

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**An Assessment of the Practice of School Based
Supervision in Addis Ababa Government Secondary
Schools**



BY

SAMSON ADMASSU

MAY, 2007

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

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Schools**



**IN PARTIAL FULFILMENT OF THE
REQUIREMENTES FOR THE MASTER OF ARTS
DEGREE IN MANAGEMENT OF VOCATIONAL
EDUCATION**

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SAMSON ADMASSU

Approval of Board Examiners

Abraham Chane

Abraham

Chairman, Department of Graduate Committee

Signature

Hailu Alemu W. Germa

Hailu

Advisor

Signature

Girma Zewdie

Girma Z.

Examiner, Internal

Signature

Sejman Referra

Sejman

Examiner, External

Signature

ACKNOWLEDGEMENTS

I would like to acknowledge the debt that I owe to my advisor Ato Haileselassie Woldegerima who took all the pains in formulating the topic, commenting and suggesting constructive ideas in shaping this paper from the very start to the finish indeed, without which it is hardly possible to see this work in its present shape.

It is my pleasure to thank my hosts for their cooperation in creating conducive atmosphere for collecting the data of this study. Finally I would like to express my deepest gratitude to my family in general who helped me in every work of this study.

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List Of Abbreviations

MoE	Ministry Of Education
ETP	Education Training Policy
NGO	Non Governmental Organization
SBS	School Based Supervision
FS	Field Supervisor
UNESCO	United Nation Education Scientific and Cultural Organization
SS	School Supervision
AAEB	Addis Ababa Education Bureau

Abstract

The purpose of this study was to assess the practice of School Based Supervision in Addis Ababa governmental secondary schools and in identifying constraints and potential opportunities in School Based Supervision.

The study was conducted in eight governmental secondary schools in three kifle ketemas of Addis Ababa Administration on the basis of purposive and simple random sampling techniques. A total of one hundred fifty six subjects were included in this study, among these eighty one were teachers and seventy two school based supervisors drawn from the sample schools and three were field supervisors from sub city education offices.

To conduct this study, the descriptive survey method was employed, data were collected mainly through closed and open-ended questionnaire and in addition interview guide and document analysis were also used. The frequency and frequency percentage were used for data analysis.

Findings of the study revealed that, (i) even though the degree of perception are different, all respondents recognize that, in school principal, vice principal, department heads, unit leaders and senior teachers are understood as school based supervisor; (ii) school based supervision was poorly structured and practiced by school staff because of lack of awareness, negative perception, lack of trained manpower, etc.; (iii) school based supervisors and teachers perceived the leadership skill, competency and roles etc differently.

On the basis of the findings it was recommended that in-service education, professional meeting and experience sharing etc should be practiced to create awareness and enhance participation of stakeholders to design, plan, implement the program in order to contribute for the effectiveness and efficiency of governmental secondary education.

Chapter One. The Problem And Its Approach

1.1. Background Of The Study

The practice of Educational Supervision started back in the early 1700's in Boston. However, it grew-up and has got its current shape largely during the first quarter of the 20th century (Vashist, 2002:2-4). Its philosophy, objectives, functions, techniques and definition, to mention a few, have registered various changes through time. Unlike supervision today, the functions of educational supervision prior to the present century were very much limited and was focused on teaching procedures and classroom management Peter F.Oliva et.al (1997:5).

Likewise, the concept of educational supervision has gone through a number of significant changes before it reach to the present state. Initially, the main objective of educational supervision was aimed only at defining the state of affairs but not on providing suggestion or guidance to improve the state of affairs, which needs to be improved. Then, it was dominated by coercion. It is only recently that training and guidance of teachers has taken significant place in the practice of educational supervision. According to Vashist, (2002:5) "the general attitude was that of laissez-faire...today supervision is becoming participatory and cooperative, that is, democratic".

Various literatures have categorized educational supervision in to different school of thought mainly depending on its objective and techniques. Laissez-faire supervision (aimed at inspecting/rating teachers with techniques without the help of any objective controls), Coercive Supervision (recognized the lack of training low level of efficiency manifested by teachers and to improve the aforementioned inefficiency coercion was the means), Supervision as training and guidance on the other hand, replace coercion by guidance and training and continued to retain the concept of the supervisory level

knows best. Currently, due to a number of influences, educational supervision as democratic leadership has been replacing the aforementioned types of educational supervision.

Educational supervision in Ethiopia was introduced in the early forties. Starting from that time, the word inspection had been used for almost three decades until it was replaced by the word supervision. After few years, however, a shift was made again from supervision to inspection and this arrangement had remained until the early nineties. The former department of inspection of the Ministry of Education (MoE), currently has been replaced by the department of Educational Programs Supervision. However, according to MoE (1987), unlike the constant alteration of its name, educational supervision in Ethiopia did not show any significant change in the content, purpose or functions.

The historical development of school supervision explains many difficulties and strengths in modern supervision. Supervision guidelines set out in the Ethiopian educational system differ widely from what is actually practiced. This study attempts to assess the practice of school based supervision vis-à-vis the concepts of modern educational supervision.

1.2. Statement Of The Problem

If civilization is to advance and our nation to develop, improvements in teaching are essential. Teachers must employ the most effective instructional techniques for this goal to be realized. It is undeniable that educational supervision has very constructive role in the process of improving the teaching-learning process. It is mainly aimed at enhancing teachers' professional efficiency through encouraging the teacher to strive for self-improvement, and to develop the teaching skill and abilities of problem solving method.

Contrary to the aforementioned benefits, educational supervision in some cases might have undermine the whole efforts of improving the teaching-learning process unless it is done appropriately. Conducting “proper” educational supervision depends on various factors including the competence of the supervisor and the attitude of the teacher. Those who direct the efforts of others in the field of education must be aware of the results of modern research and current, up-to-date, best practice that might present implications concerning the methods and techniques of those whom they supervise. Moreover, it is not only the supervisor’s competence but also the way that he/she approaches the teacher also has significant impact on the success of supervision.

On the other hand, it does not mean that, every educational supervision execution has fully met its objectives. It is observed that there are a number of complaints, especially by teachers, about the techniques, objective, fairness and functionality of school-based supervision. An instructional supervision by its nature is not an easy task to successfully accomplish as desired. Being an integral part of the total program of school operations, it is the most creative, cooperative and corporate responsibility of all school workers. Since the main objective of educational supervision is improving the teaching-learning environment via the teacher, this shows that it is difficult to meet the intended aim of educational supervision without getting full consent from the supervised person. To put it in a nutshell, educational supervision is an invaluable resource and medium that has significant impact in the effort of improving teaching-learning process. However, due to insufficient research in the area, the sector is lacking major input and feedbacks. Hence, the students, researcher finds it significant to examine the practice of school-based supervision.

The specific objectives of this study are to evaluate the system of supervision in relation with the competence of supervisor, teachers

involvement, and constraints and problems encountered during implementation of the program.

To meet the stated objective, the study is guided by the following basic questions;

1. Why is SBS given more focus at present ?
2. What are the roles and responsibilities of a school -based supervisor?
3. Who are the school -based supervisor ?
4. Do school -based supervisors possess the required competence?
5. What organizational arrangement exists to make school -based supervision functional?
6. What are the major problems in the implementation of school -based supervision?
7. What measures were taken to address problem observed in the implementation of school -based supervision?

1.3. Significance Of The Study

Effective supervision is now a significant issue, which has seen to being large societal need for improving conditions that surround learning and pupil growth. In short it provides administrative and pedagogical services. Thus, the major importance of this study is to evaluate and improve factors that affect the implementation of supervision, supply hints that can improve the mechanisms used in continuous supervision, provide an insight on contrasting points in modern and traditional system, serve as a reference point for any concerned body and plays considerable role in directing the extent of the problem and taking the remedial (corrective) measures.

1.4. Delimitation Of The Study

It would be best if the study covers participants from all government secondary schools. Nevertheless, due to logistics and resource constraints, this study has confined itself to only eight secondary schools in Kirkos, Nifas Silk/Lafo, and Lideta sub city which shared 27% of total government secondary schools and one hundred seventy teachers and school based supervisors (7.26%) of total number of teachers and school supervisors in a city. It has 30 secondary schools and 2341 teachers and school based supervisors in Addis Ababa administration. Accordingly, the study is delimited to aforementioned government secondary schools to make the study area (coverage) manageable.

1.5. Constraints Of The Study

Time factor, financial constraints, and reluctance of respondents to fill in the questionnaires, lack of recent reference materials are major limitations when conducting the study

1.6. Organization Of The Study

This paper will have four parts. The first part is the introduction. Under it, it's tried to see the background of the study, the statement of the problem, significance of the study, delimitation of the study, constraints of study, organization, conceptual definition of terms and research design and methodology.

The second part is the review of related literature. It provides detailed information on literature related to studies on supervision. Some of the areas are concepts of supervision, the need for introducing supervision in world wide educational system and in Ethiopia in particular and its background development, roles of each key player in the implementation of the program.

The third part deals with data collection analysis and presentation. Here information about the sites will also be given. Collected data through questionnaires and document analysis will be discussed in this part. The fourth and the last part presents summary, conclusion and recommendations.

1.7. Conceptual Definition Of Terms

Supervision: - is a service provided to teachers for the maintaining and improving instruction (teaching learning) with the student as the ultimate beneficiary (Peter F.Oliva,et.al, 1997).

Inspection: - to examine critically one or more aspects of the school its programs, such as instructional activities and the like (Good, 1973:303).

School-Based Supervision: - is a supervisory activity at the school level which maintain system-level norms, and promote change and development of every school (UNESCO).

Clinical Supervision: - the rational and practice designed to improve the teachers class room performance (Sergiovanni, 1993).

In-service Education is a generic term applied to any kind of training given in the form of workshops, seminars, conferences, symposia, etc offered when the individual is on the job (job training) (Hailesslassie, 2002).

1.8. Research Design And Methodology

1.8.1. Research Design

The research is designed to find out the extent of implementation and functionality of school based supervision, and problems that are encountered during implementation of the program in selected secondary schools of Addis Ababa.

In order to undertake this study, kirkos, Nefas silk-lafto and lideta kifle ketema were selected using lottery method. Addis Ababa has 10-sub city with 30 governmental secondary schools and 2341 teachers and school based supervisors.

The researcher has included all secondary schools as subject of study that is eight schools in the selected sub city using availability sampling method and he has taken one hundred seventy respondents from the total population of 564 teachers and school based supervisors from the selected kifle ketemas. To make clear

- 8 Principals, 12 deputy principals, 20 unit leaders included in the study using availability sampling method.
- 32 Department heads and senior teachers, and 81 teachers included as the subject of the study using simple random sampling technique.
- Finally the researcher has included 3 field supervisors from sub city education office as subject of study using simple random sampling, and bringing the total subject of study 156.

