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

PRACTICES AND CHALLENGES OF SCHOOL BASED SUPERVISION IN GOVERNMENT  
SECONDARY SCHOOLS OF EAST WOLLEGA ZONE, WAMA HAGALO WOREDA

BY  
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JUNE, 2020  
ADDIS ABBABA, ETHIOPIA

**PRACTICES AND CHALLENGES OF SCHOOL BASED SUPERVISION IN  
GOVERNMENT SECONDARY SCHOOLS OF EAST WOLLEGA ZONE, WAMA  
HAGALO WOREDA**

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ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

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## **DECLARATION**

I, the undersigned, declared that the thesis on the title, "Practices and Challenges of School Based Supervision in Government Secondary Schools of East Wollega Zone Wama Hagalo Woreda" is his work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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## **List of Acronyms and Abbreviations**

**EFA:** - Education for All.

**ESDP:** - Education Sector Development Program.

**ETP:** - Education and Training Policy.

**FDRE:** - Federal Democratic Republic of Ethiopia.

**KETB:**-Kebele Education and Training Board.

**MOE:** - Ministry of Education.

**NGOs:** - Non – Governments Organizations.

**OREB:** - Oromia Regional Education Bureau.

**PTA:** - Parent Teacher Association.

**SSS:** - Secondary School Supervisor.

**UNESCO:** - United Nations Educational Scientific and Cultural Organization

**UNICEF:** - United Nations International Children’s Education Fund.

**WED:**-Woreda Education Office.

**WEDSE:**-Woreda Educational Office Supervisor Expert.

## ABSTRACT

*The aim of this study was to assess the practices and challenges of school based supervision in East Wollega Zone Wama Hagalo Woreda in government secondary schools. To conduct the study, descriptive survey design was employed. Among the 5 government secondary schools found in the woreda, 5 of them were selected. From these sample schools, 46 teachers, 28 education leaders and 14 WEO experts were included as respondents participated in the study through simple random, purposive and simple random sampling technique respectively. Questionnaire was the main data gathering instrument for this study. Thus, 46 teachers and 31 educational leaders (principals, vice, department head and senior teachers& experts) filled the questionnaires. An interview was also conducted to enrich the qualitative data. As a result, 5 school main principal, 2 vice principal and 4 WEO experts were interviewed. Quantitative data was collected through questionnaire and analyzed by using mean scores and standard deviation. The data gathered through interview was discussed in line with questionnaire. Consequently, the main finding came out from this study were: school based supervision was insufficiently practiced, the teachers didn't gained enough support from supervisors in order to improve their instructional skills, and there was low perception of teachers towards the implementation of school based supervision. On the other hand, there were many challenges that those secondary school based supervisors come across while implementing school based supervision. These were absence of key and transient intend to actualize school based oversight, supervisors overburdened with different exercises, educators mentality towards management work, absence of capacity to compromise and execution guiding, absence of clear bearing from woreda training specialists and absence of helpful, genuine, amicable and collegial connections, instructors obstruction and give convenient input where a test to supervisors in school based management. At long last, to limit and if conceivable to take care of the issues, the accompanying suggestions were drawn; the Woreda Education Office in a joint effort with schools should give a lot preparing to school based supervisors, pre-administration and in-administration preparing for school based supervisors; School based supervisors in Wama Hagalo Woreda secondary school supervisors ought to organize acceptance preparing for amateur instructors in order to make them acquainted with the study hall guidance; experience sharing projects and backing senior educators in doing activity research lastly the instructors' mentality towards management should be changed by giving them preparing or by conveying them the general target of the school.*

# CHAPTER ONE

## 1. INTRODUCTION

This part managed the issue and the manner in which it was drawn nearer. It encased a short detailing of foundation of the study, proclamation of the issue, targets of the study, meaning of the study, delimitation of the study, constraint of the study, meaning of key terms and association of the study.

### 1.1. Background of the Study

Customarily, Inspection practice was an action in the school cycle where instructor visited in the homeroom without earlier plan or warning. This was with a view judging and discovering flaws with the instructors. In this way, the individuals who performed beneath assumption could be married out. It worked on the suspicion that since educators were not appropriately prepared, they ought to be objects of close observing. Likewise, it assumed that there was a fixed and known technique for educating and educators' quality was decided by following same. Conventional supervision was subsequently critical, strong, aimless and imparted dread in the instructors (Govida R.And T.Shahjahan. 1999)

Supervision movement at the school level is a critical factor in guaranteeing the great capacity of the secondary training program. Supervision has consistently been an essential element of schooling program in all nations. The legitimate suggested techniques for improving school supervision accomplished the ideal consequences of advancing quality instruction.

Schooling is an instrument utilized for creating human abilities and information (Todaro, M.P1992). He added that it is generally acknowledged that the goal of schooling is to furnish understudies with information, abilities, perspectives and skills that empower them to deliver valuable administrations to themselves and to the general public on the loose. Barro (2006) has additionally referenced that training with greater encourages the financial development and advancement of a country. As per Sullivan and Glanz (2005), a country which appropriately teaches its kids is contributing for its future turn of events. Instruction is, consequently, seen as an irreplaceable impetus that firmly impacts the turn of events and monetary fortunes of a country and

the personal satisfaction of its kin. With regards to the World Bank (2011), training possesses an interesting situation in the existence of any country, since it is perhaps the most impressive approaches to lessen destitution and imbalance, to elevate harmony and to establish framework for reasonable financial development. From this, it very well may be perceived which job schooling plays for the general advancement of a country.

Supporting this, D. Grawe (2001) has placed that public specialists depend unequivocally on the school based supervision to screen both the nature of schools and key proportions of its prosperity, for example, understudy accomplishment. De Grawe added that these days improving the nature of instruction has been given need all through the world; and to improve the quality, the public specialists are exceptionally zeroing in on the school based supervision. Quality instruction is the arrangement of well-rounded schooling by decidedly ready instructors (Dittmar F., Mendelsohn, and Ward, 2002). School based supervision is one of the elements of training that offers openings for schools to improve educating and learning and the expert advancement of educators (kutsyuruba,2003; Arong&Ogbadu, 2010). Based on this issue school based supervision is considered as the vital movement to get maintainable accomplishments of understudies scholastic execution.

The advancement of school based supervision is obvious since forever as an impression of learning hypothesis and social and political impacts (Zebda,S.J. 2004). As indicated by Igwe,S.O. (2001), to manage intends to control, help, direct, administer, or to ensure that foreseen standards are met. Subsequently, supervision in a school infers the way toward guaranteeing that standards, rules, guidelines and techniques endorsed for reasons for executing and accomplishing the goals of instruction are viably done. Supervision in this manner includes the utilization of master information and encounters to regulate assess and arrange the way toward improving instructing and learning exercises in schools. Besides, supervision could be viewed as a connection including some sort of set up connection between and among individuals, with the end goal that individuals impact others. Somewhat this type of collaborations are profoundly tested by a foreordained program of guidance. As per Nolan J.J., and hoover L.A. (2004) educator supervision is seen as an authoritative capacity worried about advancing instructor development, which thusly prompts

improvement in training execution and more noteworthy understudy learning. Its fundamental design is to upgrade the instructive encounters and learning, all things considered.

Improving the nature of instruction has given need all through the world and most countries on the planet have been set up and executing school based supervision as a significant device to screen the nature of training given by school. Presently a day, improving the nature of schooling has given need all through the world on the grounds that without quality instruction is tended to, it is inconceivable to acquire reasonable improvement any country, (De Grauwe, 2001a:13).

Along these lines, school-based supervision is that checking just as supporting educators ought to be non-progressive and participatory in nature.

To improve instructor's instructional presentation, the school-based administrators ought to likewise work with educators in fixable and community style; school-based chiefs ought to be popularity based and agreeable and ought to quit fooling around consideration in the school. Investigates by (Beach D.M. also, Reinhartz,J. 2000) underlined that the significance of the community oriented exertion of all members engaged with the administrative interaction. The idea of school-based supervision is centers around direction, uphold, and persistent evaluation gave to instructors to their expert turn of events and improvement in the educating learning measure. School-Based supervision is primarily worried about improving schools by assisting educators with mirroring their practices; to study what they do and why; and to grow expertly (Sergiovanni T.J.,&Starratt, R.J 2007).

School-based supervision is the pattern of exercises between a boss and an instructor with the goal of improving homeroom execution and to improve understudy accomplishment. At school level, school-based bosses ought to expertly uphold educators by recognizing the qualities and limits of instructors in the study hall, distinguishing and spreading groundbreaking thoughts and great practices among instructors and school based directors is extraordinarily mindful to connect between instructor needs and school objectives so people can improve and cooperate towards the vision of the School (Glickman, 2004).

MoE, (2015), referenced that the primary focal point of school based supervision is offering help for instructors and improves their job as key proficient leaders in act of educating. To accomplish this point, managers ordinarily utilize a few administrative practices. Yet, MoE, (2002) referenced that, the school-based managers who were doled out to direct at school level couldn't tackle instructor's issues by distinguishing the qualities and restrictions of educators in the homeroom. In some cases they went to the study hall and basically notice the instructing learning cycle and give input for instructors insufficiently. Therefore, educators didn't acquire proficient help from school-based bosses for development of their instructional restrictions. The acknowledgment of expert skill of educators and the nature of instruction stays faulty except if due accentuation is given from various degrees of training authorities to actualize school-based supervision program successfully. Notwithstanding, as all instructors are not sufficiently qualified, they need uphold from school-based chiefs (Giordano, 2008:11). In like manner, this study is expected to survey the practices and difficulties of school-based supervision in secondary schools of East Wollega Zone Wama Hagalo woreda.

Working for understudies' advancement towards the set up guidelines and encourage the arranging of different sorts of guidance are the principle errands of school-based chiefs. School-based supervision assumes a critical part in accomplishing the general destinations and objectives of training in the technique of achieving quality instruction, centers around instructor's expert development to improve the instructional practice in schools and to achieve the ideal difference in learning accomplishment for the understudies. In accordance with this (UNESCO, 1999) showed that school-based administrative practices are huge for singular educator's expert turn of events, school improvement, and fulfillment of public requests. To this end, school based supervision ought to be very much arranged and coordinated to oblige the focal interest of instructors, understudies and the general public.

Directors ought to guarantee that instructors are using data from an assortment of substantial and suitable sources before they start arranging and educating exercises. Educators should utilize various strategies of training technique considering understudies foundation, scholarly levels, and interests, just as other information from understudy's records to a specific scholastic necessities and to encourage anticipating proper starting learning. The general instruction framework ought to

be upheld by instructive supervision to improve the educating learning measure as a rule and student's accomplishment specifically, Nolan (2004).

To bring viable instruction through the improved showing learning measure, school based supervision ought to be vote based, agreeable and ought to quit fooling around consideration in the school. Considering this, it is very valuable to evaluate the current practices and difficulties of school based supervision in government secondary schools of East Wollega Zone Wama Hagalo Woreda.

### **1.2. Statement of the Problem**

School based supervision centers around instructors' expert development to improve the instructional practice in schools and to achieve the ideal difference in learning accomplishment for the understudies. In accordance with this, UNESCO (1999) demonstrated that school-based administrative practices are huge for individual teachers' proficient turn of events, school improvement, and fulfillment of public requests. To this end, instructive supervision ought to be all around arranged and coordinated to oblige the focal interest of instructors, understudies and the society. school based supervision accordingly has a lot of significance, (Goble and Porter, 1977). To make school based supervision more viable, joint effort ought to be made among different gatherings. Organizations, collegial and cooperative connections, training and tutoring are names that are given to the supervision interaction in which getting the hang of, developing and changing are the shared concentration for directors and instructors (Beach and Reinhartz, 2000).

As outlined by the MoE (1994), the school directors, VPs, division heads, and senior instructors should assume significant liability in school-based administrative practices inside their school. These mindful accomplices include themselves in the customary perception of instructors instructing in the study hall, and the getting sorted out of transient preparing and experience sharing to augment the expert ability of educators, and accordingly contribute for the nature of schooling. At Regional, Zonal and Woreda levels in local area assembly archives, courses, workshops and Woredas' yearly reports (2019) at East Wollega Zone consistently showed that in secondary schools, school based managers are not proceeding as it is normal.

The specialist has by and by partook in the workshops and comprehends the circumstance of administrative practices in the study zone. The issues that are referenced on courses, workshops and Woredas' yearly report which are seen by the analyst are: absence of satisfactory expert help to recently utilized instructors, less regular homeroom visits, less companion training by school based chiefs, more focal point of directors on regulatory issue than on scholarly issues, less shared proficient trust among bosses and educators, absence of giving preparing to instructors and furthermore nonattendance of appropriately planned methodical development and emotionally supportive networks.

The discoveries of various exploration directed on the training and difficulties of school based supervision in secondary schools of various Regions and Zones of our nation have demonstrated that, there is absence of mindfulness on using different administrative alternatives, an absence of important nonstop trainings for division heads and senior instructors who should complete administrative exercises at school level, and furthermore there's lacking study hall perception to screen educators' instructional improvement (Chanyalew, 2005; Getachew, 2001; Million, 2010).

The analyst has been laboring for a very long time in secondary schools of the study territory. Be that as it may, to the information on the specialist, there was no exploration directed on the practices and difficulties of school based supervision in secondary schools of East Wollega Zone Wama Hagalo Woreda. By that, the specialist feels that there is a hole which needs top to bottom examination about the status of the current administrative practices, for example, appropriate execution of administrative choices and study hall perception, the legitimate usage of school-based bosses' duties. Because of this explanation, the analyst is spurred to evaluate the practices and difficulties of school based supervision in East Wollega Zone Wama Hagalo Woreda Secondary Schools. For this situation the specialist brought up the accompanying fundamental exploration issues.

