helps to increase the improvement of students learning					

Part Three: Supervisory options practiced in schools

Key: 1= very low (VL), 2= Low (L), 3= medium (M), 4= High (H),5= very high (VII)

No	Items	VH	H	M	L	VL
		5	4	3	2	1
1	The implementations of face –to- face interaction /clinical supervision for teachers to improve classroom performance					
2	Supervisory supports without predetermined format /informal supervision for the sake of instructional improvement					
3	The school organizes teachers to conduct peer observation/collegial supervision among themselves					
4	The opportunity for experienced and competent teachers to practice self- directed supervision					

Part Four: procedures of supervision for classroom observation

Key= 5= strongly agree (SA), 4= Agree (A), 3= undecided (UD), 2= Disagree (D), 1= strongly Disagree (SD)

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Before conducting classroom observation /pre-observation conference Supervisors make a visit after informing me					
2	Supervisors convince me as classroom visit is helping process in my teaching					
3	Supervisors plan and make agreements on the suitable time for classroom observation with me					
4	Supervisors discuss with me on the objective of the lesson before the actual presentation					
5	Supervisors make discussion with me on the methodology of the lesson before the actual presentation					
6	The supervisors analyze my lesson plan before classroom visit.					
7	**During classroom observation** Supervisors sit at the back of the classroom					
8	Supervisors record my performance and students activities					
9	Supervisors follow up my lesson attentively from the beginning to the end					

10	**After classroom observation/post –observation conference** Supervisors give immediate feedback to me					
11	Supervisors discuss with me on the data collected during the classroom observation					
12	Supervisors' discussion with me more emphasizes on improvement of my teaching learning process					
13	Supervisors left to read the comments rather than face –to –face discussion					

14. How often do school –based supervisors conduct class room observation?

_____

Part Five: To what extent the school-based supervisors discharge their responsibilities?

Key: 5= strongly agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD)

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
	In relation to your school department head					
1	Conducting regular meetings with teachers of the department to evaluate their activities					
2	Arranging on the job orientation program to newly assigned					

	teachers in respective department					
3	Organizing workshops, conferences, seminars to tackle instructional problems identified by the department members					
4	Organizing model teaching programs for inexperienced (junior) teachers form their senior staff members among the department					
5	Encouraging teachers to use appropriate teaching materials					
6	Assisting teachers to conduct action research to solve problems that they encountered					
	In relation to your school vice principal					
7	Evaluating the lesson plan of teachers					
8	Conducing the classroom observation to ensure the application of lesson plan					
9	Organizing training programs as school level for the sake of teachers professional development					
10	Encourages teachers to evaluate the existing teaching texts for further improvement.					
	In relation to your school principal					
11	Creating a conductive environment to facilitate supervisory activities in the school					
12	Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes					
13	Providing sufficient professional assistance for teacher					

Part 6: Challenges against the implementation of supervision in the school

Key: 5= strongly agree (SA), 4= Agree (A), 3= undecided (UD), 2= Disagree (D), 1= strongly

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Supervisors are incompetent enough to help other teachers					
2	Supervisors have not taken relevant trainings					
3	The supervisors are overloaded with classroom activities and administrative tasks					
4	Teachers are resistant against the supervisory activities					
5	Supervisors are a fault finder rather than assisting teachers					
6	There is inadequate number of supervisors to assist the school teachers properly					
7	There is lack of relevant supervision manual in the school					
8	There is insufficient allocated budget for the supervisory program in the school					
9	There is lack of follow up the activities of teachers by the supervisors					

11. If there are other challenges for supervisory activities in your school mention them

_____

12. What solution do you suggest to improve the school – based supervision?

_____

_____

Appendix B: Questionnaire to be filled in by school- based supervisors

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by school- based supervisors

I am MA candidate at Addis Ababa University and conducting research for my thesis on the practices and challenges of school- based supervision in government primary schools in Addis Ababa Yeka sub city.

The main purpose of these questionnaires is to gather relevant data to assess the practices and challenges of school- based supervision in your school. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use a thick mark ☐ to your response of each closed- ended questionnaire form the given rating scale.
3. Write briefly your response for open –ended questionnaire.
4. School –based supervisors represents to principals vice- principals, heads of department and senior teachers who are responsible to carry out supervisory activities in the school.
5. Please, give appropriate response based on your school experience.

Part one: General information and respondents personal data

Please, put a thick mark☐ in the box for your response or give short answers on the blank space.

1. School _____
2. Sex: Male ☐ Female ☐
3. Age 19-23 ☐ 24-28 ☐ 29-33 ☐ 34-38 ☐ Above 38
4. Current position: vice principal ☐ head of department ☐ unit leader
5. Service year in teaching 1-5 ☐ 6-10☐ 11-15 ☐ 16-20 ☐
   21-25 ☐ 26-30 ☐ above 30 ☐
6. Level of Education: Diploma ☐ First degree ☐ 2nd Degree ☐

Part 2: Teachers' understanding about school –based supervision

Key: 5= Strongly agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= Strongly Disagree (SD)

No	Items	SA	A	UND	D	SD
		5	4	3	2	1
1	Teachers are well oriented about the activities of school- based supervision					
2	Teachers are well aware of the significance of school- based supervision					
3	Teachers consider that school- based supervision contributed for their continuous professional development					
4	Teachers consider that implanting school- based supervision requires collaboration of the stake holders					
5	Teachers believe that school- based supervision helps to increase the improvements of students learning					