Moreover, One hundred seventy copies of questionnaire were distributed to both subject groups, from the total number of questionnaire distributed to supervisory personnel, seventy two (92.31%), from teachers eighty one (88.04%) were properly filled in and returned.

Respondents	Distributed	Returned	Usable returns	Percentage
School based supervisor	78	73	72	92.31
Teachers	92	83	81	88.04
Total	170	156	153	

Table 1: Questionnaires distributed and percentage of those returned

Due to various reasons beyond control seventeen (10%) questionnaires were not returned as well as not filled in accordance to the instruction given. The remaining one hundred fifty three (90%) properly completed copies of questionnaires were included in the final computation of the data.

1.8.2. Methodology

The type of research method employed for this study is a survey research method. This methodology is preferred more than others because it basically helps a researcher to obtain first hand information from small groups of sample representing large size of population and enables him to have access to use multiple methods of collecting information in addition to field activities (field survey)

1.8.3. Source Of Data

The data are to be collected from different sources. The primary sources are principals, deputy principals, department heads, unit leaders, senior teachers and teachers and field supervisors from kifle ketema education office. Statistical data, official documents or letters that are relevant to the study, are also included as secondary source of data. In addition to these, the respondents were categorized as teachers and school based supervisors. In this case school based supervisors are principal, deputy principal, unit leaders, department heads and senior teachers.

1.8.4. Data Gathering Instruments

In order to achieve the objectives of the study, two types of questionnaires were used to teachers and school based supervisors as main instrument of data collection because of its broad advantage in collecting varieties of opinions from a large population within a short span of time. Interviews were administered to collect data from field supervisors in sub city education office and documents were analyzed by the researcher individually which help us to fill the gap and to get additional data which enrich the data obtained by the other instruments and enables us to verify the data obtained by questionnaires.

1.8.5. Procedures Of Data Collection

Data gathering tools were prepared and duplicated in a limited number. After duplication, it was pilot tested to recheck the appropriateness of the instruments in one school for refinement in accordance with relevant inputs obtained from thesis advisor. After improving the data gathering instrument, the researcher had duplicated and distributed it to the subjects of the study that is school principals, deputy principals, department heads, unit leaders, senior teachers and teachers included in the sample and the researcher has collected data by going to each sample school and observing documents available

1.8.6. Data Management (Analysis)

The data collection, organization, analysis and reporting were carried out by the researcher himself using data tables and evaluating frequency and frequency percentage of the data obtained. In addition to this, the data obtained from the document analysis were also transcribed and summarized as part of the main interpretation.

Chapter Two: Review Of Related Literature

This chapter presents review of literature in six major areas: Historical development of supervision, Basic concept in Supervision, Supervisory leadership skills, major domains of educational supervision, factors affecting instructional supervision and school based supervision.

2.1. Historical Development Of Supervision

2.1.1. Global

The history of supervision differs from country to country based on the economic, social, and political status of the countries. So supervision has gone through a number of significant changes in theory, objectives, function, techniques, and in the outcomes. In attempting to trace the historical development of supervision, numerous authorities in the field have identified distinct periods and stages. From among those pertinent authorities, spears in Haileselassie (2002:2-3) cites four periods regarding the experience of America. Spears say that the first period existed from the colonial time in America till the civil war in that country. During this period, supervision handled by laymen including such people as the clergy, school warden, trustees, and citizens committees. Focusing on the inspection of schools and classrooms for the sake of control and on the enforcing rules and maintaining existing standards. The second period emerged during the nineteenth century. During this time the emphasis of supervision continued on the inspection of schools and classrooms, again focusing on control and enforcing regulation with some attention paid to assisting teachers to improve performance in teaching. At this time educational professionals replaced largely the layman person and the master and servant sort of relationship. The third stage as specified by spears occurred approximately from 1910 to 1935. During this period, Supervision consisted of direct classroom observation and demonstration by supervisors on better methods of

teaching. However, much focus of attention was placed on teacher's weaknesses, which in effect was fault finding. According to Spears, a significant development of supervision towards a democratic educational leadership is observed during the fourth period, which according to him appeared approximately since 1935, and this period marked by cooperation endeavor, i.e. the supervisor promoting cooperation on and participation in curriculum development, in-service educational activities etc. During this period supervision was made by supervisors, principals and other supervisory leaders.

Other authorities in the field like Eye and Netzer in Pupils (2001) pointed out four distinct periods

1. The Period of Administrative Inspection, 1642-1875. This period was marked by its classical views. Supervision at this time of its development was coercive, and was called inspection. Laymen were in charge of it. Teachers were seen as important beings.
2. The Period of Efficiency Orientation, 1876-1936. This time, there were efficiency-oriented experts. Supervision remained an inspectorial function. Teachers were helped for the mere improvement of instruction.
3. The Period of Cooperative Group Effort, 1937-1959. Words like coordination, integration, creativity, stimulation, and democratic relationships were used, indicating the emergency of systematic management.
4. The Period of Research Orientation, 1960 to present. This period has been dominantly marked by molding of personnel relationships and research attacks on the solution of teaching-learning problems.

In other instance, Sergiovanni (1993:11-14) traced three former images of supervision.

- a) Traditional Scientific Management. This was a period marked by the classical autocratic philosophy of supervision where teachers were viewed as appendages of management and as such hired to carry out

pre specified duties in accordance with the wishes of management. Control, accountability and efficiency were emphasized in an atmosphere of clear-cut boss-subordinate relationships.

b) Human Relations Supervision. This period of supervision has its origin in the democratic administration movement advocates in the thirties. Human relation supervision was a successful challenger to traditional scientific management. Teachers were viewed as 'Whole people' in their own right rather than as the packages of needed energy, skills and aptitudes to be used by administrators and supervisors. Supervisors worked to create a feeling of satisfaction among teachers by showing interest in them as people. Though human relation supervision was widely advocated and practiced, its support has diminished. This is because, noted Sergiovanni, "Human relations promised much but delivered little." Its focus was "Winning friends in an attempt to influence people." It was a type of supervision neglected by teachers. This type of supervision was practically 'Laissez-faire'.

c) Neo-Scientific Management. This is the most recently entrenched image of supervision. It was seen as a product of high professional training in the art and science of supervision. The code words of this movement are teacher competencies, performance, and cost-benefit analysis.

2.1.2. Ethiopia

According to the MOE,⁷ Educational supervision manual (1995) supervision, which was first introduced in 1941/42 into Ethiopian education system, with aiming to coordinate and control the increasing number of schools and students population, the expansion of different curricula and to help teachers in the classroom activities under the name of inspection. The tasks of inspectors were focused on inspecting financial matters and educational programs. A series of training programs were organized and conducted in Addis Ababa teacher training and Kokebe Tsibeha School. The reason behind this,

according to Haileselassie, was that more and more schools were opened, the number of teachers increased and student population grew significantly and generally the educational activities became more and more complex beyond the competence of the former assigned inspectors. Hence, a total of 24 inspectors in Addis Ababa teacher's training schools and 124 inspectors in kokebe Tsibeha school were trained between 1943-1946 EC and 1948-1954 EC respectively. The major responsibilities of inspection during this period can be summed up into three main tasks.

- a) Direct inspection through visits
- b) Curriculum related tasks
- c) Staff recruitment

A change in policy in 1962/63 laid emphasis on the provision of support rather than on the financial regulatory tasks of inspection along with changes in role and the service was labeled as supervision. In addition to the 52 supervisors trained by the Addis Ababa University, all inspectors then active in the service were retrained as supervisors. The training program, which was sustained up to 1968/69, was augmented by a summer program, which was gradually transformed into summer program. This training program was maintained up to 1972/73.

The interruption of the training program by the Addis Ababa University coupled with the expansion of the education system, which posed great challenge to the meager members of supervisors, forced the service to the brink of insignificance (MoE, 1995: 3-6).

The derg regime in 1973/74 forced the education sector to re-institute inspection to enforce socialist outlook in the education system. The service was structured at a department level and stayed functional from 1981 up to 1993. Because of its emphasis on regulatory tasks, the need for support was strongly felt and as a result a supplementary taskforce was organized under the formal education department to

provide technical support to secondary education teachers. The task force called "Pedagogical Animation Team" stayed operational from 1983-1994. With the introduction of Education and Training policy in 1994, a shift from inspection to supervision was again witnessed. The education and training policy has made the educational administration and management more decentralized. Regarding this, HaileSelassie remarked that what is envisaged at present is democratic supervision which would seek the participation of all concerned in all spheres of educational development of objectives and teaching strategies in an effort to improve teaching-learning process. Accordingly, devolution of authority to the grassroots levels and democratization of decision making process in instructional supervision, as an important phase of educational management and administration, are taking place today.

2.2. Fundamental Issues In Supervision

2.2.1. Concept and Definition

Early definition of supervision

One of the first definitions, which were helpful in pointing the scope of modern supervision, was that of Elliott in (vashist,2002) (we would not today use the word "control").

Supervisory control is concerned with what should be taught, when it should be taught, to whom, by whom, how and to what purpose.

This is a good statement indicating in general terms certain definite aspects of the teaching-learning situation, which should receive attention from supervisors. Details were still lacking, though beginning to be worked out in practice.

The first modern statement and concept was presented by Burtun in 1922. According to Burtun (1922) in vashist Supervision is concerned with, the improvement of teaching act, teachers in service, selection

and organization of subject mater, testing and measuring, and the rating of teachers.

This definition does not distinguish critically between major and minor function, it is concerned rather directly with improving the work of teacher.

A statement by Dunn (1923) in Vashist pointed that:

Instructional supervision, therefore, has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of all teachers, and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service.

This definition in particular focused the activities of supervision on the teacher with a distinct improvement over the older term, "improvement of service". This is the first step on the road to modern concept of supervision. Now a days even words and phrases expressing supervision are changing progressively. For example, "correcting deficiencies" has been changed to "aiding the teacher to study his own procedures" and to "developing the teacher's power to improve (correct) his work".

A modern definition of supervision

According to Vashist (2002:12), the modern definition relevant to this study may be summarized:

1. Supervision is increasingly participatory and cooperative. Policies and plans are formulated through group discussion with participation by all. This is the result of increasing insight into the nature of democracy and democratic methods.
2. Supervisory activities and opportunities are distributed among an ever larger number of persons as all come to contribute and to accept challenges to exercise leadership.
3. Supervision is increasingly derived from the given situation rather than imposed upon it.