- 1.What is the existing practice of school based supervision in secondary schools of East Wollega Zone Wama Hagalo Woreda?
- 2.What are the major roles of school based supervisors in secondary schools of the east wollega zone wama hagalo woreda?

3. What are the challenges that affect school based supervisors while implementing school-based supervision?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The overall objective of this study was to assess the status of school based supervision practices and its challenges in government secondary schools of East Wollega Zone Wama Hagalo Woreda.

#### **1.3.2. Specific Objectives**

Specifically, the study would attempt:-

1. To identify the existing supervisory practices in secondary schools of East Wollega Zone Wama Hagalo Woreda.
2. To identify the major roles of school based supervisors in secondary schools of East Wollega Zone Wama Hagalo Woreda.
3. To identify the major challenges school based supervisors face in the implementation of school based supervision

### **1.4. Significance of the Study**

School based supervision is essential to advance showing learning measure and to keep up the nature of training. For quite a while, analyzing the act of school-based oversight was the worry of numerous teachers everywhere on the world. The primary motivation behind this investigation is investigating secondary school-put together supervisors with respect to the training and difficulties of school based management in East Wollega Zone Wama Hagalo Woreda that they are capable and their perspectives on what these practices ought to be critical for the oversight interaction in the schools. Henceforth, this investigation is relied upon to have the accompanying meanings;

- It encourages instructors to know about the degree to which school based oversight is being actualized and acquires training quality East Wollega Zone Wama Hagalo Woreda Secondary Schools by giving them fundamental abilities of study hall directions.
- It may help the school based supervisors to know their shortcomings and qualities on administrative practices and afterward urge them to concentrate on actualize administrative exercises in secondary schools.

- It encourages all school chiefs to recognize the qualities and shortcomings of school based oversight exercises to take therapeutic measures against the difficulties that secondary schools face in actualizing school-based management.
- It will give data to woreda's specialists and different analysts that can direct further research on similar theme by utilizing this examination as wellspring of data on the momentum practice and exercises of school based oversight.

### **1.5. Delimitation of the Study**

This study is delimited to East Wollega Zone Wama Hagalo Woreda Secondary Schools of Oromia Regional state in West Ethiopia.

Second, the study is also delimited in those practices and challenges which were identified in the school based supervisory service of secondary schools.

### **1.6 .Limitation of the study**

Some limitations were observed in this study, unit pioneers, educators, WEO Experts and woreda boss were occupied and had no sufficient opportunity to react to polls. Some of them who have sufficient time were likewise reluctant to fill in and return the poll according to the necessary time. Another restriction was absence of applicable writing on the point, particularly because of absence of organization access. There is intense deficiency of books or absence of refreshed related writing in the territory. Regardless of these deficiencies, be that as it may, it was endeavored to make the examination as complete as conceivable via looking through changed materials in various colleges and the analyst utilized a greater amount of the respondents' additional chance to get a lot of data.

### **1.7. Definition of Key Terms**

**Supervision:**-Is a process of offering professional support for the improvement of instruction to enhance the quality of teaching and learning in the classroom.

**School Based Supervision:**-Refers to a supervision that is conducted at school level by principals, vice principals, school based supervision committee members (department heads, senior teachers and unit leaders

**Practices:** - To do something repeatedly in order to improve performance through school-based supervision.

**Challenges:** - Problems that affect school based supervisors.

**School Based Supervisor:**-Means school based supervision committee members (school principal, vice principal, department heads, senior teachers and unit leaders) in the school who has assigned to conduct supervisory practices at school level.

**Secondary School:**-in this context an educational level which includes 9-12, that includes the first and second cycle together.

**Educational leaders:**-refer to principals, vice principals, department heads secondary school supervisors, Woreda and Zone education office heads, work process owners.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This part presents the current worldwide, public and local literary works in the territory of school supervision. It starts with depicting the idea of supervision, recorded improvement of supervision, practices of supervision, administrative alternatives for instructors; and practices of supervision in Ethiopia and Oromia Region.

#### 2.1. The Concept of Supervision

The idea of supervision is seen as a co-employable endeavor in which administrators and educators take part in exchange to improve guidance which legitimately ought to add to understudies improved learning and achievement (Sergiovanni and Starratt, 2002; Sullivan and Glanz, 2000).

The expression "supervision" has been given various definitions, however from an instructive view, the definition suggests supervision as a methodology that underscores on contribution proficient help for the improvement of guidance. Supervision is an unpredictable cycle that includes working with instructors and different teachers in a collegial, collective relationship to improve the nature of educating and learning inside the schools and that advances the profession long advancement of educators (Beach and Reinhartz, 2000). Essentially, Glickman et al. (2004) shared the above thought as supervision indicates a typical vision of what instructing and realizing can and ought to be, grew cooperatively by officially assigned bosses, instructors, and different individuals from the school local area.

The need, all things considered, particularly the creating ones, is to improve the nature of schools and the accomplishment of understudies (De Grauwe, 2001) since learning results rely to a great extent upon the nature of instruction being advertised. In any case, quality instruction incompletely relies upon how well instructors are prepared and managed since they are one of the vital contributions to training conveyance (Glatthorn, A. A. (1990). De Grauwe (2001) sets that public specialists depend firmly on the school supervision framework to screen both the nature of schools and key proportions of its prosperity, for example, understudy accomplishment.

As per Nolan and Hoover (2004), educator supervision is seen as a hierarchical capacity worried about advancing instructor development, which thus prompts improvement in training execution and more prominent understudy learning. Its fundamental intention is to upgrade the instructive encounters and learning, all things considered. Then again, supervision is considered as any help for educators that in the long run brings about improving guidance, learning and the educational plan. It comprises of positive, dynamic, majority rule activities intended to improve guidance through the proceeded with development of all concerned people the manager, the instructor, the executive, and the parent (Ross and Dean, 1980).

As Sullivan and Glanz (2000) characterized, supervision is a school-based or school-school based action, practice, or cycle that connects with educators in significant, non-critical and on-going instructional exchange and reflection to improve instructing and learning. Concerning, Association for the Development of Education in Africa [ADEA] (1998) supervision is a formative methodology where an expert helps a customer to complete a task all the more effectively and all the more viably to accomplish improved outcomes.

Numerous specialists accept that supervision of schooling can possibly improve homeroom the executives and rehearses, and can add to more noteworthy understudy accomplishment in scholastics through the expert development and improvement of educators (Blasé and Blasé, 1998; Musaazi, 1982; Sergiovanni and Starratt, 2002; and Sullivan and Glanz, 2000).

Benjamin, K. (2003). attests instructional supervision in the advanced time fixates on the improvement of the educating learning circumstance to the advantages of both the instructors and students, helps in the ID of zones of solidarity and shortcomings of educators, follow-up exercises that ought to be aimed at the improvement of recognized zones of educators' shortcomings and offer acknowledgment to the instructors and make a heartfelt working environment based on great human relations.

Supervision has been characterized in a few different ways by various creators to suit their particular purposes, (Bernard and Goodyear 1992, 2004) characterized supervision as a connection among senior and junior individuals from a calling that is evaluative, reach out over the long run,

serves to upgrade the abilities of the lesser individual, screens the nature of administrations offered by the lesser individual and, go about as entryway keeping to the calling. Supervision is one of the regulatory devices which people just as gatherings of individuals utilize in the everyday organization of their work or associations. Supervision is viewed as the incitement of expert development and advancement of educators, a choice and modification of instructive targets, materials of guidance, strategies for educating, and the assessment of guidance (Bessong and Ojong, 2009). Likewise clarifies supervision as a method of prompting, controlling, invigorating, empowering, animating, improving, and over-seeing certain gatherings with the desire for looking for their co-activity to empower chiefs become effective in their supervision undertakings.

For the most part, Supervision characterized as instructional administration that relates point of view to practices explains reason, adds to and uphold hierarchical activities composed guidelines accommodates support and improvement of the instructional program and evaluate objectives accomplishment, Robert and Pater (1989:150) and According to Igwe (2001), manage intends to control, help, direct, regulate, or to ensure that foreseen standards are met.

## **2.2. Historical Development of Educational Supervision**

### **2.2.1. Global Perspective about Supervision**

Supervision has experienced numerous transformations and changes have happened in the field that its practices are influenced by political, social, strict, and mechanical powers exist at various periods (Oliva, 2001). As per Oliva (2001), the major overall times of supervision are talked about underneath.

In pioneer New England, supervision of guidance started as a cycle of outside examination: at least one neighborhood residents were designated to investigate both what the educators were instructing and what the understudies were realizing. The examination subject was to remain immovably implanted in the act of supervision (Oliva, 2001).

The historical backdrop of supervision as a conventional action practiced by instructive executives inside an arrangement of schools didn't start until the development of the regular school in the last part of the 1830s. During the principal half of the nineteenth century, populace development in the significant urban areas of the United States required the arrangement of city school frameworks.

While directors at first reviewed schools to see that educators were following the recommended educational plan and that understudies had the option to present their exercises, the augmentation of schools before long made this an outlandish assignment for administrators and the work was appointed to the school head.

In the early many years of the 20th century, the development toward logical administration in both modern and policy implementation impacted schools. At much a similar time, youngster focused and experienced-based educational program hypotheses of European instructors, for example, Friedrich Froebel, Johann Pestalozzi, and Johann Herbart, just as the conspicuous American logician John Dewey, were likewise influencing the schools. Accordingly, school administrators regularly wound up got between the interest to assess educators deductively and the concurrent need to change instructing from an unthinking redundancy of instructing conventions to an assorted repertory of instructional reactions to understudies' common interest and different degrees of status. This pressure between supervision as a uniform, logical way to deal with instructing and supervision as an adaptable, dialogic measure among educator and administrator including the shared, proficient attentiveness of the two was to proceed consistently. Notwithstanding, the cutting edge school supervision was presented with the point of giving steady mastery administration that ultimately brings about improving guidance and comprise of positive, dynamic, majority rule activities intended to improve guidance through proceeded with development of the school local area: the educator, the understudy, the chief him/herself, the manager and the parent (Kerry and Burke, 2004, Hoy & Forsyth 1986).

**Table1. Major Periods in the Historical Development of Educational Supervision according to Olive (1997)**

| <b>Period</b> | <b>Type of supervision</b>  | <b>Purpose</b>   | <b>Person responsible</b>  |
|---------------|---|--|--|
| 1820-1850     | Inspection  | Monitoring rules , looking for deficiencies  | Parents, clergy, selection, citizens committee.  |
| 1850-1910     | Inspection ,instructional improvement   | Monitoring , rules , helping teachers improve  | Superintendents, principals.   |
| 1910-1930     | Scientific , bureaucratic   | Improving instruction  | Supervising principals , general and special central, office supervision , super intendments |
| 1930-1950     | Human relations democratic  | Improving instruction  | Principal, central office supervision  |
| 1950-1975     | Bureaucratic , scientific , clinical , human relation resources democratic  | Improving instruction  | Principals, central office supervisors, school based supervisors.                            |
| 1975-1985     | Scientific , clinical , human relations , human resources , collaborative / collegial , peer/coach /mentor ,artistic , interpretive               | Improving instruction increasing teacher satisfaction , expanding , students' understanding of classroom events  | Principals , central office supervisors , school based supervisors, peer / coach /mentor /   |
| 1985-present  | Scientific , clinical ,human relations , human resources ,collaborative /coach/mentor/,artistic , interpretive ,culturally responsive ,ecological | Improving instruction ,increasing teacher satisfaction expanding students understanding of classroom events ,analyzing cultural and linguistic patterns in the classroom | School based supervisor, peer/coach /mentor , principal central office supervisors           |

Source, Olive 2001

**Table 2: However, the current literature /Sullivan, 2005) shown as that the models or evolution of educational supervision reached on the eighth model .**

| Models  | Time line    | Works of schools            | Type of supervision              |
|---------|--------------|-----------------------------|----------------------------------|
| Model 1 | Pre – 1900   | Payne –Green wood – Balliet | Supervision as inspection        |
| Model 2 | 1900-1919    | Taylor – Bobbitt            | Supervision as social efficiency |
| Model 3 | 1920s        | Dewey–Hosic – Newlon        | Democracy in supervision         |
| Model 4 | 1930-1950    | Burton- barr- stervers      | Scientific supervision           |
| Model 5 | 1960s        | Leeper                      | Supervision as leadership        |
| Model 6 | 1970-1980    | Goldhammer- Cogan           | Clinical supervision             |
| Model 7 | 1990s        | Glickmam – sergiovanni      | Changing concepts                |
| Model 8 | 2000-present |                             | Standard –Based supervision      |

**Source, Sullivan 2005**

### **2.2.2. Historical Development of Educational Supervision in Ethiopia**

Educational inspection brought into the instructive arrangement of Ethiopia around 35 years after the presentation of current (Western) kind of training into the country. As it is demonstrated in Ministry of Education supervision manual (MoE, 1994), unexpectedly, investigation was started in Ethiopia in 1941/2. Among the powers that achieved the requirement for school assessment was the expanding number of schools and educators in the country, the requirement for coordination of the educational plan and to help instructors in their educating.

Beginning from 1944/5, the workplace of the inspectorate set up midway, for example at the Ministry's administrative center was going by a British public named Lt. Officer John Miller. He was delegated as Inspector General helped by two Ethiopians. The significant obligations of the auditors were to gather and incorporate factual information on number of understudies and

educators, number of homerooms accessible and class-size, lead school visits in the capital and in the region lastly, produce reports to be submitted to the Ministry of Education just as the sovereign who around then expected the Ministry of Education portfolio (OREB, 2006).

