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POLICY AND LEADERSHIP STUDIES**

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ADDIS ABABA

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ORGANIZATION AND ROLE OF INSPECTION AND
SUPERVISION IN IMPROVING QUALITY OF PUBLIC PRIMARY
SCHOOLS IN ADDIS ABABA: POLICY AND PRACTICES

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I declare that “**Organization and Role of Inspection and Supervision in Improving Quality of Public Primary Schools in Addis Ababa: Policy and Practices**” is my original work and has not been presented for a degree in any other university and that all the sources that I have used or quoted have been indicated and duly acknowledged using complete references.

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ORGANIZATION AND ROLE OF INSPECTION AND
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The dissertation entitled “**Organization and Role of Inspection and Supervision in Improving Quality of Public Primary Schools in Addis Ababa: Policy and Practices**” by Esayas Gorfe is approved for the Doctor of Philosophy in Educational Policy and Leadership Studies degree.

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ABSTRACT

An extensive study was carried out to investigate the policies, structures, processes, and supports influencing the leadership role of school inspectors and supervisors in improving the quality of primary education in Addis Ababa. The study also sought to pinpoint challenges related to the objectives of inspection and supervision organizations. This comprehensive research involved an in-depth analysis of the policies and organizations, focusing on the Ministry of Education, the Education Bureau, the Regulatory Authority, Sub-cities, and Cluster School Centers. Using a mixed methods approach involving both qualitative and quantitative methods, the study encompassed 35 districts (woredas), 40 public primary schools, 58 inspectors, 96 supervisors, and 135 principals. Qualitative data collection methods included interviews and document reviews, while closed-ended questionnaires were utilized to gather data from supervisors and principals. Rigorous analysis techniques such as organizing, coding, translating, and thematically analyzing qualitative data were employed. Additionally, statistical methods like percentages, means, standard deviations, and inferential statistics including one-way ANOVA, independent sample t-test, and post hoc test were utilized for robust data analysis. The research revealed several discrepancies in existing policies, making their implementation quite challenging. There were instances of recruitment policy misuse and a lack of accountability measures for violators. Ensuring a well-coordinated inspection and supervision structure within the Ministry is crucial. The value and resources of cluster supervision were diminished by being placed under the school improvement team. There was a clarity problem for inspectors and supervisors when implementing the self-review process. Overlapping purposes of inspection and supervision led to conflicts, complicating the cooperation process, and reconsidering the need for two organizations with overlapping purposes. Communication, coordination, and relationships between inspectors and supervisors presented significant challenges. Impromptu meetings disrupted supervisors' scheduled tasks, signaling a need for smoother communication. The policies failed to empower supervisors and inspectors to adapt their leadership style according to the organizations' and employee's changing needs. A lack of resources, experience, and training hindered supervisors' and inspectors' effectiveness. Certain school standards (classroom size, playing ground, toilet, discipline, good governance, student outcome, and more) proved difficult to measure, leading to accountability challenges for inspectors. The current policy assigned conflicting responsibilities to the regulator, who accredits and reaccredits schools while ensuring accountability. Ministry, Bureau, and Regulatory Authority should establish comprehensive, consistent, and easily accessible policies. They need to hold themselves accountable for any lapses and apply appropriate consequences. It is crucial to create a robust inspection and supervision system with sufficient authority, resources, independence, and skilled manpower. A separate supervision team at the district level, independent from the school improvement team, should be established. The Bureau should provide training and establish clear responsibilities for inspectors, supervisors, and schools to ensure effective school self-evaluation execution. It is essential for the Ministry, Bureau, and Regulator to jointly clarify and assess if separate inspection and supervision entities with overlapping purposes are necessary. Emphasizing the importance of policies that consider the evolving needs of organizations and individuals and addressing communication and coordination gaps is critical. Inspectors should be allowed to adapt their approach based on the creative potential within schools. There should also be a reallocation of the responsibility for accrediting and reaccrediting schools to the education bureau and a revision of school standards and inspection checklists for more effective and responsible inspections. The research findings prompt a reevaluation of school oversight processes and how inspectors and supervisors enforce policies and ensure accountability in educational institutions.

Keywords: School Inspection, School Supervision, The role of Power, Leadership and Power, Inspection and Supervision Policy, Purpose of Inspection and supervision, Inspection and supervision models

ABBREVIATIONS AND ACRONYMS

DEO - District Education Office

ETP - Education and Training Policy

ESDP VI - Education Sector Development Program VI

HMI - Her Majesty's Inspector

OECD - Organization for Economic Cooperation and Development

OFSTED/Ofsted - Organization for Standards in Education

REB - Regional Education Bureau

SIF - School Improvement Framework

SIP - School Improvement Plan

SIF - School Inspection Framework

SSEF - School Self-Evaluation Framework

SSE - School Self-Evaluation

¹SI – School Inspection

²SI – School Improvement

TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
ABSTRACT	ii
ABBREVIATIONS AND ACRONYMS.....	iii
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER ONE: INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	7
1.3 OBJECTIVE OF THE STUDY	11
1.4 BASIC RESEARCH QUESTIONS OF THE STUDY.....	11
1.5 SIGNIFICANCE OF THE STUDY	11
1.6 DELIMITATION OF THE STUDY	12
1.7 LIMITATION OF THE STUDY	13
1.8 OPERATIONAL DEFINITION OF TERMS.....	14
1.9 ORGANIZATION OF THE STUDY	17
CHAPTER TWO: REVIEW OF RELATED LITERATURE	18
2.1 CONCEPTS OF INSPECTION AND SUPERVISION	18
2.1.1 CONCEP OF INSPECTION	18
2.1.2 CONCEP OF SUPERVISION	18
2.2 INSPECTION AND SUPERVISION POLICIES	18
2.2.1 Inspection and Supervision Education Law, Handbooks, Guidelines, and Directives	19
2.2.2 Recruitment of Inspectors and Supervisors	21
2.2.3 Provision of Training and Other Incentives for Inspectors and Supervisors.....	22
2.2.4 Professional Experiences of Inspectors and Supervisors	23

2.2.5 School Inspection and Supervision Frameworks.....	24
2.2.5.1 School Improvement.....	25
2.2.5.2 Domains of School Improvement	26
2.2.6. School Self-evaluation Framework	27
2.3 Organizing Quality Assessment Systems.....	28
2.3.1 External Inspection System	32
2.3.2 External Supervision System.....	32
2.3.3 Local Supervision (Cluster supervision)	33
2.3.4 School self-evaluation	34
2.4 Purposes of School Inspection and Supervision	36
2.4.1 Purpose of School Inspection	36
2.4.2 Purpose of School Supervision.....	37
2.5 The Relationships (Communications) between Inspection and Supervision Systems.....	38
2.5.1 Independence of Inspection System	39
2.6 Theories on Leadership and Power	40
2.6.1 Leadership Roles of Inspectors and Supervisors.....	42
2.6.2 Procedures (Methods) of Inspection.....	44
2.6.3 Methods of Supervision.....	45
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	49
3.1 RESEARCH DESIGN	49
3.1.1 Sources of Data	49
3.1.2 Population, Sample, and Sampling Design	49
3.1.3 Data Collection Methods and Instruments	51
3.1.4 Procedures of Data Collection.....	53
3.1.5 Methods of Data Analysis	53

3.1.6 Ethical Considerations.....	54
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION	56
Introduction.....	56
4.1. Presentation of Data and Findings from the Policy Documents	56
4.1.1. Recruitment Guidelines	56
4.1.2 Inspection Framework, School Self-Evaluation Framework, and Inspection Checklist	58
4.1.3 Policies Concerning Purposes of School Inspection and Supervision	60
4.1.4 Policies Concerning Organizational Structures of School Inspection and Supervision	61
4.1.5 Policies Concerning Roles of School Inspection and Supervision.....	62
4.2 Findings from Interviews	63
4.2.1 Policies in place (Policies for School Inspection and Supervision)	66
4.2.2 Inspection Framework, School Self-Evaluation Framework, and Checklist.....	69
4.2.3 Purposes of School Inspection and Supervision.....	73
4.2.4 Organizational Structures (Models) of Inspection and Supervision.....	74
4.2.4.1 Structural Issues Enabling or Demanding for Policy Implementation	77
4.2.4.2 Relationship and Coordination	79
4.2.4.3 Power Sources for School Inspection or Supervisory Leadership.....	82
4.3 Findings from Questionnaires	86
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	104
Introduction.....	104
5.1 SUMMARY OF FINDINGS EMBRACING QUALITATIVE AND QUANTITATIVE DATA.....	104
5.1.1 Specific Policies Used for School Inspection and Supervision	104

5.1.2 Policy and Practice Gaps Obstructing Recruitment of Inspection and Supervision	105
5.1.3 Organizational Structures Put in Place to Implement Inspection and Supervision Policies	106
5.1.3.1 External Inspection Structure Organized in Addis Ababa	106
5.1.3.2 External Supervision Structure Organized in Addis Ababa	107
5.1.3.3 School Self-Evaluation System Functioning in Addis Ababa	108
5.1.3.4 Purposes Pursued by External Inspection and Supervision Organizations	109
5.1.4 Relations between the Functions of Inspection and Supervision Organizations	110
5.1.5 Principals' Perspectives on the Leadership Behaviors of Inspectors and Supervisors	111
5.1.6 Major Challenges Impeding the Organization and Roles of Inspection and Supervision	115
5.2 CONCLUSIONS	117
5.3 RECOMMENDATIONS	122
REFERENCES.....	125
APPENDICES	138
APPENDIX – A	138
APPENDIX – B	146
APPENDIX - C.....	156
APPENDIX – D	159
APPENDIX – E	161
APPENDIX – F	162
APPENDIX – G.....	172
APPENDIX – H.....	182
APPENDIX – I	192
APPENDIX – J.....	195
APPENDIX – K.....	198

APPENDIX – L	199
APPENDIX – M	200
APPENDIX – N	201
APPENDIX – O	202
APPENDIX – P	203
APPENDIX – Q	204
APPENDIX – R	205
APPENDIX – S	206
APPENDIX – T	207

LIST OF TABLES

TABLE 1: INTERVIEW PARTICIPANTS BY LEVELS OF AUTHORITY AND METHOD OF SELECTION.....	50
TABLE 2: POPULATION AND SAMPLE SIZE OF QUESTIONNAIRE RESPONDENTS	51
TABLE 3: INTERVIEW RESPONDENTS BY EDUCATIONAL LEVEL, PREPARATION, AND WORK EXPERIENCE.....	65
TABLE 4: QUALIFICATION, AREA OF SPECIALIZATION, AND WORK EXPERIENCE RESPONDENTS	86
TABLE 5: DEGREE OF USE OF "LEGITIMATE POWER" TO INFLUENCE POLICY AND EMPLOYEES	88
TABLE 6: DEGREE OF USE OF "EXPERT POWER" TO INFLUENCE POLICY AND EMPLOYEES	89
TABLE 7: DEGREE OF USE OF "REFERENT POWER" TO INFLUENCE POLICY AND EMPLOYEES	90
TABLE 8: HOMOGENEOUS SUBSETS FOR INSPECTORS AND SUPERVISORS RESPONSES	91
TABLE 9: LEVEL OF USE OF "COERCIVE POWER" TO INFLUENCE POLICY AND EMPLOYEES	92
TABLE 10: LEVEL OF USE OF "REWARD POWER" TO INFLUENCE POLICY AND EMPLOYEES	93
TABLE 11: INSPECTORS' AND SUPERVISORS' IMPLEMENTATION OF CLASSROOM OBSERVATION POLICY	95
TABLE 12: METHODS PURSUED DURING SCHOOL INSPECTION AND SUPERVISION.....	97
TABLE 13: JOINT LEADERSHIP ROLES EXPECTED OF AN INSPECTOR AND A SUPERVISOR	99
TABLE 14: THE TUKEY HSD TEST ABOUT ITEM 2 (JOINT LEADERSHIP ROLES).....	100
TABLE 15: LEADERSHIP ROLES EXPECTED OF AN INSPECTOR	101
TABLE 16: IMPLICATION OF LESSON OBSERVATION IN LIGHT OF POLICY	102
TABLE 17: PRACTICE OF SCHOOL SELF-EVALUATION	103

LIST OF FIGURES

FIGURE 1 DOMAINS AND ELEMENTS OF SCHOOLING.....	27
FIGURE 2 THE STRUCTURE OF DIFFERENT SUPERVISION/INSPECTION MODELS	29
FIGURE 3 THE STRUCTURE OF THE SUPERVISION MODEL OF EASTERN EUROPE AND CENTRAL ASIA.....	30
FIGURE 4 THE ORIGINAL QUALITY TRIANGLE	30
FIGURE 5 NEW ZEALAND EARLY CHILDHOOD AND SCHOOL EDUCATION SYSTEM (EDUCATION REVIEW OFFICE, 2006)	31
FIGURE 6 CONCEPTUAL FRAMEWORK FOR INSPECTION AND SUPERVISION PRACTICES	47
FIGURE 7 THE STRUCTURE OF THE ADDIS ABABA (ETHIOPIAN) SUPERVISION AND INSPECTION MODEL	75

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

It is widely acknowledged that enhancing the quality of education is a crucial goal for education systems globally. Despite the significant progress made in educational accessibility in developing countries, ensuring high quality continues to present challenges (Healey & Crouch, 2015). Consequently, governments prioritize providing quality education, leveraging systematic and well-organized approaches to fulfill these commitments.

Usta (2021) strongly advocated for the implementation of an inspection system to monitor and improve the capacity of educational institutions. Macharia and Kiruma (2014) demonstrated that school inspection is a vital service in which governments invest to ensure accountability, maintain academic quality, and continually improve the delivery of educational services in schools.

Similarly, Grauwe (2014) highlighted that supervision systems were implemented following the introduction of public education systems in various countries. A study by Grauwe et al. (2011) indicated that supervision and pedagogical support services are crucial tools utilized to oversee the quality of education in Kenya, Lesotho, and Uganda. In addition, Fabunmi et al. (2022) suggested that prioritizing and funding school supervision and inspection can lead to improved educational outcomes and ensure that schools offer a conducive, supportive, and high-quality learning environment.

Many countries utilize various supervision models with different structures (Grauwe, 2014). The inspection structure will entail transferring the primary responsibility of school supervision from the central government to the local level and empowering local actors with control and support functions (M. C. M. Ehren, 2016). For example, various models with different structures have been utilized in New Zealand, the Netherlands, Korea, Finland, and England. Each level has specific responsibilities, including central supervisory services, regional supervision offices, district supervisors, school boards, and principals or headteachers (Mahfooz et al., 2010).

By instituting this enabling school supervision organizational structure, countries can improve the quality of education by ensuring that all schools receive regular support

and that the supervisory role focuses not only on administrative supervision but also on quality issues (Haris et al., 2018). School inspections are essential for evaluating and improving performance, ensuring professional compliance, implementing policies, and demonstrating government expertise (Jacqueline Baxter et al., 2017).

While an inspectorate is required to emphasize school output and results, there is a growing claim that school inspectors play a leadership role in school development and go beyond focusing on accountability aims (Jacqueline Baxter et al., 2017). Supervisors bear the responsibility of effectively supporting others in their duties. They have traditionally been a leader in guiding instructional practices to enhance education and student performance (Haris et al., 2018). One of the primary formal responsibilities of a skilled individual with supervisory capacities is to supervise and strive to effectively realize predetermined educational objectives (Adu et al., 2014). It is crucial to recognize the vital role of school leaders in enhancing instruction, self-evaluation, and student achievement (Melmer et al., 2008; Ehren et al., 2016).

Effective management hinges on organization. This entails creating a clear organizational structure to facilitate goal achievement, task coordination, and formal relationships among individuals. A robust organizational structure can greatly enhance the effectiveness of inspection and supervision systems by optimizing operations and bolstering output. This research is informed by institutional theory, with a program theory that centers on policy assumptions. According to institutional theory, organizational structures offer a framework that fosters consistent behavior and decision-making among members. Adherence to organizational values, regulations, protocols, and routines is essential. These guidelines shape behavior, promoting rational actions (Simon 1945/1997 cited in (Scott, 2008)).

Considering the program theory when evaluating whether the policy accomplishes its intended outcomes is essential. The program theory is based on the Input-Process-Output (IPO) Model, which is a conceptual framework that outlines the necessary inputs and processing activities required to convert them into outputs. If the inspectorate and supervisory office effectively evaluate and support school quality, it will lead to improved educational standards and greater overall value. By having access to all pertinent

information, the inspectorate can provide schools with constructive feedback on their strengths and weaknesses. Additionally, the supervisory office can offer support and guidance to help schools enhance areas where they may be lacking (M. C. M. Ehren et al., 2005).

The regulatory bodies in Ethiopia, specifically the Addis Ababa City Administration, encompass diverse organizational structures, and responsibilities. As per the City Government of Addis Ababa (2021), a proclamation was issued to establish the executive and municipal service organs of the Addis Ababa city government. The City Government of Addis Ababa Education and Training Quality Regulatory Authority (2022) has confirmed that it was established at both city and sub-city levels through Decree 74/2022. It is currently unclear whether this aligns with the national general education inspection guidelines outlined by the Ethiopian Ministry of Education. The situation in Addis Ababa differs from other regions due to variations in inspection systems, where different parts of Ethiopia have district-level inspection structures.

An education supervision structure has been put in place in Addis Ababa city administration, which includes the City Administration Education Bureau, Sub-city Education Office, District or Cluster School, and School level (Translation) (Addis Ababa City Administration Education Bureau, 2022). The Ministry of Education has also established a supervision body, as indicated in an unpublished Job Evaluation Grading (JEG) document.

In Addis Ababa, the supervision body is named the Addis Ababa City Administration Education Bureau General Education Supervision Directorate (Translation) (Addis Ababa City Administration Education Bureau, 2022). There is a lack of evidence indicating consistent development of policy documents across different levels of authority. For example, although the Ministry is expected to prepare a national supervision framework to bring efforts to a unifying goal, the Business Process Reengineering manual of the Addis Ababa Supervision Directorate was created before the Ministry of Education had developed a supervision framework. Additionally, the names and organizational structures for inspection and supervision at the national and city administration levels are not uniform, raising concerns that warrant further investigation.

Leadership and power are closely intertwined within organizational structures. According to Bryman et al. (2011), organizational theory encompasses the concepts of leadership, power, and structure. Effective management hinges on the utilization of power derived from the organizational framework, while leadership is influenced by relationships and processes. Lunenburg (2012) emphasized that an individual's highest level of power within an organization is derived from their job responsibilities. A leader's ability to influence others is attributed to the formal power associated with their authority. Additionally, (Yukl, 2013) highlighted that power encompasses a leader's capacity to influence employees and refers to the influence a leader holds over one or more employees, as well as their potential influence over objects, events, attitudes, and behavior.

In the realm of supervisory leadership, the utilization of power options is crucial for the effectiveness of both the supervisor/inspector and the followers. Lunenburg (2012) suggests that leaders often employ various combinations of power sources depending on the circumstance. He notes that personal sources of power are more strongly associated with employee job satisfaction, organizational commitment, and job performance than organizational power sources. Yukl and Falbe (1991) argue that a leader's legitimate power, expert power, and coercive power base are the factors that influence followers' compliance with their requests.

In his study, Lunenburg (2012) noted that the impact of power usage depends on the type and source of power employed by the leader. The leader's utilization of organizational power based on their position or derived from personal power has far-reaching effects on performance, task completion, job satisfaction, absenteeism, turnover, and overall outcomes. Raven (2008) also discussed that the power bases of coercion and reward, including the use of monitoring as a tool, were not always necessary for these effects. Nevertheless, in situations where a subordinate poses a threat to the organization's success or challenges the leader's authority, the use of coercive power, albeit leading to short-term resentment among followers, may be considered appropriate.

A variety of social behaviors are influenced by power. Raven (2008) suggested that leaders should leverage the most efficient power bases to influence teachers and school administrators. This necessitates a thorough evaluation of the relationship dynamics,

allowing the leader to consider how they view their followers and how their followers perceive them. Only then the leader can choose the most appropriate power base. According to Kouzes and Posner (2010), a leader's objectives are dynamic and dependent on the maturity of their followers. They also identified several other influential factors. However, a leader needs to exercise authority and leadership consistently with their values. Blomme et al. (2015) emphasized the need for leaders to adapt their leadership behavior and provide more meaningful guidance to their employees to enhance engagement effectively.

Determining whether an expert in an inspectorial or supervisory role should solely exercise control or provide support according to a rigid guideline can be challenging from various perspectives. This often leads to a contentious response. When supervisors or inspectors are confined to a specific power base, they may find themselves relying on an unsuitable power source and neglecting their obligations. Since no single ideal power source is appropriate in every scenario, the circumstances dictate the most suitable power source. Lunenburg (2012) highlighted that different sources of power are not mutually exclusive.

Yukl (2013) noted that studies have begun to address questions regarding the amount of total power required for effective leadership and the types of power bases needed. In this context, he describes how power is gained or lost in organizations, citing the theories of social exchange, strategic contingencies, and institutionalization of power as examples. According to G.Northouse (2016), situational theory emphasizes the role of leadership in various situations. The theory suggests that effective leadership entails adapting one's style or power bases to suit the requirements of different situations.

Kouzes and Posner (2010) suggest that leadership is a fluid process shaped by situational factors and the maturity of followers. Meanwhile, M. C. M. E. Ehren and Isscher (2006) noted that theoretical models can be established to comprehend the actions of inspectors, school responses, and relationships through direct (control) and indirect (support) interventions, such as exchange, communication, and feedback.

In essence, countries formulate and implement education policies to administer quality assessment systems and ensure the standard of education. Anderson and Pounder

emphasized that effective supervision should encompass a broad spectrum of leadership and organizational policies and practices to enhance the teaching and learning environment in schools (Gordon, 2023). Inspection systems oversee schools' adherence to regulations to ensure accountability and assess their operations for improvement and capacity building (Donaldson, 2013 cited in M. C. M. Ehren, 2016). Similarly, the Addis Ababa City Administration Education Bureau has developed and implemented a policy document outlining the duties of educational supervisors. This manual provides detailed guidelines for the implementation of supervision at the cluster school, district, sub-city, and city administration levels.

Thus, the Addis Ababa City Administration Education Bureau (2022) highlighted that the district, sub-city education offices, and city administration collectively constitute the external supervisory structure of the city. The general education supervision cluster team organization at the district level functions as a resource center and brings together 10 to 12 private and public primary schools into a cluster, selecting the best school based on input, process, and output (Translation).

The City Administration Quality Regulatory Authority implemented the Business Process Reengineering Manual as part of its policy. Meanwhile, inspection and supervision organizations within the Ministry of Education each have their Job Evaluation Grading (JEG) manuals to oversee their operations. Additionally, various city administrations and federal authorities have also developed specific directives and guidelines to be used as detailed policy documents by inspection and supervision organizations. This reveals that regulatory authorities rely on a variety of policy documents created by different organizations. As a result, there is a need to carefully assess the consistency among these various policy documents.

The schools in Addis Ababa City Administration are facing challenges in providing effective learning and teaching, leading to low student achievement and poor school performance. Despite efforts to improve the quality of primary education, students' academic performance remains unsatisfactory, highlighting the existing problems within the education system. It is crucial to address these issues through a systematic approach and clearly state the rationale behind studying the problem.

1.2 STATEMENT OF THE PROBLEM

Managing the quality of education has posed significant challenges worldwide, particularly in Ethiopia. Balancing control and improvement roles is challenging, which is an important factor to consider when making decisions related to these roles. The creation of distinct entities for overseeing school quality is based on the idea that an Inspectorate directly affiliated with a school might not be impartial in evaluating its quality. Because of that further study is recommended to determine whether accountability-driven and improvement-oriented objectives can simultaneously be upheld during assessments (Jacqueline Baxter et al., 2017).

The scrutiny of schools during inspections can often spark professional, public, and political debates, making it crucial to understand the specific aspects of the inspections that render them susceptible to controversy (Jacqueline Baxter et al., 2017). There is a need for scholars in supervision elsewhere to work alongside practitioners to identify conflicting policy realities, thereby bridging the gaps between research, practice, and policy (Gordon, 2019). More research is warranted to assess how supervision theory and advising can be utilized to foster teacher development within the current high school accountability framework (Mette et al., 2017).

A study also stressed the necessity of additional research investigations to ensure the effectiveness of supervision (Thakral, 2015). Despite many effective school leaders showing excellent leadership behaviors for ongoing student achievement, these leadership practices and approaches have not been conceptualized empirically or theoretically (Kiral, 2020). Although power plays a role in improving the quality of schools, its use may involve inherent contradictions. There are instances where policy, practice, and theory seem incongruent, thus necessitating research to explore the various types of power bases that are essential (Yukl, 2013).

In light of ongoing efforts to enhance the quality of general education in Ethiopia, reports indicate that more attention is needed at all levels to improve educational standards. The recently updated Education and Training Policy by the Federal Ministry of Education (2023) of Ethiopia acknowledges a decline in education quality. This is evidenced by students not meeting expected performance levels, teachers facing limitations in their

abilities to support students in reaching required competencies, and schools lacking the necessary resources to facilitate learning. Furthermore, the 2021 EGRA study revealed no significant improvement in students' reading abilities compared to previous assessments (Ministry of Education, 2022).

The national exam results for 8th-grade students in Addis Ababa public schools showed a high number of students repeating grades. In 2023, 8608 (32.83%) of the 26,217 students who took the Grade 8 National Examination in six sub-cities in government schools scored below 50%. 17,609 (67.17%) students scored above 50% average. In 2022, out of 36,354 students, 13,108 (36%) had to repeat, with 23,216 (64%) passing. Similarly, in 2021, out of 40,584 students, 18,620 (46%) repeated, and 21,964 (54%) passed. The sixth Education Sector Development Program (ESDP) report from the Federal Ministry of Education (2021a) highlighted several contributing factors to low student achievement, including a shortage of qualified teachers and staff, inadequate teaching planning and supervision, and inconsistent implementation of continuous professional development programs.

Several studies have been carried out in Ethiopia to address the issues related to school supervision and inspection. For instance, Mandefro (2020) conducted a comprehensive study on supervision practices in Ethiopian primary schools, utilizing a mixed-methods approach involving questionnaires and semi-structured interviews. The findings indicated deficiencies in providing professional support for teachers, policy gaps, and inadequate professional development assistance for primary school educators. The study recommends addressing these challenges by implementing evidence-based supervision practices, establishing clear policies, and enhancing the capacity of supervisors to elevate the quality of education at the primary level in Ethiopia.

Dea (2016) conducted a study on instructional supervision and teacher-supervisor interaction in elementary and secondary schools in the Wolaita zone. The research used a cross-sectional survey approach and involved six schools in rural and urban areas. The study focused on current supervision practices, challenges, stakeholder involvement, and the link between supervision, teacher relations, and quality education. Recommendations emphasized continuous supervision, teacher involvement, principal support, clear

guidelines, adequate resources, necessary skills, stakeholder involvement, and training for supervisors.

Belina (2021) conducted a qualitative study on quality assurance through inspection in Jimma Town. The study focused on inspection policy framework, strategies, and trends. Data was collected through interviews, observation, and document review. The recommendations emphasize the need for a closer connection between strategic direction and operational practices, holding relevant bodies accountable, revising inspection manuals and standards, and linking external and internal inspection mechanisms to support school improvement plans.

Melaku (2018) conducted a study on educational supervision in the Ethiopian general education system. The study identified policy and structural gaps and their influence on supervision practices. Findings revealed disparities in policy provision between regions, the absence of a governing supervision policy at national and regional levels, the lack of a national supervisory structure, and inadequate training for supervisors. The study recommended developing a comprehensive supervision policy and restructuring the existing framework to enhance supervision practices and the quality of education.

Tadesse (2020) surveyed to assess the impact of cluster supervision on the primary education curriculum in the Yeka sub-city of Addis Ababa. The study used random selection to choose participants and found that the benefits teachers derived from cluster supervisors' practices were minimal. The study recommended measures such as short-term refresher training, involving supervisors in curriculum decision-making processes, and providing orientation on the roles and responsibilities of cluster supervisors.

The study conducted by Tesfaw and Hofman (2014) in Addis Ababa examined teachers' perceptions and preferences regarding instructional supervision. The study focused on the current and ideal usage of various instructional supervisory approaches, and the researchers employed a descriptive survey method. The study concluded by recommending that instructional supervision should be a priority in schools, emphasizing the need for clear outlining of supervisory practices in school policies, and suggesting

further research to explore the impact of actual supervisory approaches on teachers' attitudes, satisfaction, and professional development.

The researcher noted that inspection and supervision systems appears to involve conflicting purposes based on his experience. The tradition of inspecting and supervising schools has a long history in Ethiopia. The names of inspection and supervision organizations have changed over time following Ethiopia's foreign relations, including changes following relations with the United States of America and East Germany. This tradition of name changes continues to the present day. While these organizations were previously under the city administration education bureau, they now operate separately with distinct organizations, purposes, policies, manpower, budget, and accountability. After considering his experience and other significant factors, the researcher was compelled to investigate the organization and role of inspection and supervision in the city government of Addis Ababa, the capital city of Ethiopia.

The study primarily focuses on the importance of inspection and supervision organizations in implementing systems to uphold the quality of primary education in Addis Ababa and offer solutions. Specifically, it highlights the role of the Ministry of Education, Addis Ababa Education Bureau, Addis Ababa Education and Training Quality Regulatory Authority, Sub-City Education Offices, District Education Offices, and Cluster School Centers and schools. The study examines inspection and supervision policies and their implementation, including organizational structure, leadership, and the use of power.

In previous research, the focus was narrow, mainly on research objectives, questions, scopes, and methodologies. This study, however, stands out as it integrates various aspects. Unlike earlier independent studies, it emphasizes the benefits of combining different processes from two separate institutions, such as inspection and supervision at different administrative levels in Addis Ababa. The study highlights the processes of general education inspection at the Ministry and the Addis Ababa City Administration Education Bureau, along with cluster school center supervision. It also emphasizes the general education inspection process at the Ministry, the City Administration Quality Regulatory Authority, and the Sub-city administration. The study scrutinizes their policies, organizational structures, purposes, relationships, leadership and use of power, and key

challenges, making it unique. So this study is about understanding the way inspection and supervision institutions are organized at federal and Addis City administration and their role in bringing about quality education.