A definition in outline form

Supervision is in general what it has been in modern times, an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth. Everything in a school system is designed, of course, for the ultimate purpose of stimulation learning and growth. Supervision deals with those items, which primarily and rather directly condition learning and growth.

“Supervision is leadership and the development of leadership within groups which are cooperatively”. Vashist, (2002:13). The same source also state that, Traditional supervision has centred around the teacher and the classroom act and has been based largely on the thought that teachers, being lamentably under trained, need careful direction and training. Visiting the classroom, conferences, teachers meetings were the bulk of supervision. Modern supervision in contrast is far more fundamental and diverse, that is, supervision aims at improvement of the total teaching –learning process, the focus is on institution, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation. One group is not supervisor to another, operating to improve the inferior group. Modern supervision means that attention is entered more upon the aim, structure, and fundamental process of education with improved levels of teacher and supervisor training, the invention, selection, administration, and application of device. The following outline summarizes the salient differences between types of supervision.

Traditional	Modern
1. Inspection	1. Study and analysis
2. Teacher focused	2. Aim, material, method, teacher, pupil, and environment focused
3. Visitation and conference	3. Many diverse function
4. Random and haphazard, or meagre, formal plan	4. Definitely organized and planned
5. Imposed and authoritarian	5. Derived and cooperative
6. One person usually	6. Many person

Table 2. Contrasts between traditional and modern supervision

2.2.2. Purpose

Education is powerful enough to change life, both individual and communal. It can and does make a difference in the way people behave. Educational institutions, therefore, have a responsibility for making the life that is "good to live" known to and attainable for all. That is it must make a difference in the health, safety, culture, retirement, happiness, and general well being of all. In deed, national security, economic and social security for the individual, and the welfare and happiness of mankind are dependent upon the scope and character of public education.

Part of the task of educational leadership is to assist in reducing conflicting views and arriving at a common denominator of expectations for education. So educational leadership therefore needs to be change-oriented. The purpose of the school is to change people and to promote growth in individuals (i.e. intellectual, social, emotional, and physical). The purpose of teaching and supervision is to promote desirable changes (Harrison, 1998).

The purpose of effective school based supervision is to enable the individual teacher to become implementer of effective teaching i.e. the primary purpose of supervision is to provide a mechanism for teachers and supervisors to increase their understanding of the learning teaching process through collaborative inquiry with other professionals.

2.2.3. Principle

There are several principles used in supervisory technique, All these techniques are not applicable to all teachers, nor are they effective to the same degree. According to Melby E.O. (1929) in Lulsegede made an inventory of various supervisory techniques he concluded.

Supervision for any school system will depend upon those variable factors of school organization, teacher training, and educational

objectives. It is necessary for supervisors to be aware of all applicable techniques. The supervising personnel have a responsibility to provide leadership and to apply in practice the following basic principles.

1. Teaching methods can be improved through adequate and appropriate supervision
2. All professional personnel have degrees of responsibility for improving classroom methods and should function as a supervisory team
3. Supervisory personnel should practice effective democratic methods in supervision if they expect teachers to use such methods in the classroom
4. The merit of all methods of classroom instruction should be weighed in terms of desirable student growth
5. Good supervision promotes methods that bring about a classroom climate of satisfaction and accomplishment
6. Supervision should provide help for individual teachers and a general methodology improvement program
7. Supervision of methods should include preplanning, observation, and follow-up conference
8. Wise supervision should include freedom for teacher initiative in classroom experimentation of methods
9. Suggestions of methods should utilize the capabilities of the entire staff
10. All supervisors, in recommending methods, should consider the individual differences of teachers as to personal, physical, mental and social capabilities.
11. Supervision should produce in teachers a genuine interest in professional improvement of teaching methods
12. A good supervisory programs of methods revision grows out of the classroom and leads to further improvement
13. Effective supervision provides for a cooperative program of continuous evaluation and improvement of all methods used.

2.2.4. Supervisory Skills

The term skill refers to abilities related to performance that are not necessarily in born (inherited) but rather developed through learning and experience. Supervisory managerial skills are talents necessary for effective managerial performance.

Davies, C.J,et.al (1998:18) has suggested that there are three types of skill required for effective supervisory management: technical , people and conceptual.

2.2.4.1. Conceptual Skills

A supervisor does a lot of thinking, especially when planning and analyzing why things are not going as expected. Decision-making and problem solving are conceptual skills. For the supervisor conceptual skills are necessary for reasonably short and long term planning.

In similar way, s/he needs the conceptual skill, which involves the ability to view or to see a school as a whole. It includes recognizing how the various activities in a school depend on one another and how a change in any one part affects all the other. Conceptual skill involves visualizing the different parts and levels of a school in relation to its overall objective, attending to overall school structure and monitoring relevant environmental variables, including economic and technological forces.

2.2.4.2. People Skills

In leading a team, supervisor needs to be sensitive to the needs of the others, to communicate effectively and to bring the group together so that they can achieve mutually agreed goals. Listening, questioning, communicating clearly, handling conflicts and provide support and praise are all people skills.

In addition the St.Marys college distance education module (2003) noted that people skill is the ability to work with other people effectively. The other people involved with the supervisor in the work place may be students, parents, teachers, NGO, governmental officials and so on. This skill is a reflection of the supervisor's leadership abilities. It is a vital part of every thing, a supervisor does and thus it is equally necessary at all levels of supervisory leadership. For instance the supervisors must, provide on going feed back to teachers, resolve interpersonal and performance problems, motivate educational workers to change and improve performance, and oversee the other activities involved in managing teachers and performance of a group of teachers.

2.2.4.3. Technical Skills

Accordingly, the same source describe that technical skills refer to the knowledge and ability necessarily to perform specific task. It consists of the application of specific knowledge, techniques and resources in performing the work of the responsibility areas. Technical skills may be acquired through formal study in professional or vocational schools, on job training, or in academic programs offered in colleges and universities. This skill is the distinguishing feature of job performance for lower supervisors. However the importance of technical skill decreases as one move to the higher level of supervisor.

Since training is such an important part of supervisor's role, it is essential that the supervisor be skilled technician in all the areas they are managing. For example, it might be necessary for them to have skills in providing information, purchasing laboratory equipment, in writing lesson plan, developing a study unit, equipping a learning resources centre, preparing a meeting agenda, scheduling a cyclic of clinical supervision and filling out annual report etc . Supervisors who don't have the necessary technical skills find it hard to retain their credibility with staff. They need this skills for situations in which they

have to assist others in the team and particularly for troubleshooting when there is a technical support

2.3. Major Domains Of Educational Supervision

As defined by Peter F. Oliva, et.al in Haileselassie supervision is “a service provided to teachers for the maintaining and improving instruction (teaching learning) with the student as the ultimate beneficiary.”

The supervisor as “a trained auxiliary or staff person whose primary function is the provision of service” and unlike the old assumption no more is a line function person to make decisions on the conduct of teaching learning, He/She is a facilitator, expert and one who plays an advisory role. As reflected in the definition, it is a service-oriented function; and thus he/she is expected to perform the tasks or to fulfill the roles of coordinator, consultant, group leader, and evaluator.

2.3.1. Curriculum Development:

Many writers state curriculum in different ways. To mention some, curriculum as a collection of course of study in different subjects. (Oliva, Peter F. and Pawlas, George E. 1997:317) state that “curriculum is those experiences of a child that come under the supervision of the school” thus Dictionary of Education defines a curriculum development as “a task of supervision directed toward designing or redesigning the guidelines for instruction; includes development of specification indicating what is to be taught, by whom, when, where, and in what sequence or pattern. The process of curriculum development in school system involves three interdependent processes: curriculum planning, curriculum actualisation, and curriculum evaluation.

2.3.2. Instructional Development:

There are some useful approaches in helping teachers to improve classroom instruction. To mention some are workshop organization and clinical supervision, for our purpose here, we define only clinical supervision. Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. In many respect a one-to-one correspondence exists between improving classroom instruction and increasing professional growth and for this reason staff development and clinical supervision are inseparable concepts and activities (Sergiovanni, and Starratt, 1993:203).

2.3.3. Staff Development:

Staff development is a program of organized activities of both teachers and supervisor's nature planned and carried out to promote the personal and professional growth of the staff member. In short staff development is equated to in-service education, or put another way; the staff is developed through in-service education (Haile Selassie, 2002:21).

From this point of view, in-service education can be seen as an endeavor to upgrade the effectiveness of the teaching and supervising staffs.

The following are assumptions, which hold therein most circumstances about in-service education.

- 1.All personnel in schools, to stay current and effective, need and should be involved in on in-service throughout their careers.
- 2.Significant improvement in educational practice takes considerable time and is the result of systematic, long-range staff development.

3. In-service education should have an impact on the quality of the school program and focus on helping staff improve their abilities to perform their professional responsibilities (Fead H.wood in Hailes Selassie).

Furthermore, it was observed that professional growth could be affected by several sources like, adequate and qualified supervision, professional libraries when available to the staff, in-service program, and participating in the curriculum development.

2.3.4. Evaluation In Supervision

According to Douglass, Horl R, et.al. in Haileselassie (2002), evaluation is a judgment of the worth of a particular performance, accomplishment or object made according to a set of appropriate criteria. In line with this, Oliva, Peter F. and Pawlas, George (1997) state that, evaluation is an essential phase of the instructional process with out which the process became incomplete. Hence, evaluation should be a continuous responsibility in the total teaching learning activity.

The major purpose of evaluation is to create an awareness of the present situation and the need for improvement. In addition to this, evaluation is an integral part of supervision, but, it is quite distinct from supervision. Supervision is a development process, which promotes continuing growth and development of staff members in the art of teaching, continued and increased staff motivation, and an improved instructional program. On the contrary, evaluation is a management function designed to maintain organized efficiency, establish standards for staff performance, and appraise staff performance. Evaluation is simply one important aspect of the effort to match individual human abilities with organization goals, objectives, and priorities.

There are two terms used for the improvement of instruction, namely formative evaluation and summative evaluation. Formative evaluation is an assessment of progress for the purpose of diagnosing difficulties and suggesting re-mediation during the course of the time. Whereas, summative evaluation is an overall assessment of performance that culminates in a comprehensive appraisal for the purpose of arriving at a decision.

