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

**ASSESSMENT OF SCHOOL –BASED SUPERVISORY
PRACTICES IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY, ADDIS ABABA**

**By
Benialfew Mekonnen**

**DECEMBER- 2020
ADDIS ABABA**



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PRACTICES IN GOVERNMENT SECONDARY SCHOOLS OF
BOLE SUB-CITY, ADDIS ABABA**

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Benalfew Mekonnen

**A Thesis Submitted to the Department of Educational Planning &
Management in Partial Fulfillment of the Requirements for Master of Arts
Degree in Educational Leadership and Management**

December, 2020

Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning & Management

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Department Chairperson	Signature	Date
_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
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Abstract

The purpose of this study was to assess the practices of school-based supervision in secondary schools in Bole sub-city of Addis Ababa city administration of government secondary schools. To conduct this study, descriptive survey method was employed. A total of 180 sample respondents were selected and involved in the study. Both random and purposive sampling methods were employed. Specifically, a random sampling technique was employed for teachers and school based supervisors who were treated through questionnaires whereas a purposive sampling technique was applied for school principals, Woreda Education Office supervision experts. For analysis SPSS version 22 was used and frequency count, mean score and standard deviation utilized to analyze quantitative data gained through the questionnaires. The finding shows teachers confirmed school based supervision were not implemented properly in the schools and not satisfied with school based supervision that in its contribution for their continuous professional improvement. The result of the study indicated that, relevant trainings were provided for school-based supervisors to undertake their responsibilities in proper way for further improvement. Based on these findings, the conclusion showed that school-based supervisors were not following the procedures of classroom observation properly. The study then recommends that it is advisable for school-based supervisors to give emphasis to prior planning and discussing with the supervisee and to create awareness on the purpose of classroom observation.

Keywords: *Practice, School Based Supervision and Challenge*

Abbreviations and Acronyms

ADEA	Association for the Development of Education in Africa
CPD	Continuing Professional Development
EMPDA	Education Materials Production and Distribution Agency
ESDP	Education Sector Development Program
KETB	Kebele Education and Training Board
MOE	Ministry of Education
REB	Regional Education Bureau
SPSS	Statistical Package for Social Science
PTA	Parent Teacher Association
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
WEO	Woreda Education Office

CHAPTER ONE

Introduction

1.1 Background of the Study

Supervision is “an intervention that is provided by a senior member of a profession to a junior member or members of that same profession”. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s); monitoring the quality of professional services offered to the clients and serving as a gatekeeper of those who are to enter the particular profession, (Bernard and Goodyear, 1998). Supervision has gone through many changes caused by the political, social, religious and industrial forces. Supervision as a field of educational practice emerged slowly. The definition of supervision is different with different literatures and different professional aspects. Particularly, (Surya Govinda and Tapan, 1999:8) defined educational supervision as; “all those services whose main function is to control and evaluate, and/or advice and support school heads and teachers.

Education inspection was introduced in to the education system in Ethiopia about 35 years after the introduction of modern (western) type of education in the country around 1934 E.C. According to the literature there are forces that brought about the need for school inspection. Firstly, the fast growth of elementary and secondary schools in the empire, secondly the need for coordination of the curriculum and thirdly, and most importantly, to help teachers in the classroom activities. Beginning 1955 E.C the twenty or so year’s old inspection was replaced by supervision.

As in many other developing countries, in our country- Ethiopia, education has been given great attention because of its value to the way of economic growth and all-rounded development of the society. This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwl, 1985).So, schools must improve their basic functions of teaching and learning process that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration, instruction and supervision are responsible for the highest performance of students in schools. Furthermore, the Ministry of Education (MoE, 2010), in its Education Sector Development Program (ESDP IV), has stressed

the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning.

In line with this, Education Sector Development Program IV [ESDP IV] by the Ministry of Education noted the importance of providing quality based instructional supervision to improve the quality of education (MoE, 2010:10) with forming school clusters. The concept of instructional supervision differs from school inspection in the sense that the former focuses on guidance, support, and continuous assessment provided to teachers for their professional development and improvement in the teaching-learning process, whereas the latter gives emphasis on controlling and evaluating the improvement of schools based on stated standards set by external agents outside the school system. Instructional supervision is mainly concerned with improving schools by helping teachers to reflect their practices; to learn more about what they do and why; and to develop professionally (Sergiovanni and Starratt, 2007).

Many researchers believe that supervision of instruction has the potential to improve classroom practices, and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1998; Musaaazi, 1982; Sergiovanni & Starratt, 2002; and Sullivan & Glanz, 1999). Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Hoy & Forsyth, 1986; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 1999).

To achieve the goal of supervision, supervisors of instruction generally advice, assist and support teachers (Hoy & Forsyth, 1986 ;) The International Institute for Educational Planning UNESCO, 2007; Sergiovanni & Starratt, 2002) and also inspect, Control and evaluate teachers UNESCO, 2007). In a related way, Blasé and Blasé (1998) suggest that teachers do their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security and their feelings of support.

Supervision in the school system mainly focuses on the whole school improvement and quality of education given to the students. In the light of this, (MoE, 2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. Similarly, according to Trait discussed in the

Association for the Development of Education in Africa (ADEA, 1998) supervision is taken as the process in which supervisors visit schools to work with the teachers and school administrators to ascertain the quality of teaching and administration. Thus, adequate support and effective supervisory activities are very crucial for schools to enhance the teaching learning process.

In Ethiopia educational inspection which was later replaced by supervision, was started in 1941/2. The shifting of inspection to supervision (in 1962/3) was to improve the teaching learning process through strengthening of supervision by focusing on the curriculum, teaching content and methodology, and provision of professional assistance and guidance to classroom teachers. Again, with the change of the political system in the country a shift from inspection to supervision was made as of 1994 (BGREB, 2006).

According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional and Central supervisory educators are structured under external supervisors. Furthermore, the supervisors and education experts of the above-mentioned external organizational bodies have been given responsibility to assist teachers in school. On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school-based supervision (MoE, 1994). Since these school-based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because, teaching learning process is a day- to-day activity, which is carried out by teachers in schools. The problems that teachers encountered while they are teaching can also be solved through school-based supervisors.

Similarly, education in Ethiopia is passing through a period of transition from the emphasis on quantity to emphasis on quality. According to MOE, (2008), the Ethiopian government has now shifted its attention to improve quality of education. It has started quality education initiative called General Education Quality Improvement Package (GEQIP) of 2007. Some of its programs were school improvement program and continuous professional development of teachers. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MOE, 2002). The current movement demands that the

process of school based supervision undergo a movement of reform and renewal. Hence, the focuses of this study will be investigating the current practices and challenges of in-school supervision in government secondary schools of Addis Ababa, city Administration: Bole Sub-city in Focus.

1.2 Statement of the Problem

It is believed that the overall education system should be supported by educational supervision in order to improve the teaching-learning process in general and learners' achievement in particular (UNESCO, 2007). School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. In this way, school-based supervisors, Woreda, Zonal as well as Regional educational experts are responsible to closely and periodically assist teachers in the schools (MoE, 2009).

School-based supervision focuses on teachers' professional growth to enhance the instructional practice in schools and to bring about the desired change of learning achievement for the students. In line with this, UNESCO (1999) indicated that school-based supervisory practices are significant for individual teachers' professional development, school improvement, and satisfaction of public demands. To this end, school-based supervision should be well planned and organized to accommodate the central interest of teachers, students and the society. School-based supervision thus has much importance. According to the view of Goble and Porter (1977), school-based supervision is vital for the continuous professional development of teachers and the overall enhancement of quality education.

As different literatures indicated that school supervisors play critical and undeniable role for the success of school organization (Certo, 2006). The provision of Quality education needs cooperative and jointed efforts of different stakeholders and communities. It is the concurrent responsibility of federal, regional and Woreda governments; GEQIP Plan (MoE, 2008). To make school-based supervision more effective, collaboration should be made with various groups. As illustrated by the Ministry of Education (MoE, 1994), the school principals, vice-principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

In addition, research findings related to the past supervision in schools indicated that there are some problems with its practice. To list some; opportunities that help to improve teaching and learning process were inadequate, training programs were not relevant to real professional development of teachers, there was no properly designed systematic follow up and support systems (Getachew, 2001 and Chanyalew, 2005).

According to (Oliva, 2005), the way teachers perceive supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In addition, previous research and publications revealed that because of its evaluative approaches; less experienced teachers have more negative perceptions on the practice of school based supervision than more experienced teachers. They consider school based supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

The findings of different research conducted on the practice of supervision in secondary schools of different sub cities of the Addis Ababa Administration shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level, and also there is inadequate classroom observation to monitor teachers' instructional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010).

The above problems invited the researcher to carry out a study on the practices and challenges of in-school supervision in one purposively selected sub-city of government secondary schools of Addis Ababa city administration.