As an ever increasing number of schools were opened, the quantity of educators expanded and understudy populace grew up, the instructive exercises turned out to be more confounded thus it got important to prepare certain number of examiners. Subsequently, in 1950/1 unexpectedly, preparing program was begun in the Addis Ababa Teacher Training School with for the admission 13 chose students. The quantity of alumni of reviewers arrived at 124 out of 1961/2. Notwithstanding, examination was supplanted by supervision in 1962/3. The substitution of investigation by supervision was discovered important to improve the showing learning measure more proficient and powerful by fortifying of supervision (MoE, 1994).

Under the communist standards, with the progressions of the political framework in the country, the administration of instruction required severe authority over the instructive strategies, plans and projects. In this way, a move from supervision to assessment was made in 1980/1 (MoE, 1994).

Once more, following the difference in the political framework in the country a move from assessment to supervision was made in 1994. As indicated by the Education and Training Policy of 1994, instructive organization is decentralized. In this regard, what is imagined is, popularity based supervision, which would look for the cooperation of all worried in all circles of the instructive foundation as far as dynamic, arranging and advancement of goals and showing systems with an end goal to improve showing learning measure (MoE, 1994).

During the first political frameworks, the foundation of supervision in Ethiopian schooling framework was restricted to public, territorial and Zonal level. Besides, administrative exercises couldn't ready to offer close and manageable help for school administrators and instructors. The obligation of the administrators was not plainly defended, with the goal that they were less successful in executing their exercises. In addition, the previous pattern of supervision was centered around managerial undertakings than supporting instructing and learning measures. Managers were awkward to help instructors and chiefs. To this end, supervision has offered less to

supporting quality instruction and the expert development of directors. Hence, easing the mature age administrative issues in schools by building up strong school climate is unavoidable to improve principals' and teachers' proficient development, and eventually to augment learning accomplishment (MoE, 2002).

### **2.3.3. The Current Practice of Educational Supervision in Ethiopia**

Education inspection was brought into the instructive framework in Ethiopia around 35 years after the presentation of current (western) sort of training into the country. Albeit, accessible sources disagree on a particular year, there is proof to accept that school assessment was unexpectedly presented in the mid-30th (Haileselassie, 2007). Henceforth, supervision has been

Polished in this country for extensive stretches. In any case, its improvement was not exactly solid. Furthermore, it appeared to be just changing the terms supervision and assessment. In light of this, the historical backdrop of instructive supervision has been gone through four periods it is an instructive program on supervision and a significant part of instructive administration which imagined as equitable instructive initiative. It looks for the investment of all concerned bodies in all circles of the instructive foundation as far as dynamic, arranging and advancement of destinations and showing systems with an end goal to serve the beneficiaries' (students) through the proceeds with progress of the educating learning measure. Chief Source Haileselassie (2007).

As per (Million, 2010:23), there are two methodologies of association of supervision in Ethiopia, that help viable and productive accomplishment of the proposed targets. These are, out of school supervision and inward supervision. From these, inner supervision is held by school chiefs and experienced instructors.

### **2.3.4. Practices of school based Supervision in Oromia Region**

School based supervision is administration that will be given for educators, and the system assists with actualizing and improve showing learning measure. Likewise it is a movement that is performed for the upside of understudies learning accomplishment. Because of this, the school based administrators are relied upon to go about as an organizer, an expert, a gathering chief and a facilitator in showing learning exercises. Additionally, the mission of the school based administrator is actualizing and reinforcing showing learning measure through offering proficient

help, and furthermore making favorable circumstance for the improvement of students' learning (OREB 2006).

### **2.3.5. Supervision at School Level**

The school supervision can be both summative and developmental. It gives outline of the exhibition of school as well as shows the formative headings for school. Administrators are shown as directors that are dependable to regulate what is happening the association. Consequently, (MoE, 2002:3) showed that, administrators are answerable for checking, supporting, assessing and connecting schools, yet not piece of the line chiefs. As instructing learning measure is an everyday and nonstop interaction, the capacity of the supervision at the school level ought to likewise be a consistent duty. Inside the school framework, the managers are the school head and VP, the division heads and the senior educators. In this way, the instructive projects supervision manual of Ministry of Education has adequately recorded the jobs of Supervisors at the school level (MoE, 2002).

### **2.3. Principles of Supervision**

Instructive supervision is worried about the absolute improvement of educating and learning circumstance. In accordance with this, supervision has the accompanying standards: there ought to be present moment, medium-term and long haul making arrangements for supervision, supervision is a sub-arrangement of school association, all instructors have a privilege and the require for supervision, supervision ought to be directed routinely to meet the individual requirements of the educators and other faculty, supervision should assist with explaining instructive destinations and objectives for the head and the educators, supervision should aid the association and execution of educational plan programs for the students, supervision from the inside and outside the school supplement one another and are both essential. When all is said in done, since supervision is a cycle which is worried about the improvement of guidance, it should be reinforced at school level, ought to give equivalent freedoms to help all instructors, it ought to be directed regularly to amplify educators' competency and furthermore ought to be shared action.

The essential standards of instructive supervision, as indicated by the (MoE, 1987 E.C:10-15) are;

- Supervision is helpful. To establish a superior learning climate, boss is required to cooperate with senior instructors, office heads, unit pioneers, bad habit chiefs and chairmen at nearby level that distinguish the instructional issues and plan preparing based on the

recognized holes to limit the issues and at the same time do together for the improvement of value schooling arrangement. This is additionally a persistent cycle.

- Supervision is inventive. Administrators are required to assist educators with being imaginative and inventive in their instructing. This assists with fitting the evolving climate.
- Supervision ought to be vote based. Opportunity ought to be given for each part to attempt to give their thoughts unreservedly. The boss is required to think about different variables while doing his/her exercises.
- Supervision is attitudinal. To establish great climate, manager is relied upon not exclusively to offer guidance yet additionally acknowledge remarks from educators. He/she is required to be dependable and prepared to acknowledge change.
- Supervision is evaluative and arranged action. Supervision ought to be based on arrangement. Directors are relied upon to assemble information from understudies, educators, guardians, school managers and guardians to get data and ought to notice circumstances in the school.

#### **2.4. Supervisors' Responsibility**

The obligation of administrators in instructional supervision supporting instructors and other instructive specialists for the improvement of showing learning exercises and furthermore inspiring them for their expert development. Additionally, an administrator is mindful to go about as a facilitator and expected to work personally with instructors and school local area for the school improvement customized. Based on this, a chief screens the educational program advancement, encourages in-administration preparing, and offers proficient help for educators especially based on school improvement modified and quality training (MoE, 2006). Notwithstanding the jobs and obligations of bosses referenced by Ministry of Education (MoE,2002), the Oromia Regional Education Bureau (OREB, 2006) has depended extra duties to the managers. Consequently, to fortify the administrative action, the chief is required to:

- Prepare the conversation and preparing programs for the chose PTA's and to all individuals from the school.
- Provide proficient help for school, instructors and chiefs

- Collect and gather essential information of the schools and put together conversation programs with school.

## **2.5. Qualities of Good school based Supervisors**

Bosses ought to have certain characteristics that they are required to do on the grounds that the main marker for the nature of instruction is the nature of the educating and picking up occurring in the homeroom.

A boss in his own ability is viewed as an instructional pioneer. He/she is relied upon to perform capacities and to satisfy the assumptions, goals, needs and requests of the general public in which he/she works. For a director to be fruitful; he/she needs to have certain characteristics that will put him over those under his watch.

A fruitful boss has an inspirational disposition. At the point when the supervisors' mentality towards work and their school is positive, the educators are bound to be happy with and inspired by their work. Moreover, the tops of the school and staff individuals the same lean toward working with somebody who has an uplifting disposition (Samuel, 2006).

As per Stadan (2000) a decent school-based boss ought to be receptive, acceptable audience, understanding, and ought to be a solid chief. Additionally, administrators likewise ought to have capacity to rouse individuals just as make a sensation of trust in others. The characteristics referenced above are utilized as an instrument for accomplishing agreeable connections among directors and those for whom they are dependable and for giving sufficient correspondence frameworks among bosses and instructors and between school divisions and capacities. Hence, he/she should be consistent with his own goals simultaneously adaptable, faithful, and conscious of the convictions, right and poise of everyone around him; In a similar vein, he/she should be solid willed, reliable and reasonable in his dealings with others; He/she should be ready for resistance yet should deal with resistance without malignance; In the last investigation, a decent administrator should be straightforward, firm, receptive, prepared to assist individuals with taking care of their issues and keep a loosening up climate that would energize, animate, and rouse individuals around him to work agreeably. At last, the chief should be modern in his insight into brain science of learning and standards of training since such information extraordinarily impacts the adequacy of guidance as (Hammock and Robert 2005).

## **2.6. The Roles of School Based Supervision**

The part of supervision is to improve guidance through direct help, bunch advancement, proficient turn of events, educational program improvement and activity research.(Glickman,Gordon, and Ross-Gordon(2007). In this manner, school based supervision is intended to oversee, backing and impact guidelines of educators in the study hall exercises to create understudies execution. As instructing learning measure is an everyday and consistent cycle, the capacity of the school based supervision at the school level ought to likewise be a persistent duty. Inside the school framework, the school based directors are the school head, second in command, the office heads and the senior instructors. Along these lines, the instructive projects supervision manual of Ministry of Education has adequately recorded the jobs of directors at the school level as follows (MoE, 2002).

### **2.6.1. The Roles of School Principals in Supervision.**

The school head in his/her ability as instructional pioneer, his/her duties would be;

- Creating favorable climate to encourage administrative exercises in the school by getting sorted out every single fundamental asset.
- Giving the expert help and direction to instructors to empower them to acknowledge instructional targets.
- And direct classes when and considered significant.
- Coordinating assessment of educating learning measure and the result through commencement of dynamic cooperation of staff individuals and neighborhood local area on the loose.
- Coordinating the staff individuals and other expert instructors to survey and fortify administrative exercises. Cause the assessment of the school local area relations and based on assessment results endeavor to improve and reinforce such relations (MoE, 2002)

### **2.6.2. The Roles of Deputy Principals in Supervision.**

Other than helping the head of the school in completing the above duties, the school second in command is required to deal with the accompanying obligations:-

- Giving by and large instructional authority to staff individuals.
- Evaluating exercise plans of instructors and directing the study hall supervision to guarantee the use of exercise plans and.
- Ensuring that the educational program of the school tends to the requirements of the neighborhood local area (MoE, 2002).

### **2.6.3. The Roles of Department Heads in Supervision.**

Due to their collected information, abilities and capacities in the specific subject just as in the in general instructive framework procured through long administrations/experience; the office heads have the skill to manage instructive exercises. In this way, the administrative capacities to be attempted by the office heads are:

- Regularly recognize any instructional constraints of instructors in the homerooms and show arrangements.
- Identify the absence of capacities to oversee understudies in the homeroom during showing learning in the separate divisions.
- Arranging hands on direction and socialization projects to recently doled out instructors in the separate offices.
- Identify the understudy assessment ability holes of educators.
- Facilitate the accessibility of instructional materials and urge instructors to utilize it fittingly.
- Encouraging educators to direct activity research to improve and create subjects they instruct and strategies for showing such subjects.
- Advice instructors to utilize dynamic learning in the homeroom; encourage experience sharing projects.
- Coordinating assessment to the office educational plan and sort out workshops, meetings, classes, and so on to handle recognized issues of the educational plan.
- Encouraging staff individuals to lead gatherings routinely to make intermittent assessments of their exercises and to look for answers for instructional issues (MoE, 2002).

- Organizing model showing programs for unpracticed (junior) instructor's staff individuals by mirroring ranking staff individuals from the offices.
- Initiating and advancing gathering investment in the arranging, execution and dynamic of the guidance and in the assessment of instructional results.

#### **2.6.4. The Roles of Senior Teachers in Supervision.**

As indicated by the profession structure created by (MOE, 2002) based on Ethiopian schooling and preparing strategy, high-positioning instructor, partner head educator and head instructor are considered as senior educators. Subsequently, such instructors on account of their aggregated involvement with explicit branch of knowledge/zones are all around situated to manage different educators inside their area of expertise.

#### **2.7. Basic skills of School Based Supervision**

- The Supervisor Interpersonal Skill: - He/she should have the option to comprehend connection between individuals, their individual requirements, insights, perspectives and practices. The individual contrasts of these different bury individual abilities ought to be noted
- Effective Communication Skill: - The manners in which the managers impart thoughts to subordinates, companions and bosses matter regarding viability. Control: Supervisors now and again should have the option to apply control when events interest for it. Tragically not every person does the correct things consistently. Individuals digress either intentionally or out of obliviousness. The director has the duty of guaranteeing that official necessities are met and destinations accomplished. As per Sergovani (1998:217) correspondence is dynamic cycle that worries itself and the exchange of results in a typical arrangement.
- Decision making abilities:- is the way toward resisting issues and picking a strategy from among options and the terms regularly is related with the term critical thinking. Igwe, S. O. (2001).
- Cru dance expertise: - crowd included individual assistance given by one. It is the capacity of supervision to invigorate, direct guide and urge the educators to apply instructional strategies methods, directors and gadgets.

## **2.8. Challenges Against School Based Supervision**

Supervision is the assistance given to help educators to encourage their own proficient improvement with the goal that the objectives of the school may be better accomplished (Glatthorn, 1990). In any case, there are a few components which will in general militate against compelling supervision of guidance in schools. Among the difficulties, the accompanying can be referenced.

Supervision is worried about school issues improvement just as that of the entire showing learning measure. In present day instructive idea supervision is a period of organization with specific accentuation on the results of educating and learning exercises. There are different variables militating against fruitful supervision in secondary schools. These are distinguished as school climate related elements; expert related variables and strategy and method related elements at school level issues.

### **2.8.1..School Environment Related Factors**

School related problems of educational supervision include the work environment, perception towards supervision and legacy of one room school house.