2.4. School Based Supervision

2.4.1. Clinical Supervision

Clinical supervision is an in-class support system designed to provide assistance directly to the teacher. In practice, clinical supervision requires a more intense relationship between supervisor and teacher than that found in traditional evaluation, first in the establishment of collegueship and then in the articulation of collegueship through the cycle of supervision. The heart of clinical supervision is an intense, continuous, mature relationship between supervisors and teachers with the intent being the improvement of professional practice. Cogon in Sergiorami defines clinical supervision as: the rationale and practice designed to improve the teacher's classroom performance. It takes its principal data from the events of the classroom. The analysis of these data and the relationship between teacher and supervisor from the basis of the program, procedures, and strategies designed to improve the student's learning by improving the teacher's classroom behaviour.

According to Haileselassie (2002) who quoted Kyte, clinical supervision as an instructional supervisory behaviour system with four interdependent dimensions.

2.4.1.1. Pre observation conference and planning for observation: Pre observation conference is a face-to-face talk between teacher and supervisor prior to the supervisors visit to the teacher's classroom. The purpose is to settle on necessary preliminaries. The two

participants to the conference have already agreed or assumed that the supervisor will visit the teacher and observe the teachers performance. At the pre-observation conference, the two participants together should decide what class the supervisor will visit and when. Thus, the supervisors schedule is set in advance. In the pre-observation conference the teacher will identify special teaching problems he or she encountering and with which he or she would like some help and the teacher will provide background to help the supervisor understand the composition of the groups. Thus, the two participants focus on specific teacher and student behaviour that the supervisor will observe. The teacher will also acquaint the supervisor with the unit and lesson plans that will be taught when the supervisor visits. The teacher will explain the objectives of the lesson, the methods of presentation, and techniques of evaluating student performance. The teacher and the supervisor will also agree on the supervisor's role during the visit.

2.4.1.2. Observation: It is a process of examining or looking in to a particular teaching learning situation through which the supervisor attempts to develop an objective description of the behaviour of students and the teachers interaction, within the context of the physical and social environment.

2.4.1.3. Analysis of the data: Just as soon as the observation has been conducted, the supervisor should set aside time to go over his notes in order to add items which may recur to him while the observed lesson is still freshly impressed upon him. He/she gives careful thought to the lesson as a whole and to the points, which he/she noted with a view to preparing for the conference. The supervisor should make a careful analysis of the lesson before conferring with the teacher.

2.4.1.4. Post-observation conference: Soon after the observation, and analysis of data, the teacher and supervisor meet once again for the post observation or follow up conference. The major purpose is to give feed back to the teacher about the teacher's performance. The discussion of the follow up conference should focus on the data

collected by the supervisor, not on the supervisor's experiences, biases, and feelings. The supervisor must take every precaution to keep the conference from being a threatening situation to the teacher. Therefore, the proper subject of the conference is the teaching observed by the supervisor, not the teacher.

2.4.2. Supervision At The School Level

Supervision is organized at different levels in the education system. When we imagine the hierarchy from top to bottom, we find functional educational programs supervision at school level. This last rung in the hierarchy is the school-based supervision, which is known as "In built supervision". The schools are the nucleus where the actual teaching learning taken place. Hence, making supervision continuous responsibility at this level is crucial. In this respect, enabling schools to provide supervisors from within themselves should be given serious thought. Thus within the school system the supervisors are the school director, deputy directors, unit leaders, department heads and senior teachers. With relevant and sound training in supervision, they will have the competence to supervise the educational activities of their colleague teachers.

Much has been written over a long period of years concerning who are supervisors in the school system. For the purpose of this paper Harold Spears in Gwynn, (1964), describe the term that supervisor will be used with the connotation that a supervisor in the school is one of the personnel who spends one-third or more of his time in working to improve the teaching-learning situation.

The same source elaborate the process of supervision as follows:

School supervisors play a key role in the management of the school. The school supervisor monitors student's achievement as well as the improvement of the school and they supervise the work of the teachers and also actually teach the students along with the teacher.

They assist in planning lessons. In fact, they jointly plan lessons with the teachers and also help the teacher to develop lesson-planning skills. Each teacher has to develop fortnightly lesson planning based on the groups of children as defined by ability in each subject; this forms the basis for their daily lesson-plans.

The school supervisors hold the responsibility of arranging a monthly meeting for teachers in their schools. The meeting is, normally, conducted in the form of a workshop, where problems are discussed among the teachers and possible solution sought. The supervisor's role in these workshops is that of a facilitator rather than a trainer. This is an important feature where the role of the supervisor is changed to one of support, rather than of monitoring, in order to maximize the individual teachers potential and overall development. According to Dull (1981:465), supervisory leaders are personnel who perform supervision tasks such as supervisors, principals, department heads and superintendents. Similarly, Harris (1985: 111) indicated that, the complexity of the educational operation combines with the crucial importance of supervision to necessitate the involvement of nearly all-professional school personnel.

Modern educational organizations that hope to maintain their effectiveness as institutions of learning must involve supervisors, principals, teachers and special service personnel in the activities of instructional leadership. Therefore, supervision considers the activities of teachers as a most important area of concern and starts the process of improving instruction by focusing attention up on improving the personality of a teacher.

According to UNESCO (1999) supervision of activities at the school level is a key factor in ensuring the good functioning of the secondary education program. In fact, supervision has always been an integral feature of education programs in all countries. Theoretically,

supervision has two basic functions, which directly impinge on school functioning. First, supervision should help “maintain system-level norms.” This is important as secondary schools are the basic units of a larger system. While each school may have its own uniqueness and individuality, together they have to follow certain common patterns of organization and functioning. Secondly, supervision should “promote change and development” of every school. While this two-fold definition is accepted in theory, the actual functioning of the supervision system often presents a one-sided picture of control and monitoring, with practically no support for change and improvement.

Inside the classroom, school supervisors have several roles to play. Firstly, they have to be teachers themselves and actively participate in the teaching-learning process. Secondly, it is their responsibility to ensure that the teachers plan their work systematically and follows the broad parameters of classroom teaching suggested for secondary schools. In particular, adherence to the time-management framework, classroom organization and child-centered teaching methods have to be monitored carefully, as these are considered to be the central features characterizing quality education in the secondary schools. At the same time, supervisors have also to function as ‘master teachers’ and guide the teacher whenever needed.

The following supervisory leaders play a great role in the educational progress at school level.

The supervisor: According to Dull (1981: 465) a supervisor is a staff personnel who normally is assigned full-time responsibility for leadership in improving instruction that is in order to improve the quality of learning of students, supervisors have a significant role and takes more time of working to improve instruction. Their duties contains developing and evaluating educational objectives, programs and instruction, helping teachers develop professionally, providing

support and assistance to teacher performance, and evaluating teacher performance.

The principal as supervisor

It is common practice for the high school principal to act as the supervisor as well as principal.

Under the present scheme of supervision (Dull, 1981: 35-36) principals, are expected to exercises strong roles in supervision of instruction. Principals should carry the major role for leadership of supervision in individual schools. They should work democratically with teaching staffs in the problem solving process; their work will be with group of teachers and also with individual teachers. They are expected to work closely with supervisors for the improvement of instructional guidance. They are assumed to encourage teachers to their lesson-plan preparation and student evaluation during classroom visitation and observation.

Supervision by the department heads

The department head might be defined as a supervisor of all work, which is carried on in his department. The very fact that a department is established in a school and that a head is selected for it implies that administration delegates some supervisory responsibility to the department head.

In summary, the head should be selected because of his knowledge of his subject, his ability to lead adults, and his desire to improve instruction. He is the leader of the teachers in his department; just as the principals is the educational leader of the school. Just as he is a leader and coordinator of his teachers, so is he subordinate to the principal, who must supervise the department heads and coordinate their work.

Role of senior teachers in supervision

To improve and boost the professional status of primary and secondary school teachers, a professional career structure has been developed by the Ministry of Education on the basis of the education and policy.

According to the career structure, it is assumed that “kefetegna memhir” (High ranking teachers), “Tebabari meri memhir” (Associate head teacher) and “meri memhir”(Head teacher) are the senior teachers. Thus, such teachers as a result of this accumulated experience and sound training in specific subject area/areas are well positioned to supervise other teachers within their departments, in consultation with respective department heads and on the basis of programs arranged for them by the department. They can therefore, closely assist and guide teachers and also conduct classroom supervision.

Chapter Three

Presentation, Analysis And Interpretation

This chapter deals with presentation, analysis of data and interpretation of findings. It is assumed to be the main part of this study, starting from developing of questionnaires, it tries to see characteristics of the respondents, rationale for school based supervision, roles of supervisor, skills of supervisor, organizational/institution arrangement, problems and constraints in school-based supervision and proposed measure to mitigate.

Primarily, the necessary data involved in the study were obtained from teachers, and school based supervisors such as senior teachers, department heads, unit leaders, principals and deputy principals through two types of questionnaires and interview guide were also used to collect qualitative data from support staff to fill the gap and to get additional data which enrich the data obtained by other instruments and enable us to verify the data obtained through questionnaire.

3.1. Bio Data

	Items	Frequency of the respondents			
		Teachers		School based supervisor	
		No.	%	No.	%
1	Age range in years				
	Below 25 years	29	35.8	5	6.94
	26-35 years	26	32.1	16	22.22
	36-45 years	12	14.81	24	33.33
	56 and above	2	2.47	5	6.94
	Total	81	100	72	100
2	Sex				
	Male	67	82.72	60	83.33
	Female	14	17.28	12	16.67
	Total	81	100	72	100
3	Present post				
	Teacher	81	100	-	-
	Senior teacher	-	-	14	19.44
	Department head	-	-	20	27.78
	Unit leader	-	-	18	25
	Deputy principal	-	-	12	16.67
	Principal	-	-	8	11.11
	Total	81	100	72	100
4	Work experience in years				
	0-5 years	33	40.74	7	9.72
	6-10 years	21	25.93	7	9.72
	11-15 years	6	7.41	7	9.72
	16-20 years	3	3.05	13	18.06
	21-25 years	5	6.17	15	20.83
	26 and above years	13	16.05	23	31.94
	Total	81	100	72	100
5	Qualification				
	12+2 (diploma)	7	8.64	7	9.72
	12+3	6	7.41	3	4.17
	12+4	63	77.78	54	75
	MA/MSc	5	6.17	8	11.11
	Total	81	100	72	100
6	Field of study				
	General	71	87.65	57	79.17
	Education administration	2	2.47	8	11.11
	Others	8	9.88	7	9.72
	Total	81	100	72	100

Table 3: Characteristics of the respondents

In table 3, the biographic data of the respondents were categorized as school-based supervisors (such as senior teachers, department head, unit leaders, deputy directors and principals) and teachers. The total numbers of respondents involved in the study were 153; of which 81 were teachers, and 72 were school based supervisors. As can be seen from the table item 1, the majority of (67.9%) of teachers were below 35 years old whereas forty six (63.89%) of school based supervisors respondents were found to be within the age range of 36-45 years.