1.3 Research Question

To achieve this purpose, the researcher specifically formulated the following basic research questions:

1. What are the supervisory options applied by supervisors in the sample schools?
2. To what extent do teachers understand about the in-school supervision in secondary schools of Addis Ababa City Administration?
3. To what extent do school-based supervisors discharge their responsibilities?
4. What are the challenges existing in the implementation of in-school supervision?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of the study were be to investigate the status of in-school supervisory practices and challenges in government secondary schools of Addis Ababa City Administration in general and Bole Sub-City in particular.

1.4.2 Specific Objectives

- To investigate the understanding of teachers towards in school supervision.
- To identify the various supervisory options mostly applied by the supervisors in the schools.
- To explore the procedures employed in classroom observation in the secondary schools.
- To discover the extent to which in-school supervisors discharge their responsibilities.
- To examine the challenges and prospect of in-school supervision in secondary schools.

1.5 Significance of the Study

The purpose of supervision is to improve instruction, to strengthen classroom management, and to ensure that the curriculum is followed. Supervision aims at helping teachers ensure for effective teaching, and that all the Ministry's policies, rules and regulations are implemented (MoE, 1994). In light of this, the study is believed to have the following contributions:

1. It may serve as an input for different levels of educational expert's i.e. WEO, ZEO, and REB of Addis Ababa to know the current practice of in-school supervision in secondary schools.
2. It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools.
3. It may help as a springboard for other researchers who want to conduct further research in the area of supervision for effective learning and teaching.

1.6 Delimitation of the Study

The researcher has found that it is very important to delimit the scope of the study to a manageable size in order to investigate the issue thoroughly. The research had been conducted in only government secondary schools in a single Sub-city for the sake of in-depth analysis with genuine investigation on the practices and challenges of in-school supervision in secondary schools.

Addis Ababa is classified in to ten sub-cities, out of these sub cities the researcher would be select Bole Sub-city, the first reason is that the location of the secondary schools and dispersed settlement secondly, it is impossible and difficult to conduct a research on supervisory issues in secondary schools at all levels of the school system on citywide within such a short period of time together with limited financial resource owned by student researcher. Hence the focuses of this study would be the practices and challenges of in-school supervision in government secondary schools of Addis Ababa, city Administration: Bole Sub-city in Focus.

1.7 Organization of the Study

The study will be organized into five chapters. The first chapter consists of background of the study, the nature of the problem, research questions, and objective of the study, significance of the study, limitations of the study and organization of the paper. The second chapter deals with a review of the related literature. Chapter three explains the research design and methodological framework upon which the study was conducted. Moreover, a detailed protocol addressing procedures, participant selection, data collection and analysis techniques as well as issues. Chapter four dedicated to presentation, analysis and interpretation of the data. The last chapter consists of summary, conclusion and recommendations of the study.

CHAPTER TWO

Review of the Related Literature

The term supervision in social work is understood as an activity to contribute to the continuous professional development of social practitioners, helping practitioners to improve their “reflection skills” and translate the social theory in effective care practice (Bernard and Goodyear, 1998).

2.2 Principles of Educational Supervision

Educational supervision is concerned with the total improvement of teaching and learning situation. In line with this, educational supervision has the following principles: there should be short-term, medium-term and long-term planning for supervision, supervision is a sub-system of school organization, all teachers have a right and the need for supervision, supervision should be conducted regularly to meet the individual needs of the teachers and other personnel, supervision should help to clarify educational objectives and goals for the principal and the teachers, supervision should assist in the organization and implementation of curriculum programs for the learners, supervision from within and outside the school complement each other and are both necessary.

In general, since supervision is a process which is concerned about the improvement of instruction, it needs to be strengthened at school level, should provide equal opportunities to support all teachers, it should be conducted frequently to maximize teachers’ competency and also should be collaborative activity.

The basic principles of educational supervision, according to the (MoE, 1994 E.C) are;

1. Supervision is cooperative

To create a better learning environment, supervisor is expected to work together with senior teachers, department heads, unit leaders, vice directors and administrators at local level that identify the instructional problems and prepare training based on the identified gaps to minimize the problems and simultaneously do jointly for the improvement of quality education provision. This is also a continuous process.

2. Supervision is creative

Supervisors are expected to help teachers to be creative and innovative in their teaching. This helps to fit the changing environment.

3. Supervision should be democratic

Freedom should be given for every member to try and give his or her ideas freely. The supervisor is expected to consider various factors while doing his/her activities.

4. Supervision is attitudinal

To create favorable environment, supervisor is expected not only to give advice but also accept comments from teachers. He/she is expected to be responsible and ready to accept change.

5. Supervision is evaluative and planned activity

Supervision should be based on plan. Supervisors are expected to gather data from students, teachers, parents, school administrators and parents to get information and should observe situations in the school.

2.3 The Practices of Educational Supervision Development in Ethiopia

According to the educational supervision manual ,educational inspection for the first time started in Ethiopian in 1934 E.C. Headed by the British national named Lt. Command John Miller and assisted by two Ethiopians, Central Inspection Office was established in 1937 E.C to keep the record of the students, teachers, and classrooms and to write report. When educational activities became complex and beyond the capacity of the former three inspectors because of the increasing number of students and the opening of new schools, training of inspectors was started in Addis Ababa training school in 1943E.C.

From 1934-1946 E.C the school was able to train a total of 24 inspectors and assigned to inspect educational programs and financial accounts. In 1948 E.C the training program was reopened in Kokeb Tsebha School because of the increasing number of schools. Training of both the school directors and inspectors continued for seven years and from 1948-1954 E.C a total of 124 inspectors were graduated. In 1955 E.C the inspection program was changed to supervision to improve the teaching-learning process and supporting of teachers.

From 1962-1965 E.C the trained supervisors were expected to serve in a regular education, sport, adult education and educational mass media program supervisors. In 1973 E.C the socialist

regime had shifted from supervision to inspection. As a result, the main goal of the program was monitoring and evaluation of the policy, directives, planned programs and strategies as the pre job description at each level of the education system. In 1986 E.C the inspection was replaced by supervision and new offices have been established at federal, regional and Woreda level (MoE, 1987 E.C:3-6).

2.4 Approaches of Educational Supervision

Authors in the field identified six approaches for educational supervision. These are directive supervision, alternative supervision, collaborative supervision, and non-directive supervision, self-help-explorative and creative supervision (MoE, 1987 E.C:55-58). These models are discussed as follows:

In directive supervision, the supervisor shows the 'best' teaching methodology for the teacher and then evaluate whether or not the teacher used this methodology in the class room. The drawbacks of this model are, there is no evidence that the indicated methodology is best or not; teachers remain inactive; and teachers lack self-confidence.

In alternative supervision, the supervisor conducts class observation. After class observation, the supervisor shows other alternatives for the teacher, considering the method use by the teacher as one alternative. Thus, the supervisor do not enforce the teacher to follow one best method, rather he/she motivate the teacher to consider other alternatives (MoE, 1987 E.C:55-58).

In collaborative supervision, both the teacher and the supervisor actively participate and discusses together to solve the problem in the teaching learning process. In this approach, the willingness of the teacher to work together with the supervisor is very important.

In non-directive supervision, the supervisor is expected to listen and respect the opinion of the teacher. The supervisor should explain ideas for the teacher and seek reasonable justification from the teacher. This model helps avoid self-defending by teachers. While using this method for inexperienced teachers, care should be taken (MoE, 1987 E.C:55-58).

In self-help-explorative supervision, the teacher and supervisor continuously work together, until the supervisor believes that the teacher achieved the intended objective. This approach tries to narrow the gap between the supervisor and the teacher.

The creative supervision approach believes in creativeness and use of various supervision methods. This can be achieved by integrating various supervisory approaches; not limiting supervisory activities for one individual (supervisor); and using methods that are effective in other fields (MoE, 1987 E.C:55-58).

2.5 Implementations of Educational Supervision in Ethiopia

Education inspection was introduced into the educational system in Ethiopia about 35 years after the introduction of modern (western) type of education into the country. Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2004). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods. The following table briefly indicated the development of educational supervision in different periods as (Haileselassie, 2004) indicated.

Table 1: Development of Educational Supervision in Different Periods in Ethiopian Context:

Periods	Types of supervision	Purposes	Person

1st Period (1934-1954E.C)	Administrative Inspection	-Direct inspection through visits. Collect and compile statistical data on number of students and teachers, number of classrooms and class size and finally produce reports to be submitted to the Ministry of Education. Curriculum related tasks: allocation of suitable textbooks; preparing and developing curricula for all grades.	Inspector
2nd period (1955-1973E.C)	Instructional Supervision	The major preoccupation of supervision had been administrative. Activities such as teachers' placements and transfers, managing and coordinating national examination; assisting education officers at various levels.	Supervisor
3rd Period (1974-1987E.C)	Administrative Inspection instituted)	Staff development through in-service training, establishment and strengthening of model schools and planning instructions were put as duties of inspectors.	Inspector
4th period (1986E.C to date)	Democratic Educational Leadership	It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries"(students) through the continuous improvement of the teaching-learning process.	Supervisor

Source: Haileselassie, (2007)

According to (Million, 2010), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and school based supervision. Out of school supervision is given by the Ministry of Education, Regional Education Bureau, *Woreda* Education Office and Cluster Resource Centers. Further, Million indicated that, for each cluster center, the *Woreda* designated one supervisor who should report to *Woreda* education.