1.3 OBJECTIVE OF THE STUDY

This study is aimed at examining the inspection and supervision policies, organizational structures, processes, support mechanisms, and factors that either enable or hinder the leadership role of school inspectors and supervisors in enhancing the quality of primary education in Addis Ababa.

1.4 BASIC RESEARCH QUESTIONS OF THE STUDY

Thus, the investigation delved into the core questions of the research, unraveling fundamental insights along the way:

1. What specific policies are used for school inspection and supervision services?
2. What policy and practice gaps obstruct the recruitment of inspectors and supervisors?
3. What organizational structures are put in place to effectively implement inspection and supervision policies in the primary education system?
 - 3.1 What external inspection structure is organized in Addis Ababa City Administration?
 - 3.2 What external supervision structure is organized in the Addis Ababa City Administration?
 - 3.3 What school self-evaluation system is organized in Addis Ababa City Administration?
 - 3.4 What purposes are pursued by external inspection and supervision organizations?
4. What connections can be identified between the functions of inspection and supervision organizations?
5. To what extent principals differ in their perspectives on the leadership behaviors of inspectors and supervisors?
6. What major challenges hamper the organization and roles of school inspection and supervision in enhancing educational quality?

1.5 SIGNIFICANCE OF THE STUDY

The findings will make significant contributions in three key areas: informing administrative action, guiding policy-making, and providing valuable insights for further

research. This could lead to the development of alternative scenarios aimed at adjusting existing inspection and supervision organizational structures in a context-sensitive and practical manner. Moreover, it could help establish a coordinated chain of command policy-making with decentralized powers related to inspection and supervision systems throughout the organizational structure.

Additionally, it could facilitate better alignment between inspection and supervision systems, professional development, and enhancement of educational leadership, thereby reducing relationship problems, task duplication, and confusion and enabling educational leaders to identify and address critical gaps proactively.

The simultaneous study of both organizations allows for a comprehensive understanding of the interconnectedness of the two systems, including their respective roles, operations, challenges, and achievements in enhancing the quality of education. The findings can inform timely actions to address gaps within the two organizations.

Furthermore, the study's outcomes could add value to the improvement of educational planning, decision-making, and implementation, leading to enhanced student achievement and empowering schools to better meet the needs of their students.

1.6 DELIMITATION OF THE STUDY

The study's proposed scope is on the external inspection and supervision services carried out by inspectors and supervisors outside the school at the cluster, district (woreda), city administration (regional), and federal levels. External inspectors, supervisors, and cluster supervisors typically use offices to handle bureaucratic tasks and visit schools as part of their responsibilities. The key difference is that the offices of external inspectors and supervisors are situated outside the school, and they leave their offices at designated times to visit schools.

Conversely, cluster supervisors have their offices within the school, which serves as the hub of the cluster, and they regularly leave their offices to conduct supervisory work. This study focuses on school self-evaluation (school improvement) systems that provide essential information to external inspectors and supervisors. It specifically pertains to government primary schools under the purview of the Addis Ababa Education Bureau, Addis Ababa Education and Training Quality Regulatory Authority, and the Ministry of

Education, particularly those operating within district (woreda) cluster school centers and or sub-city education offices.

Non-government primary schools are excluded due to their higher performance compared to government schools. Private schools, being advantaged in attracting the best-performing students through selection, are presumed to face stronger measures from the Inspectorate compared to government schools.

The study encompassed the Federal Ministry of Education, Addis Ababa City Administration Education Bureau, Addis Ababa Education and Training Quality Regulatory Authority, sub-city education offices, district education offices, cluster school centers, and schools. It delved into general and specific policies related to the provision of inspection and supervision services in public primary schools, examining frameworks, education legislation, guidelines, manuals, directives, blueprints, school standards, checklists, BSC, and the 6th ESDP.

Additionally, it explored the vertical and horizontal linkages of organizational structures, the utilization of power sources (legitimate, coercive, reward, expert, and referent) by supervisors and inspectors, as well as the implementation of chains of command and coordination. Furthermore, the study examined the interaction and complementation of inspection and supervision objectives, and the similarities and differences between them, whether they are control support-oriented or a combination of both. The study examined the key challenges (obstacles) that impede the organization's efficient functioning and the functions of inspection and supervision about policy and implementation for enhancing educational quality.

1.7 LIMITATION OF THE STUDY

The research was centered on examining school inspection and supervision organizations to enhance the quality of primary education in the City Administration of Addis Ababa. The researcher underscored the importance of exploring these two institutions together, as their interdependence is crucial for achieving their goals. By studying both inspection and supervision organizations that work in parallel to improve education quality, it becomes possible to gain a comprehensive understanding of the organizational challenges and the role of inspection and supervision. This is because the

policies, structure, and objectives of both institutions significantly impact their operational processes and relationships, potentially leading to conflicts, inefficiency, and resource wastage. This can disrupt the necessary smooth interdependence between the two institutions. Nevertheless, conducting a more comprehensive study on each institution individually could have provided further valuable insights. It's important to recognize that this study has its limitations.

1.8 OPERATIONAL DEFINITION OF TERMS

Educational supervision - is defined as a service whose main function is to supervise as well as to provide advice and support to school leaders, teachers, and district education office professionals.

The supervisor - is an expert who performs supervisory tasks on behalf of the MoE, City Education Office, Sub-City Education Offices, District Education Offices, and School-Cluster Centers.

Internal inspection (also known as School Self-Evaluation) - most of the activities that schools undertake in the context of their internal quality assurance are self-evaluation. Although the process is largely initiated by the MoE, it allows schools to empower themselves through self-evaluation. And, carefully selected participants can systematically describe and evaluate the school's performance to reach decisions about overall school improvement (Pawelas & Oliva, 2008).

School inspection - is an impartial process that involves evaluating school standards and quality. It includes targeted investigations to determine if schools are meeting national and local performance standards, legislative and professional requirements, and the needs of students and parents. This process is conducted by external authorities, such as national or local entities, and involves quality assurance activities with educational inspection or accreditation bodies. Those involved are experts with specialized knowledge and are not directly or indirectly involved in the internal workings of the school. Inspections typically include site visits and result in professional judgments (Janssens & Amelsvoort, 2008; Maarten Penninckx et al., 2015).

Quality - it means being fit for purpose, which can be defined in terms of schools making improved decisions in policy and practice, providing quality education that can be defined in terms of improved national and local performance standards, meeting legislative and professional requirements, improving school standards and building internal capacity through improved school self-evaluation.

Policy - is defined as a written document to guide, coordinate, and maintain the purpose, organization, and operation of accountability systems (school inspection and supervision) in the Ethiopian primary education system. The written documents of inspection and supervision policies are built-in laws, guidelines, manuals, and directives that define the duties, responsibilities, and accountability of educational professionals and institutions.

Regulation - refers to rules and guidelines imposed by government authorities to govern behavior as part of educational policy (Helgøy & Homme, 2006).

Inputs - include policies such as education and training policies, education laws, proclamations, job evaluation grading manuals, business process reengineering manuals, balanced guidelines, directives, frameworks, standards, checklists, recruitment guidelines, and job descriptions for inspectors and supervisors.

Process - The process encompasses all the tasks necessary to facilitate the conversion of inputs, including organizing structures, deploying professional inspectors and supervisors to schools, preparing essential resources for planned activities, selecting districts and schools for external inspection or supervision, communicating planned visits, gathering information, and establishing a timeline. This also involves implementation tasks such as notifying schools focused on improvement or self-evaluation, holding pre-meetings, conducting interviews, verifications, on-site supervision, and post-meetings. Furthermore, it entails providing schools with feedback on their strengths and weaknesses within the context of inspection or supervision, offering support and guidance to underperforming schools, addressing concerns and complaints, and publishing inspection or supervision reports.

Output - refers to the information that comes out of the transformation process. This includes improved 8th-grade national examination performance standards, enhanced

decision-making, upgraded national performance standards, meeting legislative and professional standards, improved school standards, accredited and reaccredited schools, and improved school self-evaluation capacity.

A school - is an educational institution established in a diverse social and cultural environment with a complex structure. It is an organization established to protect the interests of various stakeholders, such as classroom teachers, students, school management, parents, and local, state, or national authorities (Macnab, 2004).

Power sources - relate to the various ways in which individuals exert influence over others or events, often based on different types of power. French and Raven's original taxonomy, which remains influential in current power theory and research, identifies five power bases: expert power, referent power, legitimate power, reward power, and coercive power (Yukl, 2013).

Legitimate power - as defined by French and Raven in 1959, is derived from formal authority over work activities.

Coercive Power - as defined by Yukl (2013), is the intimidating authority a leader holds over their subordinates, often demonstrated through punishments.

Reward power - is when the target person perceives that the agent has control over important resources and desired rewards. This power comes from a formal position where the agent has partial access to these resources and rewards (Yukl, 2013).

Expert power - refers to the task-relevant knowledge and skills that serve as a source of personal power for an agent in an organization. A leader's specialized knowledge to perform a task or solve an important problem increases their ability to influence their subordinates, peers, and superiors (Yukl, 2013).

Referent power - arises from others' need to fulfill the desires of an individual they hold strong feelings of affection, admiration, and loyalty towards. People are typically inclined to do special favors for a friend, and they are more likely to fulfill requests from someone they deeply respect (Yukl, 2013).

1.9 ORGANIZATION OF THE STUDY

The study is divided into five chapters. The first chapter comprises an introduction, which includes the background of the study, a statement of the problem, the objective of the study, research questions, the study's significance, scope and limitation, operational definition of terms, and organization of the study. The second chapter focuses on a review of related literature. The third chapter covers the research design and methodology. The fourth chapter addresses data presentation, analysis, and interpretation. The fifth chapter summarizes the major findings and provides conclusion and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 CONCEPTS OF INSPECTION AND SUPERVISION

2.1.1 CONCEP OF INSPECTION

A study conducted in low- and middle-income countries linked school accountability policies to inspection by which formal site visits to schools are made by education authorities to observe classroom and management activities (Eddy-Spicer et al., 2016). Accountability systems include top-down and hierarchical imposing compliance with laws and regulations and holding schools accountable for the quality of education they offer, and horizontal accountability focusing on how schools and teachers conduct their profession and provide multiple stakeholders with insight into their educational processes, decision-making, implementation, and results (Hooge et al., 2012).

2.1.2 CONCEP OF SUPERVISION

According to Glickman, Gordon, and Ross-Gordon (2014) cited in Fabunmi et al. (2022), supervision in an education setting involves the guidance and support of teachers and other school personnel in improving instruction and other educational services offered to students. This includes classroom observations, feedback, professional development, and collaboration with other educators. Thakral (2015) indicated that supervision involves assessing and assisting teachers to improve instructional processes and support their professional development. A supervisor is a formally designated individual responsible for monitoring and aiding teachers in their teaching-learning process and professional development.

2.2 INSPECTION AND SUPERVISION POLICIES

Policies relating to the recruitment of school inspection and supervision are crucial to attract the best available school inspectors and supervisors and fill the vacant positions in the organization. Studies indicated effective selection methods are necessary for hiring competent school principals and regulators (Haris et al., 2018). Recruitment processes have an impact on school leadership quality, as it is an important decision in the selection of the best possible candidates.

While school-level involvement is critical to contextualize recruitment, at the system level policies need to ensure that procedures and criteria are, transparent, consistent,

and effective (Pont, 2014). Emphasis should be given to understanding inspection as a partnership between the inspectorates and the inspected; that can be attained by way of underlining the professional qualities of inspectors and equally with the recruitment of in-service principals and senior teachers from good schools (J. A. Baxter, 2014). Additionally, S. Gordon (2023) emphasized strong positive broad-based supervision means that supervision includes a full array of leadership and organizational policies and practices intended to support and improve a school's teaching and learning environment.

2.2.1 Inspection and Supervision Education Law, Handbooks, Guidelines, and Directives

Countries are engaged in implementing different inspection and supervision policies built-in laws, regulations, manuals, and directives to specify duties, authorities, and accountabilities of educational professionals elsewhere. Studies indicated that supervising or inspecting education has acquired a right to form part of the constitutional duty of the central government (Ehren et al., 2005).

It is stated in the regulations that school supervisors are civil servants who are liable and authorized to carry out academic and managerial supervision at education units, provided that their supervision results ought to be used for decision-making on policies and empowerment (Haris et al., 2018). The Handbook for inspecting schools in England states that persons and organizations have legal obligations to provide data to the Office of Standards in Education. While the Education Act offers inspectors the authority to inspect and take copies of any relevant records reserved by schools, regulations allow the Department for Education to offer Ofsted with individual learners' evidence which has a link to school inspections (Office of Standards in Education, 2019a).

Grauwe and Carron (2004) discovered that no department of supervision is created at the ministerial office in Korea. Despite that one actor is formally designated to supervise primary and secondary schools. That is, two junior supervisors are located in the metropolitan and provincial offices given that one of the junior supervisors supervises secondary schools and the other one supervises primary schools. Besides, Grauwe (2001) showed that one supervisor is assigned for every four to five schools and less than 80 teachers in Korea (in fact Korea has a relatively small number of schools). A clear norm is

also in place in Botswana to the extent that the primary school supervisor is expected to inspect 12 schools per year by full inspection. And, the total number of teachers that a supervisor is required to assist varies on the number of schools available.

Adu et al. (2014), further, suggested that every state ministry of education should recruit sufficient numbers of inspectors in line with UNESCO recommendations, such as 1: 100 to 150 teachers in primary schools and 1: 75 in post-primary schools. Grauwe et al. (2011) found that guidelines had been created and implemented to oversee supervisory visits in Kenya, Lesotho, and Uganda. These guidelines outline the personnel involved, inspection criteria, and self-evaluation procedures. They also provide a manual for school inspectors and principals, covering various important issues to be addressed.

Inspection policy and principles for inspection have primarily served as a guide for inspectors on how to carry out inspections and offer them mandatory power to inspect (Office of Standards in Education, 2019a). Laws and regulations are regarded as imperative policy tools to direct education and continue to be used by schools (Hooge et al., 2012). Regulations and economic tools are regarded as mutual types of policy tools (also named input regulation) because rules, directives, and allocation of material resources via funding are believed to regulate the input in education (Helgøy& Homme, 2006).

Inspecting legal requirements that schools should comply with can lead to securing an acceptable level of educational quality. These legal requirements are instituted in schools via education laws and are preconditions for earning governmental funding (Ehren et al., 2005). School performance level descriptors are used as appropriate tools for each performance level and each school type, such as primary, junior secondary, and high school (Council of Chief State School Officers, 2018).

The Educational Supervision Act of the Netherlands specifies some expectations with which schools can be inspected, the impacts inspections will result in, and the way by which expectations will be realized., these assumptions together constitute the program theory of the Educational Supervision Act (Ehren et al., 2005). The Office of Standards in Education has provided comprehensive educational policy tools formalized on a framework and handbooks that guide inspectors and schools about inspections (The Office of Standards in Education 2019c; 2019a; and 2019b). The handbook, which serves as a

guide for inspectors, is provided to schools and other organizations to ensure that they are informed about the policies and procedures outlined in the handbook. It covers general policies and principles relevant to inspections conducted by inspectors, outlines the arrangements for carrying out inspections, includes privacy notices, and details the procedures to be followed before, during, and after inspections (Office of Standards in Education, 2019a)

2.2.2 Recruitment of Inspectors and Supervisors

The very existence of educational organizations is to achieve their set objectives. For that matter, organizations are committed to filling their vacant positions by attracting the best accessible professionals from various sources of manpower available in the world of work; depending on different recruitment criteria. Fabunmi et al. (2022) mentioned that recruitment in education represents receiving the appropriate quality and quantity of employees in the educational sector. Recruitment of the workforce involves advertisement, interviewing, selecting, and placement. Chuta (2018) commended that there should be an intensification of recruitment and selection programs, especially for district-based officials [supervisors], so that they can support instructional leadership by school principals.

According to Public Impact (2008, 2016), professional competencies are learned and possessed by a person most powerful when used to select leaders who are already a good fit for the job. Kowal and Hassel (2011) showed that the following models are well regarded as capable of outlining the hiring considerations for imported leaders, such as basic competencies, human capital portfolio, adaptability and the desire for feedback, and cultural fit that provide insight into a candidate's work success that is not dependent on previous experience in a particular job or role.

Hitt (2015) advised that the leader selection process should not merely depend on competencies and the behavior event interview, but also suggests the need to include other facets in the process. In addition, Hitt (2015) argued that committees should focus on the subsequent selection processes: application review; application essay questions; phone interview; behavior event interview; data analysis of a school, followed by developing a plan; instructional observation, followed by giving feedback to a teacher; reference checks;

background checks; school visit; presentation to staff, as simulated data analysis and planning; and community forum.

2.2.3 Provision of Training and Other Incentives for Inspectors and Supervisors

The process of hiring inspectors and supervisors usually relies on potential applicants attracted from internal source or outside sources. Potential applicants selected by the hiring organization ought to be with teaching and sometimes with a school principalship background. As a result, organizations are expected to provide training to update them to the new job responsibilities. For example, The Office of Standards in Education (Ofsted) (2019c) sets out, in the education inspection framework, that “... Inspectors will inspect types of provision for which they have appropriate expertise and training, p.3.”

Haris et al. (2018) stated that training programs for school supervisors are primarily designed to equip and familiarize them with related science and technology; principally with academic, technical, and professional competencies linked to supervision. Chuta (2018), further, suggested that districts should be prepared with the required skills and knowledge of instructional leadership to enable the staff [supervisors] to understand policies and improve practices that assist school principals in enhancing learning. However, a study by Jaffer (2010) found no pre-service training for inspectors. The existing in-service training was for education officers at various levels and was labeled as management training for supervisory staff.

Studies indicated that building a leader's skills and competencies is necessary for professional school leadership. Professionalizing leadership is broader than specific training programs and requires formal and informal development processes (Pont, 2014). Gürkan and Deveci (2013) suggested that consideration of projected training opportunities for Inspectors should be there, such as broad training programs, strategies for on-the-job training, and the definition of other rewards to motivate participation. Public Impact (2008,2016) pointed out that employing organizations should consider prior expectations of employees during selection about their professional development, promotion, outplacement, and in more limited cases, their pay.

Townsend and MacBeath (2011), therefore, indicated that promoting strong educational leadership is fundamental to ensuring quality learning which is acutely desired in many education systems. S. Gordon (2019) suggested that opportunities should be there to develop continuous improvement of university teacher and supervision preparation programs based on experiences derived from research and feedback from Professional Development Schools (PDSs). Besides, Gürkan and Deveci (2013) affirmed that all inspectors of the Turkish Republic of Northern Cyprus, Turkey, and England have received in-service training, despite differences concerning the contents and duration of pieces of training.

Ololube and Major (2014) verified that the inspection process, in Nigeria, is carried out by poorly supported and hardly trained school inspectors, and without allowing for teacher input into the inspection process. Thus, the current inspection did not fully serve the needs of the Nigerian education system. Carron et al. (1998), further, indicated that Bangladesh, Uttar Pradesh, and Sri Lanka are familiar with the practice of professional training of supervisors. The available empirical evidence makes sure these preparations appear to be disappointing.

Gürkan and Deveci (2013) pointed out that inspection regimes should develop comprehensive training programs to prepare inspectors for the work they aspire, namely to offer organized on-the-job training, continuous improvement, and a clearly defined incentive system to inspectors during their professional life to stimulate participation. Patrick (2009) advised that inspectorates should use the following strategies to enhance supervisory skills training and retraining: improving morale, hiring applicants with higher educational qualifications, making international and inter-state exchanges, improving selection criteria for supervisors, and rewarding performance.

2.2.4 Professional Experiences of Inspectors and Supervisors

Experience makes people aware of their prior knowledge about the job they previously associated with, provided that will give them a better opportunity to perform the job effectively. Also, if experience is supported by training helps people to be effective in their work. Boal and Hooijberg (2001) showed that teaching leadership is attained with a difficult effort of management education; however, learning to lead will not substitute for

practice. Thus, there is a possibility that prospective leaders can learn from experience.

Gürkan and Deveci (2013) showed that although there are differences in the duration of experiences, work experience in educational institutions is commonly used as a requirement to select inspectors in the Turkish Republic of Northern Cyprus, Turkey, and England. Unlike two others England uses managerial field experience and expertise as selection criteria. Also, in the words of Patrick (2009), expert knowledge and experiences are considered vital preconditions for the practice of supervision, namely to oversee, evaluate, and coordinate the process of the school's instructional improvement activities.

Different countries establish different experience requirements for selection in consideration of the complexity of the task that inspectors and supervisors are expected to do. Gürkan and Deveci (2013) mentioned that while the Turkish Republic of Northern Cyprus requires inspection candidates to have 15 years of teaching experience, Turkey requires 10 years of teaching experience with three years of managerial experience, and England requires five years of teaching and three years of managerial experience. Carron et al. (1998) showed that supervisors' age is considered a distinguishing factor in different countries. Because a substantial amount of work experience is stated in the recruitment criteria. For example, the majority of supervisors both in Sri Lanka and Korea are aged 55 years and beyond.

2.2.5 School Inspection and Supervision Frameworks

The school inspection framework is most commonly used to guide and coordinate complex organizational tasks by providing a frame of reference for educators to minimize workload, reduce confusion, and receive focus areas of their key organizational tasks. The Office of Standards in Education (Ofsted), (2017) indicated that a framework allows inspectors to make coherent judgments about different education settings. Besides, handbooks outline the methods inspectors use to collect evidence and the key criteria they use to make judgments. Despite some differences, these methods and criteria are similar across the different frameworks.

According to the Australian Department of Education Youth and Family Services (2004), a school improvement framework refers system of tools and processes that allow schools to monitor and evaluate how much they are attaining the standards they aspire to.

The quality of teaching in the school, interactions amongst teacher-students-curriculum in the classroom, and the administrative organizing processes of the school represent school process indicators. They constituted an essential part of inspection frameworks (Scheerens and Ehren, 2016). School inspection and self-evaluation frameworks consisted of domains of evaluation emphasizing the quality of learning and teaching in subjects, support offered for students, school management, school planning, and curriculum provision.

2.2.5.1 School Improvement

The school improvement program, namely the domains and the activities it consisted of are viewed as the most relevant object of inspection and supervision practices. Hopkins (2001) indicated that regular inspection of schools and publication of comparative league tables provided parents and others with data about school performance and helped to identify possible achievements and gaps. These efforts gave way to increasing interest in the process of school improvement.

Chapman (2001) indicated that a context-specific approach capable of re-engaging the local level through openly established communication and a moderate shift in balance from pressure to support is considered to increase the chance for school improvement. Similarly, Jones and Tymms (2014) showed that the program theory promoted the ensuing main strategies to reinforce Ofsted's school improvement efforts, such as standards setting, provision of feedback, sanctions, and rewards, and information gathering on schools and public accountability.

Clarke and Ozga (2011) mentioned that self-evaluation is viewed as an integral part of school improvement. Nayir and McNamara (2015) argued that there should be an effort to build the capacity of schools for self-evaluation as a vital precondition to realize effective school autonomy, performance monitoring, and assuring accountability. Hopkins (2001) verified that school self-evaluation had been continuing as a well-known instrument of school improvement in different countries in the seventies and the early eighties of the twentieth century.

Gustafsson et al. (2015) showed that a broad range of goals, such as student achievement, teaching, leadership, and organization can give the inspectorate the ability to assess the quality of education and finally hold schools liable for their performance.

Criteria, standards, and sanctions against poor performance are used to make judgments. Scheerens and Ehren (2016) indicated that those inspectorates devoted to monitoring and supporting the school improvement emphasized evaluating the school's educational processes and output.

Rosenthal (2004) mentioned that schools under Ofsted are mostly reviewed against classroom teaching and pupil reaction, school leadership, management of school resources, and the spiritual, moral, social, and cultural development of pupils. The review also includes enrolments, pupil background, classes offered, results of national exams, and results of interviews with parents and school governors.

Inspection involves evaluating the institution's performance against set criteria, such as teaching and learning, leadership and management, and infrastructure and resources. The inspection process includes document analysis, observations, interviews, and surveys to gather evidence of compliance. The inspection team assesses governance, management, teaching and learning, research, and student support. The team also considers student achievement, school climate, and community involvement. (Quality Assurance Agency for Higher Education, 2018 cited in Fabunmi et al., 2022).

Inspection is regarded as one of the vital quality assurance systems able to realize school improvement. Inspection allows the teaching and learning process to focus on quality and improvement of student achievement and discipline. It permits evaluation to be made based on concrete data and accurate measurement. Also, it inspires well-performing schools and holds accountable low-performing schools and duty bearers (MoE, 2012).

2.2.5.2 Domains of School Improvement

Domains of inspection and supervision deal with the object of the school improvement program. Domains are the sphere of activities offering educational inspectors and supervisors with a particular focus on their organizational key issues of work, and those areas of work which are in effect capable of giving a framework for the practice of inspection and supervision. Pawlas and Oliva (2008) indicated that certain domains can allow a supervisor to carry out different roles for which he is designated, and to demonstrate his expertise linked to particular domains that result from some power bases.

Department of Education Youth and Family Services (2004) describes that domains consist of aspects, involving school culture, operations, and organizational structures backing the school's core business namely student success and learning. Domains are categorized into four: learning and teaching, leadership and management, student environment, and community involvement. The Department of Education Youth and Family Services (2004) mentioned that these four domains are further divided into elements that involve a dynamic relationship with each other, and each of the elements influences and supports practice in all domains (see the details in Table 5 below):

FIGURE 1 DOMAINS AND ELEMENTS OF SCHOOLING

Learning and Teaching • Teaching practice • Learning and assessment • Curriculum	Student Environment • Student focus • Student empowerment • Student support
STUDENT ACHIEVEMENT	
Leadership and Management • Strategic vision • Leadership behavior • School management	Community Involvement • Partnerships with parents and carers • Engaging the community • Promoting education

Source: Department of Education Youth and Family Services (2004). *School Improvement Framework for achieving high standards in student learning, innovation and best practice in ACT government schools* (pp. 1–23). Department of Education, Youth, and Family Services Education, Policy and Planning Section. www.deyfs.act.gov.au

2.2.6. School Self-evaluation Framework

Nayir and McNamara (2015) argued that the concept of self-evaluation has become a key part of the structural design of school evaluation in many countries. It is inspired by the need to decentralize greater independence and autonomy of schools, and in search of making schools and teachers more accountable for their performance. The assumption behind allowing schools to undertake responsibility for their quality, according to Ehren et al. (2005), is grounded on every school's need to consider the setting it works to decide how to improve and behave in the best needs of students.

McNamara and O'Hara (2008) showed that most education systems in Europe are working to get mechanisms to integrate self-evaluation, which is now a conventional concept, into the daily operation of schools. Interventions and initiatives developed give a

sign of significance with which the improvement of self-evaluation capacity is being seen. Stewart (2014) confirmed that schools have a legislative obligation to self-evaluate and participate in external evaluations. Evaluation is used to gather data capable of informing education policy decisions.

Schools were not pressurized to self-evaluate (in Ireland), as a result, school evaluation is carried out by the Inspectorate forming part of the external operation (Nayir & McNamara, 2015). Some state-directed methodologies prefer to use a detailed readymade framework that forcefully guides schools to follow a specific pathway, while others allow schools the opportunities to develop their frameworks by which they can identify where they are and where to go (McNamara & O'Hara, 2008). One of the key functions of self-evaluation as a process is to make inspection more effective (Nayir & McNamara (2015). The development of educators' capacity to make use of school internal evaluation is viewed as a continued effort to school inspections (Eddy-Spicer et al., 2016).

2.3 Organizing Quality Assessment Systems

Organizations are more concerned with organizing or reforming the existing accountability systems to achieve agreed goals. Therefore, most countries appear to have complex quality management systems including inspection and supervision designed to achieve various reasons and purposes. For instance, Fabunmi et al. (2022) indicated that with more funds being dedicated to education by governments and stakeholders, a greater demand emerges for honesty and accountability in responding to many requests and solving many problems. Two mechanisms are found relevant namely supervision and inspection to help solve such challenges.

Grauwe and Carron (2004) identified three structural arrangements involving, the existence of supervision services at central, regional, and local levels; services that initially existed only at the central level have been devolved to allow officers posted at several system levels; and while many countries provide the duty of visiting schools to a single level, several others distribute it to all officers from central to district levels, although the distribution of tasks is rarely clear. Also, Haris et al. (2018) pointed out that supervisors are immediately liable for the director of primary and secondary staff empowerment under the general directorate of teachers and education staff in the Ministry of National Education

in Indonesia. At the district level, primary school supervisors are expected to report to the head of the district education office via the sub-district education office head.

According to (Grauwe, 2014), different countries employ various models of school supervision. Check Figure 1 below for more details.

FIGURE 2 THE STRUCTURE OF DIFFERENT SUPERVISION/INSPECTION MODELS

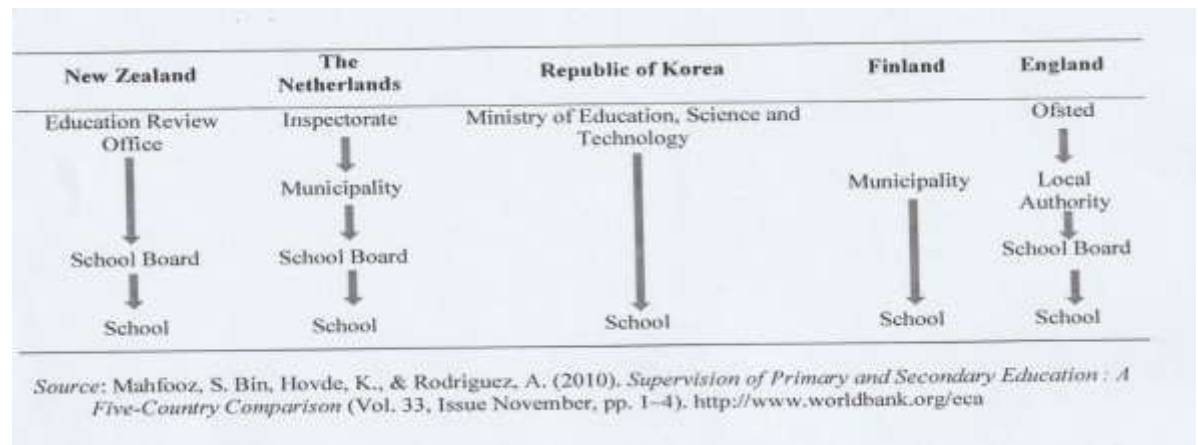


Source: Grauwe, A. De. (2014). *School supervision : a tool for standardization or equity ?*

The Figure refers to different models that educational institutions can use to manage their operations. These models are designed to help education systems maintain a level of control and support appropriate for needs. The models include the Classical Model, which is based on traditional hierarchical structures, the Central Control Model, which emphasizes centralized decision-making, and the Close-to-School Support Model and School-Site Supervision Model, which focus on providing support and oversight at the local level. In addition, different models of supervision which are characterized by different structures are utilized in many countries.