From these data, one can make a meaningful assumption that most of the respondents are more experienced. Thus, the availability of experienced and matured educational worker helps the young teachers to adjust themselves to the norms of the school and the community life and establish a healthy relationship with their work environment.

Regarding the sex composition of respondents it was found to be sixty seven (82.72%) of the teachers and sixty (83.33%) of school based supervisor respondents are males. This indicates that female participation in all position are still low in sample schools where these data were secured. This can be due to various reasons including cultural and economic context.

As it is indicated in table 3, item 3, among the supervisors fourteen (19.44%), twenty (27.78%), eighteen (25%), twelve (16.67%) and eight (11.11%) are senior teachers, department head, unit leaders, deputy principals and principals respectively. From this one can conclude that in one or other way every respondents have their own responsibilities and contributions in school improvement. This indicates that cooperative effort is needed for implementation of school based supervision.

When one comes to the qualification of respondents the data revealed that sixty three (77.78%) of teachers and fifty four (75%) of school based supervisors have first degree and insignificant amount of respondents i.e. 6.17% of teachers and 11.11% of school based supervisors have MA/MSc. The rest have less qualification with 12 +2 and 12+3 level of education. Hence most respondents seem to have better knowledge and experience on matter related to the research questionnaire.

As to work experience of the respondents, the majority of the teachers have between the range of 0 and 10 years i.e. with (66.67%) while that of school based supervisors are found between the ranges of 16 and above years with (70.83%) accordingly it can be concluded that most supervisors are more experienced than teachers on the main fact that the supervisors are usually selected from among teachers of long year service.

With regard to the field of study of the respondents, the data indicated that 87.65% of teacher and 79.17% of school based supervisors have got qualification like language, natural science, social science, and the like. While 2.47% of teachers and 11.11% of school based supervisors have field of study on educational administration whereas the rest of the respondents have no specific field of study or a field of study which is not related to education.

3.2. Rationale For School Based Supervision

For each of the items related to rationale for school based supervision, tables are provided which display why is at present given more focus on school based supervision and the advantages of school based supervision. Respondents were asked to answer each question from the given five alternatives.

No.	Items	Frequency of the respondents			
		Teachers		School based supervisor	
		No.	%	No.	%
1	SBS focused attention				
	A. Because of educational activities became more and more complex	5	6.17	9	11.84
	B. On implementing policies and directives	8	9.88	10	13.16
	C. To appraise teachers performance	10	12.35	5	6.58
	D. To maintain quality and standard of teaching learning process	58	71.6	51	67.11
	E. Others	-	-	1	1.32
	Total	81	100	76	100
2	Major advantages of SBS				
	A. Enhancing mutual learning process	40	52.63	40	67.8
	B. Avoiding the complex of educational activities	15	19.74	8	13.56
	C. Closer observation over teachers	19	25	10	16.95
	D. Economic efficiency	2	2.63	1	1.69
	E. Others	-	-	-	-
	Total	76	100	59	100

Table 4: Views on rationale for SBS

As can be seen from the table above, Item 1, the majority of respondents, fifty eight (71.6%) of teachers and fifty one (67.11%) of school based supervisors indicated that their rationale given more focus on school based supervision at present is to maintain quality and standard of teaching learning process. While insignificant amount of respondents replied that school based supervision focused attention now a days because of avoiding complexity of educational activity, appraising teacher's performance and implementing policies and directives respectively.

Item two of table 4 reveals that, the major advantages of school based supervision is being seen as enhancing mutual learning process (52.63%) of teachers and (67.8%) of school based supervisors. Furthermore, closer observation over teachers, and avoiding the complex of educational activities are also mentioned by insignificant

amount of respondents as the advantages of school based supervision respectively.

Consolidating this view, Haileselassie (2002) quoted the official document of Ministry of Education, that educational supervision at various level of the educational system basically focus on maintaining the quality and standard of education at respective levels of educational structure in order to ensure the proper implementation of the educational objectives and it should be to render the necessary professional and technical support to maintain quality and standard.

In light of the above results the instructional supervision should be geared towards the improvement of the teaching-learning environment for the benefit of learners. Moreover, the practice of school based supervision should aim at maintaining and improving the overall quality of the teaching learning process in school.

3.3. Roles Of Supervisors

The assessment of the role of supervisor was also given high priority in the study. Accordingly, table 5 shows the perception of stake holders of school based supervision about the roles of supervisor

Table 5 item 1, make it clear that, the majority of the respondents, fifty five (67.90%) of teachers and thirty eight (52.78%) of school based supervisor replied that there are no staff in school solely assigned for performing the activity of school based supervision. From the analysis, it is easy to find out the two groups of respondents view are supporting each other, on contrary, the considerable sum of respondents, (32.10%) of teachers and (47.22%) of school based supervisors have shown their agreement on existence of the responsible assigned staff for school based supervisor. This different view may be emanated from lack of awareness on objective and structure of school based supervision.

No	Items	Frequency of respondents			
		Teachers		SBS	
		No.	%	No.	%
1	Solely responsible unit for SBS				
	A. Yes	26	32.10	34	47.22
	B. No	55	67.90	38	52.78
	Total	81	100	72	100
2	Responsible supervisor				
	A. Principals	23	18.11	31	23.85
	B. Vice principals	40	31.50	39	30
	C. Department heads	39	30.71	44	33.85
	D. Unit leaders	15	11.81	9	6.92
	E. Senior teachers	10	7.87	7	5.38
	F. Others	-	-	-	-
	Total	127	100	130	100
3	Activities of supervisor				
	A. Advisory service	14	16.67	18	19.78
	B. Follow up and coordination service	22	26.19	20	21.98
	C. Support services	9	10.71	17	18.68
	D. Monitoring and evaluation activity	36	42.86	35	38.46
	E. Curriculum development activities	3	3.57	1	1.10
	F. Others	-	-	-	-
	Total	84	100	91	100
4	Major responsibilities of supervisor				
	A. Support renders regarding professional and pedagogical to stakeholders	6	7.41	14	18.18
	B. Monitoring and evaluating educational programs	39	48.15	27	35.06
	C. Oversee implementation of policies and directives	9	11.11	11	14.29
	D. Maintain quality and standard of teaching learning process	27	33.33	25	32.47
	E. Others	-	-	-	-
	Total	81	100	77	100
5	Appreciation of role of supervision				
	A. Yes	27	33.33	36	50
	B. No	54	66.67	36	50
	Total	81	100	72	100
6	If no, reasons				
	A. Lack of professional skills	31	53.45	20	44.44
	B. Time constraints	12	20.69	11	24.44
	C. Logistical and infrastructure constraints	9	15.52	7	15.56
	D. Newness of the work	6	10.34	7	15.56
	E. Others	-	-	-	-
	Total	58	100	45	100

Table 5: Views on roles of supervisors

As shown in Item 2 of the same table, (80.32%) of teachers and (87.70%) of school based supervisors stress that principals, vice principals and department heads are the major responsible bodies to supervise educational activities in school, while only (19.68%) of teachers and (12.30%) of school supervisors replied that unit leaders and senior teachers have involved (contribute their share) in school based supervision. From this analysis, there is a mismatch between responses obtained from the respondents and duties and responsibilities found from document analysis; supporting this, the major tasks performed by instructional supervisors are instructional improvement, curriculum development, and professional development. In supporting the above interpretation, Haileselassie (2002:28) state that, within the school system our supervisors are the school directors, deputy directors, unit leaders, department heads and the senior teachers.

Further teachers and school based supervisors were asked about their view on kinds (task performed by) school based supervisors are monitoring and evaluation activity. This takes a lion share i.e. thirty six (42.86%) of teachers and thirty five (38.46%) of school supervisors. A considerable size of respondents, forty five (53.57%) of teachers, fifty five (60.44%) of school based supervisor summed up the follow up and coordination service, advisory service and support services are another activities which carried out by school supervisors, on the other hand, insignificant amount of respondents indicated that curriculum development is an activity performed by school supervisors. From this analysis, regarding professional and pedagogical service to stakeholders, both respondents did not give attention to this issue. This shows us there exists a mismatch between this and duties and responsibilities listed in literature review.

In light of the above analysis Dull (1981:465) asserted that supervisor duties contains developing and evaluating educational objectives,

programs and instruction, helping teachers develop professionally, providing support and assistance to teacher performance, and evaluating teacher performance.

Concerning the responsibilities of school based supervisor, both group respondents who accounted for sixty six (81.48%) of teachers and fifty two (67.53%) of school based supervisors respectively revealed that monitoring and evaluating educational programs as well as maintaining quality and standard of teaching learning process were the major responsibilities. On the other hand, fifteen (18.52%) of teachers and twenty five (32.47%) of inbuilt supervisor assured that implementation of policies and directives as well as offering professional and pedagogical service to stakeholders were also the supervisor responsibilities. Holding the same idea, educational supervision manual (MoE) asserted that supervision is not an activity that is accomplished by the effort of individual supervisor, hence, effectiveness of supervision relies on the extent to which it promotes the collective endeavors of the concerned bodies in the school system.

Teachers and supervisors were also requested whether the role of supervision is well understood and practiced or not. Regarding this, fifty four (66.67%) of teachers believed that the role of supervision is not well understood and practiced in their school. On the other hand, half of supervisor respondents did not accept the statement that the roles of supervision are well understood and practiced. On the contrary, half of remaining school supervisor affirmed that supervision is well understood and practiced in their school.

At last, both group respondents summed up the lack of professional skills with time constraints are major reasons that the role of supervision were not practiced and understood in school personnel [74.14%] of teachers and [68.88%] of school based supervisors. On the other hand, insignificant amount of respondents expressed their views

as logical and infrastructure constraints and newness of the work were also included as their reasons.

3.4. Skills Of Supervisor

The term skill refers to abilities related to performance that are not necessarily in born (inherited) but rather developed through learning and experience. Supervisor skills are talents necessary for effective instructional activity whether the supervisory personnel are at all level of supervision even if the portion differs from one level of supervision to the other. This section discusses different skill which school based supervisor use. Thus the skills of supervision is an important aspect towards understanding the practice of school based supervision.