2.5.1 Supervision at School Level

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principals, the department heads and the

senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

2.5.2 School Principal and Supervision

The school principal in his/her capacity as school leader, his/her responsibilities 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 teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MoE, 2002).

2.5.3 Deputy Principals and Supervision

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principals are expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers 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 (MoE, 2002).

2.5.4 Department Heads and 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/experience; the department heads have the competence to supervise educational activities. Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs;

coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002).

2.5.5 Teachers and Supervision

According to the career structure developed by (MoE, 2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department.

2.6 Educational Supervisory Practices in Addis Ababa City, Administration

In school supervision is a service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. Due to this, school based supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of these supervisors are implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students learning.

2.7 Techniques of in School Supervision

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

2.7.1 Clinical Supervision

Haileelassie (2004), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data

and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior.

Sergiovanni (1998:225) expresses clinical supervision as follows:

The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to, (Beach and Reinhartz, 2000) indicated "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs.

2.7.2 Pre-observation Conference

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman et.al., 1998).

To sum up, the main objective of pre observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

2.7.3 Classroom Observation

In this stage the supervisors observe the teacher at work during formal lesson. Observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument will help and sharpen the teacher's thinking about instruction. Indeed (Goldhammer, 1998) proposes, "If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain firsthand information and experience of the classroom atmosphere.

2.7.4 Collegial Supervision

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help

2.10 Techniques of in School Supervision

Supervisors/ Principals struggle to sort out those aspects of schooling that need to be kept more or less uniform and those aspects that call for diversity and supervisors should match appropriate supervisory approaches to teachers level of development needs. Teachers can play key role in deciding which of the options make sense to them given their needs at the time.

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2.8.1 Clinical Supervision

Haileselassie (2004), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher’s classroom behavior.

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Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni and Starratt, 1998). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies towards reasoned solutions. Gebhard, quoting Cogan, states that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor.

2.8.5 Informal Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni and Starratt, 2002).

2.8.6 Self- Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 1995). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one that makes the supervisor as a "Know- all" and the supervisee as a seeker of help. Other researcher, (Fanselow, 1990) starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus, concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self-exploration, seeing one's own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others.

2.9 Major Functions of In-School Supervision

Many scholars like William H. Burton and B.M. Harris as cited in (Million, 2010) they have identified three main tasks of supervision; Instructional improvement, professional development and curriculum development.

2.9.1 Instruction Improvement

One of the major components of supervision is the improvement of instruction (Beach and Reinhartz, 2000; Glickman, 1998; Sergiovanni and Starratt, 1998). For instruction to improve,

staff development, self-evaluation, and fostering curriculum development must be included in the supervisory processes. According to (Zepeda, 1997) supervision is “linking the facilitation of human growth to that of achieving goals. One way that in which the school as an organization can grow can be achieved through teacher development. According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support of and provision guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Glickman *et al.*, 1997).

Time needs to be provided for teachers to undertake professional development as part of their normal teaching responsibilities. Second, argue that teachers need to engage, both individually and in group, in the concrete tasks of teaching, observation, assessment, experimentation, and pedagogical reflection. In this way they will better understand the learning and development process given their teaching contexts and students. Third, given the wide variety of supervisory techniques described, supervisors should match appropriate supervisory approaches to teachers’ level of development needs.

The ultimate goal of supervisors should be to enable teachers to be self-directed (Glickman *et al.*, 1997). Fourth, organizational leaders should work to establish a culture that values professional, collegial interactions among participants (e.g., team planning, sharing, evaluation, and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. There exist many different avenues for providing direct assistance to teachers for the improvement of instruction. According to (Zepeda and Ponticell, 1997), teachers’ perceptions of supervision were positive when supervision was viewed as coaching. They reported the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing assistance while the teacher addressed his or her classroom concerns. The supervisor took an interest in the teacher’s accomplishments during the process of change and improvement.

The supervisor provided evidence of success together with guidance to enable the teacher to build upon success. The supervisor was invested in the individual teacher’s success. The supervisor was responsive to the individual teacher’s needs and recognized that the supervisor’s

interactions with the teacher influenced the teacher's success. Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, "Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning".

2.9.2 Teaching Staff Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. Supervisor is responsible to identify the training needs of the teachers and organize in-service programs in the form of workshop, seminars, conference, faculty meeting, intra school and inter school visits and other services are useful to be utilized, so as to realize effective staff professional development and supervision manual (MOE,1994). According to (Sergiovanni and Starratt, 1998) stated, "since teachers often will not know-how to do what needs to be done, it is important for a supervisors to identify their needs and then to in-service them in the some ways". According to, (Travers, 1995) proposed the name of training is staff development, which primarily aim to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through quality of its staff and Teacher in a continuous learning process. What is more, (Travers, 1995) lists benefits that staff development programs can offer to the teacher, which are as follows; to update skills and knowledge in a subject area, to keep abreast of societal demands, to become acquainted with research on new methods of teaching and to become equipped with the advances in instructional materials and equipment.

To accomplish the instructional improvement, the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to insure that staff development efforts have the appropriate financial resources; adequate time set aside to plan, conduct, and implement the programs; and time for staff to practice the new skills. Further,

teachers need the verbal support and physical attendance at sessions by the supervisors to verify their commitment. Teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Collaboration of teachers and supervisors will enhance the staff development program and lead to improved student learning. Staff development programs need to be comprehensive and continuous programs that are carefully designed for personal and organizational growth.

The activities should be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. Professional training sessions developed for teachers must be consistent with adult learning theory. A well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning are carefully designed for personal and organizational growth.

Taking this reality in mind, there is almost an agreement among those researchers and educators that staff development is a main component of the supervisory practices. The in school supervisor's guide represents the view of instructional supervision, state that; "developing teachers' educational competences" is the main aims of supervision. According to, (MoE, 2008) staff development lists as one of the major functions of instructional supervision. Accordingly, any experience that enlarges teachers' knowledge, skills, appreciation and understanding of his/her work falls under the domain of staff development.

In general, at school level teaching Staff development should meet the need of both the individual teacher and the educational system. Staff development at school level is highly important. The main reason is that pre-service training has become an introduction to teaching profession. The complete teacher is developed through experience.

2.9.3. Curriculum Development

Curriculum development and improvement is another function of school supervisions. Having this in mind, (Beach and Reinhartz, 2000), stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author put it once curriculum is created we need to "look" at, to supervise, how it is being delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the

curriculum. Much of the refinement consisted of individualizing instruction, modifying curriculum, and production of new curriculum guides.

Another scholar, suggested by becoming stakeholder in the curriculum development process, teachers begin to be recognized as one of the vital ingredients of the instructional life of schools and individual classrooms. Supervisor's role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets impact every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

Thus, in school supervisors have to work effectively for effective implementation of the system. They need to know how instructional supervision should be implemented, by whom it is carried out, the way they perceive, its purpose and effect on the teaching learning process. In general, in school supervisors are resource personnel who provide support to help directly to the teacher to correct or improve some existing deficiencies in the education system in general in specific curriculum in particular.

2.10 Factors Affecting School-based Supervisory Practices

According to, (Bernard and Goodyear, 1998) stated that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teachers idea and interest. Scholars, (Davidson 2005) cited limited supervisors experience and a lack of skills as being problems in teacher supervision. He also reported that supervisors did not have enough training in providing constructive feedback while maintaining relationships. According to, (Cogan, 1973), one of the most important factors that affect supervision effectiveness is the "unqualified, ambivalent relation of teachers to supervisors". He goes on to say that "... teachers as a whole saw the supervisor's job as to effectively bar himself from many areas of direct action with the teacher out of fear of arousing resentment and distrust".

In school supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools.

Among the challenges, the following can be mentioned.

2.10.1 Teachers Perception on In-School Supervision

In school supervision aims at improving the quality of education by improving the teacher's effectiveness. As Fraser cited in (Lilian, 2007) the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect.

The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches by (UNESCO, 2007) pointed that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers were also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

Similarly research has revealed on the area of in school supervision in primary schools of different regions and zones of our country have shown that, all of the studies examine supervisor's techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found out that supervisory technique, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners.

Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness (Chanyalew, 2005; Getachew, 2001; Million, 2010; and Desalegn, 2012).

To sum up, teachers perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teacher's competence, it is important to consider teachers perception on supervision.

2.10.2 Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Alhammad cited in (Abdulkareem, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school.

In line with this, (Merga, 2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision. To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

2.10.3 Teacher-Supervisory Relationship

It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of in school supervision to improve the teaching learning activities.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on

teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

CHAPTER THREE

THE RESEARCH DESIGN AND METHODOLOGY

In this section, methods of the research design, sources of data collection, sample population and sampling techniques, data gathering instruments, data collection procedure and method of data analysis are presented. Besides, the study was aimed at assessing the practices and challenges of in-school supervision in government secondary schools of Addis Ababa, city administration Bole Sub-city.