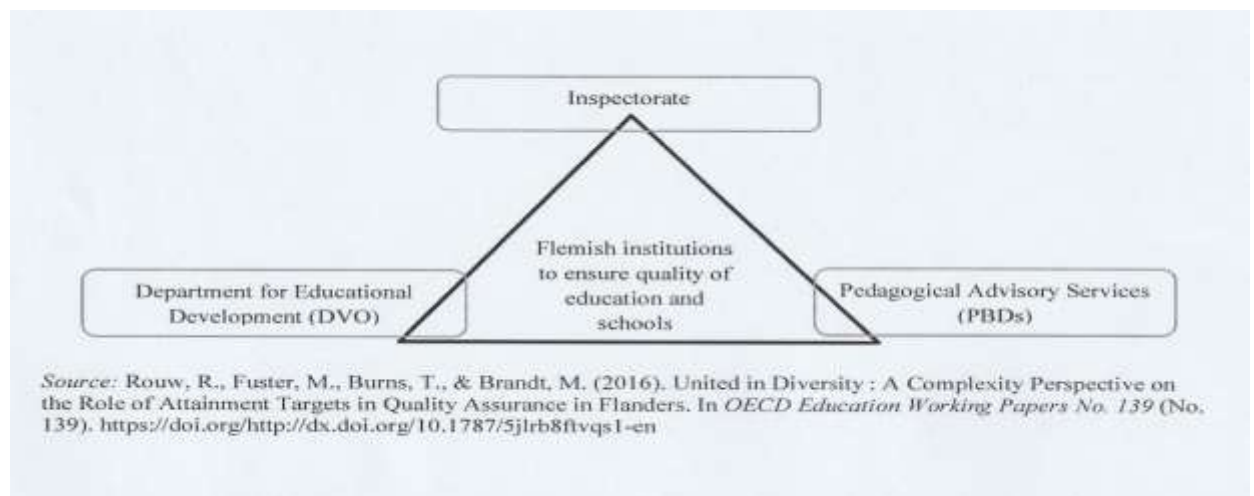
Moreover, Mahfooz et al. (2010) showed that various countries have established different supervision models, such as the Education Review Office and school boards in New Zealand; a national Inspectorate, municipalities and local school boards in the Netherlands; the Ministry of Education, Science, and Technology in Korea; municipalities in Finland, and; the Ofsted, local authorities and local school boards in England (see details on Figure 2 below).

FIGURE 3 THE STRUCTURE OF THE SUPERVISION MODEL OF EASTERN EUROPE AND CENTRAL ASIA



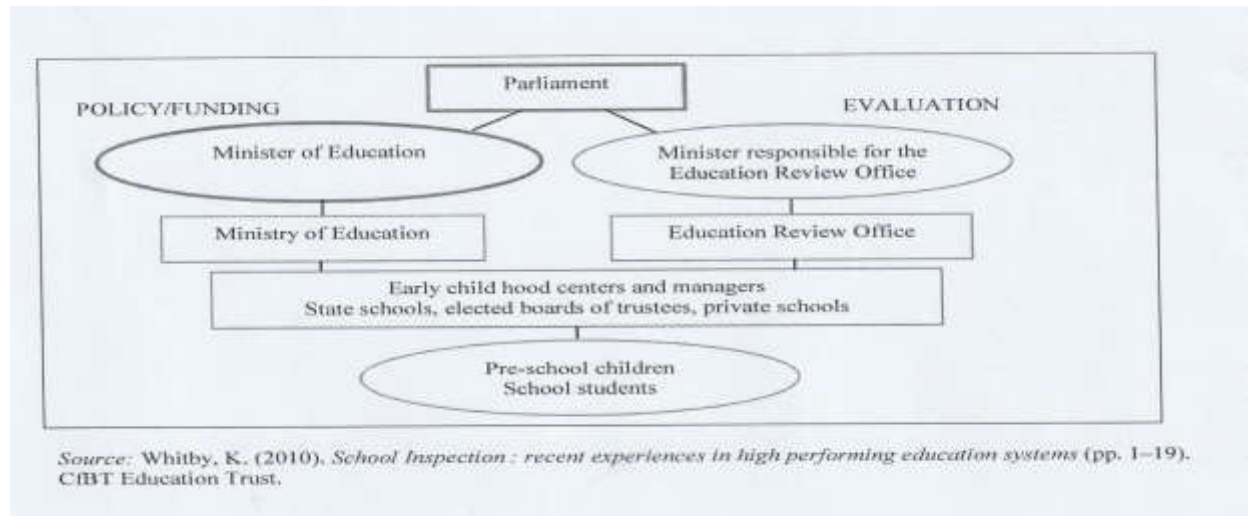
Further, Rouw et al. (2016) showed that the Flemish quality assurance was organized in the form of a quality triangle; such as the Flemish Agency for Quality Assurance in Education and Training which is authorized to design and maintain attainment targets, the Inspectorate which is responsible to verify if schools reach the attainment targets, and the pedagogical advisers which offer support to schools to fulfill this task (see the details on figure 3 below):

FIGURE 4 THE ORIGINAL QUALITY TRIANGLE



Alternatively, Whitby (2010) pointed out that, in New Zealand, the government department at the level at which inspection has originated appears separate from the government department, and is named as Education Review Office (ERO). It is directly accountable to parliament (see the details in figure 4 below):

FIGURE 5 NEW ZEALAND EARLY CHILDHOOD AND SCHOOL EDUCATION SYSTEM (EDUCATION REVIEW OFFICE, 2006)



Experiences indicate that inspection and supervision systems are components of the organizational structure of the education system, either by organizing them independently or within other units to carry out support control, or both functions. In this regard, Grauwe et al. (2011) revealed that, in Kenya, DEO's organizational structure is established by the MoE consists of five main departments, such as the Quality and Standards Education Officers Unit, the Examination Unit, the Audit Unit, the Administrative Unit, and the Teaching Service Commission Unit. Grauwe et al. (2011) revealed that, in Lesotho, the education office is headed by a Senior Education Officer (SEO). And, the DEO consists of eight units. One of these units is education officers (or inspectors) accountable for quality monitoring via supervision and pedagogical support visits, and reporting directly to the SEO.

Grauwe et al. (2011) showed that, in Kenya, supervision by way of quality control is in principle the responsibility of the quality and standards education officers. Delivering support and guidance to schools and teachers is the duty of teacher advisory center tutors who are assigned to support schools and teachers. Also, Grauwe et al. (2011) mentioned that in Lesotho, supervising primary schools and teachers is the responsibility of education officers. District resource teachers provide training and pedagogical support, while education officers emphasize controlling.

2.3.1 External Inspection System

Besides their determination to establish inspection and supervision regimes, countries have also categorized them into two types, such as external and internal. According to Eddy-Spicer et al. (2016), the nineteenth century was a time when inspection systems were initially introduced in some European countries, such as Her Majesty's Inspectorate (HMI) now renamed Ofsted, and particularly in the UK it dates back to 1834; and have been emerged into complex and complicated systems, using diverse terms and performing several roles. Gustafsson et al. (2015) indicated that most European countries have established and used a system of inspection to control and support school quality.

Macharia and Kiruma (2014) pointed out that school inspection is a useful service that governments invest in to ensure accountability, quality education, and continuous improvement of education in schools. Patrick (2009) noted that the Ministry of Education officers in Nigeria serve as external supervisors or inspectors, and they are specifically designated to ensure that school instructional activities comply with agreed government standards. However, Eddy-Spicer et al. (2016) study showed that inspection has a limited impact on systems and school-level outcomes due to key barriers, such as limited coordination between the inspectorate and other stakeholders, disrespectful tone of voice, or recommendations out of the school's control, and lack of credibility of inspectors providing the feedback.

2.3.2 External Supervision System

Educational organizations viewed internal and external supervision as a field of study and professional service delivery. According to Adu et al. (2014), supervision is considered one of the key formal leadership roles carried out by an educator with supervisory skills whose efforts lead to the best realization of agreed educational goals. Despite this, Mette (2019) remarked that the evolution of supervision as a practice and as an emerging field is affected by a convergence of forces that are varied and controversial, including issues linked to its definition, its scope and methods, its status as a field, and its future.

Grauwe and Carron (2004) mentioned that the key task of supervision is improving the performance of schools and teachers, one of the components of an overall quality

monitoring system. In addition, Ololube and Major (2014) indicated that supervision is a partnership involving a process that requires active involvement of both supervisors and supervisees in the planning and execution, thereby supervisors need to provide supervisees with feedback and guidance aiming at supervisee learning and development. Grauwe et al. (2011) revealed that a shift in school supervision from control to support reflects a change of attitude and approach in Kenya. Visits now involve more discussion with teachers with the purpose of supervision and assessment of the work with less emphasis on the investigative dimension.

Grauwe and Carron (2004) suggested that supervision includes conducting visits to gather data for instructional improvement, sharing reports, providing easy access to data to act on recommendations, and serving as a tool for collaboration and exchanging data between existing supervision and other monitoring services. Grauwe et al. (2011) pointed out that although rich information on the quality of schools and students' achievement is obtained from school self-evaluation reports, obtained data are rarely used by local-level administration to monitor schools, and there is little link between self-evaluation and the supervision system. Similarly, Grauwe and Carron (2004) revealed that mechanisms for cooperation and information exchange between supervision and other monitoring services are few, and far between, and are rarely institutionalized in most countries.

2.3.3 Local Supervision (Cluster supervision)

Decentralizing supervision is part of an overall reform effort to decentralize the education systems in different countries. Massive increases in the number of schools and teachers led to the reorganizing of the existing structure and manpower, given that different decentralizing measures have been taken to offer local solutions for local problems. Grauwe et al. (2011) mentioned that in Kenya, Lesotho, and Uganda attempts are made to reduce the distance between DEO and schools by way of placing officers closer to schools or establishing distinct education units below the DEO; mainly to offer more regular support to schools via pedagogical advice and the execution of administrative functions. Likewise, Grauwe and Carron (2004) stated that wherever distance between supervisors and schools increased, schools were too rarely visited. In response, many countries bridged the gap by founding additional supervisory levels or bringing schools together in clusters with a resource center in the middle.

Grauwe (2001) disclosed that although annual and monthly supervision plans are prepared by district and local supervisors; plans are rarely executed due to a lack of funds, the availability of vacant supervisory positions, and spontaneous activities involving meetings and workshops.

2.3.4 School self-evaluation

Nayir and McNamara (2015) revealed that one of the utmost essential intermediate tools between inspection and improvement of student learning outcomes is school self-evaluation, which is essentially the ultimate purpose of the entire process. In addition, Magguire (2011) suggested that there should be a proposed framework to establish and support a national self-evaluation strategy for education providers. And, the strategy must be intended to recommend the establishment of flexible quality standards and the process of self-evaluation within organizations.

Clarke and Ozga (2011) suggested that inspectors use the SSEF to identify their focus ahead of inspection. As long as school evaluation results appear accurate and clear, inspectors will gain first-hand information about the quality of leadership and management and the school's capacity to improve. Likewise, Ehren et al. (2005) showed that the outputs of SSE need to be credible and offer data about indicators of the inspection framework. This will enable the inspectorate to challenge schools with fewer and less intense inspection visits.

Studies indicate that inspection was largely about compliance with rules and judging the work of teachers. Now, it creates a regulatory framework within which schools can deserve better autonomy while being held liable for student achievement (Brown et al., 2016). School inspection and self-evaluation have become regulatory prerequisites for schools to participate in an externally developed evaluation process (Jacqueline Baxter et al., 2017). Furthermore, Magguire (2011) claimed that the SSE process should be reinforced by external evaluation using a soft accountability, supportive approach; in which task and process outcomes would be built into the self-evaluation process.

Jones et al. (2017) classified inspection systems based on the pressure they exert on schools, such as high pressure used in England and the Netherlands; moderate pressure used in Sweden, Ireland, and the Czech Republic; and low pressure used in Switzerland

and Austria. Besides, Janssens and Amelsvoort's (2008) study discovered that England, Scotland, the Netherlands, and Northern Ireland which have well-integrated SSE into their school inspection system revealed a relatively large amount of direction by the Inspectorate about the form and content of the SSE and it is oriented both towards improvement and accountability. The Addis Ababa City Administration inspectorate involves a high-stakes inspection in that it is required to close those schools that failed to meet school standards. (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022a). In Ethiopia, the school self-evaluation involves an emerging less integrated SSE into the school inspection and school improvement framework revealing a relatively large amount of direction by the Ministry and the Inspectorate about the form and content of the SSE and it is oriented both towards improvement (Ministry of Education, 2007a).

Janssens and Amelsvoort (2008) showed that in countries where SSE contains a moderate or weak position in the school inspection structure, the extent of direction offered to schools is unlike involving open way such that allows schools to decide on their own (as in Hesse, Denmark), pre-structured (as in Belgium, Lower Saxony) and, it is largely improvement-oriented.

Stewart (2014) pointed out that schools are involved in self-evaluations and external evaluations carried out by the Education Evaluation Council (EEC). Nayir and McNamara (2015) verified that if schools cannot build the ability to identify problems and improve standards through self-evaluation methods, the effect of external inspection as a key part of quality assurance and improvement mechanisms can be critically limited. In this connection, Grauwe et al. (2011) discovered a gap that Kenya, Lesotho, and Uganda rely little on indicators or on self-evaluation reports to guide supervisory visits or to undertake a profound analysis of educational quality.

Research suggests that external regulation and sufficient external support are critical to overcoming the problem of involving stakeholders in SSE. Utilizing an external facilitator is key to effectiveness. Resources and training at the school level should be provided to allow participation in SSE processes (Faddar et al., 2021). The headteacher should provide leadership training opportunities to staff to take responsibility for the development of the school improvement plan. Training opportunities should also be

provided to student representatives, and parents in the process of school improvement (Ministry of Education, 2007a).

2.4 Purposes of School Inspection and Supervision

Many kinds of literature have mentioned that inspection and supervision have the same purpose. On the other hand, other pieces of literature described the continuing overlaps and variations between these terms and their purposes. Fabunmi et al.(2022) highlighted the importance of supervision and inspection in improving teacher development, and student learning, and maintaining school quality and accountability standards. These processes are essential for monitoring school performance, promoting effective teaching and learning, and ultimately enhancing overall school performance.

2.4.1 Purpose of School Inspection

The primary purpose of inspection in education is to ensure that students obtain high-quality education and assist schools in identifying gaps. Inspection reports offer schools feedback on their performance and suggestions for enhancement, as well as information for parents and other stakeholders about the educational quality provided by the school (Ofsted, 2021 cited in Fabunmi et al., 2022). Studies found that the regulation stated supervisors should assist schools, while inspectors should ensure they follow the rules (Brown et al., 2016). But in reality, inspectors felt pressured to do more than that. Inspection is important for ensuring schools are doing what they're supposed to and are of good quality (Jacqueline Baxter et al., 2017).

Adu et al. (2014) revealed that promoting and developing a suitable condition for instruction is considered the main purpose of school supervision; however, school inspection is regarded as a commitment to ensure the achievement of high standards and if schools operate according to established rules and regulations. M. C. M. Ehren (2016) stresses the importance that inspectors have both improvement and accountability purposes because they ensure schools follow the law and improve their teaching methods. However, Jacqueline Baxter et al. (2017) warned that if inspectors focus too much on improving schools, they may be seen as a threat to the organization's neutrality and the schools' independence.

2.4.2 Purpose of School Supervision

Glickman et al. 2018 cited in Gordon (2023) advocated that teachers should take responsibility for their growth and not rely solely on their supervisors. Supervision should focus on growth rather than compliance and encourage collaboration between teachers to improve instructional practices and teacher involvement in the ongoing reflective inquiry. Eddy-Spicer et al. (2016) showed that the mandate and arrangement of inspection regimes in developing countries have witnessed a noticeable difference compared to those in developed countries. The term ‘supervision’ is usually used interchangeably with inspection.

Mahfooz et al. (2010) also argued that “it is perfectly possible that a single individual or entity may provide several functions at the same time and also that the name of the entity (for example, Inspectorate) may not reflect other important aspects of its work and mission, p.1.” Some countries have already assigned both goals to the same organization, but others focus more on one or the other (Jacqueline Baxter et al., 2017). Many countries separate control and support functions by assigning specific staff to support roles like pedagogical advisors or resource persons. However, a strong focus on control during school inspections has led to deteriorating relationships between inspectors and teachers, principals, and [supervisors]. This has brought into question the effectiveness of separating roles (M. C. M. Ehren, 2016).

Mahfooz et al. (2010) have defined supervision as the regular management of individuals or entities, using inspection findings to inform and direct the action of those supervised. Supervision overlaps with evaluation and inspection, and often with support, at least in the form of advice. Grauwe (2007) mentioned that supervision employs controlling which is frequently experienced by developed countries. It also involves advising, helping, and assisting head teachers. Mahfooz et al. (2010) indicated that in most high-performing school systems external supervision systems go beyond compliance and consider student outcomes, the quality of teaching and school leadership, student needs, and the abilities of schools to identify and address their strengths and weaknesses.

2.5 The Relationships (Communications) between Inspection and Supervision Systems

Studies suggest top-level leaders should prefer openness in organizational communication as it can facilitate downward supportive communication (De Nobile & Bilgin, 2022). School leaders desire communication via information in the organization and this makes it be key administrative procedure. Communication involves the exchanging of clear information. Communication is primarily intended to influence behavior and a mechanism to link people together in an organization to attain objectives (Fabunmi et al., 2022). Study findings emphasized the importance of supervisors mastering effective communication techniques with their supervisees to gain compliance. They suggested that reaching agreements through discussion is more effective than giving orders. However, certain situations require clear directives when immediate action is necessary to maintain authority (Adu et al., 2014).

Among the methods of inspection that need policy focus is related to the collection, organization, analysis, reporting, and utilization of inspection and supervision findings. Having referred to a theoretical framework of complexity theory which focuses on how information travels through complex systems, Verger et al. (2019) showed that data is crucial for an organization, which means that information, its existence, and usage are regarded as key factors to improve educational quality in schools. Jones et al. (2017) indicated that making inspection reports publicly available was the major means of creating pressure on schools.

In addition, (Usta, 2021) indicated that, in Turkey and England, it is compulsory to prepare an inspection report after an inspection, which sheds light on and evaluates the activities carried out at the school. The inspection reports of the schools are made available via the website. The education inspection framework of The Office of Standards in Education (2019) stated, “Inspection provides important information to parents, carers, learners, and employers about the quality of education, training, and care. These groups should be able to make informed choices based on the information published in inspection reports, p.4.”

The findings of school supervision reports are sent to the District Education Office, to a unit accountable for processing the report data submitted by supervisors. The district education office informs schools and school supervisors with key recommendations to provide solutions for identified problems, offer monitoring, and create a reporting quality cycle (Haris et al., 2018). Although reports are prepared and copies are usually left at the school with recommendations and suggestions for improvement following the supervisory visits, supervision reports have not been sent to the supervised staff in Kenya, Lesotho, and Uganda (Grauwe et al., 2011).

The publication of inspection reports together with the influence and respect of the inspectorate exemplify the main pressure strategies to improve the system. However, there is no system of sanctions or rewards relating to either school or teacher performance in Ireland (Jones et al., 2017). An inspection report is a feedback tool for reporting what schools have achieved in terms of institutional performance, stakeholder views on school management, and academic achievement (Usta, 2021). Nwankwo (2014) cited in Fabunmi et al. (2022) indicated that in structural and hierarchical management, communication is synonymous with reporting, when reporting from the leader to the employees was based on directives and employees reporting was by way of providing information to the leader for decisions on activities.

2.5.1 Independence of Inspection System

The Inspectorate of school inspection and its professionals are required to be impartial while discharging their duties and responsibilities. The inspectorate is required to remain impartial from being simply a primary means by which the government continues its educational ideology. Instead, it is expected to continue as an impartial yet influential agency that understands to what extent it (the inspectorate or inspectors) can be free from the influence of those it is assigned to inspect, such as educational institutions, leaders, teachers, students, and parents.

For instance, organizing separate bodies to manage school quality is based on the assumptions underlying the idea that an Inspectorate that controls schools, is not able to make an independent verification of the school quality when it is also involved in terms of providing advice to the school (Jacqueline Baxter et al., 2017). Studies indicated that a

conscious understanding of an increasing alignment of agency and government agendas possibly will be a sign of a need for the agency to retain its influence in an increasingly complex education setting, where several schools are developing their systems of regulation and quality control mechanisms (J A. Baxter, 2014).

A paradox that inspection involves is the paradox of independence indicating the extent to which the regulatory body is said to be impartial, such that its ability to inspect without fear or favor (Ofsted, 2012d cited in J. Baxter and Hult, 2013). Governments who are struggling to reform public services and to realize improvements are confronted by a skeptical public hesitant to trust the words of politicians. Thus, evaluation systems emerge to solve this paradox of government; serving as independent and expert agencies to assess performance and its improvement at a distance from the government (J. A. Baxter & Clarke, 2013); and J. A. Baxter, 2014).

Since the inspectorate is primarily assumed to implement the state's political agenda, their independence can be at risk, and this will potentially give rise to undermining the morale of the staff (Garner, 2012 cited J. A. Baxter, 2014). As a solution, emphasis should be given to understanding inspection as a partnership between the inspectorates and the inspected; that can be attained by way of underlining inspectors' professional qualities and recruiting in-service principals and senior teachers from good schools.

Inspectors and senior teachers should be inspired to conduct joint teaching observations, and the inspector should encourage the feedback to originate from the senior teacher instead of the inspector (Ofsted, 2012b cited in J. A. Baxter, 2014). The education inspection framework states that an inspector is required to allow joint classroom observation (The Office of Standards in Education, 2019c).

2.6 Theories on Leadership and Power

Defining leadership can be shaped depending on the situation and relating to the emotional, sociological, physical, cognitive, and biological characteristics of the person who exhibits leadership behaviors (Kiral, 2020). Sometimes supervisors are expected to pursue a defined leadership behavior while discharging their duties and responsibilities. This tradition could be based on the behavioral theory which does not consider situational factors in the effective leadership style (Sivaruban, 2021). The same study pointed out that

the leader cannot pursue a similar process in all cases, rather the leader determines the best behavior approach depending on the situation. Thus, effective leadership behavior relies on different situations (Sivaruban, 2021). The behavioral approach informs how leaders integrate task behaviors and relationships to influence employees in their determination to attain a goal (G.Northouse, 2016)

The early research on leader characteristics identified several skills (in light of skills theory) that are related to the development and success of leaders. Despite diverse taxonomies used to classify managerial skills, the most useful classification involves technical skills, interpersonal skills, and conceptual skills. Yukl enlarges that certain traits and skills increase the chance that a leader will be effective. The success of a leader with certain traits and skills also depends on the situation (Yukl, 2013).

The situational approach stresses that leadership is composed of both a directive and a supportive dimension and that each has to be applied appropriately in a given situation. Situational leadership suggests that leaders should change the degree to which they are directive or supportive to meet the changing needs of followers (G.Northouse, 2016). Success is promising if the leadership styles, principles, and methods are aptly utilized in school management because quality leadership tradition provides the chance to cultivate policies and practices by being obedient to and utilizing the primary principles and styles of educational leadership (Amanchukwu et al., 2015).

French and Raven's study discovered the ability of leaders to influence subordinates with different types of power, while Yukl highlighted influence tactics leaders might utilize. These studies give rise to the emergence of certain attributes to refer to the effective leader (Allen, 2018). Power is a changing variable that fluctuates as circumstances change. How power is utilized and the results of influence efforts can increase or decline the subsequent power of the leader. Particular power types can be clustered into position power (derived from the organizational position of a person) and personal power (resulting from a leader's attributes and the leader-follower relationship) which are found to be the most common approach to categorize power sources (Yukl, 2013).

Yukl (2013) suggested that leaders can derive their influence over followers from their task expertise and the friendship and loyalty shown to them by their followers, which

are regarded as personal power sources. Lunenburg (2012) indicated that referent power is the ability to gain unquestioning trust, compliance, loyalty, and commitment from your subordinates. Raven (2008) noted that when an employee poses a threat to the success of the organization or the authority of the leader, the use of coercion may be necessary despite the short-term complaints of the followers.

As Yukl (2013) points out, the leader's legitimate authority over resources, rewards, punishments, information, and the physical working environment is seen as a source of power from which the leader can derive his positional power to influence his followers. Lee and Tui Low's (2008) study results suggested that referent, expert, and reward power should be emphasized to ensure subordinate acceptance. Coercive power should be used only in situations such as a time of crisis or low performance.

2.6.1 Leadership Roles of Inspectors and Supervisors

Usually, organizations prepare job descriptions for the human resources they intend to hire to work in their organizations. The required organizational structure and work unit including the expected roles and responsibilities are designed according to which the assigned personnel can perform their roles and responsibilities. Yukl (2013) remarked that making followers understand their duties, functions, and activities is the responsibility of leaders. Leaders must guide and coordinate work activity and ensure employees know what to do and how to do it.

J. Baxter and Hult (2013) suggested that inspectors should carry out the following roles: enforcing laws and regulations; penalizing undesired practices; conducting teacher observation; providing feedback; and making policies, action planning, discussion, and professional dialogue. Fabunmi et al. (2022) describe inspection as an assessment process of various aspects of educational institutions such as teaching, learning, curriculum, facilities, and leadership. It ensures that institutions meet standards and provide quality education. Inspection activities include classroom observations, curriculum reviews, and discussions with teachers, students, and parents to identify strengths and weaknesses.

Grauwe (2014) pointed out that supervisors should carry out three groups of tasks, namely control which is derived from their original nomenclature in several countries, “inspection”; and support; and liaison involving both vertical links, such as: alerting

schools with ministry policies and rules, and the ministry with the needs and realities in schools, and horizontal links, namely networking among schools. Jaffer (2010) highlighted the dual role of inspectors in Sindh's education system. They acted as advisors and supporters to schools while reporting on their performance to the education department. This dual role raised questions about their effectiveness as both supporters and objective reviewers of the schools.

Grauwe and Carron (2004) indicated that supervisors are expected to play different roles, for example, assist teachers and schools have access to resources to improve their practices, providing training either in the center or in schools, and enabling teachers from different schools to come together and discuss with each other. Also, basing his evidence on previous research, Glickman, et al. (2018) cited in S. Gordon (2019) showed that a supervisor is supposed to play an important role in research by way of consulting teachers to do action research; and providing teachers with moral supports and material supports, namely professional development and funding.

Clarke and Ozga (2011) explained that during an onsite inspection, the inspection team engages in various evidence-gathering activities. These include observing lessons, analyzing students' work, examining school records, analyzing questionnaires from parents, students, and staff, holding discussions with staff, students, governors, and the school's partners, and conducting staff interviews. According to Addis Ababa City Administration Education and Training Quality and Certification of Professional Competency Authority (2019), the general education quality assurance team is expected to perform the following roles: conducting inspections (including monitoring school self-evaluation, making incidental inspections, and program inspections), conducting surveillance and ensuring accountability, organizing and expanding best practices, assessing the impact of inspections, and collecting, analyzing, organizing, and disseminating inspection data.

The Addis Ababa City Administration Education Bureau Pre-primary and Primary Education Supervision Cluster Team (2019) stated that the following roles form part of the cluster supervisors' roles: Monitoring, controlling, and providing feedback to pre-plan activities; Evaluating strategic and operational plans and offering professional support;

Assisting and monitoring educational coverage, equity, and access; Strengthening, monitoring and analyzing internal efficiency; Ensuring quality of education at cluster level; Empowering self and others educators; Guiding the teaching and learning methodology of cluster-schools; Monitoring, supporting and controlling the cluster examination and measurement; Strengthening in-built supervision; Conducting regular supervision; Doing tasks that develop skills of students; Organizing data related to supervision; and Strengthening and promoting school-community relations.

Moreover, the Addis Ababa City Administration Education Bureau District School Improvement Program Team Institutional Organization (2019) listed the following roles to be performed by the Woreda school improvement team: Conducting school improvement evaluation; Strengthening teaching practice; Improving learning and assessment; Strengthening the curriculum; Fulfilling school facilities; Improving student empowerment; Improving the provision of student support; Improving school strategic vision; Improving school leadership behavior, Improving school administration; and Improving community participation.

2.6.2 Procedures (Methods) of Inspection

Depending on their existing institutional capacity and policy context different countries have been employing several procedures for school inspection. Despite that, all are eventually confluence to achieve the same goal. In line with the above points, Kemethofer et al. (2017) showed that several education systems have introduced school inspection as a key tool to sustain and improve school quality. Although a wide-ranging disparity exists between countries about the application and distinct elements of inspections, school inspections generally follow the same basic ideas.

Gustafsson et al. (2015) indicated that inspection is usually realized depending on fundamentally serious processes, such as setting criteria, conducting the inspection, giving feedback, and publishing reports. According to (Fabunmi et al., 2022), a team of inspectors visit a school and spend time investigating the several facets of the school system in operation. The inspector then holds a meeting with the school principal and staff concerning proceedings and then returns to write reports on their findings. Such reports are

legal assessments of the school's operations since they indicate areas that merit commendation and those that need attention.

Ehren et al. (2005) showed that ahead of inspection the Netherlands inspectorate sends schools a letter asking them to send back their documents telling a proposed task and school plans; asking them to fill in questionnaires about their pedagogical vision, lesson plans, and methods they use. During the school visit the inspector observes several lessons and interviews teachers, the school director, parents, and pupils. Kemethofer et al. (2017) suggested that school inspections should be carried out based on observations and comparative approaches while measuring the effects of treatments during school inspections. Anast-May et al. (2011) study remarked that observations should be conducted repeatedly and extendedly with systematic feedback to improve teacher's performance, motivation, and satisfaction. And, these results are supposed to serve as an input for discussion while examining their evaluation process.