No	Items	Frequency of the respondents			
		Teachers		School based supervisor	
		No.	%	No.	%
1	Skills of supervisor				
	A. Communication skill	33	27.97	30	26.32
	B. Technical skill	30	25.42	33	28.07
	C. Conceptual skill	31	26.27	32	28.07
	D. Administrative skill	24	20.34	19	16.67
	E. Others	-	-	-	-
	Total	118	100	114	100
2	Competence of supervisor				
	A. Yes	40	49.38	39	54.17
	B. No	41	50.62	33	45.83
	Total	81	100	72	100
3	If no, the reason				
	A. Lack of the required training	17	34	16	36.36
	B. Lack of knowledge of subject matter	7	14	7	15.91
	C. Lack of motivational incentive	8	16	5	11.36
	D. Inadequacy of supervision system	18	36	14	31.82
	E. Others	-	-	2	4.55
	Total	50	100	44	100
4	Competence enhancement of supervisor				
	A. through in-service training	35	33.65	39	36.79
	B. Improving the incentives/ reward system	20	19.23	21	19.81
	C. Introducing ICT	11	10.58	13	12.26
	D. Through experience sharing	38	36.54	33	31.13
	E. Others	-	-	-	-
	Total	104	100	106	100

Table 6 :Opinions on skills of supervisor

From table 6 item 1, both group respondents were requested about the kind of skills that school supervisor possess, regarding this, almost all teachers and school based supervisor believed that all kinds of skills such as communication, technical, conceptual and administrative skill are necessary for effective supervisory leadership. However, the teachers ranked communication skill first (27.97%) on contrary, the supervisor preferred technical skills (28.07%) compared with other types of skills. In this analysis, the practical importance of

is that the views of the two groups of respondents aren't seen supporting one another. Hence, the views of the school based supervisors are in different direction from the view of teachers. This difference might seem quite normal because, most of teachers believe that supervisor in their relationship with teachers should be approachable, making teachers feel free to express problems of concern to them, and make considerable attempt to avoid teachers' frustration by cooperating with them in solving personal and professional problems. Thus developing human relationship among school supervisors and teachers, thus, is believed to bring about rich pool of human talents for school improvement effort. On the supervisor side, supervisor as technical advisors and helpers for teachers should serve as source of specific ideas, plans with teachers' new activities or instructional units, work with teachers in class rooms to implement the plan, demonstrate newer techniques or activities and offer feed back to teachers. The above verification might be the reasons why teachers and SBS ranked communication skill and technical skill first respectively.

Teachers and supervisors were also requested about their views on supervisor's level of confidence to give technical and other supports to teachers. The majority of teachers forty one (50.62%) of teachers replied that the supervisors did not have required competence where as the other group (54.17%) states that the inbuilt supervisor have the necessary competent to support teachers. On the other hand, considerable sum of teachers (49.38%) agreed that the SBS have had the required competence while significant size of the other group (45.83%) witness that they have no the necessary competence to manage educational activity.

As it is observed in table 6 item 3, the teacher and the school supervisors were requested about the reason behind why they said that the supervisors were not competent, great majority of both

groups with (70%) of teachers and (68.18%) of school supervisors assured that lack of the required training and in adequacy of supervision system together found to be the major reasons, on the other hand, significant size of respondents [fifteen (30%) of teachers and twelve (27.27%) of school supervisors] claimed that lack of knowledge of subject matter and lack of motivational incentive could be additional reasons relatively.

In supporting this assertion, Sergiovanni and Starrat (1993) reveal that when the supervisor can not meet the needs of teachers the entire teaching experience may not be as effective as it could have been. Holding the same idea (Harrison, 1968:15) revealed that persons have been placed in supervisory position without sufficient preparation for the job, in adequate supervision has resulted from the later practice. And in adequate supervisor is often worse than none at all, since it provide little or no assistance and may actually harm the relationship between the teacher and the supervisor.

70.19% of teachers and 67.92% of school supervisor believed that the competence of supervisor enhanced through in service training and experience sharing while considerable size of respondents from both sides [thirty one (29.81%) of teachers and thirty four (32.07%) of school supervisor] indicate that improving the incentive/reward system and introducing ICT were also build the capacity of the supervisor.

From this forgoing analysis, we should conclude that, school supervisor in governmental secondary schools of AA administration were made to be involved in the complex task of supervision without having any prior training. Thus, the activity of supervision might have been so challenging to both groups. And school supervisor might commit errors if they had no passing through in service training.

3.5. Organization/Institution Arrangement

Another area covered by this study was how school based supervision was organized. In the following paragraphs the results of the questioners have been discussed briefly.

No.	Items	Frequency of the respondents			
		Teachers		SBS	
		No.	%	No.	%
1	Is there an organizational unit responsible for school-based supervision at your school?				
	A. Yes	48	59.26	39	54.17
	B. No	33	40.74	33	45.83
	Total	81	100	72	100
2	If yes, to which unit is it accountable?				
	A. Director	20	32.26	18	30.51
	B. Deputy director	17	27.42	21	35.59
	C. Department head	14	22.58	18	30.51
	D. Unit leaders	11	17.74	2	3.39
	E. Others	-	-	-	-
Total	62	100	59	100	
3	If yes, is its responsibility limited only to SBS?				
	A. Yes	30	62.50	22	56.41
	B. No	18	37.50	17	43.59
	Total	48	100	39	100
4	If no, who is responsible				
	A. Director	10	21.28	12	20.34
	B. Deputy director	12	25.53	20	33.90
	C. Department head	15	31.91	20	33.90
	D. Unit leader	5	10.64	4	6.78
	E. Others	5	10.64	3	5.08
	Total	47	100	59	100
5	If no, the reason				
	A. Logistic and infrastructure constraints	10	23.26	10	20.41
	B. Lack of qualified manpower	11	25.58	16	32.65
	C. Shortage of budget	12	27.91	10	20.41
	D. Poor institutional capacity	10	23.26	8	16.33
	E. Others	-	-	5	10.20
	Total	43	100	49	100
6	Availability of manuals				
	A. Yes	17	20.99	16	22.22
	B. No	64	79.01	56	77.78
	Total	81	100	72	100

Table 7 : Views on organization/Institution arrangement

The fact displayed in the table above item 1 indicate that, the great majority, forty eight (59.26%) of teachers and thirty nine (54.17%) of inbuilt supervisors believed that there are an organizational unit responsible for school based supervision in school. While considerable size of respondents of both groups said that there are no organizational units responsible for school based supervision in their schools who shared accounts 40.74% of teachers and 45.83% of supervisors. From this we can infer that the views of teachers and school supervisor's respondents are supporting one another.

Haileselassie (2002:28) also asserted that, the schools are the mission centers where the actual teaching learning taken place. Hence, making supervision is a continuous responsibility and this level is crucial. In this respect, within the school system our supervisors are the school directors, deputy directors, unit leaders, department heads and senior teachers. With regard to this issue, fifty one (82.26%) of teachers and fifty seven (96.61%) of inbuilt supervisors assured that the school based supervision should have been accountable to those individuals who participate in school supervisory activities, furthermore, the data also displayed that, thirty (62.50%) of teachers and twenty two (56.41%) of school supervisors reflected that, those school supervisory personnel can contribute a lot in exercising functionality of the program, and also their responsibilities belong to school based supervision. In line with this, they should be an active participant in order to be an implementer of school based supervision.

In supporting the above analysis, Harris (1985:11) indicated that, the complexity of educational operation combines with crucial importance of supervision to necessitate the involvement of nearly all professional school personnel.

In order to maintain the effectiveness of institutions of learning (educational organization) the so called principals, department head, unit leaders, senior teacher even special service personnel should involve the activities of instructional leadership. Therefore, supervision considers the activities of teachers as a most important area of concern and starts the process of improving instruction by focussing attention upon improving the personality of a teacher.

According to table 7 item 4, the teachers and supervisor who rejected the existence of an organizational unit responsible for school based supervision in school were requested about their views on who is doing supervision; to this end, unfortunately, both groups of respondents did not raise different opinions or they did not suggest new alternative. This duplication of responses may be emanated from either lack of clarity of structure or lack of awareness of aim and objectives of school based supervision.

Item 5 of the same table shows the responses made by teachers respondents view on the reason for non existence of organizational unit responsible for school based supervision were ranked respectively as follows, first shortage of budget then lack of qualified man power and then logistic and infrastructure constraints and poor institutional capacity. On contrary, those who are participating in supervisory activity, great majority ranked the reasons as lack of qualified man power, shortage budgets and logistic and infrastructure constraints respectively.

When we see the availability of manuals, majority of both respondents indicated that, in sample school, school based supervision manuals were not available and furthermore there exists a lack of adequate provision for supervisees and supervisors, this leads to conclusion that to perform school based supervision roles and responsibilities

clear guide lines, standard manuals and job description are essential for all level of school personnel and must reserved in library.

3.6. Comments And Suggestions

The purpose of this section is to find out the views and opinions of respondents regarding problems in school based supervision and to obtain their suggestion in order to improve school based supervision.

The responses were gathered using open-ended questionnaire. Out of the total respondents twenty eight [34.57%] of teachers and twenty four [33.33%] of school supervisors tried to give some answers. The following table expresses the respondent's agreement on major problems encounter in implementing school based supervision.

No.	Teachers	f	%	School based supervisors	f	%
1	Lack of experienced, and qualified supervisors	20	19.42	Lack of trained manpower to organize well and change into practice	15	20.83
2	Teachers do not have awareness on concepts, principles, objectives of supervision	18	17.48	Lack of better reward and incentive system	14	19.44
3	Logistic and infrastructure constraints	15	14.56	Lack of commitment	12	16.67
4	Lack of participation by stakeholders	15	14.56	Lack of teacher being volunteer that is having no interest to be supervised as well as to participate in school based supervision	8	11.11
5	Transparency and accountability do not exercises in the system of school based supervision	10	9.71	Excess of workload in administrative as well as in pedagogies	7	9.72
6	Lack of regular follow up program and lack of feedback report on supervision results	8	7.77	Bureaucratic system	5	6.94
7	Teachers and supervisors forced to do administrative work and also they are overloaded, lack of sufficient time to do supervisory activity	8	7.77	Lack of planned and consistent supervision program	4	5.55
8	Lack of proper supervisory organization	5	4.85	Shortage of clear and stated manuals, materials, standard, formats necessary for its application	4	5.55
9	Lack of clear manuals, guidelines, structure for supervision	4	3.88	Supervisor do not have the understanding and knowledge of objective, and aims of school based supervision properly	2	2.78
10				Logistic and infrastructure constraints	1	1.39
	Total	103	100		72	100

Table 8: Problems in implementing SBS

As indicated from the table, sixty three[51.46%] of teachers ranked; Lack of experienced, and qualified supervisors, Lack of awareness , and Logistic and infrastructural constraints as the first three major [serious] problems of school based supervision .

When we come to school supervisors, great majority, forty one[56.94%] tried to rank; Lack of trained manpower, Lack of better reward and incentive system ,and Lack of commitment as the first three major (serious] problems during the implementation of the program.