3.1 The Research Design

Descriptive research method was employed to conduct the present study. Because the major goal of this study is to describe the practices and challenges of in-school supervision, as it exists at present, it was 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 & Gonzales (1993) 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) describes 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 that exist between specific events.

3.2 The Research Method

Descriptive research method was selected and used to collect quantitative and qualitative data. According to Kwong, (1992); Kothari (2004), survey is a method of securing information concerning an existing phenomenon from 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 supervision. Thus, the qualitative approach incorporated in the study to validate and triangulate the quantitative data.

3.3 Sources of data

Both primary and secondary sources of data were used to gather relevant data. Based on the above assumptions, Secondary school Teachers, Principals, In-School Supervisors and Woreda and Sub-city supervision coordinators were be considered as the major sources of the primary data.

Secondary sources of data were relevant books, academic journals, proceedings, books, articles contributed by deferent authors, internet based information which contains relevant information related to the subject under the study, policy documents, and school based reports and records.

3.4 Sample Population and Sampling Techniques

The total numbers of sub-cities in Addis Ababa are 10 (ten). From these sub-cities, Bole Sub-City was selected using random sampling technique, There were six government secondary schools found in the Bole sub-city, half (50%) of them were selected randomly and involved in the study. Which were given each of them an equal chance of being included in the study. In order to obtain reliable data for the study, various sampling techniques were be employed. Accordingly, due to their responsibility to provide supervisory activities teachers and in-school supervisors were be selected using purposive sampling techniques. By using purposive sampling technique a total of 150 teachers,30 school-based supervisors , 2 Woreda experts and 3 school principals were selected and participated for this study .

Table 3.1 Description of respondents for this study

N°	Items	Variables	Type of Respondents for Questionnaire		Type of Respondents for Interview	
			Teachers (N=150)	School-based Supervisors (N=30)	Woreda Office Expert (N=2)	School Principal (N=3)
1	Sex	Male	117	19	2	3
		Female	33	11	-	-
2	Age	21-30 Years	52	3	-	-
		31-40 Years	64	15	1	1
		41-50 Years	25	7	1	2
		51 & above Years	9	5	-	-

3.5 Data Collection Instrument

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

3.5.1 Questionnaire

Questionnaire can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations than do interviews. The questionnaire designed for this study had six sections and prepared for both teachers and in school based-supervisors in English language and also translated in Amharic. The content/type of the question was the same throughout the questionnaire, it helps to compare the responses of both teachers and in school-based supervisors.

3.5.2 Interview

The interview is a process of communication in which the interviewee gives the needed information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind –what they think or how

they feel about something”. Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible and allows new questions to be brought during the interview for clarification as a result of what the interviewee says (Lindlof & Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions will be held with school principals, and Woreda Education Office supervision experts to secure information concerning their experience of supervisory practices. There were a total of five participants involved for this interview two of them are from Woreda education office and three of them are the school principals of the selected schools. The interview sessions had 45 minute duration it conducted in the Amharic language, and subsequently translated to English.

3.5.3 Document Analysis

The overall in-school supervision records of sample schools, supervision plans, portfolio documents of the supervision practice, written reports on supervision and feedback were be intensively assessed.

3.6 Procedures of Data Collection

The questionnaire items were first prepared in English and then translated in to Amharic language which is known to be the working language of the Addis Ababa city in general and for Bole sub city in particular. Translation of language in to the working language help to avoid communication and misunderstanding of the essence of the questions.

Obtaining the necessary information related to the subject under investigation is the first thing to achieve concrete findings and arriving at certain and relevant conclusion. To this effect, different data collection instruments were developed by the researcher based on the review of related literatures. Besides, various documents pertaining to the issues under investigation were carefully investigated and discussed during the course of the survey period.

Once finalizing all this activities the data collection and data analysis was conducted according to the standard research procedures.

3.7 Methods of Data Analysis

Both qualitative and quantitative data were analyzed using appropriate method and software. The analysis of the data was based on the responses collected through questionnaires and interview. The data collected through closed ended questions were tallied, tabulated and filled in to SPSS

version 22 and the data presentation were be made via percentile, frequency count, mean and standard deviation. Whereas, the mean and standard deviation that was derived from the data were served as the basis for interpretation of the data as well as to summarize the data in simple and understandable way.

On the other hand, the data obtain from the respondents and unstructured interview were be analyzed qualitatively. Then, transcribing and coding the data to make the analysis easy. Also the results were be triangulated with the quantitative findings. Finally, the findings of the study were be summarized; concluded and suggested recommendations also be forwarded.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this research was to investigate the practices of school-based supervision and the challenges encountered during implementation of supervision in government secondary schools in Bole sub-city Addis Ababa. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices of school-based 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 findings from the data gathered through the questionnaire, interview and document analysis.

Due to their large size, teachers were selected randomly and included in the sample while school leaders (one main and three deputy principals in each sample schools) were by using purposive sampling technique. Accordingly, 150 of teachers, 30 of (school based supervisors, department heads and senior teachers), 2 Woreda office experts and 3 school principals participated in the study. The number of participants involved in the study and sampling proportion was statistically representative and adequate to the analysis as well as to make the inference.

4.1 Characteristics of Respondents

Table 4.1: Characteristics of Respondents

N°	Items	Variables	Type of respondents for Questionnaire				Types of Respondents for Interview	
			Teachers (N=150)		School based Supervisors (N=30)		Woreda Office Expert (N=2)	School Principal (N=3)
			N	%	N	%	N	N
1	Sex	Male	117	78.0	19	63.3	2	3
		Female	33	22.0	11	36.7	-	-
2	Age	21-30	52	34.7	3	10	-	-
		31-40	64	42.7	15	50	1	1
		41-50	25	16.7	7	23.3	1	2
		51 & above	9	6.0	5	16.7	-	-

Source: Own survey result, 2020

As presented on the above table 4.1, 117(78 %) and 33 (22 %) of teacher respondents were males and females respectively. Among 30 school-based supervisors, 19(63.3 %) of them were males and 11(36.7%) is female. From this, one can realize that the number of males in the teaching profession and the position of school-based supervisors are much higher than females in the sampled schools.

52 (34.7%) of the teacher respondents were found to be in the ranges of 21-30 years, 64(42.7 %) of the teacher's ages were 31-40 and 25(16.7 %) of the teacher's ages 41-50 years respectively. Whereas, 9(6.0 %) of teacher respondents were above 51 respectively. Regarding the ages of school-based supervisors 15 (50 %) of the supervisors ages were 31-40, 7 (23.3 %) of the supervisors ages were 41-50, 5 (16 %) of the supervisors ages were above 51 and 3 (10 %) of the supervisors ages were 21-30 years respectively.

Table 4.2: Characteristic of the Respondents (Continued)

N°	Items	Variables	Type of respondents			
			Teachers (N=150)		School based Supervisors (N=30)	
			N	%	N	%
3	Qualification	B.A/BSC	124	82.7	9	30
		M.A & Above	26	17.3	21	70
4	Service year	Below 10	68	45.3	3	10
		11-20	61	40.7	17	56.7
		Above 20 years	21	14.0	10	33.3
5	Training on Supervision	Yes	150	100.0	30	100.0
		No	-	-	-	-

Source: Own survey result, 2020

As illustrated in the above table 4.2, teachers experience (service year) were as follows: 68(45.3%) of teachers were between the service year range of below 10 years, 61(40.7 %) of them were between the service year range of 11-20 and 21(14 %) of them were above years. On the other hand, 17(56.7 %) of the school-based supervisors have 11-20 years, 10(33.3%) of the school-based supervisors above 20 years 3(10%) of the school-based supervisors have below 10 years experiences. This implies that the majority of teacher respondents have less than 10 years teaching experience which implies that they need support from their senior teachers or supervisors.

Concerning the educational level/qualification of teachers and school based supervisors, 124 (82.7%) and 26 (17.3%) of teachers have first degree and M.A degree respectively; 21 (70%) of school-based supervisors had M.A degree and 9(30%) of school-based supervisors had BA/BSc

degree. This result implies that, one may conclude that there is a little gap in level of education between the teacher and school-based supervisors on the level of education.

4.2 Teachers' Understanding towards School-Based Supervision

Table 4.3: Responses on the Understanding of Teachers towards School-Based Supervision

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Teachers are well oriented about the activities of school-based supervision	150	2.71	1.174	30	2.62	1.000
2	Teachers are well aware of the significance of school-based supervision.	150	2.50	1.142	30	2.77	1.732
3	Teachers consider that school-based supervision contributed for their continuous professional development.	150	3.21	1.147	30	2.52	1.000

Source: Own survey result, 2020

Note: X=Mean, SD=standard deviation

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree, ≥ 4.5 = strongly disagree

As shown in item 1 of table 4.3, Respondents were asked to rate their agreement levels on the orientation of teachers towards school based supervision. Accordingly, teachers with the (X=2.71, SD=1.17) and supervisors with the (X=2.62, SD=1.00) were both uncertain that orientation of teachers towards school based supervision. Thus, it can be said that teachers were not satisfied with supervisors response regarding orientation of teachers towards school based supervision, the data implies that orientation of teachers towards school based supervision were not implemented properly in the schools.