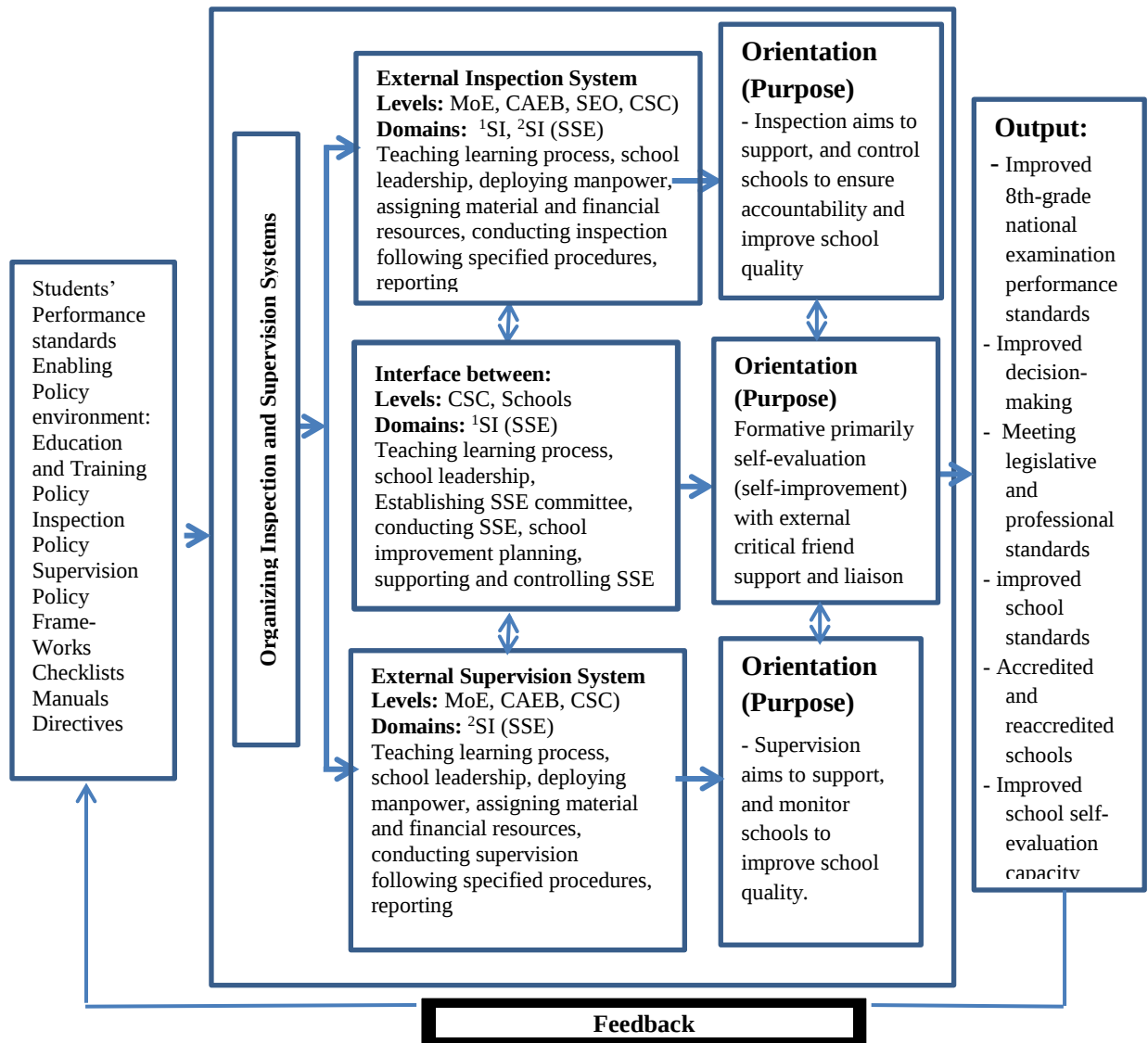
Scheerens and Ehren (2016) showed there is an overall consensus that process variables are more essential than input variables in explaining disparities in the quality of schools, and data about school quality is important to enhance the quality of schools. Well-matched, Hooze et al. (2012) suggested that process-oriented measurement of school performance should be based on various standards and criteria and involve many sources, such as quantitative and qualitative data, narratives, reports, observations, and many actors within and outside of the school organization; measuring a range of processes, involving instruction or organization and leadership. Whitby (2010) added that the collection of inspection evidence in Hong Kong has included: parents' meetings; discussion with members of the school community; observation of lessons and other school activities; examination of school documents; distribution of questionnaires for school staff, students, and parents; and scrutinize samples of students' work.

2.6.3 Methods of Supervision

Fabunmi et al. (2022) built upon previous research to assert that educational supervision encompasses the actions undertaken by school staff to guarantee the delivery of the instructional program with effectiveness, efficiency, and a beneficial impact on student performance. These actions involve monitoring classroom teaching, offering

feedback, and creating professional development prospects to facilitate ongoing teacher progress and advancement. Supervision fosters the professional development of teachers while affording them opportunities to enhance their expertise and abilities. Likewise, Haris et al. (2018) indicated that the authority given to school supervisors involved evaluating the performance of supervised staff; implementing an empowerment program; and doing the empowerment.

FIGURE 6 CONCEPTUAL FRAMEWORK FOR INSPECTION AND SUPERVISION PRACTICES



The above framework for program theory is based on the Input-Process-Output (IPO) Model. This conceptual framework identifies the inputs and the needed processing tasks required to transform inputs into outputs. In other words, the inputs denote system performance input-related policies, namely Students' performance standards, education and training policy, inspection policy, supervision policy, frameworks, checklists, manuals, and directives. These policy inputs are analyzed based on policies about school standards used as the focus of school inspection to control and ensure accountability and used as the focus of school supervision to support and monitor schools. These inputs included school facilities, buildings, manpower, and financial resources.

The processing phase involves all tasks required to effect transformation of the inputs (involves value adding activities), such as: deploying professional inspectors and supervisors to schools; organizing and preparing necessary resources for the planned tasks; selection of districts and schools for external inspection or supervision; making notification of planned visits, collection of information, and timeline; Implementation (undertaking notification focusing visits on school improvement or school self-evaluation, pre-meeting, interviews, verifications, on-site-supervision, post-meeting); confronting schools with their strong and weak points about a framework for inspection or supervision; providing support and guidance for underperforming schools; handling concerns and complaints; and publishing the inspection or supervision reports; and outputs are the information flowing out of the transformation process comprising improved decision making in terms of policy and practices, enhanced national performance standards (national eighth-grade examination results), meets legislative and professional requirements, improved school standards, accredited and re-accredited schools, and enhanced school self-evaluation capacity.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 RESEARCH DESIGN

This study is based on a pragmatist worldview, which focuses on actions, situations, and consequences rather than preconditions. For researchers using mixed methods, pragmatism allows for the use of multiple methods, different worldviews, and various forms of data collection and analysis. The fundamental belief of this approach is that combining qualitative and quantitative data provides insights that go beyond what either type of data can offer on its own. In other words, the research used a concurrent (convergent) approach of qualitative and quantitative methods to analyze data and address the research questions. This approach provided detailed insights from participants through qualitative data and numerical scores from instruments. Both data types were given equal weight and collected simultaneously in a single study (Creswell & Creswell, 2018, Creswell, 2012). It's important to note that different data types may lead to different results, indicating a need for further analysis to understand discrepancies. These inconsistencies can provide opportunities for a deeper understanding of the relationship between the research approach and the subject under study (Patton, 2015).

3.1.1 Sources of Data

A combination of primary and secondary data sources was utilized for this study. Primary data sources provide original, first-hand information, including policy documents such as frameworks, BSC, BPR, JEG manuals, decrees, guidelines, directives, and input from various individuals such as officials, experts, supervisors, and principals. Secondary data sources were also utilized to gather supplementary information, including ESDP publications, annual abstracts, and reports.

3.1.2 Population, Sample, and Sampling Design

The interviewees were selected through purposive sampling based on their positions of authority and expertise. This enabled them to play a crucial role in formulating, coordinating, and implementing national policies and strategies to improve the study's access to information. The participants comprised officials, experts, and inspectors from organizations including the Ministry of Education, Addis Ababa City Administration Education Bureau, Addis Ababa City Administration Regulatory Authority, sub-cities, and

district cluster school centers.

Specifically, 2 officials, 3 experts, and 2 inspectors participated from the Ministry, along with 5 education bureau supervisors, 4 cluster supervisors, and 5 coordinators. The Addis Ababa City Administration Regulatory Authority was represented by the deputy general director, a team leader, and an inspector. From the sub-cities, the director, 2 team leaders, and 4 inspectors took part in the proceedings (see the table below for details).

TABLE 1: INTERVIEW PARTICIPANTS BY LEVELS OF AUTHORITY AND METHOD OF SELECTION

Sectorial Office	Participant
Education Bureau	1 Supervision team leader 4 General education supervisors
District Education Office	5 Coordinators of cluster supervision
School Cluster-centers	4 Cluster supervisors
Addis Ababa Education & Training Quality Regulatory Authority (Center)	1 Education and training quality regulatory authority main deputy head 1 General education inspection team leader 1 General education inspector
Addis Ababa Education & Training Quality Regulatory Authority (Branch)	1 Inspection and education evaluation directorate director 2 General education inspection team leaders 4 General education inspectors
Ministry of Education	1 General education inspection desk head
	2 General education inspectors
	1 Teachers and education leaders development and management desk head
	2 Teachers and education leaders development and management Experts
	1 Educational program and quality improvement expert (supervisor)

This study used a three-stage simple random sampling design to select sub-cities, districts, and cluster schools from the total population. The study included five sub-cities: Arada-Kirkos, Nifasilk-Lafto, Aqaki Qaliti, Bole, and Yeka. A total of 35 districts, 40 public primary schools, 135 school principals, 58 inspectors, and 96 cluster supervisors were selected as part of the sample. It's important to note that the sample size directly

affects the accuracy of the estimates (Koul, 2019). According to Koul, a sample size of less than thirty is considered small, while thirty or more is considered large. (See table below for more details).

TABLE 2: POPULATION AND SAMPLE SIZE OF QUESTIONNAIRE RESPONDENTS

Name of City	Name of Sub-city	No. of Districts			No. of Primary Schools			No. of Cluster Supervisors			No. of Inspectors			Principals and Vice Principals		
					Government											
		Pop	Sa	%	Pop	Sa	%	Pop	Sa	%	Pop	Sa	%	Pop	Sa	%
AACAEB and AAETQRA	Akaki-Kality	13	6	46	28	7	25	35	20	57	17	13	74	101	30	30
	Nifasilk-Lafto	13	6	46	26	7	27	65	18	31	24	12	50	76	23	30
	Arada-Kirkos	18	10	56	43	13	30	45	20	44	17	12	71	114	35	31
	Bole	11	5	46	16	6	38	65	20	31	21	11	52	56	18	32
	Yeka	12	8	67	28	7	25	55	18	33	22	10	46	97	29	30
Total		67	35	52	141	40	28	265	96	35	101	58	57	444	135	30

Source: (Addis Ababa Education Bureau (2022). Addis Ababa Education Bureau (2023); Addis Ababa City Administration Education Bureau (2022). Education Statistics Annual Abstract (2020/21 GC).

3.1.3 Data Collection Methods and Instruments

Data were collected using interviews, questionnaires, and document analysis methods to gather qualitative and quantitative data. To collect the data, closed-ended questionnaires, interview guides, checklists, and document review forms were utilized. These data collection tools were developed based on relevant literature. Specifically, three closed-ended questionnaires were prepared: one for inspectors, one for cluster supervisors, and one for principals. The questionnaires come in different formats and consist of text that is customized to the level of responsibility of the respondents. The researcher also created checklists and interview guides with similar components for MoE participants (officials,

experts, and inspectors), Education Bureau supervisors, Regulatory Authority and sub-city inspectors, and district cluster supervisors. In addition, the researcher used document review guidelines to collect qualitative data.

Generally, questionnaires consist of four main parts. Part one aims to collect demographic data from school inspectors, cluster supervisors, principals, and vice principals. Part two includes a total of 24 questions related to leader behavior. This part includes 4 questions linked to the practice of classroom observation in light of teacher supervision policy and 14 questions linked to varied individual and joint supervisory roles. The questions are rated using a five-point Likert-type scale with options: 5 (always), 4 (frequently), 3 (undecided), 2 (rarely), and 1 (never). Part two also includes 6 questions linked to methods of supervision pursued by inspectors and supervisors to perform school visits. These questions are rated using a five-point Likert-type scale with options: 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), and 1 (strongly disagree).

Part three included a total of 25 questions related to leader behavior, particularly focused on sources of power. The questions were categorized as follows: 5 related to legitimate power, 5 related to expert power, 5 related to referent power, 5 related to coercive power, and 5 related to reward power. Respondents used a five-point Likert-type scale to rate these questions, with the options being: 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), and 1 (strongly disagree).

In part four, there were a total of 5 questions related to school self-evaluation strategies and insights. These questions were rated using a five-point Likert-type scale with the following options: 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree), and 1 (strongly disagree).

On the other hand, each interview guide contains seven main interview questions and other sub-questions based on each interview question. A checklist was prepared as part of the interview and was filled out by the participants. During the interview process, participants were probed to provide more information.

A document analysis guide was used to focus on selected policy documents. The analysis focuses on the contents of these documents that have implications for inspection/supervision, how these contents are implemented, factors that facilitate or

hinder implementation, any alignments or misalignments among these policy documents, and possible explanations for these alignments or misalignments.

3.1.4 Procedures of Data Collection

The researcher conducted a pilot test before starting full-scale data collection. Colleagues and graduate students helped to reach respondents. The MoE inspector, sub-city inspector, and Cluster Supervisor were given semi-structured interview questions. Additionally, ten principals, ten inspectors, and ten supervisors from districts that were not in the sample filled out draft questionnaires for the pilot research. Feedback from the pilot test was used to improve the research instruments.

In addition, the reliability of three types of questionnaires filled out by principals, inspectors, and supervisors was tested through a pilot study using Cronbach's alpha. The results obtained were $\alpha = 0.92$ for principals questionnaires, 0.89 for inspectors questionnaires, and 0.86 for cluster supervisors questionnaires, indicating that the questionnaires are reliable. The interpretation is based on the five-point reliability scales (alpha values) suggested by Ghazali, 2008 as cited in (Mohamad et al., 2015).

The researcher conducted interviews and, along with assistant data collectors, gathered data from the sample of respondents drawn from cluster school centers and schools. The researcher conducted the questionnaire by informing the research participants about the purpose and contents of the data collection tools. Trained assistant data collectors managed the data collection processes. The interviews were conducted in the Amharic language and each interview lasted between one and a half to two hours. The researcher utilized Google Translate and consulted with language teachers to edit the data collection instruments translated from English to Amharic. Finally, the researcher prepared the final report in English.

3.1.5 Methods of Data Analysis

SPSS version 20 was employed to calculate descriptive and inferential statistics to determine if there were differences in mean scores in the respondents' responses to the problem. Descriptive statistics such as percentage, mean, average mean, and standard deviation were calculated to identify the average position of the respondents. In addition, inferential statistics namely one-way ANOVA, post hoc test, and independent sample t-test

was computed to test whether there was a statistically significant difference in the responses of primary school principals, inspectors, and supervisors. The data collected from questionnaire respondents are presented in Tables, and the results of descriptive and inferential statistics were presented and interpreted.

The Levene test is used to check if the variances of two groups are equal. If the p-value is greater than .05, it means that the F test is not significant, and we can assume that the variances are equal for the t-test. If Levene's F is statistically significant ($p < .05$), it indicates that the variances are significantly different, and we cannot assume equal variances for the t-test. In a one-way ANOVA, Gam's Howell test helps determine which pairs are significantly different when the equal variance assumption is violated. If Levene's test isn't significant and the group sizes aren't equal, we can use Tukey's HSD test (Morgan et al., 2004).

Responses to each questionnaire were categorized using a Likert-type scale with five mean cut off point options: strongly agree (4.51 – 5.00), agree (3.51 – 4.50), undecided (2.51 – 3.50), disagree (1.51 – 2.50), and strongly disagree (1.00 – 1.50) (Likert, 1952 as cited in Linacre, 2002). Additionally, the following Likert-type scale with five mean cut off point choices were employed: Always (4.51 – 5.00), frequently (3.51 – 4.50), undecided (2.51 – 3.50), rarely (1.51 – 2.50), and never (1.00 – 1.50). The analysis was conducted with $df = 420$ in a one-way ANOVA, and with 229 and 191 in t-tests at $p / \alpha < 0.05$, two-tailed.

The qualitative data collected were organized, coded, translated, analyzed, and interpreted thematically using quotations or narrations. Qualitative results were presented first, followed by quantitative results.

3.1.6 Ethical Considerations

I obtained participants' consent by presenting a letter of support from the Department of Education Planning and Management to the officials and participants of the institutions where the study was conducted. I informed the participants about how the collected data would be used to ensure transparency and avoid deception. Participants were also informed that they could choose to participate or stop participating in the study and withdraw their consent if they felt unsafe. For the protection of the participant's privacy

and identity, composite profiles (using collective names) were created. This means that the analysis was conducted by examining the participants' responses using collective names, such as cluster supervisor, education bureau supervisor, center or branch inspector, and Ministry expert.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

Introduction

The subsequent subsections present valuable information, which includes data gathered from policy documents, questionnaires, and interviews.

4.1. Presentation of Data and Findings from the Policy Documents

This part described key policy themes emphasized in the study including recruitment guidelines, frameworks, purposes, organizational structures, and roles of inspection and supervision systems.

4.1.1. Recruitment Guidelines

Inspectors' and supervisors' recruitment policies were analyzed to examine what policies are available and put into practice. The recruitment was made based on the following policy documents: the education and training policy, the job evaluation grading manual, the national inspection guideline, the public servant's deployment guideline, Addis Ababa city administration employees deployment implementation guideline, general education supervision directorate business process re-engineering manual, and Addis Ababa city administration regulatory authority revised business process re-engineering manual.

The existing policies outline the minimum educational requirements, teaching experience, and leadership qualifications for school leadership roles. As a result, teaching and school leadership experiences, and training are key factors for a supervisory or inspectorial position. However, the emphasis on each criterion varies depending on the specific documentation. Generally, the aforementioned details were highlighted in the established policies.

Theme 1 Qualification

The Ministry stipulates that a bachelor's degree is required to appoint primary school supervisors (Federal Ministry of Education, 2023). To be a supervisor or inspector, the applicant must have a first-degree and above-educated degree (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022). Also, the Addis

Ababa City Administration Education Bureau (2022) and the City Government of Addis Ababa Education and Training Quality Regulatory Authority (2022a) business process manuals stated that an applicant must have a first-degree and above-educated degree to assume the position of supervisor or inspector. A similar unpublished Job Evaluation Grading (JEG) manual of the Ministry stated that applicants must have a minimum of first-degree and above education qualifications to compete for the positions of inspector and supervisor.

Theme 2 Experience

Additionally, a minimum of ten years of experience is required to attain the supervisor position in the MoE. Furthermore, those seeking to apply for the positions of primary school inspection will be eligible for consideration in the competition provided that they meet the stipulated recruitment criteria. These criteria include a minimum of six years of experience to become a primary school inspector, eight years to become a team leader, and 10 years to qualify as a director of the regulatory authority (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022). According to the JEG manuals, a minimum of ten years of experience is required to attain the position of inspector or supervisor in the MoE.

The policy under analysis indicates that, while the Federal Ministry of Education (2023) allocated 40% of the weight for educational preparations and 30% for work experience, the Addis Ababa City Administration Public Service and Human Resource Development Bureau (2022) allocated 10% for educational preparations and 5% for work experience. So, the policies differ. Additionally, while the Federal Civil Service Commission assigned a fifteen percent score for work experience, the city administration public service bureau only assigned a five percent score. A 12.5 score (percent) is awarded for seven to ten years of experience, while a 15 score (15%) is granted for more than for example 25 years of experience.

The findings revealed that each authority level (the Ministry of Education, the Education Bureau, and the Regulatory Authority) followed its policies. The policies of the Ministry and the Federal Civil Service appeared to be non-binding. Although it is stated

that any law conflicting with the Federal policy would be unacceptable, there are no consequences for violating them.

According to the Federal Ministry of Education (2017) and the Addis Ababa City Administration Education Bureau (2022), experiences relating to teaching, principalship, and supervisorship are used as prerequisites to assume supervisory positions; and teaching, principalship, supervisorship, and expertise in the education office are used as prerequisites to assume inspectorial positions (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022).

Theme 3 Performance

The civil service guideline authorized top-level leaders to fill in 35 percent of employees' efficiency (Translation) (Federal Civil Service Commission, 2021). Likewise, the Addis Ababa public service guideline authorized top-level leaders to fill in 30 percent of employees' work efficiency (Translation) (Addis Ababa City Administration Public Service and Human Resource Development Bureau, 2022).

4.1.2 Inspection Framework, School Self-Evaluation Framework, and Inspection Checklist

The Ministry assesses and supports the performance of schools through a system of general education inspection and supervision. The school improvement framework, the inspection framework, the school standards, the inspection checklist, the supervision checklist, the balanced scorecard, and the job evaluation grading were among the guidelines employed.

Theme 4 Input to Schools as Foci of Inspectors/Supervisors

Inspectors and supervisors perform their functions referring to different relevant policies. One of the domains of school inspection and supervision involves school inputs. Inspectors conduct standard inspections to evaluate the performance of schools against school facilities, buildings, manpower, and financial resources. Supervisors conduct school supervision to support schools in filling the gaps they identified by school self-evaluation and through school inspection. The input domains involve standards including school facilities, buildings, manpower, and financial resources.

Theme 5 Process to Schools as Foci of Inspectors/Supervisors

Inspectors and supervisors carry out their tasks according to diverse related policies. The inspection and supervision were carried out focusing on school processes. Inspectors conduct inspections to evaluate the performance of schools against 12 process standards involving student learning, teaching methods, supporting female and special needs students, school leadership, professional formation, professional development, continuous assessment, feedback, and many more. Supervisors support schools in their self-evaluation process and assist schools to improve their weak points remarked by inspectors about school processes.

The process includes all tasks necessary for converting inputs, such as organizing structures, deploying inspectors and supervisors to schools, preparing resources, selecting districts and schools for inspection, communicating visits, collecting information, and establishing a timeline. It also involves notifying schools focused on improvement or self-evaluation, holding meetings, conducting interviews and verifications, providing feedback, offering support to underperforming schools, addressing concerns and complaints, and publishing inspection reports.

Theme 6 Output to Schools as Foci of Inspectors/Supervisors

Inspectors and supervisors conduct output inspections referring to various policies. Inspectors evaluate the performance of schools focusing on school outputs. Supervisors support and monitor school outputs in light of different policies. Inspectors conduct inspections on the performance of schools against eight standards involving internal efficiency, exam results, civic virtues, school staff interaction, and community participation to ensure accountability and enable informed decision-making. Supervisors conduct school supervision using the findings of inspection as input to their effort to support the improvement of school quality. In particular, as per the conceptual framework in this study, the output standards involved internal efficiency (8th-grade national examination performance standards), improved decision-making, improved national performance standards, meeting legislative and professional standards, enhanced school standards, accredited and reaccredited schools, and improved school self-evaluation capacity.

Theme 7 School Standards/Levels/ Performance as the Base for School Support/Accountability

Classification of schools is being made based on the ensuing scores: a school scored below 50% in Grade 1, between 50%-69.99% in Grade 2, between 70%-89.99% in Grade 3, and between 90%-100% in Grade 4. The inspection team must see each school at least once every three years. A school will be re-inspected after one year if it does not meet the standard (Ministry of Education, 2013, 2014). MoE proposed that 20% of institutions in the first year, 40% in the second year, and 40% in the third year be taken for inspection (Ministry of Education, 2014). The inspection process is carried out focusing on the input-process-output domains.

Theme 8 School Self-Evaluation as an Indicator for Effective Practice

School self-evaluation is carried out by schools based on the school improvement framework devised by the Ministry of Education (Ministry of Education, 2014). School self-assessment is aimed at schools to measure where they are compared to the criteria of good practice outlined in the Self-Assessment Form (Ministry of Education, 2007a). The role of the regulatory authority in assessing the school's implementation self-evaluation process is stated in the regulator's Business Process Reengineering Manual (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022a). Ensuring all stakeholders understand their role in the SSE process and are clear on how they can participate is crucial. They need to know how their contribution will be used, the steps in the process, and how progress will be communicated to them (Ministry of Education, 2007a).

4.1.3 Policies Concerning Purposes of School Inspection and Supervision

Theme 9 Inspection and Supervision Overlap in Purpose

The policies analyzed showed the systems of general education inspection and supervision overlap in purpose while differing organizational structures.

Theme 10 Quality as Foci of Inspection and supervision

The purpose of the Regulatory Authority is to carry out monitoring, evaluation, and control work to ensure the quality of education (Federal Democratic Republic of Ethiopia, 2022).

The purpose of the inspection is to provide monitoring and support and expand the accountability system by evaluating institutions to maintain the quality of education in the general education sector (Ministry of Education, 2013b); it is to ensure the quality of education by providing inspection services, conducting monitoring and controlling on schools, ensuring education and training relevance, conducting research, and issuing school ranking certification (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022a); and supervision is to provide proficient and quality support and monitoring to educational institutions to achieve student achievement (Addis Ababa City Administration Education Bureau, 2022).

4.1.4 Policies Concerning Organizational Structures of School Inspection and Supervision

To achieve the purposes of inspection and supervision services, different organizational structures (models) were established in Ethiopia. The 1994 education and training policy was used as a reference to develop different organizational structures for inspection and supervision services at various levels (Federal Democratic Republic Government of Ethiopia, 1994). Recently, many quality management organizations began to emerge to manage the quality of education. Accordingly, the revised education and training policy created the organization of the Education and Training Authority with a mandate to monitor and ensure educational quality, standards, professional standards, and professional ethics (Federal Ministry of Education, 2023).

Theme 11 Organizational Structure for Supervision

The MoE established General Education Supervision under the Educational Programs and Quality Improvement Desk. Similarly, the Addis Ababa City Administration General Education Supervision Directorate, the Sub-city Education Supervision, the District School Improvement, and the Cluster School Centers were established under the City Administration Education Bureau (Addis Ababa City

Administration Education Bureau, 2022). Accordingly, the Education Bureau Supervision Directorate supports the Sub Cities, Districts, and Cluster School Centers. The Sub City Cluster Supervision supports secondary schools, and the District School Improvement Team supports Cluster School Centers. Cluster school supervision provides support to primary schools. The city administration supervises 12 schools in a cluster based on their proximity.

Theme 12 Organizational Structure for Inspection

In addition, the MoE established the general inspection desk as a unit under the Educational Programs and Quality Improvement Desk. The city executive and municipal service organs re-establishment proclamation stipulated the establishment of the city quality regulatory authority (City Government of Addis Ababa, 2021). The Quality Regulatory Authority is re-established according to the decree (74/2022) issued by the city government (City Government of Addis Ababa Education and Training Quality Regulatory Authority, 2022a). Also, the inspection was organized at the city and sub-city administration levels.

4.1.5 Policies Concerning Roles of School Inspection and Supervision

Theme 13 Policies Authorizing Organizational Structure for Inspection

The Ministry of Education (2013b) mandated the District Inspection Sector to inspect schools, ensure inspections are carried out according to the annual planning schedule, oversee the implementation of inspectors' recommendations, collect and analyze inspection data, and research educational quality assurance activities. Similarly, the City Government of Addis Ababa Education and Training Quality Regulatory Authority (2022) stated that the General Education Inspection Directorate has the following main functions: monitoring the implementation of internal inspection, conducting standard inspections, conducting inspections, and taking action on failing educational institutions, verifying the relevance of education through surveillance inspections, and issuance of rating certificate.

Theme 14 Policies Authorizing Organizational Structure for Supervision

The Addis Ababa City Administration Education Bureau (2022) expects supervisors of general education to perform various key roles such as initiating learning and teaching, supporting and monitoring the execution of the general education sector plan, conducting supervision to maintain professional ethics, and creating a comfortable and peaceful learning environment.

Theme 15 Policies Specifying Inspection and Supervision Procedures

Procedures (methods) of inspection and supervision pursued were components of different policies. According to the (Ministry of Education, 2013b), the ensuing procedures of inspection are indicated: selection of schools; forming inspection teams; communicating with schools; school self-assessment and classification; inspecting; gathering evidence; reaching judgments; giving weight; classifying the school; reporting back; writing report; follow-up; and handling complaints. The City Government of Addis Ababa Education and Training Quality Regulatory Authority (2022) works following the methods: identifying and announcing institutions, preparing data collection tools, evaluating, giving oral feedback, grading, and written feedback, circulating feedback, handling complaints, organizing, analyzing and disseminating results, and preparing consultation platform. The Addis Ababa City Administration Education Bureau (2022) conducted school supervision using the following methods: document preparation, scheduling, and notification, monitoring, and oral feedback, written feedback, preparing discussion documents, monitoring the discussion process, and reporting on the implementation, preparing the report for the team and the directorate.

4.2 Findings from Interviews

Theme 16 Demographic Information of Interviewees

A total of 31 individuals took part in the interviews. This group comprised nine cluster supervisors (coordinators), five education bureau supervisors, seven Ministry officials and experts (two desk heads, two inspectors, two experts, and one supervisor), as well as ten inspectors (including one vice director, one team leader, and one inspector from the city administration Regulatory Authority, one sub-city inspection manager, two team leaders, and four branch inspectors).

Nine cluster supervisors from five sub-cities were involved. Three cluster supervisors held advanced degrees, while the others had undergraduate degrees. More than half of the supervisors had received some form of leadership education and training. The majority of cluster supervisors had more than six years of teaching experience, while five had no school principalship experience. More than half of them had between six and twelve years of supervisory experience.

The findings from the interviews with five education bureau supervisors revealed that three of them had obtained secondary degrees in Educational Planning and Management (EdPM), while two possessed expertise in business management that was not directly related to school leadership. Three of the supervisors had more than six years of teaching experience, while two had no prior teaching background. Additionally, two of the supervisors had over six years of experience as school principals, while the remaining three lacked such experience. It was noted that most of the supervisors had between one and five years of experience in supervisory roles. The results also indicated that individuals who had been removed from political positions were appointed to supervisory roles, despite their lack of prior teaching experience. These findings suggest that the appointments may have been an administrative error rather than a result of a policy gap.

Six branch inspectors had a bachelor's degree in the teaching profession, while one had a master's degree in EdPM. Most had subject-specific related training. The majority of them had more than five years of teaching experience. Three supervisors had between one and three years of experience, while three of them had no, Five of them had between six and twelve years of inspectorship experience, while two had between one and five years.