Both study group, fifty seven [55.34%] of teachers and twenty two[30.55%] of inbuilt supervisor, perceived that, Lack of trained manpower, Low level of awareness ,Logistic and infrastructure constraints ,Lack of clear manuals, guidelines ,and time constraints are as short come of SBS.

From these and other stated views of respondents; the writer could suggest the following. In order to implement the school based supervision in Addis Ababa governmental secondary school; a supervisor should have been qualified, staff level of awareness must be improved, minimize logistic and infrastructure constraints, and for those who participate in supervision should be provide the reward and incentive mechanism in order to be motivates, encourage and promote sustainable participation.

According to the suggestion given by the respondents on improvement of school based supervision, the majority indicate that in-service training can help to enhancement of technical competence of stakeholders. Furthermore the remaining responses based on their importance ranked as follows.

No.	Teachers	f	%	School based supervisors	f	%
1	Continuous in-service training, professional meeting, experience sharing etc, should be practicing	22	27.16	Organize in-service training, experience sharing to upgrade supervisory skills	18	30.51
2	People with proper qualification and excellent school performance should be assigned as a supervisor	16	19.75	Introducing better reward and incentive system	15	25.42
3	Create awareness and enhance participation of all stakeholders to design, plan, implement the program	15	18.52	Clearly identify the role of supervision	10	16.95
4	Provide planned and consistent supervision program and implement it periodically	12	14.81	Provide all necessary materials, manuals, standard, simplified and practical guidelines	6	10.17
5	Provide supervisor with adequate time to perform supervisory activity	10	12.35	Exercising action research periodically to tackle educational problems	4	6.78
6	Give more attention for system and organize a responsible bodies	6	7.41	Supervision should be given higher priority by all stakeholders including government	4	6.78
7				The system should be participatory, dynamic based on existing situation, the objective should be clear and specific to required work	2	3.39
	Total	81	100		59	100

Table 9: Views on improvement of SBS

Key: f = Frequency

% = Frequency percentage

65.43% of teachers made suggestion about how to improve SBS according to their weights, to mention, i) in service training, professional meeting, experience sharing should be exercising frequently ii) school supervisors should be assign with merit iii) the participation of stake holders in the implementation of the program should encouraged, these are the first three measures mentioned by

them. On the other hand, 72.88% of school supervisor ranked their suggestion, that is i) in service training, experience sharing ii) introducing better reward/ incentive system iii) clearly identify the role of supervision as the first three views on improvement of SBS. Furthermore, there are some common (similar) views raised by both study groups that is i) Attention should be given by stakeholders including government, ii) availability of manuals and guide line of instructional supervision iii) School based supervision must be participatory and based on existing situation .

To some extent, both have some common opinion to tackle educational problems, from these one can conclude that, all these mechanisms to improve school based supervision have their own weight and significance, they are interrelated and integrated, to be effective and efficient all these and other views which relate to supervision should be applied.

3.7. Problems And Constraints In School Based Supervision And Proposed Measure To Mitigate

Teachers respondents were requested their views about the major problems in the effective implementation of school-based supervision program, regarding this, the great majority, eighty three (71.97%) of teachers agreed that the supervisors low level of competence and negative perception toward supervision are the major problems in implementation of SBS program. On the other hand, a considerable size of respondents that is forty three (27.39%) of teachers said that, logistical and infrastructure constraints, and lack of leadership were also affect the implementation of school- based supervision program effectively.

The fact that people whose main duty is to deal with human beings so as to help them do their work effectively need to take certain course that will enable them to play their work cooperatively. If supervisor's skill and knowledge is improved by in service training, and those

major impending factors of supervisory activities eliminated step by step and the result leads to be the productive working relationship between teachers and supervisors. In supporting the for going analysis, Sergiovanni and Starratt (1993) reveal that when the supervisor can't meet the needs of the teachers, the entire teaching experience may not be as effective as it could have been. From this one can conclude that teachers' unproductively, frustration and lack of initiation towards their work might be emanated from inadequate knowledge of supervision and wrong accomplishment of supervisory activities and etc.

No.	Items	Frequency of respondents			
		Teachers		SBS	
		f	%	F	%
1	Major problems in implementation of SBS				
	A. lack of competent supervisor	38	24.20	20	16
	B. logistical and infrastructure constraint	21	13.38	26	20.63
	C. staff moral and staff turnover , the degree of influence of role conflict, negative perceptions	75	47.77	45	35.71
	D. lack of leadership , lack of awareness	22	14.01	35	27.78
	E. others	1	0.64	-	-
	Total	157	100	126	100
2	Remedial measures to improve SBS				
	A. created awareness about aims and objectives of SBS	45	25	20	19.23
	B. improve infrastructure, logistics and build institutional capacity	58	33	26	25
	C. organize training, professional meeting, and experience sharing	54	30	42	40.38
	D. introducing better reward /incentives	18	10	16	15.38
	E. others	3	2	-	-
	Total	178	100	104	100

Table 10: **Problems and constraints in SBS and proposed measure to mitigate**

Great majority, eighty (63.49%) of supervisor state confidently that lack of clear understanding about supervision, lack of leadership, and negative attitudes towards supervision are the major problems for effective supervisory activities, considerable sum of supervisors responded that low educational level of supervisors, logistical and infrastructure constraints were also the obstacles for effective supervisory activity whose accounts forty six (36.63%). In light of the above analysis, there are some impending factors of supervisory activities. For instance, appropriateness of working condition, student/parent involvement in educational activity, science of education, constant of upgrading teacher training and the like are in one or another way affects school based supervision. Further more supervisors in secondary schools were made to be involved in the various task, administrative as well as academic with out having any prior training, this might results to complexity of education, lack of time and committing error.

About one hundred twelve (63 %) of teacher respondents suggested that, improving logistics and infrastructure, build institutional capacity, organize training, professional meeting and experience sharing were the possible remedial measure to improve the effectiveness of the program, on the other hand, significant size of teachers suggested the possible remedial measures to improvement in promotion of better instruction by making awareness as well as introducing better reward and incentive system, numerically were expressed sixty three (35 %) of teachers, from this, we can deduce that, since the objective of supervision is to improve the competence of teachers, based on this, supervisory personnel should create a conducive environment for teacher to feel free to express their views and options, to build their capacities to tackle the educational problems, to participate in designing and implementing supervision system and all these leads to avoiding teacher anxiety and frustration.

The majority of respondents sixty eight (65.35%) of school supervisor asserted that, organizing training, professional meeting, experience sharing, improving infrastructure and institutional capacity were the possible proposed action to improve the SBS. Among the remaining respondents, thirty six (30.61%) replied that, creating awareness about objectives of SBS and introducing better reward and incentive were taken as school proposed action to tackle the problems.

Chapter Four

Summary Conclusion And Recommendation

4.1 Summary

This survey was conducted in the Addis Ababa governmental secondary school. The purpose of the study was to assess the practice of school based supervision. The study was conducted in eight secondary school and one sub city education office. The subjects of the study were school-based supervisor including department heads, senior teachers, unit leaders, Deputy Principals, principals and teachers. Data was obtained from these sample respondents mainly through a survey questionnaire, which was tested in one school and refined for distribution. In order to supplement and strengthen the data obtained through questionnaire, interview guide were employed from field supervisor more over document analysis were used. Out of one hundred seventy respondents, one hundred fifty three (almost ninety percent) of them returned and properly filled out questionnaires. Hence the summaries of the major findings are the following

4.1.1 Concerning the rationale for school based supervision the majority of the two study group, asserted that maintaining quality and standard of teaching learning process as well as enhancing mutual learning process were the rationale why at present school based supervision have got more focus. On contrary, significant number of teachers indicated that, school based supervision gets focus for appraising teacher performance and closer observation over teachers.

4.1.2 With regard to roles and responsibilities of school based supervisors, the majority of respondents recognized that, department heads, vice principals and principals are the major responsible unit in

secondary school to conduct supervision, in line with this, the analysis also shows that, the vast majority of respondents viewed monitoring and evaluation activity were the main duty that school based supervisors carried out in schools.

4.1.3 The analysis shows that, both the study group has divergent opinions on competence of supervisors in sample schools. The majority of teacher respondents believed that supervisors placed in supervisory position without training for the job. As a result, inadequate supervision skills have been observed and it hampered the performance of the supervisors. However, supervisors viewed themselves as matured and experienced to carry out the expected supervisory skills even though teachers disapprove it.

4.1.4 Both study group state the existence of an organizational unit responsible and accountable for school based supervision to be vital, however, the fact on the ground reveal that SBS was poorly structured and practiced by school personnel because of lack of awareness and clarity, negative perception, logistic and infrastructure constrains and the like results ineffective arrangement to realize the objective and responsibility of supervision.

4.1.5 As it was described in detail in the analysis, the two study groups find out the problems faced frequently in implementation program and also suggest the possible remedial measures to improve SBS. Accordingly; lack of trained man power ,low level of awareness, logistic and infra structure constraints, lack of clear manual and guide lines, time constraints, staff moral and staff turn over ,and role conflicts are their common perceived problems encountered SBS program in Addis Ababa Governmental secondary schools. On the other hand, attention should be given for SBS program, availability of manuals and guide lines, the SBS program should be participatory from designing to implementation, creating awareness, organizing in

service education and exercising built in supervision are some common remedial suggestion to improve the effectiveness of SBS

4.2 Conclusions

4.2.1 Though the school based supervision has become an essential element of our educational system with the objective of improvement of quality of teaching learning and enhancing mutual learning process, it was noted that significant number of teachers have perceived that the rationale for SBS was restricted as appraising teacher performance and closer observation over teachers. As a result, teachers developed a phobia for supervision and become passive observer in the implementation of the program.

4.2.2 The capability to manage educational activity is based on the extent to which utilization of supervisory leadership skills. However, it was revealed that school based supervisors are placed without training for job. Consequently, inadequate supervisory skills have been perceived in schools and supervisor is found to be inefficient in giving the expected instructional support. As a result of this, the system has failed to meet the expectation of teacher and lead to significant loss of confidence in the system.

4.2.3 Evidently, school supervisors are part of the technical level. As such they are concerned primarily with teaching and learning, and also become the resource fullness in relation with instruction and curriculum but not a line function. Their area of expertise is curriculum and instruction; their job is to help their colleagues improve the teaching – learning process. They need an organizational structure that allows them to do this activity in a conducive environment. However, there is neither a dedicated unit responsible for supervision nor the roles of the supervision are defined properly in secondary school. As a result of this, the SBS could not be implemented effectively and properly.