With regards to item 2 of table 4, one of the questions raised to respondents was whether or not teachers are well aware of the significance of school-based supervision, teachers with the (X=2.5, SD=1.14) and supervisors with the (X=2.77, SD=1.73) respectively were not sure about the issue that the necessity of group effort for supervision is not well practiced in the study area.

As the response of item 3 of table 4.3, indicate that respondents were asked whether or not teachers consider that school-based supervision contributed for their continuous professional development, teachers and supervisors with the ($X=3.21$, $SD=1.14$) and ($X=2.52$, $SD=1.00$) were teachers disagree and supervisors uncertain about school based supervision contributed for their continuous professional development. As shown in the above table teachers in the study area were not satisfied with school based supervision that contributed for their continuous professional improvement.

Table 4.4: Responses on the Understanding of Teachers towards School-Based Supervision

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Teachers consider that implementing school-based supervision requires collaboration of the stake holders.	150	2.41	1.142	30	3.33	0.577
2	Classroom observation has enabled teachers to use variety of teaching techniques.	150	2.36	1.183	30	2.33	1.155
3	Teachers believe that school-based supervision helps to increase the improvement of students' learning.	150	2.73	1.115	30	2.58	0.577

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree , ≥ 4.5 = strongly disagree

With Regard to item 1 of table 4.4, respondents was asked to rate their agreement levels on implementing school-based supervision requires collaboration of the stake holders. Accordingly, teachers with the ($X=2.41$, $SD=1.14$) and supervisors with the ($X=3.33$, $SD=0.58$) were teachers agree and supervisors were nearly a tendency not sure about the issue.

Regard to item 2 of table 4.4, respondents was asked to rate their agreement levels whether or not classroom observation enabled teachers to use a variety of teaching techniques. Accordingly, Teachers with the ($X=2.36$, $SD=1.18$) and supervisors with the ($X=2.33$, $SD=1.16$), were both teachers and supervisors were nearly a tendency to agree about the issue that classroom observation enabled teachers to use a variety of teaching techniques. From this

data presentation we can see that classroom observation were not enabled teachers to use a variety of teaching techniques.

In the item 3 of table 4.4, respondents was asked to rate their agreement levels whether or not teachers believe that school-based supervision helps to increase the improvement of students' learning with the (X=2.73, SD=1.12) and supervisors with the (X=2.58, SD=0.58) respectively not sure about that of school-based supervision results the improvement of students learning in their school.

4.3 Supervisory Options Practiced in the School

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	The implementation of face-to-face interaction/clinical supervision for teachers to improve classroom performance	150	2.64	1.07	30	2.91	1.328
2	Supervisory supports without predetermined format/informal supervision for the sake of instructional improvement	150	2.51	1.09	30	2.76	0.577
3	The school organizes teachers to conduct peer observation /collegial supervision among themselves.	150	2.11	1.02	30	2.33	0.487
4	The opportunity for experienced and competent teachers to practice self-directed supervision	150	2.86	1.04	30	2.67	1.528

Table 4.5: Views of Teachers and Supervisors on Supervisory Options Practiced in their School

Source: Own survey result, 2020SD=standard deviation, X=Mean

Scales; ≤ 1.49 = very high, $1.5 - 2.49$ = high, $2.5 - 3.49$ = moderate, $3.5 - 4.49$ = low, ≥ 4.5 = very low

As item 1 of table 4.5, Indicates that respondents were asked to rate their agreement levels on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. Consequently, teachers and supervisors with the (X=2.64, SD=1.03) and (X=2.91, SD=1.33) were both teachers and supervisors said that the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school is important (moderate) for teachers to improve classroom performance.

As indicated in item 2 of the above table 4.5, teachers and school-based supervisors were asked whether or not informal supervision for the sake of instructional improvement, teachers and

supervisors with the ($X=2.51$, $SD=1.09$) and ($X=2.76$, $SD=0.58$) were not sure about the issue that informal supervision in their school to support teachers.

As it can be observed from item 3 of table 4.5, respondents were asked to rate their agreement levels on application of collegial supervision among themselves, the teachers and supervisors with the ($X=2.11$, $SD=1.02$) and ($X=2.33$, $SD=0.49$) were both of them are agree about the issue that the schools organizes teachers to conduct peer observation.

With regard to item 4 of table 4.5, question raised for respondents to rate whether or not the opportunity for experienced and competent teachers to practice self-directed supervision, teachers and supervisors with the ($X=2.86$, $SD=1.04$) and ($X=2.67$, $SD=1.53$) were respectively moderate about the issue that the opportunity for experienced and competent teachers to practice self-directed supervision.

4.5 Procedures of Classroom Observation

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

Classroom visit enables supervisors not only to identify any shortcomings 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 classroom observation, respondents were asked whether or not the procedures have been implemented appropriately in their school. The results obtained are presented as follows:

4.5.1 Pre Observation Conferences

Table 4.6: Views of Respondents on Activities Practiced Before Conducting Classroom Observation (Pre-Observation Conference)

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Supervisors discuss with teachers on the objective of the lesson before the actual presentation.	150	2.74	1.313	30	3.00	1.000
2	Supervisors make discussion with teachers on the methodology of the lesson before the actual presentation.	150	2.79	1.397	30	3.00	1.000
3	Supervisors analyze the lesson plan of the supervisee teacher before classroom visit.	150	2.57	1.384	30	2.69	0.577

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree, ≥ 4.5 = strongly disagree

As indicated on item 1 of table 4.6, further question also raised for respondents to rate whether Supervisors discuss with teachers on the objective of the lesson before the actual presentation Both school based- supervisors and teachers with ($X=2.74$, $SD=1.31$) and ($X=3.00$, $SD=1.00$) respectively undecided on the issue. The result shows that school-based supervisors were less effective to inform the supervisee prior to conducting classroom observation.

As it can be seen in table 4.6 (item 2), respondents were asked whether or not the supervisors discussed with supervisee teachers on the suitable methodology of the lesson before the actual presentation with ($X=2.79$, $SD=0.01$) and ($X=3.00$, $SD=1.00$) respectively undecided on the issue. Therefore, based on the above data implies that, supervisors did not discuss on the methodology of the lesson before the classroom observation.

As shown in the above table (item 3), respondents were asked regarding the analyses of lesson plans before classroom visits with ($X=2.57$, $SD=1.38$) and ($X=2.69$, $SD=0.58$) respectively uncertain about that the lesson plan of teachers was analyzed by the school-based supervisors before the actual presentation takes place. From the result of the data shows that the lesson plan of the supervisee teachers was not properly evaluated before classroom visit.

As stated clearly in the supervision manual of Ministry of Education (MoE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and known by the supervisee before the supervisors carry out classroom 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.

4.5.2 Observation Phase

Table 4.7: Activities Carried Out During Classroom Observation

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Supervisors sit at the back of the classroom.	150	2.03	1.164	30	2.00	1.000
2	Supervisors record important data on the teaching learning process and how the teacher and students are performing	150	2.15	1.172	30	1.33	0.577
3	Supervisors follow up the lesson attentively from the beginning to the end	150	3.64	1.155	30	2.53	0.577

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree, ≥ 4.5 = strongly disagree

As it indicated on item 1 of table 4.7, respondents were also asked whether or not school-based supervisors sit at the back of the classroom while the teacher is presenting his or her lesson with ($X=2.03$, $SD=1.16$) and ($X=2.00$, $SD=1.00$) respectively were both of them agreed that school-based supervisors sit at the back of the classroom when the teacher presenting his or her lesson.

As indicated in the guidelines of the Ministry of Education (MoE, 1994), during classroom observations the supervisor should sit on a strategic position in the classroom to observe every teaching learning activities properly. Hence, it is better for the supervisor to sit at the corner of the classroom. Similarly, Gurnam and Chan (2010) in their study shown that, in most cases the supervisors take a seat at the back of the class so that they could get a good view of both teacher and student action.

In the above table of item 2, respondents were asked whether or not supervisors recorded essential data during the observation phase teachers and supervisors with the ($X=2.15$, $SD=0.016$) and ($X=1.33$, $SD=0.58$) were teachers are agree and supervisors were strongly agree about the importance of recording of important data concerning the activities of teacher and students for that specific period.

As presented in item 3 of table 4.7, teachers and supervisors were asked whether or not supervisors follow up the lesson attentively from the beginning to the end teachers and supervisors with the ($X=3.64$, $SD=1.16$) and ($X=2.53$, $SD=0.58$) were teachers are disagree while supervisors were not decide about the issue. Therefore, based on the result data implies that, supervisors didn't follow up the lesson attentively from the beginning up to the end of the period when the actual presentation is going on.