#### **2.8.1.1. Work Environment of School Culture**

First the working conditions of supervisors are bad, from several points of view. These have lately become at the same time more overwhelming and more difficult to implement. Second, supervision tasks are becoming more difficult to implement: the daily functioning of supervision and support services seems to have suffered unduly from the economic and resulting financial crisis. This lack of material and human resources, combined with the lack of staff and the over load of tasks, results in the near absence of supervision staff in especially the most remote schools (UNISCO, 1997).

#### **2.8.1.2.Perception Towards Supervision**

Oversight of guidance includes inspiring the educator to investigate new instructional systems (Birhane, 2014). The educator should be made mindful of the instructive objectives and principles to be actualized. The eyewitness should be level headed during the perception cycle and look after secrecy. It is additionally significant for the eyewitness to give positive criticism and proper assets for the educator to use. Study hall perception or oversight is viewed as a method of get-together

data for examination purposes. Along these lines, study hall oversight likewise improves the nature of instruction by improving the instructor's viability.

### **2.8.1.3. Legacy of One Room School House**

The definition of one-room schoolhouse is a school consisting of one classroom where a single teacher taught academic basics to several grade levels of elementary-age boys and girls. In some worded as supervisors expected to give support and control more number of schools (6-7 schools). This is a big challenge for a supervisor to give a quality supervision services especially in instructional leadership. As a result schools rise their complain that they did not get sufficient support from instructional supervisors.

### **2.8.1.4. Distance Between Satellite Schools and their Unequal Infrastructure**

One of the functions of supervisors is connecting schools and creating healthy competition among cluster schools. In order to perform these activities should conduct experience sharing. And supervisors should facilitate this activity. However, the main challenge comes when the distance between schools is very long. It is difficult to conduct a meeting (conference), training etc. with these schools in a minimum cost. The financial capacity among schools is unequal and these create obstacles on supervisors' activity because the priority of schools may differ. The schools' demand on supervisors support will be different.

## **2.8.2. Practitioner Related Factors**

The major practitioner (supervisor) related problems include the competence of the supervisor himself/herself, unclear expectation of the supervisor, educational level of the supervisor and lack of training and guidance to teachers and turnover of supervisors.

### **2.8.2.1 Incompetence of the Supervisor**

At the point when school directors will in general assess educators based on their own view of instructing without considering instructors' inclusion in issue of school supervision, educators will have no interest for the supervision movement. In this way, instructors don't comprehend and don't partake in planning the instruments that are utilized to assess them.

Notwithstanding this expertise holes in specialized information as to characterizing execution pointers/assortment, planning, and translation of information contribute their own issues for supervision (Birhane 2014).The examinations found that administrative methods, strategies and

ability of chiefs are wasteful to improve the nature of educators and the accomplishment of students. Besides, directors are not investing the vital energy in offering in-support preparing to upgrade instructors' adequacy

Visiting schools for academic and regulatory intention is the main assignment of instructional administrators to do their genuine supervision. In any case, it is demonstrated that in numerous nations school visits are shown deficient in light of different issues, for example, absence of assets, absence of transport and unscheduled gatherings and workshops. As De Grauwe, 2001 cited by Birhane, 2014 demonstrated, numerous visits happen spontaneous and many arranged visits can't be held with respect to seen.

### **2.8.2.2 Unclear Expectations**

On the other hand supervisors are relied upon to achieve numerous and perplexing undertakings and summed up as control, uphold, connecting and some authoritative errands which are not assembled in to control and support action, for example, the assortment of information and data. Further, the sets of expectations of directors are by and large described by an over-burden of duties, scattering of errands and incorporation of exercises that have little connections to the primary elements of managers (UNESCO, 2007). Notwithstanding this directors guarantee that composing report for each school visit is tedious. This may affect bosses to invest more energy recorded as a hard copy answers, to the impediment of the real visit.

### **2.8.2.3. Educational level of the Supervisor:**

In a large portion of the cases, the instructive level of the boss is unassuming. He/she do not have the necessary scholarly sharpness to comprehend the elements of the executives and supervision. He/she additionally needs sufficient power and status. This renders him moderately inconsistent to the undertakings joined to his position. For instance the models to be a secondary school chief ought to be a graduate degree and prepared with school initiative. Be that as it may, there are various group directors which have no the above capability. Therefore secondary schools lead by first degree managers which make a test in exercises like directing need evaluation, giving proper preparing and so on

Another significant issue of supervision is that it may not generally be simple for the administrator to cause his gathering individuals to comprehend the assumptions and prerequisites of the association. This is on the grounds that, his, work bunch generally' incorporate ignorant typical specialists.

#### **2.8.2.4 .Lacks of Adequate Training and Support:**

Supervisors need consistent and adequate preparing to do their duty successfully. Preparing projects of administrators pointed toward giving vital abilities to chiefs and improve them prepared at taking care of their work. Absence of preparing for administrators, feeble connection among instructors and chiefs and absence of help for managers from higher workplaces influence the administrative practice in the school. To close, preparing assists with improving the chief's exhibition by encouraging the essential information and procedure requested to do it. It likewise assists with building up the administrator's ability to satisfy new obligations emerging from specialized and different changes which may influence his work.

#### **2.8.2.5 Turnover of Supervisors**

Like other employees supervisors leave their work voluntarily after taking many training about the supervision. Recruiting and training new supervisors is increase the expense of the government and it has a negative impact on supervision activity.

### **2.8.3 Policy and procedure related factors at school level**

The main policy and procedure related factors include lack of clear guidelines of supervisors' responsibility, role conflicts of supervisors, absence of enough authority for supervisor, and absence of further education for supervisors.

#### **2.8.3.1. Lack of Clear Guidelines**

There is no clear guide line about supervisors' right and responsibility as well as his/her relationship with the different departments of woreda education office. The vertical and horizontal relationship is not clear and it differs from woreda to woreda or region to region. Lack of facilities for supervisors of education on work with e.g. vehicles

#### **2.8.3.2. Role Conflicts**

The conflicting roles emerging from these different functions of supervisors have been a constant source of preoccupation for the beneficiaries as well as for the organizers and providers of supervision services. Role conflict is described as expectations of behavior that are competing or

opposing (Elizabeth L.K, 2012). Supervisors have to manage multiple roles at the same time. The client role emphasizes personal development/issues, the supervisor role emphasizes professional growth, the student role involves being evaluated, the colleague role consists of peer relationships and consultation, and the counselor role includes demonstrating clinical competency. Expectations come from all roles simultaneously, thus it may be difficult to attend to and learn these roles all at the same time, given that they are behaviorally distinct. These multiple and simultaneous roles are unique to supervision making the need to explore and study these role difficulties the more pressing in supervision These various role expectations can create role conflict and role ambiguity for the trainer who is actively attempting to navigate these responsibilities (Elizabeth L.K, 2012).

#### **2.8.3.3 .Not Enough Authority in Supervision**

Additionally, School chiefs' have an issue of contention or struggle between the woreda instruction office and instructors at the school level. A chief is required to change over administrative thoughts and objectives into concrete operational outcomes. In any case, the issue is that he isn't offered enough to settle on operational choices and furthermore not acknowledged as a piece of the administration. His position is with the end goal that he is frequently in a problem regarding whom to please. On the off chance that he satisfies directors, he is exposed to acquire the disappointment of the educators and the other way around. In this manner to be fruitful in his action, manager should keep an equivalent distance between the two gatherings and equilibrium their clashing perspectives and objectives (UNISCO1997).

#### **2.8.3.4 .Supervision is Prone to Criticism**

Notwithstanding this one of the prominent issues of supervision is that it is inclined to analysis. Regularly, the director gets exhortation, proposals, guidelines and perceptions from a few expert staff units. At each phase of his working, he needs to ponder the feasible ramifications of his exercises on the considering such specific staff units. Here, it is an issue for him to separate whether such experts are proposing, for aiding or meddling and whether they are mentioning their own observable facts or condemning his working

#### **2.8.3.5 Absence Further Education Opportunity**

Nonattendance of additional instruction opportunity particularly for elementary school managers is one of the issues of supervision in our country. Subsequently chiefs will in general proceed with their schooling utilizing self-sponsorship projects or leave their work for better training. This thus contributes for the turnover of prepared and experienced managers for better freedom.

## **CHAPTER THREE**

### **3. THE RESEARCH DESIGN AND METHIDODOLOGY**

#### **3.1 The Research Design.**

The research design utilized for this examination was distinct study research. This design assisted the researcher with portraying the ebb and flow circumstance in regards to practice of school based oversight in the school. In addition, expressive research design makes conceivable the forecast of future based on discoveries on winning conditions, it additionally assisted with making substantial general inferences.

#### **3.2. The Research Method.**

In this examination, the research strategies utilized both quantitative and subjective methodologies, yet more spotlight on quantitative one. Since the significant objective of this investigation was to portray the practices and difficulties of school based management, as it exists as of now, it is likewise pertinent to accumulate itemized data concerning current status of the practices and difficulties of school based oversight. A review, as per Kothari (2004), was a technique for getting data concerning a current marvel structure all or chose number of respondents of the concerned universe.

#### **3.3 .Sources of Data**

In order to the findings of the research the relevant data for the study were collected from both primary and secondary sources. These are:-

##### **3.3.1. Primary Source of Data**

In this investigation, essential data sources were utilized to acquire dependable data about the school based administrative practices. The significant source of essential data were instructors, school based supervisors (administrators, unit pioneers and heads of division ) of government secondary schools since they were the implementers of the school based management at close by and woreda training office oversight facilitator and Woreda Education office specialists of East Wollega Zone, Wama Hagalo Woreda.

### **3.3.2. Secondary Source of Data**

The secondary sources of data were the schools "reported records of school based oversight. These school based oversight records were seen to reinforce the data got through polls and meetings. Management archives were remembered for the examination as secondary source of data.

### **3.4. The Study Population**

The investigation populaces of this examination were all administration secondary school instructors, chiefs, woreda training office specialists and all secondary school supervisors in the woreda. There were five (5) government secondary schools coordinated under one woredas. These are Mote secondary school, Keso Secondary school, Bata Weni secondary school, Efa Hagalo secondary school and Mote private academy. Consequently, the members of this examination were Woreda office specialists, WEO management master, instruction pioneers (secondary school supervisors, chiefs, agent administrators, division heads) and educators were the members of the investigation .This gathering of members would be suitable for this examination, since, they were among bleeding edge for school based oversight and assist the researcher with getting dependable and firsthand data about the issue in core.

### **3.5. Sample Size and Sampling Techniques**

With regards to the measurable data got from Wama Hagalo Woreda Education Office, right now there are all out of five (5) government secondary schools (9-12) in the woreda. From every five (5) schools 28(100%) instruction pioneers (5 school chiefs, 2 representative school administrators, 1 secondary school director and twenty (20) office heads) were chosen by purposive sampling techniques. Since they were vital source of data for this investigation, their number was effectively reasonable. One (1) WEO oversight master and 13 WEO specialists were taken as a sample of the investigation dependent on purposive sampling techniques and straightforward arbitrary sampling techniques separately. (46) secondary government school educators chose by straightforward irregular sampling techniques. Because they were nearer to help each school action with the goal that they give applicable and sufficient data to any execution of showing learning measure.

**Table 3: The summary of study population (teachers, secondary school and WEO Experts)**

| No | Woreda selected | Total School Selected                       | Total population Secondary School Principals and deputy principals selected |   |   | Total Secondary School population Teachers Selected |    |     |                        |   |   | Total population Teachers, leaders and WEO Experts selected |
|----|-----------------|---|---|---|---|---|----|-----|------------------------|---|---|---|
|    |                 |   |   |   |   | 1 <sup>st</sup> degree                              |    |     | 2 <sup>nd</sup> degree |   |   |   |
|    |                 |   | M   | F | T | M   | F  | T   | M                      | F | T |   |
| 1  | Wama Hagalo     | Mote Secondary School                       | 1   | 1 | 2 | 23  | 7  | 30  | -                      | - | - | 32  |
|    |                 | Keso Secondary School                       | 2   | - | 2 | 19  | -  | 19  | -                      | - | - | 21  |
|    |                 | Bata Weni Secondary School                  | 1   | - | 1 | 13  | 1  | 14  | -                      | - | - | 15  |
|    |                 | Efa Hagalo Secondary School                 | 1   | - | 1 | 13  | -  | 13  | -                      | - | - | 14  |
|    |                 | Mote Preparatory school                     | 1   | - | 1 | 32  | -  | 32  | 5                      | - | 5 | 38  |
|    |                 | WEO Experts and secondary school supervisor |   |   |   | 17  | 6  | 23  | 2                      | - | 2 | 25  |
| 2  | Total           |   | 6   | 1 | 7 | 117   | 14 | 131 | 7                      | - | 7 | 145   |

Source, Wama Hagalo Woreda Education office (2012)

The complete sample size of instructor for this investigation is 46. Appropriately 13 from Mote Secondary School, 8 educators from keso Secondary school, 4 instructors from Bata Weni Secondary school, 5 educators from Efa Hagalo secondary school and 16 from Mote Preparatory school instructors was be chosen by relative sampling technique.

At last, out of 93 educators in the sample five (5) Secondary schools of Wama Hagalo Woreda 49% (46) of them were chosen through separated sampling strategy which can be portrayed as far as their sex, age and work experience and so forth Likewise, the researcher accepts that the sample of 49% is adequate to get the legitimacy of the data got from educators' respondents. 28(100%) instruction pioneers (5 school directors ,2 appointee school administrators , 1 secondary school boss and 20(100%) office heads) were chosen by purposive sampling techniques. Since they were vital source of data for this examination, their number was effectively sensible. 1(one) WEO oversight master and 13(56%) WEO specialists were taken as a sample of the investigation dependent on purposive sampling techniques and straightforward irregular sampling techniques individually.