4.2.4 The finding of study revealed that, lack of trained man power, lower level of awareness, logistic and infrastructure constraints and the like were the major problems for the practical activity of supervision. As a result, the system has failed to contribute significantly to the development and sustainable improvement of instruction and student overall growth.

4.3 Recommendations

Based on the summery of the findings of the study the following possible recommendations are forwarded

4.3.1 Even though, the manual states the objective of SBS accurately like those of many other countries, it has not been properly implemented at school site level. There fore actions should be taken by AAEB in cooperation with school administration and community to improve the implementation of the policy and objective at school level. The actions include creating awareness on different options of supervision, building institutional executive capacity, motivate staff moral, enhance participation of stake holders to design, plan, and implement the program etc.

4.3.2 In built supervision whose strategy is to promote and sustain the basic principles of Ethiopian training policy, professionalism, democratization and decentralization at the technical level and which has been supported by career structure. On the contrary the finding and conclusion made clear that the teacher respondents expressed supervision was restricted to monitoring and performance evaluation. In line with this, the association of supervision with evaluation activity has developed in teacher a negative perception towards supervision and leads the hindrance to exercising built in supervision in schools. Therefore awareness creation and training should be given to reconcile

the theory and practice of supervision in our secondary schools. This should be facilitated by creating conducive atmosphere including the enhancement of willingness of the administration cooperation of teachers and other relevant measures for improvement of supervision activity.

4.3.3 The out comes of this study revealed that the supervisory leadership skills of the supervisor were found to be deficient as reported by teachers. Hence, those individuals who are supposed to conduct supervision must be offered in service training formally in the area of monitoring and evaluation, leadership, motivation, process controlling, and informally through experience sharing, discussion, surveying and other relevant methods to upgrade their professional competency. The training program can be planned and organized by Addis Ababa Administration Education Bureau.

4.3.4 The Addis Ababa education bureau should be able to recognize the need for formation of a supervision unit at school site level in order to devolve school based supervision system and strengthen the program by providing competent man power and instructional material.

4.3.5 The Addis Ababa education bureau is expected to solve major problems encountered in the implementation of school based supervision, school personnel should oriented about concepts, principles, techniques, skills in order to be active participant in supervisory activity and able to achieve better performance.

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Appendix A
Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education
Program in vocational management

Topic of Thesis: An assessment of the practice of school based supervision in Addis Ababa governmental secondary school.

Dear Sir or madam,

The main objective of these questionnaires is to collect relevant and related data on the topic mentioned above. The result of this study has significant importance in identifying constraints and potential opportunities in school based supervision. So your sincere cooperation in answering each question is of a great importance. Writing your name in any part of the questionnaires is not required.

Thank you in advance for your cooperation.

Section A: Biographic information

School name _____

Sub City _____

Age _____

Sex _____

Present post _____

Work experience _____

Qualification _____

Field of studies _____

Questioner filled by (please show by ✓)

Teacher _____

School principal _____

Deputy school principal _____

Unit leader _____

Department Head _____

Senior Teacher _____

Instruction

All principals, deputy principals, department heads, unit leaders, and senior teachers are kindly requested to answer each question under each section. In doing so, please write your appropriate response/s by using a sloppy line (/) in the given alternative or write brief and short answer whenever necessary.

Section B Rationale for School based supervision

1. Why is at present given more focus on school-based supervision?
 - A. Because of educational activities become more and more complex
 - B. On implementing policies and directives
 - C. To appraise teacher's performance
 - D. To maintain quality and standard of teaching learning process
 - E. Others-----
2. What are the major advantages of School-based supervision?
 - A. Enhancing mutual learning process
 - B. Avoiding the complex of educational activities
 - C. Closer observation over teachers
 - D. Economic efficiency
 - E. Others _____

Section C Roles of Supervisor

3. Are there staffs at your school solely assigned for school-based supervisor?
 - A. Yes
 - B. No

4. Who are responsible to supervise educational activities at your school?

A. Principals B. Vice principals C. Department

heads

D. Unit leaders E. Senior teachers

F. Others _____

5. What kind of activities does school-based supervisors carry out at your school?

A. Advisory Service B. Follow-up and coordination services

C. Support services D. Monitoring and evaluation activity

E. Curriculum development activities

F. Others _____

6. What are the major responsibilities of school-based supervisor at your school?

A. Support renders regarding professional and pedagogical to stakeholders

B. Monitoring and evaluating educational programs

C. Oversee implementation of policies and directives

D. Maintain quality and standard of teaching learning process

E. Others _____

7. Do you think that the role of supervision is well understood and practiced by your school's administration and staff?

A. Yes

B. No

8. If no, what do you think is/are the reason/s?

A. Lack of professional skills B. Logistical and infrastructure constraints

C. Time constraints

D. Newness of the work

E. Others

Section D Skills of supervisor

9. What kind of skills do you think supervisor should possess?
- A. Communication skill
 - B. Technical skill
 - C. Conceptual skill
 - D. Administrative skill
 - E. Others please state _____
10. Do you believe that supervisors in your school have the required competence?
- a. Yes
 - b. No
11. If your response is No, what do you think the reason is?
- A. Lack of the required training
 - B. Lack of knowledge of the subject matter
 - C. Lack of motivation/ incentive
 - D. Inadequacy of supervision system
 - E. Others _____
12. How do you think can the competence of supervisor be enhanced?
- A. Through in-service training
 - B. Improving the incentives/reward system
 - C. Introducing ICT
 - D. Through experience sharing
 - E. Others please specify _____

Section E Organization/institution arrangement

13. Is there an organizational unit responsible for school-based supervision at your school?
- A. Yes
 - B. NO
14. 1. If yes, to which unit is it accountable?
- A. Director
 - B. Deputy director
 - C. Department head
 - D. Unit leader
 - E. Other _____
- 14.2. If yes is its responsibility limited only to school-based supervision?
- A. Yes
 - B. No

15. If there is no organizational unit responsible for school-based supervision who is doing supervision?

- A. Director
- B. Deputy director
- C. Department head
- D. Unit leader
- E. Other _____

16. If no, what do you think is the reason for its no existence?

A. Logistic and infrastructure constraints B. Lack of qualified manpower

C. Shortage of budget D. Poor institutional capacity E. Others _____

17. Are adequate manuals available for the school-based supervision?

- A. Yes
- B. No

Section F Comments and Suggestion

18. What do you think are the major constraints and problems in school-

basedsupervision?_____

19. How can school-based supervision be improved?

Section G (A) - Questions answered by Teachers
Problems and constraints in school-based supervision and proposed measure to mitigate

20. What do you think are the major problem in the effective implementation of school-based supervision program?

- A. The negative perception (attitude) towards supervision
- B. Lack of competent school-based supervisors?
- C. The degree of influence of role conflict to the results of supervisors/ dual roles, friendship, etc
- D. Logistical and infrastructure constraints
- E. Lack of leadership
- F. Others _____

21. What possible remedial measures would you suggest to improve the effectiveness of school-based supervisor?

- A. Make awareness within teachers about the purpose and objectives of supervision
- B. Providing the written materials and guideline regarding supervision available for teachers to make them familiar with supervision
- C. Organizing professional meeting frequently to upgrade and update teacher's knowledge
- D. Build institutional capacity to implement educational program
- E. Introducing better reward and incentive system
- F. Others _____

Section G (B) - Questions answered by Principal, deputy principal, unit leader, department head, and senior teachers.

Problems and constraints in school-based supervision and proposed measure to mitigate

22. Have the school management identified the problems in school-based supervision?

A. Yes

B. No

23. If yes, what are the major obstacles for effective supervisory activity?

A. Low educational level of supervisor

B. Insufficient number of supervisors

C. Staff moral and staff turnover

D. Lack of clear understanding about supervision

E. Involvement of supervisor in administration affairs

F. Others_____

24. Have the school management developed action to tackle the problems?

A. Yes

B. No

25. If yes, what are the school proposed action have been implemented?

A. Allocating satisfactory budget

B. Arranging in-service training periodically

C. Providing the guidelines and principles of supervision to teachers by _____ reserving materials in libraries

D. Increasing the number of supervisors and exercising built-in supervision

E. Others_____

26. Are there any other proposed activity not implemented?

A. Yes

B. No

Appendix B
Addis Ababa University
School of Graduate Studies
College of Education
Department of Business Education
Program in vocational management

Interview Guide for field supervisor

Dear Sir or Madam,

The main objective of this interview is to collect relevant and related data on the topic "An assessment of the practice of school based supervision in Addis Ababa governmental secondary school". The result of this study has significant importance in identifying constraints and potential opportunities in school based supervision. So your sincere cooperation in answering each question is of a great importance.

Thank you in advance for your cooperation.

Section A: Biographic information

Sub City _____

Kebele Education Desk _____

Age _____

Sex _____

Present post _____

Work experiance _____

Qualification _____

Field of studies _____

Section B. Rationale for school-based supervision

1. What do you think the reason behind the school-based supervision become an essential element of our educational system?
2. How does the policy stated the importance of the school-based supervision?
3. How is school-based supervision related to maintaining quality and standard of teaching learning?
4. How is school-based supervision enhancing and monitoring and evaluate process of educational programs?
5. How can school-based supervision ensure that educational program in school are influenced by local conditions and common needs?

Section C. Roles of supervisor

1. Who are taking the responsibility of supervision educational activity in school?
2. What are the selection criteria for school supervisor?
3. What kinds of activities do the school-based supervisor are required to perform?
4. What are the major roles/responsibilities of school supervisors?

Section D. Skills of supervisor

1. Do you think that school supervisors have sufficient competence?
2. Do school supervisors have the required qualification and skills?
3. What measures does your department undertake to enhance the competence of school supervisor?

Section E. Organization/Institutional arrangement

1. What are the existing organizational arrangements for school-based supervision?
2. Is there organizational unit responsible for school-based supervision in your institution?
3. If yes, what are its duties and responsibilities and to which unit is it accountable?
4. If there is no organizational unit responsible for school-based supervision who is doing supervision?
5. What efforts and plans are taken by your department to establish this unit?

Section F. Problems and constraints in school-based supervision and proposed measure to mitigate

1. What are the organizational problems in school-based supervision?
2. What logistical and infrastructure constraints do exist in school-based supervision?
3. Are there manuals for school-based supervision available?
4. What kinds of motivational problems exist that hinder the implementation of school-based supervision?
5. Have the unit of your department try to identify the problem and develop an action to tackle the problems?

Declaration

I here by declare this is my original work and that all sources of information used for the thesis have been duly acknowledged

Name _____

Signature _____

Date _____

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

Name _____

Signature _____

Date _____