The purpose of classroom observation is to improve the quality of teaching learning activities in the classroom. Hence, the supervisor should stay in the class from the beginning to the end of that period. Because, if a supervisor observes some parts of the class activity and leave the class, the supervisee teacher may suspect the supervisor to judge his or her activity in a negative way and the supervisee may feel unhappy. Moreover, since teaching learning process is continuous and holds various activities; observing specific parts of the classroom observation cannot enable to know the detailed performance of the supervisee teacher (MoE, 1994).

Regarding the frequency of classroom observation provided for individual teacher, the obtained data from the open-ended items of the questionnaire and the interviewees of school principals shown that classroom observation was carried out once per a semester for each teacher. In relation to this, the *woreda* education office supervision coordinators also explained that even if the office had a plan to visit schools and support teachers 3 times per year (at the beginning of the year, at the end of first semester and at the end of the academic year), due to various constraints could not support the schools adequately, As a result they visit the secondary schools twice a year.

In responsive 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 identify the teachers' appropriate implementation of teaching 3 learning activities in the class. In relation to this, as Ministry of Education, MoE (1994) in its

supervision manual indicated, the necessity of continuous classroom observation is enabling teachers to evaluate their repetitive tasks and helps to improve their weakness. 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 was made.

4.5.3 Post Observation Conference

Table 4.8: Respondents Views on the Utilization of Post Classroom Observation Conference.

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Supervisors give immediate feedback to the teachers.	150	2.09	1.198	30	2.33	1.528
2	Supervisors discuss with the supervisee teacher on the collected data during the class observation.	150	2.13	1.189	30	2.00	1.000
3	Supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process.	150	2.23	1.089	30	2.33	0.577
4	Supervisors give comments for the supervisee teachers to read rather than discussing face- to- face.	150	2.77	1.358	30	2.68	0.577

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree , ≥ 4.5 = strongly disagree

As presented in item 1 of table 4.8, supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place with ($X=2.09$, $SD=1.19$) and ($X=2.33$, $SD=1.53$) both of them were agreed that supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place. Therefore, based on the majority of respondents, it can be concluded that supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place.

As it indicated on item 2 of table 4.8, respondents were also asked whether or not supervisors discuss with the supervisee teacher on the collected data during the class observation. Supervisors and teachers with ($X=2.13$, $SD=1.19$) and ($X=2.00$, $SD=1.00$) were respectively agreed that supervisors discussed with the supervisee teacher on the collected data during the class observation. Therefore, based on the majority of respondents, it can be concluded that

Supervisors discussed with the supervisee teacher on the collected data during the class observation.

As it can be perceived from the above of item 3, teachers and supervisors were asked whether or not supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process. Supervisors and teachers with ($X=2.23$, $SD=1.09$) and ($X=2.33$, $SD=0.58$) were respectively agreed that supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process.

As observed on the above table for items 1, 2 and 3, it is possible to conclude that after classroom observation the school-based supervisors were giving feedback immediately and discuss on the feedback with the supervised teacher for the specified class observation.

With regard to item 4 of table 4.8, respondents were asked to rate their levels of agreement regarding the comments given for teachers after classroom visit with ($X=2.77$, $SD=1.36$) and ($X=2.68$, $SD=0.58$) respectively undecided about the issue.

4.6.1 Supervisory Responsibilities of Department Heads Implemented in-schools

Table 4.9: Views of Respondents towards the Extent to which Department Heads Discharge their Responsibilities

No	Item	N	X	SD
1	Conducting regular meetings with teachers of the department to evaluate their activities.	150	2.41	0.984
2	Arranging on the job orientation program to newly assigned teachers in respective department.	150	2.19	0.958
3	Organizing workshops, conferences, seminars to tackle instructional problems identified by the department members.	150	2.53	1.110
4	Organizing model teaching programs for inexperienced (junior) teachers from their senior staff members among the department	150	2.43	1.069
5	Encouraging teachers to use appropriate teaching materials.	150	2.15	1.060
6	Assisting teachers to conduct action research to solve problems that they encountered	150	2.41	1.018

Source: Own survey result, 2020

In table 4.9 of item 1, respondents were asked to rate their level of agreements regarding the effort of their department heads in conducting regular meetings with teachers. Thus, teacher respondents with a mean score of 2.41 reported that they were satisfied. From this mean value it can be stated that the effort of department heads in practicing regular meetings with other teachers among the respective department members to evaluate issues related to teaching learning activities of teachers were effective (high).

From the above table of item 2, the computed mean score of teacher respondents regarding the attempt of department heads in providing orientation program for newly assigned teachers to the respective department was 2.19. From this mean value, it can be stated that the department heads highly practiced such activities.

As it can be seen from the above table of item 3, concerning arranging workshops, conferences, seminars for teachers with in their department, respondents with a mean value of 2.53 described their medium performance. This revealed that the effort of the department heads in organizing workshops, conferences and seminars for teachers to solve instructional problems were moderate performance.

As depicted in table 4.9 of item 4, the mean score of respondents 2.43 confirmed that the department heads were well devoted in organizing model teaching programs from senior teachers to inexperienced teachers. From this mean score it can be stated that the department heads had high experience of organizing such practice.

With regards of item 5 in table 4.9, the effort of department heads in encouraging teachers to use appropriate teaching materials was rated by the respondents. Accordingly, the computed mean score was 2.15 which demonstrate best practice of department heads in inspiring teachers to utilize appropriate teaching materials to make clear their teaching activities for students.

In the above table of item 6, respondents were asked to rate their level of agreement concerning the attempt of department heads in supporting teachers to conduct action research. As a result, according to the views of teacher respondents, department heads were rated as having high practice in assisting teachers to conduct action research to solve problems that they encountered with the mean value of 2.41.

4.6.2 Supervisory Responsibilities of Vice-Principals Implemented in Schools

Table 4.10 below indicates the extent to which the vice-principals of secondary schools carried out their responsibilities that were replied by teachers.

Table 11: Responses on the Responsibility of Vice - Principals Practiced In-Schools

No	Item	N	X	SD
1	Evaluating the lesson plan of teachers.	150	3.74	1.173
2	Conducting the classroom observation regularly to ensure the application of lesson plan.	150	3.87	0.953
3	Organizing training programs at school level for the sake of teachers' professional development.	150	2.59	0.980
4	Encourages teachers to evaluate the existing teaching texts for further improvement.	150	2.73	0.995

Source: Own survey result, 2020

As indicated on the above table of item 1, respondents were asked whether or not vice-principals of their school evaluate the lesson plan of teachers. Consequently, teacher respondents with the mean value of 3.74 confirmed their disagreement. From the result, it can be observed that vice-principals were rated as having lower performance in evaluating teachers' lesson plan.

With regard to item 2 of table 4.10, the views of teacher respondents on the vice-principals' level of practice to conduct classroom observation to ensure the application of lesson plan, respondents rated school vice-principals as they have low performance with the mean value of 3.87.

In table 11 (item 3), respondents were asked whether or not the vice-principal of the school organized training programs at school level. Hence, according to teacher respondents, vice principals were rated as having moderate performance in arranging training programs for teachers, with the mean value of 2.59.

According to the views of teacher respondents for item 4, vice-principals were labeled under moderate performance in encouraging teachers to evaluate the existing teaching texts for further improvement, with the mean value of 2.73.

Table 4.11: Views of Respondents on the Responsibility of Principals Practiced In Schools

No	Item	N	X	SD
1	Creating a conducive environment to facilitate supervisory activities in the school.	150	2.67	1.041
2	Coordinating regular programs with the school community to evaluate the teaching learning process and outcomes.	150	2.78	1.115
3	Providing sufficient professional assistance for teachers	150	3.81	1.045

Source: Own survey result, 2020

4.6.3 Supervisory Responsibilities of Principals Implemented in the Schools

As depicted in table 4.11 of item 1 above, teacher respondents with the mean value of 2.67 confirmed their agreements to rate their school principals as having moderate performance in creating a conducive environment to facilitate supervisory activities in the school.

As it observed in the above table item 2, teacher respondents were asked on the effort made by school principals in coordinating regular programs with the school community to evaluate the teaching learning process and outcomes. Hence, respondents with the mean value of 2.78 rated the school principals as having moderate performance in exercising such practice.

In the last item of the above table, teacher respondents were requested to give their opinion concerning the competence of school principals in providing adequate professional assistance for teachers. As a result, respondents with a mean value of 3.81 rate their school principals as having low performance.

4.7 Challenges against School-Based Supervision

This sub part of the statistical findings of the study presents about the challenges against the implementation of school-based supervision that were reported by teachers and school-based supervisors.