Two of the participants from the center held master's degrees, while one had a bachelor's degree. Two participants did not have relevant educational leadership training. All participants had between six and twelve years of experience in the teaching profession. Two had between one and five years of experience as school principals, while one had no experience in that role. Additionally, all participants had between six and twelve years of experience as inspectors.

Five out of seven experts from the MoE had second degrees in educational preparation in specific subject teaching. Three of them had training related to special needs education and in specific subject types, while only one had an EdPM background. Four had teaching experience greater than six years, while the three had between one and five years. Four participants had experience in school principalship, while the other three had no experience. Five had six to twelve years of experience in school supervision and inspection leadership, while two had one to five years.

Generally, half of the interview participants possessed the minimum educational qualification of a bachelor's degree, while the remaining half held a second degree. The majority had not undergone relevant educational leadership training. Most of them had over six years of teaching experience. Additionally, nearly half of them had taken on the role of school principal without prior experience in principalship. Moreover, the majority had over six years of experience as an inspector. See the summary of the interview respondent's demography in Table 3:

TABLE 3: INTERVIEW RESPONDENTS BY EDUCATIONAL LEVEL, PREPARATION, AND WORK EXPERIENCE

Participant	Level of Education		Education al preparation		Work experience as a teacher				Work experience as a principal or vice principal				Work experience as an inspector			
	2nd degree	1st degree	EdPM/ Mgt/MBA/ SNE	Subject	0 year	1-5 year	6-12 year	>12 year	0 year	1-5 year	6-12 year	>12 year	0 year	1-5 year	6-12 year	>12 year
Cluster supervisors	3	6	5	4	-	1	6	2	5	2	2	-	2	1	6	-
Education Bureau Supervisors	5	-	2	3	2	-	3	-	3	-	2	-	-	4	-	1
Branch Inspectors	1	6	1	6	-	2	3	2	3	3	1	-	-	2	5	-
Center Inspectors	2	1	2	1	-	-	3	-	1	2	-	-	-	-	3	-
MoE Experts/ Inspectors	5	2	4	3	-	3	3	1	3	4	-	-	-	2	5	-
Total	16	15	14	17	2	6	18	5	15	11	5	-	2	9	19	1

4.2.1 Policies in place (Policies for School Inspection and Supervision)

Theme 17 Policies Guiding School Inspection and Supervision

Participants were asked about what policies were in place to guide and coordinate their work. All supervisors and inspectors said that they have commonly used Ethiopia's education and training policy as a reference in their daily work. Cluster and education bureau supervisors and MoE experts have frequently used BPR, BSC, and JEG documents as policy references. While supervisors and inspectors have used the Supervisors' National Primary School Curriculum, supervisors have only used Professional Competencies. The education bureau supervisors and the MoE experts have used the Education Development Road Map. The cluster supervisors stated that they have used their plans as useful references when performing their daily tasks. Inspectors have used policy references such as the National General Education Inspection Framework and Guide, and the Primary Education Checklist (see details in annex – Appendix K).

The National Primary School Curriculum, School Improvement Framework, Professional Competencies, and Education Development roadmap were not accessible to school inspectors and supervisors. Some respondents did not cite any of the following as a policy reference: the Federal Civil Service Commission (2021), the (Addis Ababa City Administration Public Service and Human Resource Development Bureau (2022), Federal Ministry of Education (2017) Blue Print, Federal Ministry of Education (2021b) Recruitment and Professional Development Guide, and the school standard (Ministry of Education, 2018). It appears that the concerned body in the Ministry lacks interest in ratifying and making ready the draft policies.

Theme 18 Policy Gaps Impede Implementation

The draft versions of the Teachers, Principals, and Supervisors' Development Blueprint and the Recruitment and Professional Development Guide are currently under review. The Teachers and Education Development Desk aimed to update these policy documents based on the findings of the education roadmap study and to align them with the revised education and training policy of Ethiopia. The revised policy introduces changes to the previous recruitment of supervisors, creating uncertainty about the status of the earlier versions of these policies.

Cluster supervisors were interviewed about the implementation of recruitment policies for supervisors. Five cluster supervisors said that the right person was not placed in the appropriate position. Specifically, the recruitment rules did not adhere to the requirement of six years of work experience, educational background in school leadership, or level of education. Six years of teaching experience was given more importance compared to other factors. They also mentioned that supervisors with more work experience were considered as valuable as those with less work experience based on the recruitment criteria. Moreover, individuals aspiring to become supervisors without prior leadership experience were hired. This points to a prevailing issue in supervisor recruitment practices.

According to reports from five cluster coordinators and three supervisors, the City Administration has implemented multiple reforms affecting public servants. These changes have led to the demotion of experienced supervisors from their supervisory roles. As a result, some supervisors have been reassigned to directorships or teaching positions, while others have been left without clear duties for some time. This has had a demoralizing effect on supervisors. For example, approximately thirty supervisors with professional licenses were reassigned to teaching roles, while other supervisors without the necessary training were given similar responsibilities after competing for vacant positions.

In addition, political appoints after being removed from their positions of political leadership were given unopposed assignments as supervisors. They added that it is unfair for senior executives to fill in thirty percent of supervisors' evaluations. They claimed that because the top-level leaders utilized the criteria to benefit their cliques, it was subjective. Similarly, Haris et al. (2018) showed, based on actual data, that political concerns and nepotism frequently take precedence over competencies and qualifications when hiring school supervisors in Indonesia.

In contrast, an expert from the Ministry of Education and four participants from the Education Bureau stated that the current guidelines, which are based on the recently approved Job Evaluation Grading (JEG) manual, are sufficient for the recruitment of supervisors. In other words, there were job postings, work experience, written and oral exams, and neatness checks on files.

Two supervisors of the education bureau and five supervisors of clusters reported that newly appointed supervisors had not received on-the-job training at all. There is no evaluation of training needs. Despite serving as a supervisor for almost two years, they did not participate in any extended or short-term training. The other three interviewees stated that ministerial and education bureau levels offer brief training. But there was no ongoing training provided. Three years ago assigned supervisors had been doing their duties with little to no confidence because they had not received any relevant training.

Two inspectors from MoE, two from the center, and two from the branch responded that the recruitment of inspectors was done based on JEG prepared by the civil service, and the conditions that each candidate must meet are set in detail. Two inspectors from the branch said that, in the past, inspectors were recruited and employed when candidates passed the exam, which was scheduled in collaboration with Addis Ababa University. However, the competition is now conducted according to JEG's manuals. As said by one inspector from the MoE, the recruitment of staff was done according to the detailed criteria set by JEG. However, recruitment guidelines were occasionally violated, and inspectors were appointed out of competition. Two branch inspectors reported that some team leader and director positions were directly assigned to former political appointees when they were removed from office, so it took a lot of time for them to get used to the job. This is in line with the finding of the sixth ESDP, which points out that supervisors' recruitment is not grounded on merit (Federal Ministry of Education, 2021a).

An inspector (from the branch office) said that short-term training and long-term training are not provided. Six participants (two from the MoE, one from the center, and three from branch offices) stated that there was no further education opportunity provided by the Ministry of Education for inspectors. The Civil Service University gave them limited opportunities, however, it had little to do with their current work. An inspector from the center said that, after recruitment, inspectors were given a 10-day short training in methodology, classroom management, and assessment at Kotebe University. Most interviewees stated that some inspectors and managers of the center and the branch office had been given training regarding the revised checklist in cooperation with the Minister of Education.

4.2.2 Inspection Framework, School Self-Evaluation Framework, and Checklist

Five cluster supervisor coordinators, four cluster supervisors, and an education bureau supervisor reported that when a new school is opened, accreditation is given without the education bureau's knowledge. The Bureau is mandated to plan, decide, and support the construction and opening of new government schools in the City Administration of Addis Ababa. Besides neglecting the Bureau's mandate to decide on the construction and opening of new schools, putting accrediting organs out of the bureau could lead to unfair distribution of schools regardless of the community's need. It can also cause conflicting roles between the Regulatory Authority and the Bureau of Education regarding accrediting and reaccrediting schools.

According to the above interviewees, every year, inspectors carry out standard inspections with the same criteria, but no changes are made. Because of the presence of more old established school facilities and compounds, most schools in Addis Ababa have yet below-standard facilities. These deficiencies in school capacity are problems that cannot be directly solved by the school and supervisors. They are the responsibilities of district and sub-city education offices and the city government education bureau. However, every year schools are said to have not met the standards, and their standards are lowered. Knowing that gaps cannot be easily solved, they assign the school level 2 or 1 with the same assessment. Because the school standard or the checklist was not appropriately revised to address the observed problem. Accordingly, supervisors and principals are always criticized for and held accountable for their failures. This caused relationship problems.

An education bureau supervisor, three cluster supervisor coordinators, and two cluster supervisors said that expanding the school area, classroom size, and playing ground is difficult due to the surrounding private properties and different buildings. Because it will involve legal issues and paying compensation, this shows that the inspectors use the checklist every year to the same openly low standard they have seen before. An education bureau supervisor said that instead of holding accountable those concerned bodies required to solve those challenges faced by schools and supervisors, they were not able to do so. Rather, they were doing a supportive job.

According to two inspectors (from the Branch), the inspection was not being done according to the guidelines, and the low-performing schools were not held accountable. Some schools achieved 75 percent this year appears their level is decreasing after one year. The results obtained in schools were low in terms of input and process. The inspector said, “When the teachers were informed that there was an inspection, they were prepared for the inspection and waited for us. The checklist we used invites schools to focus on organizing processes and documents rather than outcomes” (Branch Inspector -2 (BI – 2), Jan 25, 2023). As reported by three inspectors (from the Branch), some of the questions on the checklist were not quantifiable. Some of the standards set out in the framework and checklist were not easily measurable and the inspector interpreted them based on their own experience. This created a difference in scoring, which led to unfairness. The main inspection work was focused on the process, which means that up to 12 standards were related to the process. An inspector stated,

“When we ask schools if they have achieved results, they say yes, but measuring the results with an inspection undertaken in two or three days is difficult. In practice, school results can only be known at the end of the year. The claim that the results have improved can be considered a partial truth as teachers are giving more than 50 percent marks in order not to be accountable” (Branch Inspector -1 (BI – 1), April 24, 2023).

The center inspector and two branch inspectors stated that there are links between the school improvement framework and the checklists, but there are still some that cannot be predicted and are not easily measured. The descriptors in the standard are not convenient to measure and cannot be applied in Addis Ababa's current situation. An inspector said, "So far, our institution is not giving licenses and renewals to government schools. But the guidelines mandate that this be done, so far we are only giving it to private schools” (BI-3, April 25, 2023). According to one center and two branch inspectors, accountability does not apply to government schools because the schools are forced by the government to register more students with lower standards. This situation creates a challenge for the regulatory authority to take action against government schools operating below the specified standard. This shows that the regulator falls under unreasonable pressure from the government.

According to an interviewee (from MoE), the inspectorate has started removing from the inspection checklist the things that are said to be difficult to measure, some of which are impossible to implement. The Addis Ababa administration guidelines are being revised to address the problem with the scope of the land standard. Conversely, two inspectors (from the Branch) reported that it was difficult to measure because the standards of the schools issued before have not been updated so far, and the requirements set do not describe the actual situation of Addis Ababa. The directive requires that the size of a primary school be between 15,000 and 25,000 square meters. However, schools in Addis Ababa cost a lot of money and are based on much less square footage than expected. Even if it is thought to expand, houses around them include floors that are private and corporate properties. On the other hand, due to the high cost of land in Addis Ababa, the government is not showing its commitment to providing a place for the construction of a school. Instead, the land is sold to investors at high leases.

Theme 19 Policies for School Self-Evaluation Implementation

When asked why they used the results of the school self-evaluation, an inspector explained that they conduct school visits to check whether a school conducts self-evaluation and prepares a school improvement plan. Because the inspection checklist specified inspectors to check this activity. Accordingly, inspectors assess and give results. He also pointed out that there is no internal inspection stated on the checklist. No inspection uses school self-evaluation results as a resource for future inspection planning. They check whether schools undertake self-evaluation. According to an inspector from the center, inspectors do nothing but ensure that schools carry out self-assessments. Accordingly, inspectors give results to schools according to the criteria set out in the checklist. Two branch inspectors stated that four years ago, schools used to conduct internal inspections and send findings to the branch, so they used it as a resource to sample schools for further inspection and did verification and support work, but now they have been left out. Now inspectors check schools to verify if they have completed their self-evaluation. They pointed out that the Education Bureau was monitoring and supporting the process and implementation of school self-review.

According to an inspector, in the previous system, the internal inspection was mandatory, so schools were working on it. It enabled them to work closely with external inspection. Now, school self-assessment is included in the standard inspection checklist to ensure that inspectors can see and control the implementation of the school self-evaluation. To make sure that the school committee was formed and worked. According to three branch inspectors, in the past, schools used to perform internal inspections to identify the category of their institutions. That's gone now. Now it is assessed according to the inspection criteria. Schools do not report directly to inspectors. The inspectors will monitor the schools' self-review based on the school improvement framework matrix. Inspectors check the questionnaires filled out by teachers and parents.

An inspector from the center and three MoE inspectors reported that previously, school self-evaluation used to be called internal inspection and was closely monitored and supported by the inspectors. Currently school evaluation is under the close follow-up and support of the school improvement team. Schools do not send anything to the inspection institute. It is aimed to allow schools to solve their problems and empower themselves. The inspectors are currently working on giving points by ensuring the schools have conducted a self-evaluation according to the checklist.

When asked what role they play regarding the school self-evaluation process, and for what purpose they used the results of the school self-evaluation, the majority of cluster and education bureau supervisors said that schools conduct school self-evaluation at the end of each year. Thus, they identified their strengths and weaknesses and prepared the school improvement plan. Then, supervisors used the identified gaps to support schools. One of the supervisors pointed out that some schools prepared their plans by copying the plans of other schools without conducting their self-evaluation. He reported that some principals and supervisors did not receive training related to school self-evaluation.

An education bureau supervisor stated that he made cluster supervisors take and review the copy of the school plan, and discuss their comments with the school principals to support schools to improve their plans. The MoE experts reported that they encourage schools to conduct school self-evaluation and prepare their school improvement plan.

However, they did not provide training to schools and supervisors relating to school self-evaluation.

4.2.3 Purposes of School Inspection and Supervision

Theme 20 Quality and Support as overlapping Roles of Inspection and Supervision

When interviewees were asked to explain the purpose of inspection and supervision are? All inspectors stated that supervision aims to ensure the quality of education through support, while inspection aims to support and control to ensure accountability. They are similar because both aim to support and improve the quality of schools and student performance and behavior. Inspection aims to ensure accountability by taking action, while supervision aims to provide monitoring and support to schools through advice. A respondent stated that the purpose of supervision is to provide support through clinical supervision to teachers and conduct administrative monitoring and evaluation to provide support to the school leaders. According to three inspectors, the function of supervision is fully continuous support. Supervision does not judge. The supervisory agency is not tasked with auditing but often uses inspection findings to support schools regularly. Supervisors aimed to support schools according to the activities (that have different purposes) detailed in their checklists. An inspector stated that the purpose of supervision focuses on providing support on the process to improve quality. One of its purposes was related to filling the school implementation gaps identified by inspectors.

Five inspectors reported that the function of inspection in terms of inspectors' roles. The purpose of the inspection is to ensure improvement and address gaps. Inspectors provide recommendations for improvement. Taking corrective action to create pressure on schools to improve was mentioned as part of the purpose of the school inspection. Inspectors believe that the purpose of the inspection is reflected in the domains of school inspection (in terms of input, process, and output).

Almost all supervisors said that supervision is aimed at providing continuous support to teachers and principals and identifying gaps for school improvement. Inspection is aimed at supporting and controlling schools to ensure accountability periodically. Also, the respondent stated that the purpose of supervision is to provide professional support to the school staff, while inspection aims to evaluate and help schools receive resources.

As stated by the four Ministry interviewees the purpose of supervision is to enforce policies and standards issued by the Ministry of Education to achieve the quality of education. Supervision is aimed at carrying out different monitoring and empowerment activities to enable standards and plans to be implemented and gaps identified by inspections to be filled. However, they said that inspection aims to improve institutions' efficiency and ensure accountability.

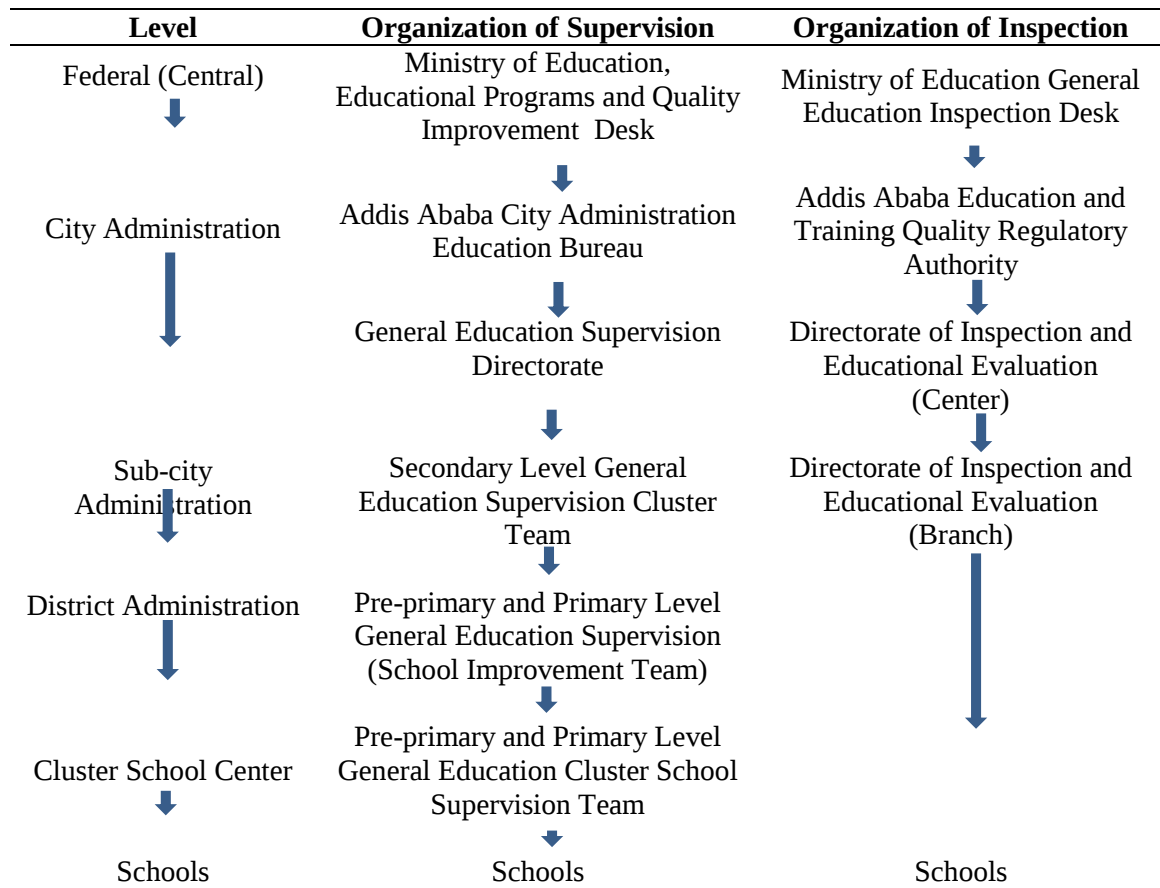
Theme 21 Overlapping Roles over Lesson Observation

The five interviewees reported that the supporting function of inspection has created role confusion. When inspectors do classroom observations, they do not communicate with the supervisors, so when they give feedback, there is a problem of creating situations that conflict with procedures and instructions.

4.2.4 Organizational Structures (Models) of Inspection and Supervision

When interviewed, what organizational structure was created to implement supervision policies? External supervision was organized from the city administration education bureau to the level of sub-city and district cluster school centers, according to all cluster and education bureau supervisors. Almost all cluster and education bureau supervisors were unsure whether there was a supervision organization at the Ministry of Education. Supervision was not organized separately under the name of supervision, according to four MoE respondents. It was recently organized under the Education Programs and Quality Assurance Desk and was interchangeably named School Improvement. All Inspectors (from the center and branch) said there was an organization of general education inspection at the city administrative level of the Addis Ababa Quality Regulatory Authority (called the center). Similar regulatory bodies have also been established as branches in eight sub-cities areas. Moreover, three MoE inspectors stated that general inspection had been established and worked at the Directorate level. Now it is shrinking into a new form at the desk level and is organized with only three people at the MoE level. The models (organization structures) of inspection and supervision systems are illustrated as follows.

FIGURE 7 THE STRUCTURE OF THE ADDIS ABABA (ETHIOPIAN) SUPERVISION AND INSPECTION MODEL



Source: Addis Ababa City Administration Education Bureau. (2022). City Government of Addis Ababa Education & Training Quality Regulating Authority. (2022). Addis Ababa City Administration Quality Regulatory Authority.

The summary of all inspectors' and supervisors' responses revealed that the Ministry's General Education Inspection Desk was authorized to conduct inspections. At the same time, the Educational Programs and Quality Improvement Desk is thought to perform supervision. In Addis Ababa, comprehensive supervision is implemented at all levels, while the inspection system is organized at both city and sub-city levels to uphold high education standards. The Addis Ababa City Administration inspections are conducted by the Directorate of General Education Inspection (Center and Branch). The General Education Supervision Directorate and Primary Education School Improvement Team (the District Cluster School Center) supervise the schools in the area.

The supervisory structure is analogous to a tall hierarchy, while inspection represents a flatter organizational arrangement. The current inspection structure in Addis Ababa diverges from the inspection guideline set forth by the Ministry of Education (MoE), which necessitates regional states and city administrations to establish structures from the MoE down to the district levels. While some organizations opt for a flat structure to bring service delivery closer to customers and offer local, immediate solutions for local issues, others avoid tall structures to minimize financial expenses. While these rationales are compelling, they are more pertinent to public organizations than educational institutions. Sacrificing quality education for the sake of efficiency is not a simple decision.

As per the interviewees, the Regulatory Authority in Addis Ababa has reorganized the inspection structure by consolidating some sub-cities (like Arada and Kirkos) for inspection and eliminating district-level inspections. This was done to reduce the high costs of the inspection process. However, this change could potentially impact the quality of inspection services in the city. Compared to inspection, preferably the new supervisory structure aims to provide a more unified policy framework and organized structure for effective implementation at different levels.

All interviewees were asked about the knowledge of the body that does supervision/inspection starting from MoE to cluster school and sub-city levels respectively. That is, supervisors were asked to identify the supervisory bodies within the Ministry to assess the effectiveness of communication and relationships that exist vertically between the supervisory organizations. Accordingly, nine Cluster Supervisors (CS) and five Education Bureau Supervisors (EBSs) said “I do not know”, and four experts from MoE named it correctly. Also, among the 13 participants who were asked to name the bodies that perform inspection work at the level of the Ministry five Branch Inspectors (BIs) wrongly named it, and two named it correctly. All the regulators and the Ministry inspectors named it properly as the “General Education Inspection Directorate.”

Interview participants were asked to name the bodies that carry out supervisory work at the City Administration Education Bureau level. Thus, Nine CSs and four EBSs cannot label it correctly, and four Ministry experts said they did not know it. Only one EBS

named it correctly. All branch, center, and MoE participants were able to name the name of the City inspectorate properly.

When asked to name the body that carries out supervisory work at the Subcity level, five CSs and two EBSs could not name it correctly, four CSs and three EBSs named it correctly, and all MoE experts said they did not know it. Also, all branch, center, and MoE respondents named the name of the inspectorate inspecting at the Sub-city Administration level rightly.

Of all the participants asked to name the body executing supervisory work at the Cluster School Center level, all CSs and the EBSs cannot name it acceptably, and four MoE experts said "I don't know." (Details are attached in annex – Appendix L.

4.2.4.1 Structural Issues Enabling or Demanding for Policy Implementation

Theme 22 Poor Communication between Inspectors and Supervisors

When asked what organizational or structural issues they think enable or challenge policy implementation issues, four cluster supervisors and coordinators said that the supervisors are called to meetings without any prior knowledge of why they are being called. Callers pay little attention to the work that the supervisors have already planned. This practice often prevented them from doing their work as planned and created a workload.

Theme 23 Poor Authority Relationship between Inspectors and Supervisors

Similar (four) cluster supervisors and coordinators also reported that sometimes the principal controls the supervisor. They demanded the establishment of a clear chain of command and line of authority capable of avoiding communication barriers between the upper and lower structures. Five supervisors asked for a clear guideline of authority and a relationship should be established between the education bureau, the sub-city and district education offices, and cluster supervision organizations. According to six cluster supervisors and coordinators, if the accountability of the cluster supervisor is hierarchical, it should be directly with the district education office. The supervisors' accountability claim agrees with Haris et al. (2018) study findings, which mention that primary school supervisors at the district level are accountable to the head of the district deputy education

office in Indonesia. Supervision at the district level is currently organized as a dependency under the School Improvement Team. However, they argue that a separate structure for supervision would allow supervisors to spend more time helping with the teaching and learning process in the classroom. Respondents also claimed that the current supervision organization should be strengthened.

Theme 24 Claiming for Guidelines Authorizing Supervisors to Command over Resources

Five supervisors call for the organization at the cluster level to be strengthened with budget, materials, and guidelines.

An inspector said it would be better for the inspectorate to continue as is keeping its current organization and operation. There is an opportunity to work independently despite circumstances when the regulatory authority can not be completely impartial.

Theme 25 Claim for Independence

Two interviewees stated that general education inspection in the MoE is downsized from the directorate level to the desk with three inspectors. Interviewees demanded an independent inspection authority at the minister and regional level and its accountability would be to the prime minister's office. The regulatory authority is responsible to the Mayor of Addis Ababa.

Theme 26 Claim for Relocation of Inspection

Two interviewees suggested that the inspection agency established at Addis Ababa and the Ministry of Education be made accountable for the newly established education and training authority.

Theme 27 Claim for Relocation of Accrediting and Reaccrediting Authority

An inspector said,

“Our regulatory authority office accredits institutions itself, controls and reaccredits itself, it violates the principle of independence. It is the education bureau that oversees building construction works and has to decide where a new school should be opened following the community's request” (Branch Inspector -1 (BI – 1), Jan 25, 2023).

Two branch inspectors, three cluster supervisors, and the Education Bureau supervisor said that it is appropriate if the authority to accredit the opening of new schools is done under the city administration education bureau.

4.2.4.2 Relationship and Coordination

Theme 28 Weak Horizontal Relationship between Supervision and Inspection

Supervisors were asked to explain how they interact horizontally with the city's Quality Regulator, and if they were experiencing problems with this interaction, they were asked why. The supervisor said, "I see the inspectors positively. They are working to maintain school standards, although they do not always provide school support as supervisors" (Education Bureau Supervisor – 3 (EBS – 3), Feb 17, 2023).

Conversely, the cluster supervisor (CS) said, "We have no intimate relationship with inspectors who sometimes measure our work and tell us. Business as usual, we will be there when inspectors submit a report" (CS – 2 May 2, 2023). The supervisor stated that despite the supervisors reaching a mutual agreement with the Quality Regulator, efforts to work together have not been successful. Because the interface signed between inspection and supervision organizations was not bound by an obligation. The supervisor also said, "We occasionally work together; we don't have a strong relationship; sometimes they invite us to attend when they submit a report" (EBS – 2, Feb 17, 2023). The relationship between supervisors and inspectors was that inspectors report and supervisors listen. They said that inspectors and supervisors were not working together in a coordinated manner.

Five branch inspectors stated that quality regulatory authorities had limited relations with the supervision directorate regarding the exchange of reports. When submitting the inspection report, the supervisors are sometimes available. Supervisors communicate with inspectors when they want information. The Education Bureau occasionally sends its report to the regulator authority. When inspectors give verbal feedback after school inspections, few supervisors are more likely to be present than absent. They pointed out that supervisors listening to and responding to feedback were few and there was no good interaction between them.

Theme 29 Absence of Resources Spoiling Relationships/Communications

Three cluster supervisors and two cluster supervisor coordinators stated that they would try to fill the gaps such as problems related to methods of teaching, lesson observation, and student discipline. However, when inspectors often identified gaps related to school standards, supervisors did nothing because the gaps to be solved were beyond the authority of schools and supervisors. When the inspection report was submitted, there was no consensus that the gap reported as a problem would be presented in the form of a report next year. There was no question as to why this happened and that there was no tendency to bring together the two institutions to reach a strong debate and a solution.

Theme 30 Inspection as Having both Controlling and Supporting Functions

According to the Education Bureau and two cluster supervisor coordinators, inspectors play a controlling and supportive role. Mostly they emphasize their supporting role. Even if we identify and inform the inspectorate to take measures against schools working under the school standards (for example, relating to over-class-student ratio, and misuse of promotion policy), they could not hold the government schools responsible for not meeting the required standards. Every year inspectors use similar measurements framed in checklists to carry out audits in schools knowing that many school standards could not be easily improved without improving the existing standards to fit the existing situation of the city. Fulfilling school standards requires huge resources possibly covered by top authorities outside the school. Despite that, supervisors were always at the forefront of being held accountable for the gap.

Theme 31 Lack of Enforceable Accountability Policy

According to supervisors, there was a lack of a comprehensive accountability policy able to hold all education actors and relevant stakeholders involved at different authority levels in the city administration education system.

Theme 32 Weak Involvement of Political Leaders as Stakeholders

As reported by three branch inspectors, it is important to communicate the report in advance to the supervisor and work together to find a common solution. According to four inspectors (branch), when the results of the investigation are announced, relevant

stakeholders are present but political leaders are not present. The presence of these political leaders could allow them to achieve their goals by working together to decide on the budget.

Theme 33 Perception of Inspection as Faultfinding by Supervisors

Two of these respondents stated that supervisors viewed inspectors as faultfinders and that this situation created a gap in their relations.

Theme 34 Weak Vertical Communication along the Hierarchy

Supervisors were asked to explain how they interact vertically with the supervisory structure of the Ministry and the lower-level structures. Eight cluster supervisors and coordinators, and four education bureau supervisors said that they had no communication with the supervisory body at the Ministry of Education. An interviewee (from MoE) said,

“We attempted to communicate, but the problem is that there is no organization that can directly communicate with us in each region. Some regions have organized it as the Directorate of School Improvement, some have called it the Teachers, Principals, and Supervisors Process, and others have represented it as a focal person, and in the Ministry of Education, it is made under Educational Programs and Quality Assurance Desk (Unit). As a result, we were unable to establish clear communication and we were unable to assure accountability” (Ministry Expert – 3 (ME – 3), Feb 20, 2023).