**Table 4: Summary of Sample size and sample technique**

| No | Sample                               | Popul<br>ation | Sample<br>size | %   | Sample techniques      |
|----|--------------------------------------|----------------|----------------|-----|------------------------|
| 1  | WEO Experts                          | 23             | 13             | 56  | Simple random sampling |
| 2  | School Main Principals               | 5              | 5              | 100 | Purposive              |
| 3  | School vice principal                | 2              | 2              | 100 | Purposive              |
| 4  | Department Heads                     | 20             | 20             | 100 | Purposive              |
| 5  | Mote Secondary School Teachers       | 26             | 13             | 50  | Simple random sampling |
| 6  | Keso Secondary School Teachers       | 15             | 8              | 54  | Simple random sampling |
| 7  | Bata Weni Secondary School Teachers  | 10             | 4              | 40  | Simple random sampling |
| 8  | Efa Hagalo Secondary School Teachers | 9              | 5              | 56  | Simple random sampling |
| 9  | Mote Preparatory School Teachers     | 33             | 16             | 48  | Simple random sampling |
| 10 | Secondary School Supervisor          | 1              | 1              | 100 | Purposive              |
| 11 | WEO Supervision expert               | 1              | 1              | 100 | Purposive              |
| 12 | Total                                | 145            | 88             | 60  |                        |

In the wake of deciding the sample size from the absolute populace, straightforward arbitrary sampling strategy (Lottery strategy) was utilized on educators and WEO master's extent found in each sample school since this procedure gives autonomous and equivalent opportunity to the members to be chosen in the sample. What's more, these gatherings are close oversight to ordinary

school exercises of instructors and give important data with respect to the school based management practice. Subsequently, the subjects of the investigation incorporate 46 secondary school educators 28 instructive pioneers (5 directors, 2 representative head, 20 division heads, one (1) Secondary School Supervisor) one (1) WEO oversight master and 13 WEO specialists.

### **3.6 Data Gathering instruments.**

Survey, meeting and record examination were utilized as data gathering instruments. The survey has two sections. The poll has two segments .The underlying section deals with the general back ground of the individuals. The second and the greatest part contain the whole number of both shut and open-completed request things that address the fundamental requests of the investigation semi - coordinated inquiries addresses will be set up in English language with the school bosses and 4 (four) WEO experts for coordinated request things , likert scales is used ,considering the way that likert scale is by and large used in investigation assessment and easy to create , least troublesome way to deal with portray evaluation proposition and frequencies respondents and besides give greater freedom to respondents. The meeting control question set for respondents may have one segment, which will center to get data related to the fundamental assessment questions. In supporting the above considerations, Cohen,L, et al.(2007) recommended that, the greater model size, the more coordinated, shut and numerical the poll may should be and the more humble the size of the model, the less coordinated, more open and word based the survey may be survey and meeting would be used as data gathering instruments, similarly the examiner would imply critical reference books, web sources and management manuals to help the examination and record.

#### **3.6.1. Questionnaire**

The researcher used questionnaires to collect data from educational leaders of the study area and teacher respondents. Questionnaires are believed better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Hence, questionnaires are prepared in English language and administrated to all supervisors and teachers and some WEO Experts participants with the assumption that they easily understand the language .In this study, two sets of questionnaire items were used .The first set of items deals with the general back ground of the respondents. The second set of questionnaires which is prepared in English was administered to teachers, school based supervisors and secondary school supervisor in terms of

content, there were two set of questionnaires that had different items. The first section would certain items on background information of the respondents and the second section on issues related to the practices and challenges of school based supervision consist of different parts with focus on identification of teachers instructional practices of supervision, roles of school based supervisors, professional support to assist teachers, link schools with school community group to assure quality education and major challenges of school based that affect school based supervisors. Therefore, for structured question items, linkert scales is going to be employed, because likert scale is the simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of three scales. These are 3= agree, 2=undecided and 1= disagree

### **3.6.2 Interview.**

Semi organized meeting was designed to accumulate data from every one of the (5) school head and (2) school VP and 4 (four) WEO specialists engaged with inquiry question. This is on the grounds that semi-organized meeting was utilized to get more data by asking them over and over and it assisted the researcher with posing the meeting an ever increasing number of inquiries viewing to the essential inquiries just as it furnishes the respondents with loaded with opportunity to communicate their thought. The meeting was led in English and the choice dependent on its situation to viably portray the truth in the examination territory and it had itemized data about the practices and difficulties of school based oversight.

### **3.6.3. Document Analysis**

The examination of school based oversight records of sample schools, management plans, portfolio archives of the oversight rehearses, composed reports on oversight and criticism was taken as better to get important data since it was so hard to direct homeroom perception and to actualize Focal Group Discussion with those members at all spot.

### **3.7 Data Gathering Procedure.**

To address the fundamental research inquiries through a progression of data gathering methods, the normal pertinent data were accumulated by utilizing surveys, meeting and report investigation. Those strategies assisted the researcher with getting exact and pertinent data from the sample units.

In doing as such, in the wake of having letters of approval from Addis Ababa college and WEO (for extra) letters towards schools for moral leeway, the researcher straightforwardly took the pilot-test at Efa Wama secondary school in light of the fact that checking the legitimacy and dependability of data gathering instruments prior to giving to the genuine investigation subject was the center to guarantee the nature of the data (Yalew, 1998)

To guarantee legitimacy of instruments, at first the instrument was set up by the researcher and created dependent on the direction of counsel, who was associated with giving his contributions to legitimacy of the instruments. Toward the finish of all perspectives identified with pilot test, the researcher counseled Woreda training offices and the directors of separate schools for authorization. Subsequent to settling on concurrence with the concerned members, the researcher presented the research destinations and purposes. At that point, the last surveys were directed to sample educators, school based supervisors and secondary school chief in the chose schools .The members were permitted to offer their own responses to every thing freely and the data intently helping and regulating them to settle any disarray with respect to the instrument.

At last, the polls were gathered and prepared for data investigation. Then again, the instruction chiefs met. While meet was directed, the got data was painstakingly recorded with recording device and written in a scratch pad to limit loss of data. Also, the data accessible in record structures identified with management were gathered from the sample schools. At last, the data gathered through different instruments from numerous sources were investigated and deciphered.

### **3.8. Methods of Data Analysis.**

Contingent upon the idea of the gathered data through survey, meeting and report examination, distinctive factual techniques were utilized in the investigation for data examination and understanding. The translation of individual qualities was finished with the assistance of recurrence and rate. The data gathered through close finished inquiries were counted and arranged. Rate, mean score and weighted mean scores used to break down data got through shut finished inquiries. Among the different sorts of graphic insights rate and mean were liked for the investigation as a result of the way that they were vital in recognizing the distinction and closeness of respondents' decisions on different factors. Furthermore, rate and mean were likewise

effectively perceived by various partners of schooling inside various instructive levels. The data accumulated through open finished inquiries were broke down in accordance with the nearby finished inquiries to help the data acquired from close finished inquiries.

### **3.9 The research Ethics.**

The researcher would consider some fundamental part of moral thought to shield from hurt educated assent, right of protection and genuineness with the subject populace. The researcher educated the respondents about the reason regarding the investigation for example only for scholastic; the reason for the investigation was additionally presented in the presentation part of the polls and meeting manual for the respondents, and affirm that subject's privacy was secured. Furthermore, they were educated that their interest in the investigation depended on their assents.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1. Introduction**

This section has two sections; the initial segment manages the qualities of the respondents; and the subsequent part presents the examination and understanding of the principle data. The goals of this investigation was to evaluate" Practices and Challenges of School Based Supervision in East Wollega Zone, Wama Hagalo Woreda Government Secondary Schools. To this end, quantitative data were assembled by utilizing survey, meeting and record investigation. The data accumulated through meeting should supplement the quantitative data. In addition, archive investigation was directed with school based management rehearses by noticing the remarks written in the school based oversight book and surveyed the working states of school based supervisors, uniquely the accessibility and state of resources. The poll was dispersed to 77 respondents and all the duplicates were returned appropriately. The returned duplicates of survey duplicates were 46 from educators, 21 from training pioneers and 10 from WEO Experts. Also, four (4) woreda instruction officers specialists, five (5) school administrators and two (2) school VPs were met effectively.

The respondents were asked to indicate their background information through questionnaires.

Responses on their sex, work experience, academic qualification, training in supervision and field of studies were summarized below in table 5.

**Table 5: Characteristics of the Respondents**

| No | Items                  |                    | Respondents     |       |                          |       |                      |       |              |       |
|----|------------------------|--------------------|-----------------|-------|--------------------------|-------|----------------------|-------|--------------|-------|
|    |                        |                    | Teachers(n= 46) |       | Education leaders (n=28) |       | WEO Experts (n= 14 ) |       | Total (n=88) |       |
|    |                        |                    | No              | %     | No                       | %     | No                   | %     | No           | %     |
| 1  | Sex of respondents     | Male               | 38              | 82.60 | 27                       | 96.42 | 11                   | 78.57 | 76           | 86.36 |
|    |                        | Female             | 8               | 17.39 | 1                        | 3.57  | 3                    | 21.42 | 12           | 13.63 |
|    |                        | Total              | 46              | 100   | 28                       | 100   | 14                   | 100   | 88           | 100   |
| 2  | Work experience        | 1-5 years          | 24              | 52.14 | 5                        | 17.85 | -                    | -     | 29           | 32.95 |
|    |                        | 6-10 years         | 13              | 28.26 | 12                       | 42.85 | 2                    | 14.28 | 27           | 30.68 |
|    |                        | 11-15 years        | 7               | 15.21 | 7                        | 25    | 9                    | 64.28 | 23           | 26.13 |
|    |                        | 16-20 years        | 1               | 2.17  | 3                        | 10.71 | 3                    | 21.42 | 7            | 7.95  |
|    |                        | 21-25 years        | 1               | 2.17  | 1                        | 3.57  | -                    | -     | 2            | 2.25  |
|    |                        | 25 and above years | -               | -     | -                        | -     | -                    | -     | -            | -     |
| 3  | Educational background | Diploma            | -               | -     | -                        | -     | -                    | -     | -            | -     |
|    |                        | First degree       | 42              | 91.3  | 24                       | 85.71 | 13                   | 92.85 | 79           | 89.77 |
|    |                        | MSC                | 4               | 8.69  | 4                        | 14.28 | 1                    | 7.14  | 9            | 10.22 |
|    |                        | Total              | 46              | 100   | 28                       | 100   | 14                   | 100   | 88           | 100   |

From above table, majority 24(52.17%) and 13(28.26%) of teachers respondents had work experience between 1-5 years and 6-10 years respectively. On the other hand,7(15.21%) of teachers respondents had work experience between 11-15 year and 1(2.17%) of them had work

experience between 16-20 years. The remaining 1(2.17%) of them had work experience of 21-25 years. This indicates that majority of the teachers 37(80.43%) of the teachers respondents need technical and educational support to implement teaching and learning processes in the classroom.

In addition, 12(42.85%) of educational leaders had work experience of 6-10 years and 7(25%) of them had work experience of 11-15 years respectively. From these respondents, 5(17.85%) of them had work experience between 1-5 years. The remaining 3(10.71%) and 1(3.57%) educational leaders had work experience between 16-20 and 21-25 years respectively. Among the interview, only one has work experience which is 21-25 years; however, the rest 3 had work experience of 16-20 years. According to this data a few of the educational leaders or school based supervisors which are 4(14.28%) of them were assigned to give educational support. This implies that in most schools, most of school based supervisors were not assigned based on their work experience as they can give professional support for the teachers. As a result of this, the practice of school based supervision was not properly implemented which indirectly affecting the students achievement.

In addition, 9(64.28%) of WEO Experts had work experience between 11-15 years. The remaining 3(21.42%) and 2(14.28%) WEO Experts had work experience between 16-20 and 6-10 years respectively. Regarding to their educational back ground of the respondents there were no diploma holders, 42(91.30%) of teachers were first degree holder and the remaining 4(8.69%) of teachers were MA holders. Educational leaders with 24(85.71%) were first degree holders and 4(14.28%) of educational leaders were MA holders. In case of WEO Experts 13(92.85%) were first degree holders and 1 (one) of WEO Expert were MA holder. From this, it is possible to understand that almost all respondents had the same qualification which has direct impact on the implementation of school based supervision.

#### **4.2. What is the Existing Practices of School Based Supervision in Secondary Schools?**

School Principal, teachers and department heads were asked to indicate their level of agreement or disagreement on what is the existing practices of school based supervision in secondary schools to promote teachers professional competence for the betterment of students learning. The data collected in relation to the stated issue was shown in table 6 below.