		Respondents
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No	Item	Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Supervisors are incompetent enough to help other teachers	150	2.42	1.054	30	2.21	0.577
2	Supervisors have high experience on the practice of school based supervision	150	3.28	1.188	30	2.90	1.000
3	Supervisors have not taken relevant trainings	150	2.47	1.136	30	2.36	0.502
4	The supervisors are overloaded with classroom activities and administrative tasks	150	3.94	0.950	30	2.67	0.517
5	Teachers are resistant against the supervisory activities.	150	2.97	1.114	30	2.67	1.155

Table 4.12: Responses on the Challenges for the Implementation of School-Based Supervision

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree , ≥ 4.5 = strongly disagree

As depicted in item 1 of table 4.12, respondents were asked whether their school supervisors are incompetent enough to help other teachers or not with (X= 2.42, SD=1.05 and X=2.21, SD= 0.58) respectively agree on the issue.

Item 2 of the above table, respondents were requested whether or not school supervisors have high experience on the practice of school-based supervision to carry out their responsibility effectively with (X= 3.28, SD=1.19 and X=2.90, SD= 1.00) were both of them undecided about the issue.

As shown in the above table of item 3, respondents were requested to rate their level of agreements regarding supervisors have not taken relevant trainings to undertake their responsibilities in proper way with (X= 2.47, SD=1.14 and X=2.36, SD= 0.50) both of them agree on the issue respectively. Therefore this data implies that, relevant trainings were provided for school-based supervisors to undertake their responsibilities in proper way.

On the table of item 4, respondents were asked whether or not school-based supervisors were overloaded with various tasks with (X= 3.94, SD=0.95 and X=2.67, SD= 0.52) were teachers disagree on the issue whereas the supervisors undecided on the point of view.

As shown in the above table of item 5, respondents were requested to rate their level of agreements regarding teachers are resistant against the supervisory activities with ($X= 2.97$, $SD=1.11$ and $X=2.67$, $SD= 1.16$) both of them undecided on the issue respectively.

Table 4.13: Responses on the Challenges for the Implementation of School-Based Supervision

No	Item	Respondents					
		Teachers			School based supervisors		
		N	X	SD	N	X	SD
1	Teachers perceive supervisors as a fault finder rather than assisting them.	150	2.39	1.266	30	2.00	1.732
2	There is inadequate number of supervisors to assist the school teachers properly	150	2.43	1.059	30	2.33	0.523
3	There is lack of relevant supervision manual in the school	150	2.40	0.849	30	2.27	0.466
4	There is insufficient allocated budget for the supervisory program in the school.	150	2.55	1.046	30	2.33	0.577
5	There is lack of follow up of the activities of teachers by the supervisors.	150	2.37	1.078	30	2.33	0.577

Source: Own survey result, 2020

Scales; ≤ 1.49 = strongly agree, $1.5 - 2.49$ = agree, $2.5 - 3.49$ = undecided, $3.5 - 4.49$ = disagree, ≥ 4.5 = strongly disagree

As depicted in item 1 of table 4.13, respondents were asked teachers perceive supervisors as a fault finder rather than assisting them ($X= 2.39$, $SD=1.27$ and $X=2.00$, $SD= 1.73$) were both of them agree on the issue.

Item 2 of the above table, respondents were requested to rate their level of agreements regarding there is inadequate number of supervisors to assist the school teachers properly ($X= 2.43$, $SD=1.06$ and $X=2.33$, $SD= 0.523$) were both of them agreed about the issue. The result of this data implies that the supervisors' number should be increased.

As shown in the above table of item 3, respondents were requested to rate their level of agreements regarding there is lack of relevant supervision manual in the school with ($X= 2.40$, $SD=0.85$ and $X=2.27$, $SD= 0.47$) both of them agree on the issue respectively.

On the table of item 4, respondents were asked to rate their level of agreements regarding there is insufficient allocated budget for the supervisory program in the school with ($X= 2.55$, $SD=1.05$ and $X=2.33$, $SD= 0.58$) were teachers undecided on the issue whereas the supervisors agree on the point of view. The result of this data shows that sufficient budget has not been allocated for supervisory activities in the school.

As shown in the above table of item 5, respondents were requested to rate their level of agreements regarding there is lack of follow up of the activities of teachers by the supervisors with ($X= 2.37$, $SD=1.08$ and $X=2.33$, $SD= 0.58$) both of them agreed on the issue respectively.

During interview session, school principals revealed that there was no supervision manual in their school which can be used as a guideline for school-based supervisors. One of the school principal said that:

In addition to the absence of in-service training programs for school supervisors, shortage of supervision manuals adversely affects school-based supervision in our school. As a consequence, the school supervisors were inefficient on how to assist other teachers in a proper way; they lack how to prepare appropriate criteria to help teachers and how to gather necessary information when conducting supervisory activities.

From the result finding, it is possible to say that resources such as shortage of supervision manuals and lack of adequate allocated budget adversely influence the proper implementation of school-based supervision in secondary schools of the study area.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

This part of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the practices of school-based supervision in the government secondary schools of Addis Ababa city administration in Bole sub-city.

The quantitative data gathered through questionnaires were analyzed in frequency, percentage, and mean value. Whereas, the qualitative data gathered through the open-ended questions, interview and document were analyzed by narration.

Hence, the findings of the study are summarized as follows:

- Concerning teachers understanding towards school-based supervision; teacher and supervisor respondents gave their opinions. The result shows that the teacher and supervisor respondents have different views. Supervisor respondents answered that teachers were oriented about the activities and well aware of the significance of school-based supervision. On the contrary, the majority of teacher respondents stated that they were not well oriented and aware towards the activities and significance of school-based supervision. As a result, they did not consider supervisory activities to be of any help to improve students' learning; they look after not assume implementing school supervision needed the collaboration of stake holders, and also they didn't realize school-based supervision could enable them to utilize various helpful teaching techniques.
- The majority of the respondents indicated that among the different options - such as clinical, informal, collegial and self-directed supervision, collegial supervision was somewhat more practiced in their school; whereas the rest of possible options were not effectively implemented in their school.
- The findings of the study showed that the school-based supervisors unsuccessful to use the observation properly, and in particular, they gone the classroom before the period was over. Furthermore, data gathered through the interview sessions, document

analyses of the sample schools and open-ended questions of the questionnaire show that classroom observation was typically conducted once per a semester.

- The findings shown that the majority of teacher and supervisor including the interviewee school principals confirmed that the school-based supervisors did not implement the pre-class observation conference in an appropriate manner. As respondents revealed, the supervisors established out the classroom observation without taking into account planning or making an agreement as to the purpose and methodology with the supervisee, and also conducted the observation without determining on a suitable time by common agreement between the supervisee and the supervisor.
- The findings of the study revealed that the school-based supervisors were not efficient in assisting teachers in conducting required regular meetings with teachers, in organizing conferences and training programs at the school level. This in turn has poor result in helping teachers to conduct action research and evaluating the current teaching texts for possible further improvement; in conducting regular classroom observation, and in providing sufficient professional assistance for other teachers.
- Regarding the factors that hinder the implementation of school-based supervision; the respondents confirmed that: the incapability of school-based supervisors for effective supervisory activities, lack of relevant training programs to update the supervisors; the scarcity of experienced supervisors in school-based supervision activity; the shortage of allocated budget to facilitate supervisory activities; the supervisors' heavy workload by routine tasks; the negative perception of teachers towards supervision, and the absence of any supervision manual in the school, are the major ones. All these are presumed factors that could hamper the activities of effective supervision in secondary schools of the study area.

5.2 Conclusions

Based on the findings of the study the following conclusion was drawn:

- The main purpose of supervision is professional and curriculum development for creating a better learning condition for students. This requires the positive attitude of teachers towards school-based supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the anticipated effect. However, the findings show that teachers were not well oriented to the potential benefits supervision could bring to themselves or to the teaching and learning process where they not have awareness of the actions of school-based supervision. From this, it can be concluded that teachers in secondary schools of Bole sub-city have limited understanding about the importance and purpose of school-based supervision.
- The supervisors working various supervisory options by selecting and coordinating these tools focusing on the individual teacher's needs and problems and the issues of teaching learning that can enhance teachers' professional development and improve their instructional efficiency. However, as shown in the above finding, implementing various supervisory options in the sample schools was not as such effective in their application that properly suited with each teacher's 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 instruction was insignificant.
- The findings of this study displayed that the school-based supervisors were not following the procedures of classroom observation properly. Particularly, the supervisors did not make a common agreement with the supervisee teachers on the purpose of observation, on the data to be collected, and the time of the observation. There was no post conference while conducting the classroom observation.
- The findings of this study revealed that the school supervisors were unproductive in providing the professional assistance for teachers through organizing workshops,

training programs at school level; conducting regular meetings with teachers to identify teaching learning problems and then to find solutions to these deficiencies. Furthermore, the findings revealed that the supervisors were not capable enough in assisting teachers to conduct action research, and evaluating the existing teaching texts for further improvement. From this finding, it can be concluded that, teachers couldn't get the maximum contribution from school-based supervisors. Therefore, the teaching and learning process was not enriched by well supported teachers' professional development.