Theme 35 Dominance of Administrative Tasks over Academic Tasks

According to all cluster supervisors and coordinators, the education bureau supervisors go to the school with their checklists and do mostly administrative and little academic supervision. They stated that there is a gap in working with the cluster supervisors. When they came, they made it clear that they would not work with a joint plan. The education bureau supervisor stated “We work in the office and go to the school to do administrative and classroom supervision and support the school leadership and classroom teachers. We jointly conduct classroom and administrative monitoring with the cluster supervisors” (EBS – 1, Feb 16, 2023).

Theme 36 Weak Relationship between the Ministry and the Quality Regulatory Authority

Five inspectors (from the branch) said that the relationship between the Ministry of Education and the Quality Regulatory Authority is loose. Inspection results are sent to the center, which compiles all reports and sends a final report to the mayor's office, the Ministry of Education, and the district. The inspector (from the MoE) reported “We have a common plan with the education bureau and the regulatory authority. We meet with reports and training” (Ministry Inspection Official – 1 (MIO – 1), Feb 22, 2023). Five interviewees (from the branch) and three interviewees (from the center) said that they have received training on the revised checklist, but it has not been widely available for all of them.

An inspector said, “I do not know what kind of relationship we have with the Ministry of Education. If there was a strong connection, we wouldn't have the age-old checklist in use today” (Branch Inspector - 7 (BI - 7), May 9, 2023). Also, the interviewee stated, “Although we report the existing gap in teachers' teaching methods and lack of knowledge, the Ministry did not provide any support. There is no value in investing in inspection visits every year if we do not properly use the reports” (BI – 7, May 9, 2023).

As stated by three inspectors, the branch inspectors conduct periodic inspections focused on six programs, while the center supports and monitors impact assessments. They had administrative and academic responsibilities in the Mayor's office and the MoE. The center facilitates the allocation of budgets, hiring staff, training, and conducting verification inspections. The branch offices communicate with districts and schools during school inspections and send feedback reports to senior leaders.

4.2.4.3 Power Sources for School Inspection or Supervisory Leadership

When the inspectors were asked what kind of power base they used to influence the school community and implement policies, whether positional, personal, or both,

Theme 37 Inspectors Exercising Legitimate Power

One inspector said that since the inspectors' main task and responsibility is to establish accountability through institutional control, they determine the level of schools based on established guidelines.

Theme 38 Inspectors Exercising Coercive Power

Inspectors attempted to reward or punish schools. Although they have not punished government schools yet, they have decided to close private schools. He said that an inspector uses almost all positional power bases. Another inspector reported that most of the inspector's job responsibilities focus on controlling and increasing accountability. Mostly established policies demanded controlling of whether the guidelines and standards are being implemented at the expected level. For this reason, inspectors use institutional power bases and coercive (punishment) or reward bases when determining school rankings.

Theme 39 Inspectors Exercising Expert Power

In a sense, when inspectors show schools their gaps, inspectors act as if they are supporting schools because inspectors are telling them how things should have been done. Inspectors did this using their professional knowledge and their charisma. Mostly inspectors use an institutional power base and a very limited-time expert power base as needed.

Theme 40 Inspectors Exercising Coercive Power

Five branch and two center inspectors answered that the schools know that it is the inspectors' responsibility to monitor the guidelines, especially if schools don't work according to the guidelines (if they don't meet the standards), inspectors will lower their school level. Since the punishment that can be followed is specified in the guidelines, schools will pretend as if they accepted the suggestions of inspectors to avoid possible punishments, or assuming rewards. However, their acceptance of suggestions was a temporary reaction. A branch inspector reported that legal action cannot be taken even if the schools are substandard. For example, a school in Addis Ababa was closed because it was below standard. However, the owner took the case to the court and the court asked if there is a law that states that the school can be sealed, and because the regulatory could not provide it, the school was opened by the court's decision.

The MoE respondent reported that inspectors supervised and supported schools. They show schools how to fix problems. And when schools are unable to improve gaps, inspectors take action. When they did well, they encouraged and rewarded schools. Since

the nature of the work does not allow inspectors to focus only on support or control, they use different authority sources depending on the situation.

Theme 41 Coercive Power Inplace with Difficulty to Exercise

When asked about the power bases they used to influence school communities and implement policies, five cluster supervisors' coordinators and four cluster supervisors say that the authority they gain from being supervisors (legitimate powers) has little influence. When the circumstances allow, they work with their human abilities. In addition, there is no authority they cannot enforce.

Three cluster supervisory coordinators and three supervisors stated that supervisors have no institutional, coercive, or reward authority. Supervisors requested what they needed for work. Supervisors were influenced by principals. If teachers and leaders don't believe in supervisory authority, they won't follow it. They also stated that supervisors filled out earlier assessments of principals. They did not know why it was left. The cluster's supervisor also said, "I don't know why appraising principals is continuing to be the neglected role of the supervisor. I have never evaluated their performance. I realized that the head of the education office assesses the evaluation of the principals" (CS – 4, Jan 17, 2023). Another cluster supervisor said, "I have not appraised the principal's duties. "I only evaluated it once, three years ago" (CS – 5, Jan 18, 2023).

According to five supervisors, one way for supervisors to gain control over principals is to allow them to evaluate the tasks of principals. Still, the current situation does not create that potential. Since the principal gives the property and resources needed to carry out his duties, if the principal takes action, he cannot continue to work together.

Theme 42 Intervention by Others against Supervisors' Decisions

A cluster supervisory coordinator said, "If the principal shows weakness, reduces working performance, or even does not achieve the minimum 60 percent passing score, it will be changed as a political decision of the head of the education office" (Cluster Supervisor Coordinator – 5 (CSC – 5), May 9, 2023). In addition, the cluster's supervisor said, "I respect my boss and feared he would punish me rather than reward me" (Cluster Supervisor – 7 (CS – 7), May 9, 2023). In addition, four cluster supervisors said inspectors

were better accepted and influential than supervisors because they had the authority to determine school performance levels. According to the supervisors, schools will respect the inspector's opinion to avoid consequences.

Theme 43 Principals Declining Feedback by Supervisors

The three cluster supervisory coordinators and the four cluster supervisors said teachers and principals did not respect the supervisor's suggestions because they knew that the supervisor did not have the power to enforce policies. Supervisors cannot exercise power if employees cannot carry out their duties. As reported by these supervisors, teachers and principals are recruited for short and long-term training. However, supervisors are not required to participate in the recruitment process. However, the district education office and the education bureau participate in the recruitment of workers and decide on their training and development. Thus, this gives them more legitimate powers than supervisors.

Based on feedback from four cluster supervisors and five coordinators, their objective is to encourage decentralization while avoiding the use of force or coercion. However, this approach can lead to confusion regarding the principle of self-governance. Consequently, supervisors must respectfully apply their expertise and influence when exercising their authority. This perspective fails to take into account the impact of situational factors on supervisory leadership. It overlooks the concept that there is no one-size-fits-all leadership style, as it depends on the circumstances. An education bureau supervisor stated, “My work is based solely on personal relationships and I do not have the power to influence others beyond those relationships” (EBS – 4, Feb 16, 2023).

When asked about to what extent they utilize their expert power, an education bureau supervisor responded, "I feel like my voice is heard and respected. Whenever I inform school management that I'm visiting from the office, they give me a warm welcome and make me feel valued." (EBS – 4, Feb 17, 2023). Three education bureau supervisors stated that although their staff listens to them and accepts their advice, they rarely implement their suggestions.

Theme 44 Absence of Resource Threatening Supervisors Power

Three cluster supervision coordinators and four supervisors stated that they can only influence teachers or principals through their interpersonal skills. Even if they do not comply with their orders, they cannot take any action as they do not have the institutional authority to dictate. Especially at the cluster center level, they are not allocated an institutional resource or a budget to carry out work, so they cannot pressure or penalize.

4.3 Findings from Questionnaires

Demographic Information

TABLE 4: QUALIFICATION, AREA OF SPECIALIZATION, AND WORK EXPERIENCE RESPONDENTS

Participants		Level of Education			Educational preparation			Work experience as a teacher				Work experience as a principal or vice principal				Work experience as inspector or supervisor			
		2nd degree	1st degree	1st degree + PGDSL(PGCPSS)	EdPM	Subject Type	Subject Type+ PGDSL(PGCPSS)	0 year	1-5-year	6-12-year	>12 year	0 year	1-5 year	6-12-year	>12 year	0 year	1-5-year	6-12-year	>12 year
Inspector	N	12	46	0	12	46	0	3	32	19	4	31	17	9	1	0	34	24	0
	%	21	79	0	21	79	0	5	55	33	7	53	29	16	2	0	59	41	0
Supervisor	N	22	70	4	23	69	4	2	14	58	22	56	33	5	2	0	68	21	7
	%	23	73	4	24	72	4	2	15	60	23	58	35	5	2	0	71	22	7
Principal	N	25	109	1	24	107	4	4	35	77	19	16	83	31	5	-	-	-	-
	%	18	81	1	18	79	3	3	26	57	14	12	61	23	4	-	-	-	-
Total	N	59	225	5	59	222	8	9	81	154	45	103	133	45	8	0	102	45	7
	%	20	78	2	20	78	2	3	28	53	16	36	46	15	3	0	66	29	5

Most respondents, 79% of inspectors, 73% of supervisors, and 81% of principals, held a bachelor's degree. The remaining groups of respondents had a master's degree and postgraduate diploma degrees, bachelor's degrees, namely a postgraduate diploma in

school leadership (PGDSL), and a postgraduate certificate in primary school supervision (PGCPSS).

In contrast, the majority of respondents, 46 (79%) inspectors, 69 (72%) supervisors, and 107 (79%) principals, received training related to teaching, but no additional leadership training.

Most 55 percent of inspectors had less than 5 years of teaching experience, while 60 percent of supervisors and 57 percent of principals had 6 to 12 years of teaching experience. Inspectors (53%) and supervisors (58%) did not have leadership experience as school principals. Moreover, (59%) of inspectors and (71%) of supervisors had five or less than years of experience in school inspection and supervisory leadership, respectively. While supervision is a long-standing practice, only a few supervisors (8%) had more than 12 years of service.

In summary, 78% of respondents had a bachelor's degree in art or education, with over 20% holding advanced degrees. Most respondents had subject-specific teaching training, while over 20% had educational leadership training. The majority of those in leadership positions had 6 to 12 years of teaching experience, with a small percentage having over 16 years. Additionally, some had no teaching experience. Regarding school principalship, 46% had 1 to 5 years of experience, while 36% had no any experience. Inspector and supervisor respondents had varying lengths of experience the majority (66%) had between 1 and 5 years, indicating that they were leading primary schools with a mix of experienced staff.

This sub-section presents data collected through questionnaires related to domains from which school supervisors derive their power sources. The calculated test of homogeneity of variances revealed a significant difference between the variances in the use of power sources of the four respondent groups namely inspectors in the view of principals, supervisors in the view of principals, views of inspectors, and supervisors on their use of power sources: legitimate, expert, coercive ($p=.000$), and reward ($p=.046$). However, when it comes to referent power, there is no significant difference ($p=.066$).

TABLE 5: DEGREE OF USE OF "LEGITIMATE POWER" TO INFLUENCE POLICY AND EMPLOYEES

No.	Item	Inspectors n=58		Principals* n=135		Supervisors n=96		Principals* n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	Explain the reasons for an order to the school community.	4.81	0.40	3.99	1.00	4.36	0.86	3.32	1.24	37.99	.000	3 & 420
2	Doesn't interfere with the school community's authority.	4.86	0.35	3.68	1.18	4.05	1.12	3.56	1.19	21.65	.002	
3	Considers the feelings of the school community.	4.76	0.63	4.14	0.92	4.56	0.59	3.39	1.24	42.66	.000	
4	Makes follow-ups to verify compliance with rules.	4.74	0.52	3.88	1.11	4.48	0.68	3.78	1.18	19.92	.000	
5	Emphasizes obedience to regulations if appropriate.	4.71	.062	3.68	1.17	4.31	0.82	3.66	1.24	19.68	.000	
	Aggregate Mean (AM)	4.78	0.38	3.88	0.74	4.35	0.50	3.54	0.83	54.60	.000	

Inspectors' and supervisors' "legitimate power" usage was surveyed to determine how they applied it to influence policy and staff. Thus, inspectors strongly agreed (Mean=4.78), while supervisors agreed (Mean=4.35). On their part, principals agreed that inspectors and supervisors used the legitimate power base (Mean=3.88) and (Mean=3.54).

The Games-Howell test results showed that there were significant differences in opinions between principals regarding the use of power by inspectors and supervisors with mean differences of -.900 and -.813 and $p=.000$ (see details in Appendix - M). Similarly, overall results revealed that there was a significant difference in legitimate power attributes between inspectors and supervisors ($F = 54.60$; degrees of freedom 3, 420; $p < .000$).

TABLE 6: DEGREE OF USE OF "EXPERT POWER" TO INFLUENCE POLICY AND EMPLOYEES

No.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	Explain the reasons for an order to the school community.	4.84	0.37	4.02	0.99	4.41	0.84	3.61	1.25	25.15	.000	3 & 420
2	Provides evidence to staff that his order will be successful.	4.69	0.57	3.82	1.10	4.17	0.91	3.60	1.24	16.52	.000	
3	Shows respect for the school community.	4.81	0.51	4.44	0.74	4.77	0.42	3.92	1.11	28.11	.000	
4	Acts confidently and decisively in difficult conditions.	4.34	0.89	3.39	1.25	3.67	1.36	3.29	1.27	10.98	.032	
5	Do not exaggerate or misinterpret facts.	4.71	0.46	3.94	1.06	4.50	0.77	3.47	1.21	30.54	.000	
	Aggregate Mean (AM)	4.68	0.37	3.92	0.75	4.30	0.60	3.58	0.94	36.11	.000	

School inspectors and supervisors were surveyed to determine the extent to which they used "expert power". Inspectors strongly agreed (average = 4.68) that they did, while supervisors agreed (average= 4.30). Principals agreed that both inspectors and supervisors carried out these leadership attributes (average = 3.92 for inspectors; average = 3.58 for supervisors).

According to the Games-Howell test, the mean difference between principals' opinions of inspectors and inspectors' use of these attributes of power was -.758, while the

mean difference between principals' opinions of supervisors and supervisors' use of these sources of power was -.724. The calculated Sig. Values were $p=.000$ and indicated significant differences (see details in Appendix - N). In sum, principals had different perceptions about inspectors' and supervisors' use of expert power attributes to influence school policy and staff. There was a significant difference between the two groups, $F = 36.11$; degrees of freedom 3, 420; and $p = .000$.

TABLE 7: DEGREE OF USE OF "REFERENT POWER" TO INFLUENCE POLICY AND EMPLOYEES

N o.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	Use charisma when necessary.	4.16	1.12	3.81	1.19	4.36	0.81	3.35	1.32	16.26	.000	3 & 420
2	Does not use his relationship with the school community for personal gain.	4.78	0.42	3.95	1.09	4.56	0.87	3.58	1.16	28.86	.000	
3	Provides an example of appropriate behavior to the school community.	4.60	0.56	3.84	1.11	4.41	0.89	3.56	1.17	20.88	.000	
4	Does not keep his promises and commitments.	2.19	1.66	2.33	1.27	1.46	0.99	2.45	1.20	13.26	.000	
5	It does not make self-sacrifices to benefit the school community.	3.97	1.24	3.19	1.16	2.72	1.37	3.22	1.09	13.01	.003	
	Aggregate Mean (AM)	3.94	0.63	3.43	0.72	3.50	0.55	3.23	0.73	14.95	.000	

School inspectors and supervisors' usage of "referent power" was surveyed. Both groups confirmed that they used referent power with average scores of 3.94 and 3.50,

respectively. The principals gave them average scores of 3.43 and 3.23, indicating that they were unable to make a definitive decision.

TABLE 8: HOMOGENEOUS SUBSETS FOR INSPECTORS AND SUPERVISORS RESPONSES

Referent Power				
Tukey HSD				
Position	N	Subset for alpha = 0.05		
		1	2	3
Supervisors in the opinion of principals	135	3.2326		
Inspectors in the opinion of principals	135	3.4252	3.4252	
supervisor	96		3.5021	
Inspector	58			3.9379
Sig.		.208	.864	1.000
Means for groups in homogeneous subsets are displayed.				
a. Uses Harmonic Mean Sample Size = 94.178.				
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.				

There is only a small difference in the mean scores of supervisors and inspectors as perceived by principals (mean = 3.233) and (mean = 3.425) respectively. Also, the Tukey test confirmed the existing differences between the responses of both groups with principals' responses. Besides, the calculated $F = 14.95$; degrees of freedom 3, 420; and $p = .000$ revealed there were significant differences between the perceptions of all groups of respondents.

TABLE 9: LEVEL OF USE OF "COERCIVE POWER" TO INFLUENCE POLICY AND EMPLOYEES

No.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	Informs the school community of the rules and penalties of the school.	4.66	0.71	3.80	1.04	4.14	1.03	3.42	1.31	19.40	.000	3 & 420
2	Gives adequate pre-warnings to the school community before punishing.	4.31	0.84	3.61	1.09	3.69	1.37	3.46	1.18	7.49	.000	
3	Is calm and helpful, not aggressive to the school community.	4.67	0.69	4.14	0.91	4.59	0.76	3.70	1.00	26.68	.000	
4	Encourages improvement rather than punishment.	4.69	0.54	4.22	0.91	4.76	0.43	3.53	1.27	40.88	.000	
5	Manages discipline privately.	4.57	0.77	3.71	1.20	4.52	0.70	3.37	1.24	30.98	.000	
	Aggregate Mean (AM)	4.58	0.57	3.90	0.76	4.34	0.57	3.49	0.90	39.27	.000	

Principals rated the use of coercive power by inspectors and supervisors, and inspectors strongly agreed (mean score of 4.58) while supervisors agreed (mean score of 4.34). While principals agreed (mean score of 3.90) that inspectors use this power base, the same principals were unable to determine the extent to which supervisors use coercive power (mean score of 3.49).

The Games-Howell test showed that the mean difference between inspectors and supervisors was 0.240, and the Sig. (p=.061) indicates that there is no statistically significant difference.

On the other hand, the mean difference between principals' opinions of inspectors and inspectors' use of power was -.682, and the mean difference between principals' opinions of supervisors and supervisors' use of power was .845. The calculated sig. was (p=.000) indicating significant differences between the response of regulators and principals (see details in Appendix - O). The difference was significant (F = 39.27, degrees of freedom = 3, 420, and $p < .000$).

TABLE 10: LEVEL OF USE OF "REWARD POWER" TO INFLUENCE POLICY AND EMPLOYEES

No.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	It gives rewards that the school community desires.	3.50	1.40	2.22	1.24	2.04	1.07	2.76	1.24	21.68	.000	3 & 420
2	Does not promise more than what he can provide.	4.62	0.62	3.59	1.09	4.40	0.99	3.41	1.11	31.48	.000	
3	Explain the criteria for giving rewards.	4.00	1.08	2.83	1.31	2.08	1.37	3.35	1.20	33.34	.000	
4	Provides rewards as per his promise if the order is met.	3.52	1.39	2.44	1.23	1.96	1.11	2.92	1.22	23.24	.000	
5	Takes advantage at the expense of other people.	2.47	1.71	1.98	1.14	1.23	0.69	2.27	1.18	19.33	.000	
	Aggregate Mean (AM)	3.62	0.84	2.61	0.86	2.34	0.64	2.94	0.84	34.36	.000	

School inspectors, supervisors, and principals were surveyed. The inspectors agreed with the use of reward power (mean score of 3.62), while the supervisors disagreed (mean score of 2.34). When rating the extent to which inspectors and supervisors used

reward power, the principals were unsure, giving an average score of 2.61 for inspectors and 2.94 for supervisors.

According to the Games-Howell test, the mean difference between inspectors and supervisors was 1.279. The Sig. ($p=.000$). The difference between principals' opinions and inspectors' and supervisors' use of power was significant (with mean differences of principals and inspectors 1.007, and principals and supervisors -0.599). The sig. ($p=.000$) (see details in Appendix - P).

There were significant differences between the perceptions of inspectors, supervisors, and principals regarding the use of reward power attributes to influence school policy and staff. The statistical analysis revealed an F value of 34.36, with degrees of freedom of 3 and 420, and a p-value of .000.

The calculated test of homogeneity of variances showed that the difference in the implementation of teacher supervision policy by school inspectors and supervisors was significant between item 4 ($p=.019$) and items 1, 2, 3 and the overall mean score ($p=.000$). Therefore, one-way ANOVA and posthoc (Games-Howell) posthoc calculated for all questions.

Implementation of Classroom Observation Policy

TABLE 11: INSPECTORS' AND SUPERVISORS' IMPLEMENTATION OF CLASSROOM OBSERVATION POLICY

No.	Item	Inspectors n=58		*Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
	Classroom observation is done by considering:	-	-	-	-	-	-	-	-	-	-	-
1	Purposes of classroom observation.	4.36	0.93	3.84	0.87	4.34	0.87	3.24	1.21	24.67	.000	3, 420
2	Practices and procedures of classroom observation (regarding school level policy).	4.22	1.06	4.01	1.07	4.26	0.79	3.40	1.22	15.91	.000	
3	Criteria for classroom observation (regarding contents included during lesson observation).	4.29	0.97	4.04	0.97	4.28	0.91	3.39	1.20	18.65	.000	
4	Frequency, feedback provision, and follow-up plans.	3.97	1.03	3.81	1.03	4.08	1.06	3.15	1.22	16.69	.000	
	Aggregate Mean	4.14	0.81	3.95	0.82	4.22	0.68	3.27	1.03	28.86	.000	
* It is the same Principals (n=135) who gave their views to Inspectors and Supervisors.												

School inspectors and supervisors were asked to indicate their agreement using a five-point Likert scale on how well they implemented the classroom observation policy. And, inspectors gave the highest (M=4.36) and the lowest (M=3.97) ratings for the four items, while supervisors gave the highest (M=4.34) and the lowest (M=4.26) ratings. In addition, the survey results showed that principals generally agreed (with the highest mean

of 4.04 and the lowest mean of 3.81) that inspectors carry out classroom observations. However, the principals were uncertain (with the highest mean of 3.40 and a lower mean of 3.15) about whether supervisors use coercive power.

In addition, the Games-Howell test is used based on the overall mean scores to conduct multiple comparisons about the implementation of classroom observation policies. The overall mean difference between school inspectors and supervisors was -.031. The sig ($p=.995$) indicates that this is not a statistically significant difference. Similarly, the mean difference between principals' opinions of inspectors and inspectors' own opinions about how they have implemented classroom observation policies was -.29. The sig ($p=.138$) indicates that this is not a statistically significant difference. In contrast, the mean difference between principals' opinions of supervisors and supervisors' own opinions about how they have implemented classroom observation policies was -.91. The sig. ($p=.000$) this is a statistically significant difference (see details in Appendix - Q).

The results of the calculated aggregate mean show that there is a statistically significant difference amongst the responses of inspectors, supervisors, and principals, $F(3, 420) = 28.86, p=.000$. Table 9 shows that the overall mean values are ($M = 4.14$) for Inspectors responses, ($M = 3.27$) for Inspectors given Principals responses, ($M = 4.22$) for Supervisors responses, and ($M = 3.27$) for Supervisors given Principals responses.

The calculated homogeneity of variance test shows that the difference in the performance of the methods used during school inspection and supervision regarding the overall mean score in item 1 ($p=.017$), item 2 ($p=.001$), and item 4 ($p=.012$) shows that it was high between. On the contrary, it shows that the difference between item 3 ($p=.383$), item 5 ($p=.551$), and item 6 ($p=.237$) was not significant. Also, the overall mean score ($p=.298$) indicated that the difference was not significant. Therefore, one-way ANOVA and post-hoc (Games-Howell) tests were calculated for all questions. Accordingly, the equal variances line is used for analysis.

TABLE 12: METHODS PURSUED DURING SCHOOL INSPECTION AND SUPERVISION

N o.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	Carrying out the selection of schools for external inspection/supervision.	4.17	1.09	3.71	0.95	3.68	1.22	3.65	1.07	3.59	.014	3, 420
2	Informing the school about the inspection/supervision.	4.71	0.53	4.20	0.77	4.63	0.67	3.99	0.94	18.84	.000	
3	Marketing pre-meeting, supervision, and feedback meetings.	4.52	0.80	4.01	0.90	4.24	0.93	3.89	0.93	8.17	.000	
4	Conducting investigations and making analyses and interpretations .	4.60	0.67	4.18	0.73	4.05	0.98	3.80	0.99	12.81	.000	
5	Writing the feedback report.	4.59	0.84	4.37	0.90	4.45	0.97	4.24	0.88	2.22	.085	
6	Carrying out the handling of concerns and complaints.	4.57	0.80	4.16	0.99	4.31	1.04	3.90	1.06	7.07	.000	
	Aggregate Mean	4.53	0.57	4.10	0.58	4.23	0.59	3.91	0.68	14.76	.000	

School inspectors and supervisors were asked to indicate their agreement using a five-point Likert-type scale on how well the school's inspection and supervision methods were pursued and implemented. Accordingly, inspectors gave the highest (M=4.71) and the lowest (M=4.17) ratings for the six items, while supervisors gave the highest (M=4.63) and the lowest (M=3.68) ratings. Although principals rated inspectors the highest (M=4.37) and lowest (M=3.71), the same principals rated supervisors the highest (M=4.24) and lowest (M=3.65).

According to the Games-Howell test, the mean difference between school inspectors and supervisors was .30. The sig ($p=.012$) shows that there is a statistically significant difference between the responses. Similarly, the mean difference between principals' views of inspectors and inspectors' views about how they have implemented methods of supervision was -.42. The sig ($p=.000$) indicates that there is a statistically significant difference. Besides, the mean difference between principals' views of supervisors and supervisors' views about how they have executed methods of supervision was -.32. The sig. ($p=.001$) this is a statistically significant difference (see details in Appendix - R).

The results of the calculated aggregate mean show that there is a statistically significant difference amongst the responses of inspectors, supervisors, and principals, $F(3, 420) = 14.76, p=.000$. Table 10 shows that the overall mean values are ($M = 4.53$) for Inspectors responses, ($M = 4.10$) for Inspectors given Principals responses, ($M = 4.23$) for Supervisors responses, and ($M = 3.91$) for Supervisors given Principals responses.

The calculated homogeneity of variance test showed that there was a significant difference in the overall mean score of Question 1 ($p=.000$) and Question 3 ($p=.001$) on the implementation of joint leadership roles expected by inspectors and supervisors. On the contrary, it shows that the difference regarding question 2 ($p=.245$) was not significant. Therefore, one-way ANOVA was calculated for all questions, and posthoc tests namely the Games-Howell test for question 1 and question 3 and Tukey's HSD test for question 2 were calculated.

TABLE 13: JOINT LEADERSHIP ROLES EXPECTED OF AN INSPECTOR AND A SUPERVISOR

No.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		Principals n=135		One Way ANOVA		
		M	SD	M	SD	M	SD	M	SD	F	P	df
1	I conducted inspection or supervision visits over schools.	4.55	0.71	4.10	1.08	4.63	0.64	3.16	1.29	48.05	.000	3, 420
2	I monitored the school-self-evaluation implementation.	4.12	1.30	3.90	1.17	3.76	1.22	3.26	1.26	9.28	.000	
3	I collected, analyzed, organized, and disseminated data.	4.29	1.09	3.62	1.33	4.15	1.10	3.35	1.27	12.35	.000	
	Aggregate Mean	4.32	0.71	3.87	0.88	4.18	0.75	3.25	0.92	32.86	.000	

School inspectors and supervisors were asked to rate their agreement on how well they performed shared leadership roles on a five-point Likert-type scale. Accordingly, inspectors gave the highest (M=4.55) and lowest (M=4.12) values for the three items, while supervisors gave the highest (M=4.63) and lowest (M=3.76) values. Although principals rated supervisors the highest (M=4.10) and lowest (M=3.62), the same principals rated supervisors the highest (M=3.35) and lowest (M=3.16).

TABLE 14: THE TUKEY HSD TEST ABOUT ITEM 2 (JOINT LEADERSHIP ROLES)

Position	N	Subset for alpha = 0.05	
		1	2
Supervisors in the opinion of Principals	135	3.2593	
Inspectors in the opinion of Principals	135		3.7604
Supervisor	96		3.8963
Inspector	58		4.1207
Sig.		.1000	.185

Table 13 shows that there is not a statistically significant difference ($p=.185$) among the responses of Inspectors given Principals, Supervisor, and Inspector because their means are all shown in subset 2. In Subset 1, only Supervisors given Principals are shown ($p=1.000$). The two sub-boxes show that the Supervisor in the opinion of a Principals group response ($M=3.26$) is different from the Inspectors in the opinion of Principals ($M=3.76$), Supervisor ($M=3.90$), and Inspector ($M=4.12$) group responses because these two means do not appear in the same subset.

The Games-Howell test showed that the overall mean difference between school inspectors and supervisors was .145. The sig ($p=.630$) shows that there is no statistically significant difference between the responses. Similarly, the mean difference between principals' views of inspectors and inspectors' views about how they have implemented the joint leadership roles was -.450. The sig ($p=.002$) indicates that there is a statistically significant difference. Besides, the mean difference between principals' views of supervisors and supervisors' views about how they have executed the specified joint leadership roles was -.923. The sig. ($p=.000$) this is a statistically significant difference (see details in Appendix - S).

The results of the calculated aggregate mean show that there is a statistically significant difference amongst the responses of inspectors, supervisors, and principals, $F(3, 420) = 32.86$, $p=.000$. Table 4a shows that the overall mean values are ($M = 4.32$) for Inspectors responses, ($M = 3.87$) for Inspectors given Principals responses, ($M = 4.18$) for Supervisors responses, and ($M = 3.25$) for Supervisors given Principals responses.

As (Morgan et al., 2004) pointed out, it is more common to use a t-test if one is comparing only two groups. He said the t-test provides an adjustment to deal with the problem of unequal variances. Levene's F is statistically significant for the three items. Thus, the equal variances not assumed line is used.