Table 6: Views on what is the existing practice of school based supervision in secondary schools

| No | Items   | Respondents |    |      |      |      | Over all mean | p-value |
|----|---|-------------|----|------|------|------|---------------|---------|
|    |   |             | No | X̄   | SD   |      |               |         |
| 1  | School-Based Supervisors regularly identify any instructional limitations of teachers in the classroom.                         | Teachers    | 46 | 1.65 | 0.48 | 2.13 | 0.505         |         |
|    |   | Leaders     | 31 | 2.61 | 0.98 |      |               |         |
| 2  | School-Based Supervisors identify teachers' ability to manage class.  | Teachers    | 46 | 1.32 | 0.47 | 2.01 | 0.576         |         |
|    |   | Leaders     | 31 | 2.70 | 1.18 |      |               |         |
| 3  | School-Based Supervisors can identify teachers' skill gaps.   | Teachers    | 46 | 1.67 | 0.59 | 2.48 | 0.623         |         |
|    |   | Leaders     | 31 | 3.29 | 1.21 |      |               |         |
| 4  | School-Based Supervisors encourage and facilitate teachers self-evaluation on instructional matters.                            | Teachers    | 46 | 1.97 | 0.93 | 2.48 | 0.710         |         |
|    |   | Leaders     | 31 | 3.0  | 1.18 |      |               |         |
| 5  | School-Based Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately. | Teachers    | 46 | 2.02 | 1.16 | 2.46 | 0.782         |         |
|    |   | Leaders     | 31 | 2.90 | 1.19 |      |               |         |
| 6  | School-Based Supervisors support teachers in setting instructional goals and objectives.  | Teachers    | 46 | 1.89 | 0.73 | 2.21 | 0.584         |         |
|    |   | Leaders     | 31 | 2.54 | 0.99 |      |               |         |
| 7  | School-Based Supervisors' advice teachers to use active learning in the classroom.  | Teachers    | 46 | 1.84 | 1.01 | 2.19 | 0.711         |         |
|    |   | Leaders     | 31 | 2.54 | 1.12 |      |               |         |
| 8  | School-Based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.  | Teachers    | 46 | 2.13 | 1.16 | 2.29 | 0.869         |         |
|    |   | Leaders     | 31 | 2.45 | 1.05 |      |               |         |

As it tends to be seen from thing 1, of table 6, instructors and instructive pioneers with ( $X=1.65$ ,  $SD=0.48$ ) and ( $X=2.61$ ,  $SD=0.98$ ) mean scores and standard deviation individually unequivocally differ and couldn't help contradicting School-Based Supervisors routinely distinguish any instructional limits of educators in the study hall. As per those respondents it was not appropriately done that school based supervisors distinguish and right the instructors routinely. The t-test uncovered that the importance level ( $P=0.505$ ) is more prominent than 0.05. This demonstrated that there is no measurably importance distinction of reactions.

In table 6 above thing 2, instructors and instructive pioneers with ( $X=1.32$ ,  $SD=0.47$ ) and ( $X=2.70$ ,  $SD=1.18$ ) mean scores and standard deviation separately showed that School-Based Supervisors didn't distinguish educators' capacity to oversee study hall. The possibility of this thing uncovered that the majority of the instructors while educating and learning in the study hall were not in a situation to deal with their group in instructing and learning measure. The t-test uncovered that the importance level ( $P=0.57$ ) is more noteworthy than 0.05. This demonstrated that there is no measurably importance distinction of reactions. Additionally during meeting the members demonstrated that School-Based Supervisors didn't distinguish educators' capacity to oversee homeroom. Along these lines, practically the entirety of the sources who partook in the meeting communicated that the distinguish instructors' capacity to oversee homeroom was the serious issue of school based oversight.

As it tends to be depicted in thing 3 of a similar table above, respondents were asked to show their degree of arrangement that school-based Supervisors recognize educators' ability holes. Educators and instructive pioneers with ( $X=1.67$ ,  $SD=0.59$ ) and ( $X=3.29$ ,  $SD=1.21$ ) mean scores and standard deviation separately concurred that there was an issue on the possibility that school-based Supervisors recognize instructors' expertise holes while actualizing school based oversight.

T-test uncovered that the p-esteem ( $P= 0.62$ ) is more prominent than 0.05. This is shown that there is no measurably an importance distinction of reactions. Besides, the outcome got from meet affirmed that School-Based Supervisors distinguish educators' expertise holes influences the act of school based oversight.

As a similar table thing 4, instructors and instructive pioneers from above table with ( $X=1.97$ ,  $SD=0.93$ ) and ( $X=3.0$ ,  $SD=1.18$ ) mean scores and standard deviation individually communicated their contradiction that school-based supervisors empower and encourage educators self-assessment on instructional issue. The t-test uncovered that the importance level ( $P=0.71$ ) is more noteworthy than 0.05. This showed that there is no genuinely importance contrast of reactions. The subjective data acquired from meet likewise upheld the possibility that school-based supervisors energize and encourage educators' self-assessment on instructional issue.

"The worda training officers booked to assess the schools and backing various ways for viability of their work once per semester to rank the school and filling the effectiveness of the head however not for empowering and encouraging school self-assessment."

As a similar table thing 5 above, educators and instructive pioneers with ( $X=2.02$ ,  $SD=1.16$ ) and ( $X=2.90$ ,  $SD=1.19$ ) mean scores and standard deviation separately showed (concurred) that School-Based Supervisors encourage the accessibility of instructional materials and urge instructors how to utilize it properly was a test to supervisors in school based management. The t-test uncovered that the importance level ( $P=0.78$ ) is more noteworthy than 0.05. This showed that there is no genuinely importance distinction of reactions.

"Instructors ought to create and choose instructional materials for appropriate showing learning measure. This can improve instructors' exhibition of guidance and as a similar time the understudies accomplish and score high outcomes as a result of those all around educated and decidedly ready educators."

As reactions to thing 6 in similar table, all the educators and instructive pioneers with ( $X=1.89$ ,  $SD=0.73$ ) and ( $X=2.54$ ,  $SD=0.99$ ) mean scores and standard deviation separately showed (concurred) that the School-Based Supervisors didn't uphold instructors in defining instructional objectives and destinations was an issue to school based oversight. The t-test uncovered that the importance level ( $P= 0.58$ ) is more prominent than 0.05. This demonstrated that there is no measurably an importance contrast of reactions. Likewise during meeting the members had the

very thought that school-based supervisors didn't uphold educators in defining instructional objectives and targets

As similar table thing 7, all the instructors and school based supervisors with ( $X=1.84$ ,  $SD=1.01$ ) and ( $X=2.54$ ,  $SD=1.12$ ) mean scores and standard deviation separately concurred that no satisfactory prompt was given to utilize dynamic educating and learning measure in the homeroom. This uncovered that the greater part of the educators arbitrarily show their understudies without sufficient methods information. The t-test additionally uncovered that the importance level ( $P= 0.71$ ) is more prominent than 0.05. This shows that there is no measurably an importance distinction of reactions. Additionally, during meeting the respondents educated that school-based boss exhortation instructors to utilize dynamic learning in the study hall were a test to school based management.

As to thing 8 above table, the educators and instructive pioneers with ( $X=2.13$ ,  $SD=1.16$ ) and ( $X=2.45$ ,  $SD=1.05$ ) mean scores and standard deviation separately concurred that school-based supervisors didn't design suitable mediation to limit the recognized restrictions of instructors in the homerooms. The t-test uncovered that the importance level ( $P= 0.86$ ) is more noteworthy than 0.05. This showed that there is no measurably importance contrast of reactions. Also, during meeting the respondents educated that school-based supervisors design suitable intercession to limit the distinguished restrictions of educators in the study halls was a test to school based management.

### 4.3. What are the major roles of school based supervisors in secondary schools

**Table 7: Views on the major roles of school based supervisors in secondary schools**

| No | Items  | Respondents | No | X    | SD   | Over all mean | p- value |
|----|--|-------------|----|------|------|---------------|----------|
| 1  | School based supervisors help teachers in the implementation of the curriculum                         | Teachers    | 46 | 2.28 | 1.16 | 2.44          | 0.74     |
|    |  | Leaders     | 31 | 1.61 | 1.08 |               |          |
| 2  | School based supervisors identify students and community need so as to improve the curriculum          | Teachers    | 46 | 2.23 | 1.17 | 2.55          | 0.75     |
|    |  | Leaders     | 31 | 1.87 | 1.11 |               |          |
| 3  | School based supervisors integrating the curriculum with the co-curriculum activities                  | Teachers    | 46 | 2.28 | 1.24 | 2.38          | 0.75     |
|    |  | Leaders     | 31 | 2.84 | 1.06 |               |          |
| 4  | School based supervisors facilitating teacher's professional development though in –service training   | Teachers    | 46 | 1.95 | 1.01 | 2.32          | 0.68     |
|    |  | Leaders     | 31 | 2.70 | 1.03 |               |          |
| 5  | School based supervisors assisting the need based training of the teachers                             | Teachers    | 46 | 1.82 | 0.97 | 2.29          | 0.69     |
|    |  | Leaders     | 31 | 2.77 | 1.11 |               |          |
| 6  | School based supervisors preparing a peer to peer supervision program                                  | Teachers    | 46 | 2.21 | 1.26 | 2.26          | 0.73     |
|    |  | Leaders     | 31 | 2.32 | 0.97 |               |          |
| 7  | School based supervisors creating conducive environment for self- assessment                           | Teachers    | 46 | 2.04 | 1.09 | 2.5           | 0.84     |
|    |  | Leaders     | 31 | 2.96 | 1.04 |               |          |
| 8  | School based supervisors making mutual agreement on the place and time of the observation with teacher | Teachers    | 46 | 1.73 | 0.61 | 2.26          | 0.56     |
|    |  | Leaders     | 31 | 2.80 | 1.04 |               |          |
| 9  | School based supervisors arranging the time for further observation                                    | Teachers    | 46 | 1.76 | 0.82 | 2.15          | 0.64     |
|    |  | Leaders     | 31 | 2.54 | 1.09 |               |          |

As it very well may be seen from thing 1, of table 7 above, instructors and instructive pioneers with ( $X=2.28$ ,  $SD=1.16$ ) and ( $X=2.61$ ,  $SD=1.08$ ) mean scores and standard deviation individually concurred that school based supervisors were not in a situation to help educators in the execution of the educational program in school based management. The t-test uncovered that the importance level ( $P= 0.74$ ) is more noteworthy than 0.05. This is shown that there is no genuinely importance contrast of reactions.

In table 7 above thing 2, educators and instructive pioneers with ( $X=2.23$ ,  $SD=1.17$ ) and ( $X=2.87$ ,  $SD=1.11$ ) mean scores standard deviation individually showed that school based supervisors recognize understudies and local area need in order to improve the educational program. The t-test uncovered that the importance level ( $P= 0.75$ ) is more prominent than 0.05. This showed that there is no measurably importance contrasts of reactions .Similarly during meeting the members demonstrated that School based supervisors distinguish understudies and local area need in order to improve the educational plan was a test of school based management.

As it tends to be depicted in thing 3 of a similar table above, respondents were asked to show their degree of arrangement in regards to school based supervisors coordinating the educational plan with the co-educational program exercises. Educators and instructive pioneers with ( $X=2.28$ ,  $SD=1.24$ ) and ( $X=2.48$ ,  $SD=1.06$ ) mean scores and standard deviation individually concurred that a large portion of school based supervisors didn't adequately coordinate the educational plan with the co-educational program exercises.

T-test uncovered that the importance level ( $P= 0.75$ ) is more noteworthy than 0.05. This is shown that there is no measurably an importance distinction of reactions.

As a similar table thing 4, educators and instructive pioneers from above table with ( $X=1.95$ ,  $SD=1.01$ ) and ( $X=2.70$ ,  $SD=1.03$ ) mean scores and standard deviation individually concurred that school based supervisors encouraging instructor's professional advancement through in-administration preparing. The t-test uncovered that the importance level ( $P= 0.68$ ) is more noteworthy than 0.05. This showed that there is no genuinely importance distinction of reactions. The subjective data got from meet likewise upheld the possibility that school based supervisors

encouraging educator's professional improvement through in-administration preparing was a test of school based oversight.

As per thing 5 table above, educators and instructive pioneers with ( $X=1.82$ ,  $SD=0.97$ ) and ( $X=2.77$ ,  $SD=1.11$ ) mean scores and standard deviation separately demonstrated that a couple of school based supervisors helping the need based preparing of the instructors in school based management. The t-test uncovered that the importance level ( $P= 0.69$ ) is more noteworthy than 0.05. This showed that there is no measurably importance contrast of reactions on the issue of recognizing the need of instructors in the educating and learning measure.

As reactions to thing 6 in similar table, all the instructors and instructive pioneers with ( $X=2.21$ ,  $SD=1.26$ ) and ( $X=2.32$ ,  $SD=0.97$ ) mean scores and standard deviation individually showed (concurred) that school based supervisors infrequently setting up a shared management program in school based oversight. The t-test uncovered that the importance level ( $P= 0.73$ ) is more prominent than 0.05. This showed that there is no measurably an importance distinction of reactions. Additionally during meeting the members a similar thought with poll.

Thing 7 table above demonstrated that all the instructors and school based supervisors(leaders) with ( $X=2.04$ ,  $SD=1.09$ ) and ( $X=2.96$ ,  $SD=1.04$ ) mean scores and standard deviation separately depicted that school based supervisors with not exactly 50% of their number were establishing conducive climate for self-appraisal in school based oversight. The t-test uncovered that the importance level ( $P= 0.84$ ) is more prominent than 0.05. This shows that there is no measurably an importance contrast of reactions. Additionally, during meeting the respondents educated that school based supervisors establishing conducive climate for self-appraisal was a test to school based management.

Concerning thing 8 above table, the educators and instructive pioneers with ( $X=1.73$ ,  $SD=0.61$ ) and ( $X=2.80$ ,  $SD=1.04$ ) mean scores and standard deviation individually concurred that school put together supervisors settling on common concurrence with respect to the spot and season of the perception with instructor. Anyway it was a test to persuade all the instructors to school based management because of their absence of interest on the issue. The t-test uncovered that the

importance level ( $P=0.56$ ) is more prominent than 0.05. This demonstrated that there is no genuinely importance distinction of reactions. Likewise, during meeting the respondents educated that School put together supervisors settling on common concurrence with respect to the spot and season of the perception with educators was additionally a test to school based management.