- Finally, the results of the study 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 supervisors; non-availability of supervision manual at school; an insufficient allocation budget to carry out supervisory activities; the unavailability of experienced supervisors in schools and the heavy workload of school-based supervisors. As a result on the basis of findings obtain from the analysis of data it is possible to conclude that 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 secondary schools.

- School-based supervision is a prerequisite to be practiced in schools as a means to meet the individual needs of the teacher for the sake of instructional improvement. Therefore, a wider variety of supervisory options should be provided for teachers. To this end, it is recommended for school-based supervisors to create an opportunity for teachers in implementing various supervisory options in relation to the individual teachers' developmental levels and needs.
- It is advisable for school-based supervisors to give emphasis to prior planning and discussing with the supervisee and to create awareness on the purpose of classroom observation. Supervisors are also expected to attend the entire class while conducting classroom observation.

- It is advisable for the school principals make strong efforts to advance the ability of supervisors, by conducting regular meetings with supervisors and teachers, creating an opportunity for experience sharing among the departments. Moreover, it is suggested for the Woreda education offices 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 these particular challenges, the following recommendations are forwarded:

Providing Training Programs

Appropriate and continuous training programs need to be organized and given for school-based supervisors and teachers on the significance of supervision and how it can be designed and implemented at the school level. Thus, it is advisable for the Woreda education offices, sub-city educational department and city administration education Bureau in cooperation with non-governmental organizations facilitate the training programs for the effectiveness of supervision at the school level.

Providing Adequate Resources

The finding revealed the fact that the school-based supervisors have no supervision manual which clearly specifies their responsibilities and how to carry out it effectively. However, it is better for the city administration education Bureau, sub-city educational department and the *woreda* education offices help secondary schools by providing supervision manuals as necessary reference tools.

Reducing the Workload of Supervisors

The result of the study revealed that the supervisors' heavy workload was among the factors that hindered school-based supervision. It is a fact that school-based supervisors have double responsibilities: conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching loads of school-based supervisors in comparison to other teachers.

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Appendix

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Teachers a study on Practices and Challenges of In-School Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City in Focus

Dear Respondents

I would like to express my heartfelt appreciation, in advance, for taking time to discuss the following issues. The Questionnaire guide is designed for the preparation of a research for the fulfillment of M.A degree in Educational Leadership and Management entitled “Questionnaire to be filled by Teachers a study on Practices and Challenges School based Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City in Focus.

The purpose of this questionnaire is just to get information regarding the magnitude of the Challenges and Practices of In-School Supervision in Government Secondary Schools of Bole Sub-city. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer. Please respond to each of the information by writing or putting a “√” mark in the space provided.

Section I. Personal Information

1.1 Date _____

1.2 Field of Specialization _____

1.3 Sex Male Female

1.4 Age (1) Below 20 years

(2) 21-30 years

(3) 31-40 years

(4) 41-50 years

(5) 51 and above

1.5 Experience on current position.

(1) Below 10 years

(2) 10-20 years

(3) Above 20 years

1.6 Academic Qualification

Certificate

Diploma

First Degree

MA/MSC and above

Section II. Teachers' Understanding about School-based Supervision

Direction 1: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
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.					

Section III. Supervisory Options Practiced in Schools

Direction 2: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1. Very high 2. High 3. Medium 4. Low 5. Very Low

No	Question	Rating Scales				
		1	2	3	4	5
1	The implementation 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					

Section IV. Procedures of supervision for classroom observation

Direction 3: Please rate the following questions on this questionnaire by putting the “√” mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
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 classroom observation?

Section V. To what extent the school-based supervisors discharge their responsibilities?

Direction 4: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
1	In relation to your school department head:					
	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 from 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.					
7	In relation to your school vice-principal:					
	Evaluating the lesson plan of teachers.					
8	Conducting the classroom observation to ensure the application of lesson plan.					
9	Organizing training programs at school level for the sake of teachers' professional development.					
10	Encourages teachers to evaluate the existing teaching texts for further improvement.					
11	In relation to your school principal:					
	Creating a conducive 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 teachers.					
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Section VI. Challenges against the implementation of supervision in the school

Direction 5: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
1	Supervisors are incompetent enough to help other teachers.					
2	Supervisors have high experience on the practice of school-based supervision.					
3	Supervisors have not taken relevant trainings.					
4	The supervisors are overloaded with classroom activities and administrative tasks.					
5	Teachers are resistant against the supervisory activities.					
6	Supervisors are a fault finder rather than assisting teachers.					
7	There is inadequate number of supervisors to assist the school teachers properly.					
8	There is lack of relevant supervision manual in the school					
9	There is insufficient allocated budget for the supervisory program in the school.					
10	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.

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled by Supervisors a study on Practices and Challenges School based Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City in Focus

Dear Respondents

I would like to express my heartfelt appreciation, in advance, for taking time to discuss the following issues. The Questionnaire guide is designed for the preparation of a research for the fulfillment of M.A degree in Educational Leadership and Management entitled “Questionnaire to be filled by Teachers a study on Practices and Challenges School based Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City in Focus.

The purpose of this questionnaire is just to get information regarding the magnitude of the Challenges and Practices of In-School Supervision in Government Secondary Schools of Bole Sub-city. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer. Please respond to each of the information by writing or putting a “√” mark in the space provided.

Section I. Personal Information

1.1 Date _____

1.2 Field of Specialization _____

1.3 Sex Male Female

- 1.4 Age (1) Below 20 years
(2) 21-30 years
(3) 31-40 years
(4) 41-50 years
(5) 51 and above

1.5 Experience on current position.

- (4) Below 10 years
(5) 10-20 years
(6) Above 20 years

1.6 Academic Qualification

Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
First Degree	<input type="checkbox"/>	MA/MSC and above	<input type="checkbox"/>

Section II. Teachers' Understanding about School-based Supervision

Direction 1: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
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 implementing school-based supervision requires collaboration of the stake holders.					
5	Teachers in our school believe that classroom observation enable them to use variety of teaching techniques.					
6	Teachers believe that school-based supervision helps to increase the improvement of students' learning.					

Section III. Supervisory Options Practiced in Schools

Direction 2: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1. Very high 2. High 3.Medium 4. Low 5.Very Low

No	Questions	Rating Scales				
		1	2	3	4	5
1	The implementation 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.					

Section IV. Procedures of supervision for classroom observation

Direction 3: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
1	Before conducting classroom observation /Pre-observation conference:					
	I visit teachers after informing them.					
2	I convince teacher 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.					
7	During classroom observation:					
	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.					
10	After classroom observation/post- observation conference:					
	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 improvement 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?

Section V. Challenges against the implementation of supervision in the school

Direction 4: Please rate the following questions on this questionnaire by putting the "√" mark in the space provided. Accordingly rate as follow 1.Strongly agree (SA) 2.Agree 3.Undecided 4. Disagree 5.Strongly disagree.

No	Questions	Rating Scales				
		1	2	3	4	5
1	Supervisors are incompetent enough to help other teachers.					
2	Supervisors have high experience on the practice of school-based supervision.					
3	Supervisors have not taken relevant trainings.					
4	The supervisors are overloaded with classroom activities and administrative tasks.					
5	Teachers are resistant against the supervisory activities.					
6	Supervisors are a fault finder rather than assisting teachers.					
7	There is inadequate number of supervisors to assist the school teachers properly.					
8	There is lack of relevant supervision manual in the school.					
9	There is insufficient allocated budget for the supervisory program in the school.					
10	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. _____

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Interview guide for School Principals a study on Practices and Challenges School based Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City in Focus

Dear Respondents

I would like to express my heartfelt appreciation, in advance, for taking time to discuss the following issues. Interview guide is designed for the preparation of a research for the fulfillment of M.A degree in Educational Leadership and Management entitled “Practices and Challenges of In-School Supervision in Government Secondary Schools of Addis Ababa City Administration: Bole Sub-City”.

The purpose of this interview is just to get information regarding the magnitude of the Challenges and Practices School based Supervision in Government Secondary Schools of Bole Sub-city. Be confident that the information you provide will be kept and used only for academic research purpose. So you are kindly requested to give your genuine answer. Please respond to each of the information by writing or putting a “√” mark in the space provided.

Section I. Personal Information

1.1 Date _____

1.2 Field of Specialization _____

1.3 Sex Male Female

1.4 Age (1) Below 20 years
(2) 21-30 years
(3) 31-40 years
(4) 41-50 years
(5) 51 and above

1.5 Experience on current position.
1. Below 10 years
2. 10-20 years
3. Above 20 years

1.6 Academic Qualification

Certificate
First Degree

Diploma
MA/MSC and above

Section II. Please Answers the Following Questions Briefly on the Basis of Your School Context

1. What is your opinion regarding the practice of school-based supervision in your school?
2. How often school-based supervisors visit each school?
3. What procedures does your school use for classroom observation?
4. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?
5. What strategies the schools use to strengthen in built supervision?
6. What are the challenges you faced during the implementation of supervision in your school?
7. What should be done to solve the challenges of school –based supervision?