TABLE 15: LEADERSHIP ROLES EXPECTED OF AN INSPECTOR

N o .	Item	Inspectors n=96		Principals n=135		t-test		
		M	SD	M	SD	t	df	P
1	I made surveillance inspections to ensure whether job inspections were realized in schools.	4.47	0.78	3.53	1.16	6.54	156.84	.000
2	I made standard inspections in schools about input, process, and output.	4.33	1.18	3.56	1.25	4.06	114.31	.000
3	I made close control to ensure accountability of schools related to performing suggestions offered.	4.21	0.91	3.25	1.26	5.90	146.89	.000
`	Aggregate Mean	4.33	0.77	3.45	1.02	6.61	140.70	.000
The t and df were adjusted because variances were not equal.								

The feedback from the inspectors indicated that they fully embraced their leadership role, with a mean score of 4.78 for item 1 and 4.33 for item 2. On the other hand, the principals showed a slightly lower level of agreement, with mean scores of 3.53 for item 1 and 3.56 for item 2. Interestingly, the inspectors rated their performance for item 3 at a mean of 4.21, while the principals expressed uncertainty, giving it a mean score of 3.25. These findings suggest that while inspectors were perceived to fulfill two of their roles, principals were less certain about the extent to which inspectors performed their third role.

The results show that there was a significant difference between the responses given by inspectors and principals related to the three key leadership roles that should be performed by school inspectors to hold schools accountable in terms of improving the quality of education in general, and the results of students, especially $t = 6.61$, $df 140.70$ and $p.000$. That is, the overall mean given by principals (AM =3.45) is significantly lower than the overall mean given by inspectors (AM = 4.33).

Test of homogeneity of variances was calculated related to Table 15 and it shows that Levene's F is statistically significant for seven of the eight items. As, Levene's F result, only item seven is not statistically significant. Thus, while the equal variances not assumed line is used for the seven items, the equal variances assumed line is used for item 7.

TABLE 16: IMPLICATION OF LESSON OBSERVATION IN LIGHT OF POLICY

No.	Item	Supervisors n=96		Principals n=135		t-test		
		M	SD	M	SD	t	df	P
1	I conducted monitoring, and controlling and provided feedback during the pre-preparation phase.	4.48	0.75	3.21	1.23	9.69	224.4	.000
2	I monitor educational enrolment, equity, and access based on the checklist.	4.48	0.78	2.95	1.31	11.08	222.8	.000
3	I monitored and analyzed pupils' dropout, promotion, and repetition.	4.09	0.95	2.91	1.34	7.86	229	.000
4	I guided the teaching and learning methodology of cluster schools.	4.23	0.92	2.94	1.30	8.82	229	.000
5	I made support and control on cluster examination and measurement.	4.45	0.88	2.84	1.42	10.35	224.9	.000
6	I provided support to strengthen internal - supervision in the school.	4.58	0.59	2.87	1.41	12.68	192.2	.000
7	I organized and expanded best practices among schools.	2.54	1.29	2.42	1.30	.690	229	.491
8	I made an impact assessment on supervision service.	3.76	1.15	2.83	1.31	5.73	218.9	.000
	Aggregate Maen	4.33	0.58	3.21	1.07	10.23	215.3	.000
The t and df were adjusted because variances were not equal.								

School supervisors were asked to indicate their agreement using a five-point Likert-type scale on how well the school supervisors performed the supervisory leadership role expected of them. Thus, supervisors gave the highest ($M=4.58$) and lowest ($M=4.09$) ratings for items 1 through 6, while principals rated the highest ($M=3.21$) and lowest ($M=2.84$) ratings for these same items. Likewise, supervisors rated item 8 ($M=3.76$) and principals rated the same item ($M=2.83$). Conversely, supervisors rated item 7 ($M=2.54$) and principals rated the same item ($M=2.42$).

In general, results show that supervisors were significantly different from principals in their responses to the eight specified leadership roles expected of supervisors to support schools $t = 10.23$, $df 224.11$, and $p.000$. That is to say, the aggregate mean given by principals (3. 21) is significantly lower than the aggregate mean given by supervisors (4.33).

TABLE 17: PRACTICE OF SCHOOL SELF-EVALUATION

N o.	Item	Inspectors n=58		Principals n=135		Supervisors n=96		One Way ANOVA		
		M	SD	M	SD	M	SD	df	F	P
1	The school did not undertake self-evaluation.	3.09	1.33	2.44	1.37	2.10	1.24	286	10.03	.000
2	Schools work together to provide necessary information to regulators.	4.10	0.87	4.34	0.82	3.98	1.06	286	4.59	.011
3	Schools use self-evaluation to improve student's learning and results.	3.59	1.06	4.03	1.05	4.04	0.86	286	4.77	.009
4	The checklist used by regulators is in line with the school improvement framework.	4.08	0.82	3.76	1.04	3.85	1.07	286	2.18	.115
5	School self-evaluation is aimed at building the school's capacity.	3.67	1.10	4.14	0.87	3.50	1.31	286	10.36	.000
	Aggregate Mean	3.71	0.55	3.74	0.59	3.50	0.59	286	5.24	.006

School principals, inspectors, and supervisors were surveyed to determine to what extent the expected roles and awareness of school self-evaluation were realized in schools. Inspectors are uncertain to what extent the schools undertake self-evaluation. Principals and supervisors agreed (proved) that the school undertakes self-evaluation. All respondents agreed that items 2, 3, 4, and 5 were realized in schools. The p -value for item 4 was .115. The p -values for the remaining items were between .000 and .009.

There were significant differences between the perceptions of inspectors, principals, and supervisors concerning the realization of self-evaluation (except for the fourth item, $p=.115$) The statistical analysis for the aggregate mean revealed an F value of 5.24, with degrees of freedom of 3 and 286, and a p -value of .006 (see details in Appendix - T).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter discussed the summary of major findings, conclusions, and study recommendations.

5.1 SUMMARY OF FINDINGS EMBRACING QUALITATIVE AND QUANTITATIVE DATA

5.1.1 Specific Policies Used for School Inspection and Supervision

Policies have been put in place to guide, manage, and facilitate the performance of the primary education system. The Ministry of Education, Addis Ababa Education Bureau, the Quality Regulatory Authority, the Sub-City Inspection, and the District (Woreda) Cluster School Center are all involved.

The policies regarding inspection include the general education inspection guideline, the job evaluation grading manual, and the business process re-engineering manual. Similarly, the policies on supervision include the job evaluation grading manual and the general education supervision directorate business process re-engineering manual. Both the inspection and supervision policies highlight issues related to recruitment, standards, organizational structure, relationships, power utilization, bases of power, and more.

Both institutions commonly used the Federal Civil Service Commission guideline, the Addis Ababa City Administration Public Service and Human Resource Development Bureau guideline, and the primary school standard. While the Federal Ministry of Education Teachers, Principals, and Supervisors' Development Blue Print, and the Federal Ministry of Education Recruitment and Professional Development Guide were important, they were at the draft stage. This situation reveals a lack of guiding supervision policy at the level of the Ministry of Education. It was also unknown whether the old version of these two policies was still in use or had been repealed. Also, the Ministry interviewees were not sure whether the old policies were canceled or active.

In the practice of school inspection and supervision, some key documents guided the process. These included Ethiopia's Education and Training policy, Education

Development Road Map, Balanced Scorecard (yearly plan), National Primary School Curriculum, National General Education Inspection Framework, the Primary Education Inspection Checklist, and School Improvement Framework.

In practice, the regulatory authority (inspection directorate) operates as an independent agency with separate buildings. The sub-city inspectors inspect all schools in the city administration at least once every four years. They also conduct annual visits targeting low-performing schools judged at levels 1 or 2. The inspection directorate inspectors conduct sample inspections to verify the inspections made by sub-city inspectors at primary schools. The Ministry's inspectors conduct sample inspections to verify inspections carried out across the country, including in the Addis Ababa City Administration.

The supervision directorate operates under the City Administration Education Bureau. The district (woreda) cluster school supervisors regularly supervise all schools. The Education Bureau supervisors conduct sample supervisions targeting all primary schools. The Ministry's supervisors are expected to undertake sample supervisions to verify the implementation and effectiveness of supervisory support nationwide, including in Addis Ababa.

5.1.2 Policy and Practice Gaps Obstructing Recruitment of Inspection and Supervision

Given the policies on inspection and supervision and the practices of each, there is a misalignment between such policy and such practice. The weight given to teaching experience was exaggerated in both policies. The city government places less weight on educational qualifications. The policies indicate an evident inconsistency between the weights assigned to work experience. Work experience and educational preparation were given less weight by the policies. Senior executives are granted approval in the policy to evaluate and fill in employee efficiency up to 35 percent involving subjective statements. Thus, supervisors with professional licenses were deposed and assigned to teaching duties, while other supervisors who lacked training and experience were assigned to supervisory positions. It also subjected inspectors to unfair demotion or promotion to the given post.

The policy on school inspection and supervision put in place that supervisors and inspectors be recruited. However, the majority of the inspectors and supervisors had no

training in educational leadership. Those who had teaching experience exceeding twelve years were scarce in number. Most of them had 1 to 5 years of experience. Few inspectors and supervisors had no teaching experience. Most of them did not have prior experience in school principalship. However, they were tasked with guiding schools by assessing school quality, identifying strengths and areas for school improvement, resolving students' achievement gaps, and improving students' performance. The results found that inspectors and supervisors were doing their duties with little confidence since they had not received any relevant training.

5.1.3 Organizational Structures Put in Place to Implement Inspection and Supervision Policies

In Ethiopia, the government has established various organizations to inspect and supervise schools to ensure they provide quality education. Thus, different models of organizing quality management systems were put in place at various levels of the education system. A revised policy was introduced that gives the Education and Training Authority the responsibility of ensuring that higher education institutions maintain high standards of education and professionalism. This authority is likely to be an impartial umbrella organization that can play the role of managing quality education at all levels of the education system. Despite that, the government is also taking education seriously and is committed to providing general educational quality to its students. Thus, different agencies work hard to ensure that schools are providing quality to students. One is called 'inspection', and another is known as 'supervision'.

5.1.3.1 External Inspection Structure Organized in Addis Ababa

The Addis Ababa city administration has restructured the inspection system and established a new organization called the Quality Regulatory Authority. This agency is dedicated to ensuring that schools are meeting the required standards. The Quality Regulatory Authority embraces five directorates one of them is the General Education Inspection and Evaluation Directorate. This directorate operates at the city administration level (also called the center). A similar structure was established at the sub-city administration level (also called branch office). In other words, the inspection system was organized separately at Addis Ababa's city and sub-city administration levels. The city and sub-city inspectors directly inspect pre-primary, primary, and secondary schools.

In addition, it appears that having a well-organized inspection structure in the Ministry is crucial. This upper body will play a vital role in unifying the purposes and tasks of inspection systems operating at different administrative levels of the country. However, the fate of the inspection service was not promising because it was shrinking from the Directorate to the Desk in the MoE. These findings shed light on the complexities and challenges of the inspection and how they strive to impact the education sector.

The recent restructuring has breathed new life into inspection protocols, with their findings now being used for policy discussions, research, and implementation. This has enabled institutions to stay on top of their game by keeping track of their progress against specified standards. Additionally, the impartiality of inspectors and the inspectorate is improving (being organized separately) to enable them to perform their duties with the utmost integrity.

5.1.3.2 External Supervision Structure Organized in Addis Ababa

The Addis Ababa City Administration Education Bureau has set up an external general education supervision system at various levels to monitor and support that all schools in the city are offering high-quality education to their students. The General Education Supervision Directorate was organized at the city administration, sub-city administration, and district administration (district cluster school) levels. In addition, the organizational structure of supervision was divided into primary and secondary school supervision. The education bureau supervises all primary and secondary schools, sub-cities, and district cluster schools. Sub-city supervisors supervise secondary schools. At the district (woreda) level, cluster supervisors support primary schools.

Although the national policy mandates the establishment of supervision structures at different levels, some deviations were observed. Specifically, there were issues with the supervision structure at the district and cluster level, which presents challenges in maintaining hierarchical and horizontal relationships. The absence of a national supervision policy resulted in a misaligned supervision structure. The cluster supervision structure was responsible for the school improvement team, leading to a lack of resources and reduced importance of cluster supervision during budget and resource allocation.

It seems that having a well-organized supervision structure in the Ministry is crucial. This upper body will play a vital role in unifying the purposes and tasks of supervision systems operating at various administrative levels of the country. Despite the long history supervision has in Ethiopia, it was emerging as part of a unit (with unclear status) in the MoE. These findings illuminate the complexities and challenges of the supervision systems and how they struggle to impact the education sector.

The significant advantage of this restructuring is the time-saving aspect for supervisors. They no longer have to spend hours walking to and from district offices, which gives them more time to support the learning and teaching process and school administration. This means they can provide timely support and be available when schools need their assistance.

5.1.3.3 School Self-Evaluation System Functioning in Addis Ababa

All respondents agreed (confirmed) that schools work together by providing information to assessors, that schools conduct self-evaluation to improve students' learning and results, that the checklist used by regulators agreed with the school improvement framework, and that school self-evaluation is aimed at building the school's capacity.

The data indicates significant differences in the responses of all participants, but the average scores showed that schools conducted self-evaluations with little awareness. The interviews revealed that although the checklist was intended to align with the school improvement framework, there was a misalignment between the two documents. Inspectors reported that they used the checklist to monitor the implementation of self-evaluation. They believed they had assessed the level of schools' self-review implementation against the specified focus areas in the rating scale without looking into the necessary details.

They also noted that self-evaluation was previously part of the external inspection process, known as internal inspection. Schools sent their internal review results to the inspectorate thus inspectors verified it. They explained that previously they had strong control over School Self-Evaluation (SSE). Because of that, they were in a good position to undertake an in-depth examination of the school's self-evaluation process. They have

now only rated schools' self-evaluation implementation against the primary school inspection checklist.

Inspectors believed that the Education Bureau (supervisors) are directly mandated to monitor and support the implementation of school self-evaluation (SSE). Supervisors' responses indicated that self-evaluation is the mandate of schools. The majority of supervisors reported that they used self-assessment results as a resource for their supervision planning. Very few pointed out that cluster supervisors reviewed schools' planning and provided them with constructive comments. This indicated that supervisors lacked the necessary knowledge and skill about the school self-evaluation. A clear difference was observed among supervisors in the ways they understand and support the school self-review process. This can mislead schools to implement school self-evaluation differently. Also, this can hinder the effective implementation of school improvement.

The findings revealed that school self-evaluation was not getting the necessary attention. Although self-evaluation should be the responsibility of the schools, supervisors were not meaningfully engaged in the school self-evaluation to provide schools with technical issues and training. The policies related to school self-evaluation were either unknown to or inaccessible to school supervisors, or inspectors. The system of school self-evaluation was facing implementation challenges. This can affect the efforts made by schools, supervisors, and inspectors in implementing the school self-evaluation.

5.1.3.4 Purposes Pursued by External Inspection and Supervision Organizations

Inspectors' and supervisors' responses have revealed a lack of shared understanding and belief about the purpose of inspection and supervision services. Some inspectors and supervisors believed that improving school quality was a common purpose, while others thought that inspection should aim to ensure accountability. On the other hand, some supervisors assumed that supervision aimed to support schools. Even though the policies say that both are needed to improve the quality of education, they have different ideas about what that means. Authorizing two separate organizations to strive for overlapping purposes can inevitably cause conflict in roles, fatigue, and wastage of resources. This might necessitate critically looking at the issue to make sound decisions.

The study discusses different policies used to monitor and supervise schools, particularly in Ethiopia. The Supervisory Authority is responsible for monitoring and supporting the quality of education. At the same time, the inspection is another way to ensure the quality of education by controlling schools, providing support, and ensuring accountability. When one organization is responsible for improving schools and holding them accountable for their performance, it can cause problems due to conflicting roles. This can lead to reconsidering whether there should be two separate organizations with overlapping goals.

The situation in Ethiopia presents a challenge, as two separate organizations (inspection and supervision) have similar support functions and overlapping roles. Despite both organizations being authorized to support schools, assigning separate control and support functions may not be the best decision. A strong focus on support and control to ensure accountability during school inspections may not be the best solution to address the complexity of the issue. Therefore, educators and policymakers must critically scrutinize the matter to find a solution. Their attention is also required to ensure that students receive the best possible education and support. The analyzed documents showed that considerable 8th-grade students had failed to get a passing mark in the national examination.

5.1.4 Relations between the Functions of Inspection and Supervision Organizations

It was found that supervisors faced some top-down communication challenges. Spontaneous calls for meetings were causing dissatisfaction. These issues put them out of their planned tasks and increase the burden on their work. Considering unplanned tasks may hinder the success of the organization, top-level leaders should be flexible in their approach. Supervisors were struggling to maintain budgets, materials, and office supplies, directly affecting the relationship between supervisors, inspectors, and schools. This lack of provision of resources is a cause for concern that needs attention.

The cooperation between inspectors and supervisors was problematic. The feedback suggested by inspectors lacked good interaction, and supervisors were not well-informed in advance to contribute better. The joint document prepared at the municipal administration level hasn't been evaluated, and there was a problem with working together, the roles and responsibilities of inspectors and supervisors overlap, which creates further

issues in the cooperation process. Some inspectors feel that supervisors view them as faultfinders, which could create a gap in their relations.

There were significant communication and relationship issues within the supervisory structure of the Ministry of Education. This was primarily due to the lack of consistent organizational structures. The role of educational bureau supervisors included more administrative than academic supervision at schools. Collaboration between educational bureau supervisors and cluster supervisors was lacking due to minimal observations and a lack of joint planning.

The Ministry and the regulator had limited communication. It was rare to find the latest regulators' reports on a particular topic online. The Regulatory Authority inspectors had administrative and academic responsibilities in the Mayor's office and the MoE. It is argued that the Regulatory Authority should submit a report to the city administration Council.

The findings indicate that while some supervisors attempted to identify the supervisory bodies working at the Ministry level and within school clusters, most failed to do so accurately. Most inspectors could correctly identify the inspection bodies operating from the Ministry down to the sub-city level. This shows the existing poor interaction and cooperation between supervisory organizations at both intra- and inter-organizational levels. The relationships between the inspection bodies operating from the Ministry down to the lower administrative structures were stronger than the supervision agencies.

Generally, there appears to be a significant knowledge gap among supervisory organizations, from the Ministry level down to the cluster school levels. This could be attributed to a lack of familiarity with current policies, insufficient training, and the influx of inexperienced staff as a result of civil servant reforms.

5.1.5 Principals' Perspectives on the Leadership Behaviors of Inspectors and Supervisors

The results confirmed that supervisors have a gap in implementing classroom observations according to the lesson observation policy. On the contrary, principals' responses confirmed that inspectors visit schools once a year to conduct classroom observations to measure the performance of classroom teaching and learning. Generally,

the results show that principals, the immediate beneficiaries of school supervision service could not recognize the role supervisors played in classroom observation which is a key factor in improving professional growth and creating a positive and effective learning environment for students.

According to the results obtained from the questionnaire and document analysis, both inspection and supervision systems performed their functions following almost the same procedures such as selecting schools, informing schools, pre-meeting, supervising/inspecting, feedback meetings, analyzing, interpreting, reporting, and handling conflicts. However, the few observed differences in procedures are likely due to the lack of alignment between the inspection policies concerning differences between the purposes of inspection and supervision issued by the Ministry of Education and the Addis Ababa Education and Training Quality Regulatory Authority. Also, those procedures listed by MoE are many. All inspection guides include information about the procedures that inspectors must follow.

According to the results of the questionnaire and document analysis, both inspectors and supervisors differed in terms of how they performed their roles. They also had common roles between them. While inspectors have highly checklist-driven and relatively cohesive roles, supervisors' roles are multi-focused numerous, and challenging to implement. Likewise, inspectors performed 50 highly checklist-driven roles, while supervisors performed 60 open-ended roles.

Although the main purpose of supervisors is to provide adequate support to teachers and improve the performance of learning and teaching, they are assigned to perform high administrative and other related tasks. Of the roles assigned, those related to empowering teachers and supporting the implementation of teaching and learning were very few. The Addis Ababa City Administration Education Bureau (2022) BPR document states that at the school cluster level, two days a week of clinical supervision and one day of administrative supervision will be conducted. It mentions that a cluster supervisor will visit teachers' classrooms six times a week to support them. This indicates that administrative supervision duties are performed three days a week.

According to the Ministry of Education (2018), Revised Checklist, one of the roles of inspectors is to conduct classroom observations, and this role is based on the performance indicators specified in the primary inspection checklist. This, in turn, puts supervisors and inspectors in conflict over their roles in lesson observation.

There were no common roles prepared at the national level to guide supervision services across city governments, sub-municipalities, districts, and cluster school centers. The results of one-way ANOVA and t-tests show that, from the principals' point of view, supervisors did not perform the roles described. Although the results of one-way ANOVA and t-tests revealed that inspectors performed their role, their performance was not at the expected level.

Supervisors faced numerous challenges that compromised their ability to enforce policy and influence the school community. Without sufficient budget and resources for cluster supervision, supervisors had to rely on schools to provide the necessary support. The lack of resources weakened the supervisors' ability to utilize reward and coercive powers effectively. The existing rules did not grant supervisors to use positional power to their full potential. The supervisors were not empowered to appraise principals' efficiency. They have not participated in the recruitment process of teachers and principals' short and long-term training opportunities. Reserving supervisors from doing these responsibilities has potential consequences for them. Because of their lack of authority, their suggestions were not implemented by schools.

The results revealed that supervisors were significantly different from principals' perceptions of the leadership attributes describing inspectors' and supervisors' use of various power sources. Results found that there were significant differences in opinions between principals regarding the use of power by inspectors and supervisors with mean differences. Inspectors were better positioned to use legitimate power attributes than supervisors.

Principals had different perceptions about inspectors' and supervisors' use of expert power attributes to influence school policy and staff. It can be said that inspectors have more power to use expert powers than supervisors.

The findings suggest that supervisors may have used fewer referent power attributes than inspectors, as the supervisors' level of agreement leaned more towards the "I can't decide" response. The Tukey HSD test indicated that although inspectors and supervisors claimed they had referent power, the opinions of principals about both groups demonstrated that neither group had referent power.

There were significant differences in the perceptions of inspectors, supervisors, and principals regarding the use of coercive power attributes to influence school policy and staff. While principals supported that inspectors used coercive power, they did not support that supervisors used it.

Inspectors asserted that they wielded their influence through rewards, but principals were uncertain about whether the inspectors utilized this power. Nevertheless, inspectors confirmed that schools heed their recommendations fearing facing consequences if they fail to comply. Likewise, supervisors stated that inspectors' recommendations carry more weight with schools because they have organizational power (reward power) to judge (rate) schools following inspection visits. Unlike inspectors, supervisors did not utilize their power of reward.

Overall, Inspectors were better positioned to use legitimate power attributes than supervisors. Supervisors were almost reliant on the use of personal power sources. This implies that they were not empowered to use their positional (organizational) power bases necessary to perform their duties and responsibilities. Supervisors' inability to use their organizational power will likely affect their efforts to realize school improvement.

The present requirement for strong accountability claims inspectors and supervisors should demonstrate leadership not only through effective communication but also by implementing systems of rewards and consequences. It is argued that positional power must complement personal power to flexibly use their authority according to the changing needs of followers and the situation. It can be said based on these findings that it is impossible to avoid some power bases at the expense of others. It would be crucial to recognize that all power bases have their place and should be used in different situations.

5.1.6 Major Challenges Impeding the Organization and Roles of Inspection and Supervision

The results showed that some of the school standards were not measurable. For instance, inspectors are authorized to measure whether teachers have adequate knowledge and ability about the subject they teach. Inspectors are expected to assess the existence of good governance in the school. These indicators are related to behaviors that require a long time to understand them. As a result of the limited time inspectors spend in schools, they cannot measure these behaviors. Although a school should have between 15000 and 25000 square meters, it is frequently not feasible to find a school with the required standards. Some of the school compounds were small in size; the sizes of classrooms, offices, and playing grounds were under the standard. Some school compounds were not suitable for special needs students and staff. Because there were no pathways for them to walk. Inspectors conduct school visits knowing that gaps in school standards have not improved, causing accountability problems between inspectors, supervisors, and schools.

In the process of integrating the school improvement with the inspection checklist, the domains of inspection in terms of input-process-output appear overloaded with standards and indicators. With the Ministry's effort, the number of school improvement standards (29) and indicators (150) was reduced to 24 and 88 (Ministry of Education, 2007, and Ministry of Education, 2013a). This was made to simplify implementation. The new integration increased standards to 27 and indicators to 107. Although the education and training policy has been revised, some of the earlier standards in use are not updated. The required education qualification and number of human resources for different school levels are yet measured against the earlier school standards and checklists. However, there are discrepancies between these documents. There was an alignment gap between the revised policy, school standards, and school inspection checklist. This makes the job of inspectors problematic.

Inspectors face challenges in ensuring government schools meet the required standards. Some standards are difficult to improve without significant resources. The same assessment approach is used repetitively, leading to exhaustion among inspectors and supervisors. Supervisors and schools are held responsible for the gap despite lacking a comprehensive and updated inspection policy framework. Inspectors were not able to

accredit and reaccredit schools as per their mandate. They could not hold government schools for their failure to fulfill the set school standards. These gaps put the inspectorate's impartiality under suspicion.

To summarize, the current hierarchical structure poses a significant challenge for the inspection system. Although it is intended to operate independently from the government and other actors, being accountable to the Ministry puts its autonomy at risk. When the Ministry has control over the budget and personnel appointments, it becomes challenging for the inspectorate to maintain impartiality. The chief executive could prohibit the publication of failure reports or avoid certain reports that would lead to significant accountability, including criticism and dismissal from power. In addition, the head of the inspectorate could be vulnerable to dismissal by the chief executive for all failures or for publicizing reports. Therefore, it is essential to reassess the current policies and find solutions to tackle this issue.

The regulatory authority was playing a conflicting role. Although it is required to support, control, and hold schools accountable, it accredits and reaccredits schools. On the other hand, although the Education Bureau is mandated to plan and construct new schools under its jurisdiction, it was not accrediting schools. It is felt that these inconveniences would have the potential to hurt the relationship between the two institutions, and their organizational effectiveness.

For instance, interviewed supervisors commented on the inspectorate's mandate to accredit and reaccredit schools. They indicated that the inspectorate was playing a dual role, wearing two hats. It first sent inspectors to evaluate a new school's standards for accreditation. Then, after a year, the inspectorate sends inspectors to oversee the accredited school and reaccredit it. According to supervisors, this was considered as the inspectorate plays a conflicting role. They believed that the Education Bureau was the appropriate body to provide accreditation for schools. This can avoid paying for conflicting roles by a single organization.

5.2 CONCLUSIONS

Specific Policies in Place

Various inspection and supervision policies have been established at the national and Addis Ababa city administration levels. These policies are implemented and overseen by various levels of management, including the Ministry of Education, the Education Bureau, the Regulatory Authority, the Sub cities, and District Cluster school centers. The alignment of inspection and supervision practices with policy provisions varies across levels. Both policies and practices are believed to have varying degrees of impact on school improvement and quality enhancement. It has been observed that challenges related to supervision and inspection policies and practices hinder the achievement of better outcomes.

Policy and Practice Gaps

The current inspection and supervision policies may not effectively fulfill their intended purpose, showing inconsistencies and difficulties in enforcement. The policies prioritize teaching experience over educational level, training, and leadership experience, potentially impacting the selection of competent applicants for school inspection and supervision positions. The selection criteria lack clarity and do not specify the required years of teaching experience, or experience as a principal, supervisor, or inspector. Additionally, subjective criteria are used to evaluate the performance of supervisors and inspectors. Failure to address these issues could lead to negative consequences, including the potential replacement of competent supervisors with individuals lacking necessary competencies, a possible decrease in qualified candidates' interest in these positions, and higher levels of dissatisfaction, possibly resulting in high turnover.

External Inspection Structure

At the city and sub-city administrative levels, separate general education inspection structures were in place. However, there were no inspection structures at the district level. Additionally, there was a general education inspection structure at the Ministry. The Ministry's inspection structure had been reduced to a desk (unit), indicating a potential decline in the significance of this body. The policies caused misalignment between the Ministry's inspection and the city administration's inspection organizational structure. The

way inspections are organized at the Ministry and the City Administration have structural differences. There was a difference in their chain of command and accountability. In addition, there was an organizational role difference caused by the different structures they have established. The absence of empowered regulators capable of overseeing, coordinating, and ensuring the effective operation of inspection systems illustrates a lack of unified oversight.

External Supervision Structure

The Ministry of Education lacks a well-defined supervision organizational structure and operates with unclear status, policy, limited manpower, and resources. Addis Ababa city has a relatively organized education supervision structure, but the cluster school center organization faces challenges. The limited capacity to hire adequate education bureau supervisors affects the effective provision of support offered to cluster supervision, and there is a misalignment between the Ministry of Education and the Supervision Directorate of the City Administration. However, the structure allows supervisors to use their time efficiently by avoiding unnecessary travel.

School Self-Evaluation

Inspectors, supervisors, and schools were not implementing the school self-evaluation in a coordinated manner. There was a clarity problem for inspectors and supervisors in implementing the self-review process. Lack of awareness or misunderstanding about school self-evaluation policies can affect its effective implementation.

Purposes Pursued

The current inspection and supervision policies have led to misunderstandings about the purposes of the institutions among those responsible for implementation, resulting in overlapping and conflicting roles. The overlapping and conflicting purposes further resulted in contradictory roles, confusion, resource wastage, and fatigue for implementers. This affects coordination and relationships between inspectors, supervisors, and schools. Additionally, this can affect the overall organizational operation and student

outcomes. This in turn necessitated reconsidering the need for two organizations with overlapping purposes.

Relationship and Coordination

The policies governing the pursuit of objectives, organizational structure, and inspection and supervision systems were found to be lacking in comprehensiveness. This resulted in various relationship and coordination issues between the two organizations. Inadequate communication and a lack of consistent organizational structures led to significant challenges. The gaps in policies and practices regarding resources allocation caused budget constraints, material shortages, and limited office supplies indirectly affected the relationships between supervisors, inspectors, and schools. The feedback from inspectors was not effective, and supervisors were not well informed in advance, hindering their ability to contribute effectively. Gaps in policies led to claims of independence and relocation of the inspection chain of command, exacerbating relationship issues. Some supervisors began viewing inspectors as faultfinders, straining their relations.