In the table 7 thing 9, instructors and school based supervisors with ( $X=1.76$ ,  $SD=0.82$ ) and ( $X=2.54$ ,  $SD=1.09$ ) mean scores and standard deviation individually demonstrated that school based supervisors were not adequately orchestrating the ideal opportunity for additional perception in school based oversight. Because of this it very well may be perceived that there were no nearby (shared) connection between the board and no away from of season of actualizing the management. The t-test uncovered that the importance level ( $P= 0.64$ ) is more prominent than 0.05. This demonstrated that there is no genuinely an importance distinction reaction. In the manner, during meeting the respondents educated that School based supervisors masterminding the ideal opportunity for additional perception was a test to school based management.

#### **4.4. The Major Challenges that affect Secondary School Based Supervisors while implementing supervisory activity**

This part deals with the discussion of the data gathered from respondents with regards to the challenges that affect secondary school based supervisors while implementing supervisory activity was presented to respondents through questionnaires that they were required to rate the level effects on the basis of a three point Likert scale.

**Table 8: Respondents View on the Challenges that affect Secondary School Based Supervisors while Implementing Supervisors practices**

| No  | Items  | Respondents | No | X̄   | SD   | Over all mean | P-Value |
|-----|--|-------------|----|------|------|---------------|---------|
| 1.  | Lack of strategic and short term plan to implement School-Based supervision.   | Teachers    | 46 | 3.80 | 1.10 | 3.52          | 0.74    |
|     |  | Leaders     | 31 | 3.25 | 1.12 |               |         |
| 2.  | The supervisors are overloaded with classroom activities.                      | Teachers    | 46 | 4.06 | 0.97 | 3.77          | 0.64    |
|     |  | Leaders     | 31 | 3.48 | 1.02 |               |         |
| 3.  | School-Based supervisors teaches the same credit like ordinary teachers        | Teachers    | 46 | 4.04 | 1.03 | 3.76          | 0.71    |
|     |  | Leaders     | 31 | 3.48 | 1.12 |               |         |
| 4.  | Lack of adequate training system on the practices of School-Based supervision. | Teachers    | 46 | 4.10 | 1.03 | 3.67          | 0.69    |
|     |  | Leaders     | 31 | 3.25 | 1.06 |               |         |
| 5.  | Inadequate pre-service and in service training                                 | Teachers    | 46 | 4.28 | 0.80 | 3.84          | 0.63    |
|     |  | Leaders     | 31 | 3.41 | 1.08 |               |         |
| 6.  | Supervisors positive attitude towards supervision work                         | Teachers    | 46 | 3.86 | 1.02 | 3.51          | 0.67    |
|     |  | Leaders     | 31 | 3.16 | 1.09 |               |         |
| 7.  | Ability to conflict resolution and performance counseling                      | Teachers    | 46 | 3.56 | 1.24 | 3.57          | 0.74    |
|     |  | Leaders     | 31 | 3.58 | 1.02 |               |         |
| 8.  | Inadequate attention given to supervision service                              | Teachers    | 46 | 3.91 | 0.89 | 3.51          | 0.67    |
|     |  | Leaders     | 31 | 3.12 | 1.11 |               |         |
| 9.  | lack of clear direction from Woredas Education experts                         | Teachers    | 46 | 3.76 | 1.09 | 3.50          | 0.73    |
|     |  | Leaders     | 31 | 3.25 | 1.12 |               |         |
| 10. | lack of cooperative, honest, friendly and collegial relationship               | Teachers    | 46 | 3.73 | 1.18 | 3.49          | 0.77    |
|     |  | Leaders     | 31 | 3.25 | 1.15 |               |         |

X=Mean, SD=Standard deviation and P-Value at = 0.05

As it tends to be seen from item 1, of table 8, instructors and instructive pioneers with ( $X=3.80$ ,  $SD=1.10$ ) and ( $X=3.25$ ,  $SD=1.12$ ) mean scores and standard deviation separately concurred that, absence of key and transient intend to actualize school based oversight was a test as it was wanted to be done.

This affirms the perspectives on Carron and De Grauwe (2001) that counsels, supervisors and other staff need arranging on the grounds that powerful arranging in any movement assists with executing it adequately, yet they didn't design it. As indicated by meet directed from both school pioneers and WEO specialists, whatever example of oversight strategies, supervisors (counsels, assessors or other such staff), need ordinary arranging however they were only occasionally plan for school based management. The general mean 3.52 concurred with the thought. The t-test uncovered that the importance level ( $P=0.74$ ) is more noteworthy than 0.05. This is demonstrated that there is no genuinely importance distinction of reactions

In table 8 above item 2, educators and instructive pioneers with ( $X=4.06$ ,  $SD=0.97$ ) and ( $X=3.48$ ,  $SD=1.02$ ) mean scores and standard deviation individually demonstrated that school based supervisors were overburdened with numerous undertakings. The t-test uncovered that the importance level ( $P= 0.64$ ) is more prominent than 0.05. This showed that there is no measurably an importance contrast of reactions. Also during meeting the members demonstrated that school based supervisors were presently overburdened with numerous undertakings. Along these lines, practically the entirety of the sources who partook in the meeting communicated that having outstanding task at hand was the serious issue of school based management. One of the interviewee said that:-

"Since the vast majority of our school based supervisors were having a showing load in excess of 20 periods per week, it is difficult to give school based oversight administration to educators successfully. Furthermore, because of huge remaining burden of educators the school compelled to relegate exceptionally modest number of supervisors that are not satisfactory to offer administrative support to all instructors."

Along these lines, in view of the reactions of lion's share, it is conceivable to infer that having enormous outstanding task at hand thwarted school based supervisors to actualize the school based management exercises successfully and effectively.

As it very well may be depicted in item 3 of a similar table above, respondents were asked to demonstrate their degree of understanding with respect to on supervisors shows similar credit with other common instructors. Educators and instructive pioneers with ( $X=4.04$ ,  $SD=1.03$ ) and ( $X=3.48$ ,  $SD=1.12$ ) mean scores and standard deviation separately concurred that school based supervisors has been training a similar credit like other conventional instructors. T-test uncovered that the importance level  $P=0.71$  is more prominent than 0.05. This is demonstrated that there is no genuinely an importance contrast of reactions. Moreover, the outcome got from meet affirmed that huge outstanding burden of individuals from school based supervisors influences the act of school based oversight, since deficiency of time impedes arrangement of sufficient management. Thusly, from result got it is conceivable to propose that school based chief encourages a similar credit like different instructors. Along these lines, they were not help educators as perhaps by utilizing their greatest endeavors.

Despite the fact that, MoE,(1994:6) demonstrated that the instruction and preparing helps in raising human ability to assume an incredible part and assume countrywide liability having built up the important beneficial, innovative and grateful limit to partake productively being developed and the use of resources and the climate everywhere, educators and instructive pioneers from above table with ( $X=4.10$ ,  $SD=1.01$ ) and ( $X=3.25$ , $SD=1.06$ )mean scores and standard deviation individually concurred that school based supervisors had absence of sufficient preparing framework concerning school based management. The t-test uncovered that the importance level ( $P=0.69$ ) is more noteworthy than 0.05. This demonstrated that there is no measurably importance distinction of reactions. The subjective data acquired from meet additionally upheld the possibility that school based supervisors had no sufficient preparing framework in the school. They said that more often than not. Preparing given was for supervisors at woreda level yet not for school based supervisors.

As a similar table item 5, instructors and instructive pioneers with ( $X=4.28$ ,  $SD=0.80$ ) and ( $X=3.41$ ,  $SD=1.08$ ) mean scores and standard deviation individually showed (concurred) that the nonappearance of pre-administration and in-administration preparing was a test to supervisors in school based management. This affirms the perspectives on Carron and De Grauwe (1997) that guides, supervisors and other such staff need normal preparing, yet they rarely get it. They accept that whatever example of enlistment and advancement techniques, supervisors (consultants, assessors or other such staff), need ordinary preparing yet they were only occasionally furnished with pre-administration or in-administration preparing. The t-test uncovered that the importance level ( $P= 0.63$ ) is more prominent than 0.05. This demonstrated that there is no measurably importance distinction of reactions.

As reactions to item 6 in similar table, all the instructors and instructive pioneers with ( $X=3.86$ ,  $SD=1.02$ ) and ( $X=3.16$ ,  $SD=1.09$ ) mean scores and standard deviation individually demonstrated (concurred) that the demeanor of supervisors towards oversight work was a test to school based management. This backings Oliva P.F. (2000) discernment that some school based supervisors as they are brought in different nations, keep on satisfying their assignments with a dictator approach. A few respondents in Rous' (2004) study communicated sensations of dread and dissatisfaction, which were related with the utilization of analysis by school based supervisors. The supervisors' reactions were accounted for to have smothered the educators' utilization of imaginative practices. Comparative examinations directed in Ghana have demonstrated that continuous visits to study halls are important to improve educators' experience on-task. The t-test uncovered that the importance level ( $P=0.6$ ) is more prominent than 0.05. This showed that there is no genuinely an importance contrast of reactions. Also during meeting the members showed that, (concurred that) the demeanor of supervisors towards oversight work was a test to instructive management.

As similar table item 7, all the instructors school based supervisors and the meeting with ( $X=3.56$ ,  $SD=1.24$ ) and ( $X=3.58$ ,  $SD=1.02$ ) mean scores and standard deviation individually concurred that absence of capacity to compromise and execution advising towards management work was a test to school based oversight. The t-test uncovered that the importance level ( $P=0.74$ ) is more noteworthy than 0.05. This demonstrates that there is no genuinely an importance distinction of reactions. Additionally, during meeting the respondents educated that need regarding capacity to

compromise and execution directing towards management work was a test to school based oversight.

As to item 8 above table, the educators and instructive pioneers with ( $X=3.91$ ,  $SD=0.89$ ) and ( $X=3.12$ ,  $SD=1.11$ ) mean scores and standard deviation individually concurred that in satisfactory consideration given towards oversight administration was a test to school based management. The t-test uncovered that the importance level ( $P=0.67$ ) is more noteworthy than 0.05. This showed that there is no measurably importance distinction of reactions. Likewise, during meeting the respondents educated that in satisfactory consideration given to towards oversight administration was a test to school based management.

In the table 8 item 9, the instructors, school based supervisors with ( $X=3.76$ ,  $SD=1.09$ ) and ( $X=3.25$ ,  $SD=1.12$ ) mean scores and standard deviation individually concurred that absence of clear headings from woreda training office management specialists was a test to school based oversight. The t-test uncovered that the importance level ( $P= 0.73$ ) is more prominent than 0.05. This demonstrated that there is no measurably an importance contrast reaction. In the manner, during meeting the respondents educated that need regarding clear course from WEO specialists was a test to school based oversight.

Concerning item 10 of table 8, educators and instructive pioneers respondents with ( $X=3.73$ ,  $SD=1.18$ ) and ( $X=3.25$ ,  $SD=1.15$ ) mean scores and standard deviation separately concurred that (demonstrated that) absence of coordinate, legitimate, cordial and absence of collegial relationship with and among instructors was a test to school based management. Pajak (2010) called attention to that great supervisors are the individuals who are equipped for speaking with instructors to bring professional improvement. Consequently, it very well may be said that absence of helpful, fair, inviting and collegial relationship is an issue identified with supervisors that influence school based administrative practices in the examination territory. The t-test uncovered that the importance level ( $P= 0.77$ ) is more noteworthy than 0.05. This demonstrated that there is no genuinely an importance distinction of reactions.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to assess the Practices and Challenges of School Based supervision in East Wollega Zone Wama Hagalo Woreda secondary schools. With this regards, this part deals with the summary of findings, the conclusions reached at end the recommendations on the basis of findings.

#### 5.1. Summary

School Based oversight is a methods for accomplishing adequacy in professional advancement of educators, educational program advancement and at last implies to understudies learning through instructor's improvement of homeroom showing learning exercises. Subsequently the oversight at school level causes instructors to be capable in their showing learning exercises; it urges them to discover reasonable procedures for better understudies learning. Along these lines, the focal motivation behind this examination was to distinguish and portray the status of the practices and difficulties of school based oversight in the public authority secondary schools of East Wollega Zone Wama Hagalo Woreda.

To lead the examination, clear study design was utilized. Among the 5 government secondary schools found in the woreda, 5 of them were chosen. From these sample schools, 46 educators, 28 training pioneers and 14 WEO specialists were incorporated as respondents took an interest in the examination through basic arbitrary, purposive and straightforward irregular sampling strategy separately. Poll was the fundamental data gathering instrument for this examination. Hence, 46 educators and 31 instructive pioneers (administrators, bad habit, office head, senior instructors WEO Experts filled the polls. Accordingly, 5 school principle head, 2 second in command and 4 WEO specialists were met. Quantitative data was gathered through poll and examined by utilizing mean scores and standard deviation. The data accumulated through meeting was examined in accordance with survey. Thusly, the primary finding came out from this examination were: school based management was inadequately polished, the educators didn't acquired sufficient help from supervisors to improve their instructional abilities, and there was low impression of instructors towards the usage of school based oversight. Then again, there were numerous difficulties that those secondary school based supervisors run over while executing school based management.

These were absence of key and momentary arrangement to actualize school based management, supervisors overburdened with different exercises, instructors mentality towards oversight work, absence of capacity to compromise and execution guiding, absence of clear heading from woreda training specialists and absence of helpful, fair, amicable and collegial connections, educators opposition and give convenient criticism was a test to supervisors in school based management. At long last, to limit and if conceivable to tackle the issues, the accompanying proposals were drawn; the Woreda Education Office in a joint effort with schools should give a lot preparing to school based supervisors, pre-administration and in-administration preparing for school based supervisors; School based supervisors in Wama Hagalo Woreda secondary school supervisors ought to orchestrate enlistment preparing for novice educators in order to make them acquainted with the homeroom guidance; experience sharing projects and backing senior instructors in doing activity research lastly the instructors' mentality towards management should be changed.