Part 3: Supervisory options practiced in schools

Key: 1= very low (VL), 2= Low (L), 3= Medium (M), 4= High (VH)

No	Items	SA	A	UND	D	SD
		5	4	3	2	1
1	The implementation of face –to –face interaction /clinical supervision for teachers to improve classroom performance					
2	Supervisory supports without predetermined format /informal supervisions for the sake of instructional improvement					
3	The school organizes teachers to conduct peer observation/collegial supervision among themselves					
4	The opportunity for experienced and competent teachers to practice self – directed supervision					

Part 4: procedures of supervision for classroom observation

Key: 5= Strongly agree (SA), 4= Agree (A), 3= Undecided (UD), 2= Disagree (D), 1= strongly disagree (SD)

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Before conducting classroom observation /pre –observation conference: I visit teachers after informing them					
2	I convince teachers as classroom visit is helping process in his/her teaching					

3	I plan and make agreements on the suitable time for classroom observation with teachers					
4	I discuss with teachers on the objective of the lesson before the actual presentation					
5	I make discussion with teachers on the methodology of the lesson before the actual presentation					
6	I analyze the lesson plan of the supervisee teacher before classroom visit					
	During classroom observation					
7	I sit at the back of the classroom					
8	I record important data on the teaching learning process what the teacher and students are performing					
9	I follow up the lesson attentively from the beginning to the end					
	After classroom observation/post –observation conference					
10	I give immediate feedback to the teachers					
11	I discuss with the supervisee teacher on the data collected during the classroom observation					
12	My discussion more emphasizes on improvements of teaching learning process					
13	I give my comments for the supervisee teachers to read rather than discussing face –to-face					

14. How often do you conduct classroom observation for each teacher?

_____

Part 5: Challenges against the implementation of supervision in the school

Key: 5= strongly Agree (SA), 4= Agree (A), 3= Undecided (UD),2= Disagree (D), 1= strongly Disagree (SD)

No	Items	SA	A	UND	D
		5	4	3	2
1	Supervisors are incompetent enough to help other teachers.				
2	Supervisors have not taken relevant trainings				
3	The supervisors are overloaded with classroom activities and administrative tasks				
4	Teachers are resistant against the supervisory activities				
5	Supervisors are a fault finder rather than assisting teachers				
6	There is inadequate number of supervisors to assist the school teachers properly				
7	There is lack of relevant supervision manual in the school				
8	There is insufficient allocated budget for the supervisory program in the school				
9	There is lack of follow up the activities of teachers by the supervisors				

11. If there are other challenges for supervisory activities in your school mention them

_____

_____

12. What solution do you suggest to improve the school – based supervision?

Appendixes C: Interview guide for school principals

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview guide for school principals

I am MA candidate at Addis Ababa University and conducting research for my thesis on the practices and challenges of in- school supervision in government primary schools in Addis Ababa Yeka sub city.

The main purpose of these questionnaires is to gather relevant data to assess the practices and challenges of in-school supervision in your school. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Part I: General information and respondents personal data

1. School _____
2. Sex_____
3. Age _____
4. Level of education: Diploma _____Degree _____2nd Deree_____
5. Qualification so subject: major _____ Minor_____
6. Service year_____

Part II: Please, answer the following questions briefly related to the current practices of your school context

7. What is your opinion regarding the practice of school- based supervision in your schools?
8. What procedures does your school use for classroom observation?
9. Which strategies the schools use to strengthen school- based supervisor?
10. What strategies the schools use to strengthen in built supervision?
11. What are the challenges you faced during the implementation of supervision in your school.
12. What should be done to solve the challenges of in school supervision?

Appendixes D: Interview guide for cluster supervisors

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview guide for cluster supervisors

I am MA candidate at Addis Ababa University and conducting research for my thesis on the practices and challenges of school- based supervision in government primary schools in Addis Ababa Yeka sub city.

The main purpose of these questionnaires is to gather relevant data to assess the practices and challenges of school- based supervision in your school. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Part I: General information and respondents personal data

1. School _____
2. Sex_____
3. Age _____
4. Level of education: Diploma _____Degree _____2nd Deree_____
5. Qualification so subject: major _____ Minor_____
6. Service year_____

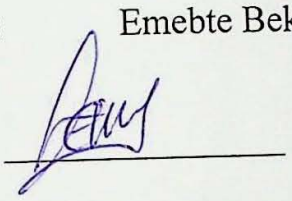
Part II: Please, answer the following questions briefly related to the current practices of your school context

7. What is your opinion regarding the practice of school- based supervision in your schools?
8. What procedures does your school use for classroom observation?
9. Which strategies the schools use to strengthen school- based supervisor?
10. What strategies the schools use to strengthen in built supervision?
11. What are the challenges you faced during the implementation of supervision in your school.
12. What should be done to solve the challenges of in school supervision?

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been dully acknowledged.

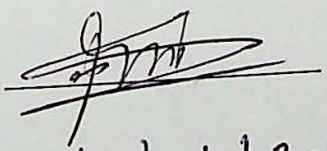
Name : Emebte Bekele

Signature: 

Date : 10/06/2015

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

Name : Dr. Kenennisa Dabi

Signature: 

Date : 10/06/2015