## **5.2. Conclusion**

In view of the finding of the investigation, the accompanying ends were drawn:

Educators, who are the fundamental entertainers during the time spent instructing and learning, have singular contrasts in their skill, need disposition, activity and the preferences. In this manner, while putting together the elements of oversight in schools, it is hard to improve administrative outcomes without utilizing the various choices of management by thinking about the individual distinction among them.

In light of the discovering, practices of school based oversight relates to the normal guidelines to help instructor's to lessen their constraints were inadequate and they didn't orchestrate acceptance preparing for novice educators. Nonappearance of encouraging experience dividing program between instructors, only here and there helping educators in creating instructional materials, nonattendance of extending best act of showing system among school and educators were the issues.

Likewise, from the above discoveries, one may presume that instructors were not appropriately helped and upheld by school based supervisors. In this way, school based supervisors didn't mastermind acceptance preparing for amateur instructors and didn't appropriately design different intercessions to help educators to decrease their instructional impediments. Subsequently, in the vast majority of our secondary schools there were a great deal of issue that upsets the arrangement

of nature of training. Except if this issue is considered and tackled soon, it is difficult to guarantee the nature of instruction and build up understudies' accomplishment.

In light of the discoveries of the investigation, the degree to which educators acquired professional help from school based supervisors to improve their instructional abilities were deficient. They deficiently uphold instructors to plan distinctive instructional materials for showing learning viability, inadequately uphold educators to direct activity research on educational expertise improvement of instructors, fruitlessly encourage transient preparing to instructors, didn't guidance educators to utilize model compelling showing strategies and didn't urge them to persuade understudies, they ineffectually make rivalry among educators by designing diverse assessment programs on academic ability improvement. From the above discoveries, one may presume that educators didn't acquire appropriate professional help from supervisors to improve their instructional abilities, so instructors' instructional abilities stay unaltered. Accordingly, the nature of Education accommodated the understudy is getting diminishing and diminishing now and again and if this issue is proceeded in accordance with the current circumstance, it acquires the understudies' terrible showing what's to come.

Contingent upon the confirmations from the data broke down the researcher inferred that school based supervisors didn't distinguish any instructional restriction of instructors in the study hall and few school based supervisors show arrangement. From the consequence of this discovering, we can say that the instructors didn't persuade sufficient help to be skillful enough in improving the everyday study hall guidance just as upgrade their professional development. Accordingly, from the above outcomes we can presume that instructors' instructional abilities in the study hall were stale in spite of the fact that they are working in this powerful climate. Accordingly, school based supervisors didn't constantly support instructors by recognizing educators' instructional qualities and impediments. Proceeds follow up of instructors by the school based supervisors causes them to diminish their instructional restriction in the study hall and to give the understudies viable homeroom guidance. Except if this issue is dealt with soon, it might decrease the adequacy of understudies' accomplishment, instructors' introduction just as the schools objective accomplishment more.

One may reason that there were a ton of undertakings that we anticipate from school based supervisors as they had extraordinary experience and better ability. They have a guarantee to help and support educators. Be that as it may, school based supervisors have had numerous difficulties

to appropriately rehearse school based management in the school. Along these lines, it very well may be reasoned that the respondents were all the while lacking clearness on the objectives, destinations and points of interest of school based oversight at school level. This prompts extra endeavors to apply on imparting the reasoning's and advantages of school based management to individuals who are probably going to be influenced.

### **5.3. Recommendation**

In light of the discoveries of the investigation, the accompanying proposals were attracted to limit and tackle the issues that hold up the act of school based management in East Wollega Zone, Wama Hagalo Woreda secondary schools.

The elements of school based management ought to be coordinated in any capacity that accepts different freedoms to build up instructors' professional capability and bring instructional improvement. As needs be, arranging professional trainings, workshops, courses, educators' investigation gatherings, experience sharing projects and so on at school level are suggested. The supervisors better realize that management isn't just homeroom perception and are encouraged not to depend on a solitary alternative of oversight for example clinical management to build up instructors' professional skill. Thus, utilizing various alternatives of oversight request a difference in job of both the instructors and the supervisors so that educators will pick the choice that they accept sounds good to them and assume the liability of making it operational. In this manner, supervisors are encouraged to urge instructors to be supervisors of their own, their associates and draw in themselves in real life research (either alone or with partners) and make them precise issue solvers of their own practices.

As the finding of the investigation uncovered that the school put together administrative practice with respect to helping educators to decrease their restrictions in secondary schools of East Wollega Zone Wama Hagalo Woreda were obstructed with numerous issues. Accordingly, it is suggested that school based supervisors in East Wollega Zone Wama Hagalo Woreda should organize acceptance preparing for fledgling instructors, help educators in exercise arranging arrangement, encouraging experience dividing between instructors, helping educators in creating/choosing instructional materials, establishing favorable environment for dividing best practices between instructors, encouraging professional development of educators through

transient preparing, workshops and backing instructors to do activity research on the predetermined academic or instructional limits of educators.

The discoveries uncovered that educators didn't acquire viable and valuable professional help from the supervisors to improve their instructional abilities two part harmony the negative view of instructors towards school based supervisors. Thusly, it very well may be recommended that school based supervisors and the educators ought to have positive relationship among them and they should uphold instructors to improve their instructional abilities for showing mastering adequacy and prompt them at close by. There ought to be helpful and collective group spirit to evade this deceptive impression of instructors on school based administrative practices.

The discoveries of the investigation uncovered that school based supervisors didn't consistently distinguish the strength and impediment of educators in the study hall to design fitting intercession techniques. To this end, the woreda training office, East wollega zone instruction office and the locale in a joint effort with schools and other deliberate associations should give preparing to school put together supervisors with respect to how to distinguish the strength and impediments of instructors in the homeroom and how to design proper mediation procedures like on the capacities to oversee understudies in the study hall, understudy assessment abilities, school self-assessment techniques, creating and utilizing of instructional materials and on leading activity research to settle the everyday instructional issues and adequately execute the educational program.

At long last, the discoveries of the investigation called attention to that the act of school based oversight was antagonistically impacted by different components. Henceforth, to conquer these specific difficulties, the accompanying suggestions are sent:-

### **1. Selection of school based supervisors:**

The appropriate selection of school based supervisors' needs to be given special attention. This is because the findings revealed that most of directors, vice directors, department heads were selected not based on their work experience and their qualification rather they were selected as they can achieve objectives of political affairs. Therefore, it is fact that most of them had no competent knowledge to implement the supervisory practices. So, the school, woreda education office as well as concerned bodies should give special attention for the selection of those school based supervisors depending on the principle of our country's education policy.

## **2. Reducing the Workload of Supervisors:**

The result of the study revealed that the supervisors' heavy workload was among the factors that hindered school based supervisors to implement school based supervision. It is facts that school based supervisors have double responsibilities: eg. Conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching credit loads of school based supervisors in comparison to other teachers. To overcome these challenges, the Woreda Education Office take parts in the problems faced to school based supervisors and try to solve and create conducive working situations and environment for the practices.

## **3. 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 school leaders, woreda education office in cooperation with each other facilitate the training programs for the electiveness of supervision at the school level.

Finally, to identify the problems to the grass root, it can be suggested that further studies are needed to be conducted in the other woredas of Oromia regional state with regard to practices and challenges of school based supervision on secondary schools as well as supervisors and teachers perception on its practices.

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## **APPENDIX-A**

***ADDIS ABABA UNIVERSITY, COLLEGE OF EDUCATION  
AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND MANAGEMENT***

This questionnaire will be filled by secondary **school principals, deputy school principals, teachers and department heads.**

**Dear respondent,**

The purpose of this questionnaire is to collect relevant data for the study entitled “Practices and Challenges of School-Based Supervision in East Wollega Zone, Wama Hagalo Woreda Government Secondary Schools.” Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give will be used only for educational and academic purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire!

1. Do not write your name on the questionnaire.
2. Read all the questions before attempting to answer the questions.
3. No need to consult others to fill the questionnaire.
4. Provide appropriate responses by putting “√” mark to choose one your response and write on space provided when necessary.

Thank you for your cooperation!

**Part I.**

**General information and personal data**

Indicate your response by using "√" in the box provided.

1. School \_\_\_\_\_
2. Sex: - Male  Female
3. Work experience: 1-5 years  6-10 years  11-15 years  16-20 years   
21-25 years  26-30 years  31 and above years
4. Educational background: Diploma  First degree  MA degree
5. Current work position: Teacher  School principal  Secondary School Supervisor

**1. The existing supervisory practices in secondary schools of East Wollega Zone Wama Hagalo Woreda.**

**Indicate your responses for the following Likert format items putting "√" mark to write in the box corresponding to an action.**

**1=Disagree(D), 2=Undecided(U), 3=Agree(A)**

| No | Items   | Scales |        |        |
|----|---|--------|--------|--------|
|    |   | A<br>3 | U<br>2 | D<br>1 |
| 1  | School-Based Supervisors regularly identify any instructional limitations of teachers in the classroom.                         |        |        |        |
| 2  | School-Based Supervisors identify teachers' ability to manage class.  |        |        |        |
| 3  | School-Based Supervisors can identify teachers' skill gaps.   |        |        |        |
| 4  | School-Based Supervisors encourage and facilitate teacher's self-evaluation on instructional matters.                           |        |        |        |
| 5  | School-Based Supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately. |        |        |        |
| 6  | School-Based Supervisors support teachers in setting instructional goals and objectives.  |        |        |        |
| 7  | School-Based Supervisors' advice teachers to use active learning in the classroom.  |        |        |        |
| 8  | School-Based supervisors design appropriate intervention to minimize the identified limitations of teachers in the classrooms.  |        |        |        |

9. If there are any other means of identifying instructional strengths and limitations of teachers, please write them briefly-----

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**2. What are the major roles of school based supervisors in secondary schools of the East Wollega Zone Wama Hagalo Woreda?**

**Indicate your responses for the following Likert format items putting "√" mark to write in the box corresponding to an action.**

**1=Disagree (D), 2=Undecided (U), 3=Agree (A)**

| No | Items  | Scales |        |        |
|----|--|--------|--------|--------|
|    |  | A<br>3 | U<br>2 | D<br>1 |
| 1  | School based supervisors help teachers in the implementation of the curriculum                         |        |        |        |
| 2  | School based supervisors identify students and community need so as to improve the curriculum          |        |        |        |
| 3  | School based supervisors integrating the curriculum with the co-curriculum activities                  |        |        |        |
| 4  | School based supervisors facilitating teacher's professional development though in –service training   |        |        |        |
| 5  | School based supervisors assisting the need based training of the teachers                             |        |        |        |
| 6  | School based supervisors preparing a peer to peer supervision program                                  |        |        |        |
| 7  | School based supervisors creating conducive environment for self-assessment                            |        |        |        |
| 8  | School based supervisors making mutual agreement on the place and time of the observation with teacher |        |        |        |
| 9  | School based supervisors arranging the time for further observation                                    |        |        |        |

10. If there are any other major roles of school based supervisors, please write down briefly-----

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**3. The Challenges that affect secondary School-Based supervisors while implementing supervisory activity in East Wollega Zone Wama Hagalo Woreda**

**Indicate your responses for the following Likert format items putting "√" mark to write in the box corresponding to an action.**

**1=Disagree (D), 2=Undecided (U), 3=Agree (A)**

| No | Items  | Scales |        |        |
|----|--|--------|--------|--------|
|    |  | A<br>3 | U<br>2 | D<br>1 |
| 1  | Lack of strategic and short term plan to implement School-Based supervision.   |        |        |        |
| 2  | The supervisors are overloaded with classroom activities.                      |        |        |        |
| 3  | School-Based supervisors teaches the same credit like ordinary teachers        |        |        |        |
| 4  | Lack of adequate training system on the practices of School-Based supervision. |        |        |        |
| 5  | Inadequate pre-service and in service training                                 |        |        |        |
| 6  | Supervisors positive attitude towards supervision work                         |        |        |        |
| 7  | Ability to conflict resolution and performance counseling                      |        |        |        |
| 8  | Inadequate attention given to supervision service                              |        |        |        |
| 9  | lack of clear direction from Woredas Education experts                         |        |        |        |
| 10 | lack of cooperative, honest, friendly and collegial relationship               |        |        |        |

11.If there are any other challenges faced on secondary School-Based supervisors, please write them briefly -----  
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12What do you suggest and recommend to improve the existing practices of School-Based supervision in secondary school?-----  
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**APPENDIX-B**

**ADDIS ABABA UNIVERSITY, COLLEGE OF EDUCATION  
AND BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND MANAGEMENT**

This **interview** will be conducted **from Woreda Office Experts**. The purpose of this interview is to get relevant information related to the “Practices and Challenges of School-Based Supervision in East Wollega Zone, Wama Hagalo Woreda Government Secondary Schools.” The information obtained from the respondents will help to improve the secondary schools of East Wollega Zone, Wama Hagalo Woreda School-Based supervisory practices. Data obtained will be used for research purpose only.

Thank you for your cooperation

**Part I:**

**General information**

1. Woreda \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Qualification \_\_\_\_\_
4. Current position \_\_\_\_\_
5. Experiences as: Teacher \_\_\_\_\_ School principal \_\_\_\_\_ Cluster  
supervisor \_\_\_\_\_ Woreda education  
officer \_\_\_\_\_

Interview questions prepared to be distributed to **Woreda Office Experts**.

1. What is the existing practices of school-based supervisors in secondary schools ?-----

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2. What are the major roles of school based supervisors in secondary schools ?-----

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3. What are the challenges that affect school based supervisors while implementing school-based supervision?

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4. How far School-Based supervisors' encourage teachers to assure quality of education?-----

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5. What do you suggest to overcome these problems-----

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