Leadership Behaviors (Use of Power)

The existing policies and practices lack clear authorization for inspection and supervision roles and do not recognize supervisors and inspectors as professionals. Additionally, recruitment policies lack clarity, completeness, and enforceable accountability. These policies are open to misuse by leaders and do not assign supervisors with the authority to control resources, manage budgets, procure materials, and maintain office spaces, affecting their interactions with inspectors, schools, and teachers. The policies did not prevent entry to supervisory positions without the necessary teaching and leadership experience and training. The leadership style of supervisors and inspectors relies solely on either organizational or personal power, with insufficient adaptation to the changing needs of their employees and the situation. Moreover, the education bureau's emphasis on administrative rather than clinical supervision has led to conflicts between supervisors and inspectors over their roles in lesson observation.

Challenges

The school inspection process encounters significant challenges due to the observed gaps in the inspection and supervision policies. These policies lack enforceability and may not accurately measure schools' compliance with expected standards. The specified standards may be challenging to achieve in the actual context, as they involve complex socio-economic and political issues. As a result, inspectors may be compelled to utilize the same assessments year after year, potentially leading to public primary schools operating without obtaining the necessary accreditation. The current policy places a significant responsibility on schools and supervisors to meet challenging standards, which can lead to conflicts among inspectors, supervisors, and schools. Moreover, the policy assigns conflicting roles to the inspectorate, requiring both support and control, which contradicts the Education Bureau's mandate to plan, construct, and accredit schools. This organizational structure may hinder the inspection system's independence from the government and other stakeholders.

Implication for Quality Education

The Ministry of Education, the Education Bureau, and the Regulatory Authority are collaborating to enhance the quality of education in Addis Ababa by implementing comprehensive frameworks for school improvement and inspection, using an input-process-output model. However, there are challenges related to inconsistencies and accessibility issues with various inspection and supervision policies, which are impeding the effective functioning of these systems.

Current inspection and supervision policies have resulted in difficulties in implementing inspection and supervision processes, affecting staffing, promotions, morale, and the effectiveness of practitioners. Furthermore, the absence of a clear school self-evaluation policy, unrealistic standards, and an overreliance on organizational or personal power by leaders without due consideration of the evolving needs of their followers and the situation have also caused significant obstacles to carrying out value-adding activities in processing inputs into outputs. Communication gaps and issues with vertical accountability have led to relationship challenges.

The mentioned gaps in input and process have led to ineffective decision-making, subpar legislative and professional standards, limited school improvement, unaccredited government schools, and a restricted capacity for school self-evaluation. As a result, these cumulative effects have contributed to poor 8th-grade national exam results for students in government schools of the Addis Ababa City Administration.

Implications for Policy and Practitioners

The findings of this research create an opportunity for policy-makers, scholars, and practitioners to reconsider the objectives, frameworks, and procedures essential for overseeing and assessing schools. Additionally, it sheds light on how school inspectors and supervisors obtain their legitimacy and utilize it to enforce policies and maintain a high standard of accountability within educational institutions.

5.3 RECOMMENDATIONS

To establish a professionalized, regulated, aligned, and fair education system, collaboration among the Ministry of Education, the Education Bureau, and the Regulatory Authority should create inclusive, consistent, objective, and easily accessible policies. The policies should give value and specify the assigned weights separately to leadership experience, relevant training, and educational level. Furthermore, emphasis should be placed on the training of inspectors and supervisors in offering both short and long-term leadership development opportunities. These governing bodies should prioritize implementing policies and guidelines objectively, holding themselves accountable for any lapses, and applying suitable consequences.

The Ministry should establish a robust inspection system with adequate authority, resources, independence, and skilled manpower. This can enhance the Ministry's oversight capabilities and contribute to standardized accountability and quality control. Additionally, creating a dedicated inspection structure at the district level can improve the effectiveness of inspections in city administration, leading to better coordination and uniformity in the inspection approach across different levels of authority and educational institutions. This can provide inspectors with sufficient time to thoroughly evaluate schools and identify all available implementation gaps that need to be addressed promptly.

The Ministry should improve the supervision system by allowing the necessary structure, resources, and expertise to enhance supervisory abilities, communication, and support with the Education Bureau. The Education Bureau should establish a separate supervision team at the district level independent from the school improvement team to allow an efficient chain of command and allocation of resources for supervising cluster schools.

The Education Bureau should provide training and establish clear responsibilities for inspectors, supervisors, and schools to ensure effective school self-evaluation execution and minimize potential confusion. It is also advisable to encourage inspectors, supervisors, and schools to collaborate in addressing identified gaps in their school self-evaluation process.

The Ministry and Inspection and Supervision Directorates should jointly review and clarify their purposes and roles to avoid duplication of effort and role ambiguity. They should consider integrating inspection and supervision organizations if they aim to assist schools in enhancing quality while providing support and control to ensure accountability. Alternatively, they should maintain separate systems if the inspection system is exclusively focused on control to ensure accountability and the supervision system is dedicated to providing support to improve quality.

The Ministry, Bureau, and Regulator should work together to address communication and coordination gaps. They need to collaboratively prepare a policy framework to guide their operations and resolve issues related to independence and relocation of the inspection chain of command. It's also advisable for the Ministry, Bureau, and Regulator to prioritize budgets, materials, and office supplies within the policies and practices to ensure seamless communication and cooperation between inspectors, supervisors, and schools. They should engage with relevant stakeholders to address resource deficiencies and work together to achieve their shared objectives, ultimately improving their relationships and avoiding misunderstandings.

It is recommended that the Ministry, Bureau, and Regulator improve policies and practices supporting supervisors and inspectors in enhancing school quality. They should also emphasize the need to address issues such as clarity, inclusiveness, misuse of power, and lack of accountability in recruitment policies. Furthermore, the Ministry, Bureau, and Regulator should prioritize the importance of developing policies that consider the evolving needs of organizations and individuals, as well as allowing inspectors to adapt their approach based on the creative potential within schools. Clear lesson observation policies are also recommended to mitigate potential role conflicts between inspectors and supervisors.

It is recommended that the Ministry and the Regulator should reallocate the responsibility for accrediting and reaccrediting schools to the education bureau for effective and responsible inspections. It suggests reform and transparency for the Ministry and Regulator, revising school standards and inspection checklists, and implementing a comprehensive policy to hold all leaders accountable. The Ministry and the Regulator

should emphasize the need for a well-defined policy to address issues of accountability, coordination, communication, and equal quality of education for all students.

Future Research

The findings of this research offer valuable insights for policy-makers and practitioners seeking to enhance education within city administrations. To that end, additional research is recommended to explore how a distinct inspection system can effectively fulfill its two-fold mission of providing support for quality improvement while also ensuring accountability in schools.

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APPENDICES

APPENDIX – A

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled in by School Inspectors and Cluster Supervisors

Dear Respondent

The purpose of this questionnaire is to obtain data relating to inspection and supervision policies and practices in Addis Ababa City Administration and to suggest solutions to fill in those gaps that might be identified.

It is worth noting that the success of the purpose of this study almost relied on your thoughtful, genuine, and well-timed response to each question. Thus, you are kindly requested to complete all of the question items in the questionnaire sensibly and reliably. Moreover, the study is purely academic given that all information provided will be held in strict confidence.

General Direction

- You **do not** need to write **your name**.
- Put a **tick (✓)** mark in boxes that represent your responses.
- Write **additional opinions, if any**, in the space provided.
- Please, **follow the instructions** provided for each part.

Part I: Background Information

Name of the organization: _____

Educational qualification: _____

Educational level: _____

Previous positions: Being a teacher (in years) ____ being a principal (in years) ____ or vice-principal (in years) ____ other (if any, specify): _____

Experience as an inspector/supervisor (in years): _____

Part II: Leadership roles demonstrated by school Inspectors and Supervisors

1. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about how frequently **are you performing the following tasks** based on sound policy. The following five-point rating scales are provided: 5 = Always (A) 4 = Frequently (F) 3 = Undecided (U) 2 = Rarely (R) 1 = Never (N)

No.	Inspector's and Supervisor's leadership roles	Frequency				
		A	F	U	R	N
	I know that classroom observation is practiced in line with the following strategies built into the teacher's supervision policy:	-	-	-	-	-
1	By considering the purposes of teacher supervision (classroom visits).					
2	By considering the practices and procedures of teacher supervision (regarding school level policy).					
3	By considering the criteria for teacher supervision (classroom visit).					
4	By considering frequency, feedback provision, and follow-up plans					

2. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what extent the following methods are pursued during the school inspection and supervision process. The following five-point rating scales are provided: 5=Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1 = Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership roles	Degree of agreement				
		SA	A	U	D	SD
1	Carrying out a selection of schools for external visits.					
2	Before starting a visit; an inspector/supervisor defines objectives, announces planned visits, collects preliminary data, and notifies the schedule.					
3	Making pre-meetings; doing interviews and verifications, checking documents, and making on-site- visits and feedback meetings.					
4	Conducting investigations using checklists and based on standards and made analyses and interpretations.					
5	Making arrangements for writing the feedback report.					
6	Carrying out the handling of concerns and complaints.					

3. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about how frequently **are you performing the following roles** during your school inspection/inspection practices. The following five-point rating scales are provided: 5= Always (A) 4= Frequently (F) 3= Undecided (U) 2= Rarely (R) 1= Never (N)

No.	Inspector's and Supervisor's dual leadership roles (to be filled in by both Inspectors and Supervisors)	Frequency				
		A	F	U	R	N
1	I conducted inspection or supervision visits over schools.					
2	I monitored the school-self-evaluation implementation.					
3	I collected, analyzed, organized, and disseminated data.					
	Inspector's separate leadership roles (to be filled in by Inspectors only)					
1	I made surveillance inspections to ensure whether inspections were realized in schools.					
2	I made standard inspections in schools about input, process, and output.					
3	I made close control to ensure accountability of schools related to performing suggestions offered.					
	Supervisor's separate leadership roles (to be filled in by Supervisors only)					
1	I conducted monitoring, and controlling and provided feedback during the pre-preparation phase.					
2	I monitor educational enrolment, equity, and access based on the checklist.					
3	I monitored and analyzed pupils' dropout, promotion, and repetition.					
4	I guided the teaching and learning methodology of cluster schools.					
5	I made support and control on cluster examination and measurement.					
6	I provided support to strengthen internal - supervision in the school.					
7	I organized and expanded best practices among schools.					
8	I made an impact assessment on supervision service.					

Part III – Leadership behaviors demonstrated by school inspectors and supervisors

Instructions: This questionnaire contains questions about different **domains of sources of power** used by school inspectors and supervisors. Indicate how often each statement is true of your behavior.

Domain One: Legitimate Power

4. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree you make use of **legitimate power sources** when performing your leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4=Agree (A) 3=Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behavior	Degree of agreement				
		SA	A	U	D	SD
1	I explain the reasons for the order to the school community.					
2	I don’t interfere with the school community’s authority.					
3	I consider the feelings of the school community.					
4	I made a follow-up to verify compliance with the rules.					
5	I emphasize obedience to regulations if appropriate.					

Domain Two: Expert Power

5. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree you make use of **expert power sources** when performing your leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behavior	Degree of agreement				
		SA	A	U	D	SD
1	I explain the reasons for the order to the school community.					
2	I provide evidence to staff that my order will be successful.					
3	I showed respect for the school community.					
4	I act confident and decisive in a difficult condition.					
5	I did not exaggerate or misinterpret the facts.					

Domain Three: Referent Power

6. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree you make use of **referent power sources** when performing your leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behavior	Degree of agreement				
		SA	A	U	D	SD
1	I use personal attractions (charisma) when necessary.					
2	I do not use my relationship with the school community for personal gain.					
3	I provide an example of appropriate behavior to the school community.					
4	I do not keep my promises and commitments.					
5	I do not make self-sacrifices to benefit the school community.					

Domain Four: Coercive Power

7. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree you make use of **coercive power sources** when performing your leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behavior	Degree of agreement				
		SA	A	U	D	SD
1	I inform the school community of the rules and penalties of the school.					
2	I give adequate pre-warnings to the school community before punishing.					
3	I am calm and helpful, not aggressive to the school community.					
4	I encourage improvement rather than punishment.					
5	I manage discipline privately.					

Domain Five: Reward Power

8. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree you make use of **reward power source** when performing your leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behavior	Degree of agreement				
		SA	A	U	D	SD
1	I give rewards that the school community desires.					
2	I do not promise more than what I can provide.					
3	I explain the criteria for giving rewards.					
4	I provide rewards as per my promise if the order is met.					
5	I take advantage at the expense of other people.					

Part IV: School Self-evaluation Strategies and insights to be taken

9. The following statements are intended to ask for your opinion about to what extent schools perform their school self-evaluation roles every year with the expected awareness. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception. The following five-point rating scales are provided: 5=Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1 = Strongly Disagree (SD)

No.	Expected roles and awareness regarding school-self-evaluation	Degree of agreement				
		SA	A	U	D	SD
1	The school did not undertake self-evaluation by determining its level at the end of every year.					
2	Schools have worked together to provide necessary information to inspectors/supervisors.					
3	Schools use school self-evaluation to provide their students with quality education demonstrated by improved pupils’ learning and exam results.					
4	The checklist the inspectors/supervisors utilize is in line with the school improvement framework (school-self-evaluation framework), and the national inspection framework.					
5	School self-evaluation is aimed at and emphasizes improving the schools’ ability by generating data relevant to its use.					

APPENDIX – B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Questionnaire to be filled in by School Principals and Vice Principals

Dear Respondent

The purpose of this questionnaire is to obtain data relating to inspection and supervision policies and practices in Addis Ababa City Administration and to suggest solutions to fill in those gaps that might be identified.

It is worth noting that the success of the purpose of this study almost relied on your thoughtful, genuine, and well-timed response to each question. Thus, you are kindly requested to complete all of the question items in the questionnaire sensibly and reliably. Moreover, the study is purely academic given that all information provided will be held in strict confidence.

General Direction

- You **do not** need to write **your name**.
- Put a **tick (✓)** mark in boxes that represent your responses.
- Write **additional opinions, if any**, in the space provided.
- Please, **follow the instructions** provided for each part.

Part I: Background Information

Name of the organization: _____

Educational qualification: _____

Educational level: _____

Previous positions: Being a teacher (in years) ____ being a principal (in years) ____ or vice

Part II – Supervision roles demonstrated by cluster supervisors and school inspectors

1. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about how frequently **are they performing the following school supervision/inspection tasks** based on sound policy. The following five-point rating scales are provided: 5 = Always (A) 4 = Frequently (F) 3 = Undecided (U) 2 = Rarely (R) 1 = Never (N)

Note: SI refers to **School Inspector**, and CS refers to **Cluster Supervisor**

No.	Item	Rating Scales				
		A	F	U	R	N
1	CS undertakes classroom observation for teacher supervision.					
	SI undertakes classroom observation for teacher supervision.					
2	CS undertakes classroom observation by practices and procedures stated in the teacher supervision policy.					
	SI undertakes classroom observation by practices and procedures stated in the teacher supervision policy (regarding school level policy).					
3	CS undertakes classroom observation by the given criteria in the teacher supervision policy (regarding contents emphasized in lesson observation).					
	SI undertakes classroom observation by the given criteria in the teacher supervision policy.					
4	CS undertakes classroom observation by agreed frequency of supervision, provision of feedback, and follow-up plans.					
	SI undertakes classroom observation by agreed frequency of supervision, provision of feedback, and follow-up plans.					

2. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what extent the following school inspection and supervision procedures and methods are likely pursued during the school inspection and supervision process. The following five-point rating scales are provided: 5=Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1 = Strongly Disagree (SD)

Note: CS refers to **Cluster Supervisor**, and SI refers to **School Inspector**

No.	Item	Rating Scales				
		SA	A	U	D	SD
1	CS makes the selection of districts and schools for external supervision.					
	SI makes the selection of districts and schools for external inspection.					
2	CS defines regulations, notifies supervision, collects information, and announces a timeline.					
	SI defines regulations, notifies inspection, collects information, and announces timeline.					
3	CS undertakes the following activities: pre-meeting, interviews, verifications, on-site- supervision, and post-meeting.					
	SI undertakes the following activities: pre-meeting, interviews, verifications, on-site- inspection, and post-meeting.					
4	CS undertakes investigations using checklists based on agreed standards and makes analyses and evaluations.					
	SI undertakes investigations using checklists based on agreed standards and makes analyses and evaluations.					
5	CS makes arrangements for publishing the supervision report.					
	SI makes arrangements for publishing inspection reports.					
6	CS undertakes handling of concerns and complaints.					
	SI undertakes the handling of concerns and complaints.					

3. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about how frequently **inspectors and supervisors perform the following roles** during your school’s supervision and inspection practices. The following five-point rating scales are provided: 5= Always (A) 4= Frequently (F) 3= Undecided (U) 2= Rarely (R) 1= Never (N)

No.	Inspector’s and Supervisor’s dual leadership roles (to be filled in by both Inspectors and Supervisors)	Frequency				
		A	F	U	R	N
1	CS conducted inspection or supervision visits over schools.					
	SI conducted inspection or supervision visits over schools.					
2	CS monitored the school-self-evaluation implementation.					
	SI monitored the school-self-evaluation implementation.					
3	CS collected, analyzed, organized, and disseminated data.					
	SI collected, analyzed, organized, and disseminated data.					
	Inspector’s separate leadership roles (to be filled in for Inspectors only)					
1	CS made surveillance inspections to ensure whether job inspections were realized in schools.					
	SI made surveillance inspections to ensure whether job inspections were realized in schools.					
2	CS made standard inspections in schools about input, process, and output.					
	SI made standard inspections in schools about input, process, and output.					
3	CS made close control to ensure accountability of schools related to performing suggestions offered.					
	SI made close control to ensure accountability of schools related to performing suggestions offered.					
	Supervisor’s separate leadership roles (to be filled in for Supervisors only)					
1	CS conducted monitoring, and controlling and provided feedback during the pre-preparation phase.					
	SI conducted monitoring, and controlling and provided feedback during the pre-preparation phase.					
2	CS monitors educational enrolment, equity, and access based on the checklist.					
	SI monitors educational enrolment, equity, and access based on the checklist.					
3	CS monitored and analyzed pupils' dropout, promotion, and repetition.					
	SI monitored and analyzed pupils' dropout, promotion, and repetition.					
4	CS guided the teaching and learning methodology of cluster schools.					
	SI guided the teaching and learning methodology of cluster schools.					
5	CS made support and control on cluster examination and measurement.					
	SI made support and control on cluster examination and measurement.					
6	CS provided support to strengthen internal - supervision in the school.					
	SI provided support to strengthen internal - supervision in the school.					
7	CS organized and expanded best practices among schools.					
	SI organized and expanded best practices among schools.					
8	CS made an impact assessment on supervision service.					
	SI made an impact assessment on supervision service.					

Note: SI refers to **School Inspector**, and CS refers to **Cluster Supervisor**

Part III – Leadership behaviors demonstrated by school inspectors and supervisors

Instructions: This part contains questions about different **domains of sources of power** used by school inspectors and supervisors. Indicate how often each statement is **true of the inspector’s or a supervisor’s behavior**.

Domain One: Legitimate Power

4. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree inspectors and supervisors make use of **legitimate power sources** when performing their leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behaviors	Degree of agreement				
		SA	A	U	D	SD
1	A supervisor explains the reasons for an order to the school community.					
	An inspector explains the reasons for an order to the school community.					
2	A supervisor doesn’t interfere with the school community’s authority.					
	An inspector doesn’t interfere with the school community’s authority.					
3	A supervisor is sensitive to the feelings of the school community.					
	An inspector is sensitive to the feelings of the school community.					
4	A supervisor makes a follow-up to verify obedience to rules.					
	An inspector makes a follow-up to verify obedience to rules.					
5	A supervisor emphasizes compliance (obedience) if appropriate.					
	An inspector emphasizes compliance (obedience) if appropriate.					

Domain Two: Expert Power

5. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree inspectors and supervisors make use of **expert power sources** when performing their leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behaviors	Degree of agreement				
		SA	A	U	D	SD
1	A supervisor explains the reasons for a suggestion to the school community.					
	An inspector explains reasons for a suggestion to the school community.					
2	A supervisor explains why a suggestion is important to the school community.					
	An inspector explains why a suggestion is important to the school community.					
3	A supervisor listens seriously to the school community's feelings.					
	An inspector listens seriously to the school community's feelings.					
4	A supervisor shows respect for the school community (don't be arrogant).					
	An inspector shows respect for the school community (don't be arrogant).					
5	A supervisor acts confident and decisive in a difficult condition.					
	An inspector acts confident and decisive in a difficult condition.					

Domain Three: Referent Power

6. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree inspectors and supervisors make use of **referent power sources** when performing their leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspectors' and Supervisor's leadership behaviors	Degree of agreement				
		SA	A	U	D	SD
1	A supervisor uses personal attractions (charisma) when necessary.					
	An inspector uses personal attractions (charisma) when necessary.					
2	A supervisor doesn't take personal advantage given the relationship with the school community.					
	An inspector doesn't take a personal advantage given the relationship with the school community.					
3	A supervisor provides an example of appropriate behavior to the school community.					
	An inspector provides an example of appropriate behavior to the school community.					
4	A supervisor does not keep my promises and commitments.					
	An inspector does not keep my promises and commitments.					
5	A supervisor does not make self-sacrifices to benefit the school community.					
	An inspector does not make self-sacrifices to benefit the school community.					

Domain Four: Coercive Power

7. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree inspectors and supervisors make use of **coercive power sources** when performing their leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behaviors	Degree of agreement				
		SA	A	U	D	SD
1	A supervisor informs the target of rules and penalties for the school community.					
	An inspector informs the target of rules and penalties to the school community.					
2	A supervisor gives adequate pre-warnings to the school community.					
	An inspector gives adequate pre-warnings to the school community.					
3	A supervisor remains cool and helpful to the school community.					
	An inspector remains cool and helpful to the school community.					
4	A supervisor encourages improvement to avoid punishment.					
	An inspector encourages improvement to avoid punishment.					
5	A supervisor manages discipline in private.					
	An inspector manages discipline in private.					

Domain Five: Reward Power

8. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception about to what degree inspectors and supervisors make use of **reward power sources** when performing their leadership responsibilities. The following five-point rating scales are provided: 5 = Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1= Strongly Disagree (SD)

No.	Inspector’s and Supervisor’s leadership behaviors	Degree of agreement				
		SA	A	U	D	SD
1	A supervisor gives rewards that the school community desires.					
	An inspector gives rewards that the school community desires.					
2	A supervisor does not promise more than I can provide.					
	An inspector does not promise more than I can provide.					
3	A supervisor explains the criteria for giving rewards.					
	An inspector explains the criteria for giving rewards.					
4	A supervisor provides rewards as promised if requests are met.					
	An inspector provides rewards as promised if requests are met.					
5	A supervisor uses rewards in a manipulative way.					
	An inspector uses rewards in a manipulative way.					

Part IV: School Self-evaluation Strategies and insights to be taken

9. The following statements are intended to ask for your opinion about to what extent schools perform their school self-evaluation roles every year with the expected awareness. Please indicate the degree of your agreement by placing a thick mark “in the boxes that most closely match your perception. The following five-point rating scales are provided: 5=Strongly Agree (SA) 4 = Agree (A) 3 = Undecided (U) 2 = Disagree (D) 1 = Strongly Disagree (SD)

No.	Expected roles and awareness regarding school-self-evaluation	Degree of agreement				
		SA	A	U	D	SD
1	The school did not undertake self-evaluation by determining its level at the end of every year.					
2	Schools have worked together to provide necessary information to inspectors/supervisors.					
3	Schools use school self-evaluation to provide their students with quality education demonstrated by improved pupils' learning and exam results.					
4	The checklist the inspectors/supervisors utilize is in line with the school improvement framework (school-self-evaluation framework), and the national inspection framework.					
5	School self-evaluation is aimed at and emphasizes improving the schools' ability by generating data relevant to its use.					

APPENDIX - C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Interview Guide for National, City, and Sub-city Inspectors and Supervisors, and Cluster Supervisors

Background information:

Name of the organization: _____

Educational qualification: _____

Educational level: _____

Previous positions: Being a teacher (in years) _____ being a principal or vice (in years) _____ other (if any, specify): _____

Experience at the Regional/National Inspectorate (in years): _____

Experience as Sub-city Education Inspector (in years) (only for sub-city inspectors): _____

Experience at Regional/National Supervision Office (in years): _____

Experience at District Education Office (in years) (only for district supervisors): _____

Experience as a Cluster Supervisor (in years) (only for district supervisors): _____

1. Are there policies able to guide and coordinate the practice of school inspection/supervision relating to the general primary education system in Ethiopia? If your answer is Yes,
 - 1.1 How much are these policies implemented? (For example, what will happen if a school remains below the minimum standard, like related to quality education, or school standards?
 - 1.2 Which of the policies are not easily transferred into practice? Why? Can you give an example of such policies?

- 1.3 How is the inspectors' hiring (recruitment) policy implemented? What criteria are practically employed by human resource managers?
- 1.4 Do you think the Inspectorate is an independent expert agency capable of assessing school performance and improvement at a distance from the government? If your answer is yes, can you give practical examples? If your answer is no, why?
2. What organization and structure are created to implement these policies? That is,
 - 2.1 What benefits have you gotten from the new organization or restructuring?
 - 2.2 What organization and structure issues do you think enable to solve the problem of policy implementation?
 - 2.3 How have you interacted with the MoE vertically? Is there any problem occurring? If yes, would you explain it, please?
 - 2.4 How have you interacted with the City Administration Education Bureau horizontally? Is there any problem occurring? If yes, would you explain it, please?
3. What basis of power have you used to be able to influence the school community and enforce policies? (Either your positional power or your interpersonal power or both?)
4. Do you think that your recommendations are welcomed and implemented by schools (especially, by principals and teachers)? If yes or no, why?
5. What similarities and differences exist between the objective of supervision and inspection?
6. For what purpose have you used the results of school self-evaluation? (Maybe to target inspection visits and or to target potential areas for improvement?)
7. Does the inspection office offer training to schools relating to SSE methods? What is that?

Checklist to be filled by interviewees

7.1 Which of the following organizations of inspection/supervision services are mirroring the situation in Ethiopia? That is, you (interviewees) are requested to reflect on at what levels inspectors are functioning. What do inspectors/supervisors emphasize? What are the purposes of these different levels?

Levels	Mention responsible officers who undertake the task	Targets of inspection		Purpose of inspection (use a tick '✓' mark)	
		Schools as a whole	Only teachers	Pedagogical (support-oriented);	Administrative (control-oriented)
Federal					
Regional					
Sub-city					
District					
Cluster-School					

What functions do you think are not being covered, if any? _____

APPENDIX – D

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Document Review Guide

1. Document analysis will focus on different policy tools that are crucial to the operation of the primary school inspection/supervision system in the Addis Ababa City Administration. They included the general policy documents listed in the table below. That is, the analysis emphasizes on:

What are the contents of these documents that have implications for inspection/supervision?

How are these contents implemented?

What factors facilitate or hinder the implementation of these inspection/supervision functions? Why? How?

What alignments or misalignments exist amongst these policy documents?

What possible explanation could be made relating to these alignments or misalignments?

Inspection-related policy documents	Availability of related policies (use a thick mark “✓”)		
	Available	Not available	Not accessible
National School Inspection Framework (SIF)			
School Improvement Framework (SIF)			
Primary school standard manual			
Inspection Business process Reengineering Manual (Job Evaluation Grading)			
Inspection Business process Reengineering Manual (Job Evaluation Grading)			
Education and Training Policy			
Federal Civil Service Commission Laws			
City Administration Public Service Bureau Laws			
City Administration Proclamations			
Ministry Education Blueprints, Manuals/Guidelines			

2. The existence and implementation of the following specific policy elements (those listed below in the table) will be analyzed in light of the specific supervision-related policy documents.

Types of specific policies to be analyzed
Hiring of inspectors and supervisors
Provision of training and other incentives for inspectors and supervisors
Professional experiences of inspectors and supervisors
Purpose of inspection and supervision
Roles of inspectors and supervisors
Procedures of inspection and supervision

3. Reports relating to interpreting grade eight national exam results will be collected, analyzed, and interpreted.

APPENDIX – E

PARTICIPANT CONSENT FORM

Provide a brief introduction indicating the purpose of the study and the tool. Please, **tick** “the following boxes to indicate your agreement:

No.	Contents of participant consent form (Issues that need an agreement	Participants’ agreement status
1	I have read the information provided about the purpose of the study.	
2	I understand that the data collected will be completely anonymous and that my privacy and confidentiality will be respected.	
3	I understand that I have the right to withdraw from this study at any time without prejudice.	
4	I understand that any reports that will result from the data collection will not identify any individual participants.	
5	I am willing to participate in the study.	

Name: _____

Signature: _____ Date: _____

APPENDIX – F

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

በኢንስቴክተሮች የሚሞላ የፅሁፍ መጠይቅ

ክቡር/ክብርት መልስ ሰጪ

የዚህ ፅሁፋዊ መጠይቅ አላማ በአዲስ አበባ ከተማ አስተዳደር የሱፐርቪዥንና የኢንስቴክሽን ፖሊሲዎችንና አሰራሮችን የተመለከቱ መረጃዎችን ለማግኘት እና የሚስተዋሉ ክፍተቶችን ለመመላት የሚያስችሉ መፍትሄዎችን ለመጠቀም ነው፡፡

የዚህ ጥናት ውጤታማነት የሚወሰነው እርስዎ ትኩረት ሰጥተው በሚሰጡት ሃቀኛና ወቅታዊ መልስ ነው፡፡ ስለዚህ መጠይቁ ላይ ለቀረቡ ጥያቄዎች የሚሰጡት መልስ ቅንና ሃቀኛ እንዲሆን ስጠይቅ በታላቅ ትህትና መሆኑን ለመግለፅ እወዳለሁ፡፡ በመተጫማሪ ይህ ጥናት ሙሉ በሙሉ አካዳሚያዊ አላማ ያለው መሆኑን እየገለፅኩ፤ የሚሰጡት መልስ ከጥናቱ አላማ ውጭ ለሌላ ተግባር የማይውል መሆኑን አረጋግጣለሁ፡፡

ይህን የፅሁፍ መጠይቅ ለመመላት ስላጠፉት ጊዜ አስቀድሜ አመሰግናለሁ!

አጠቃላይ መመሪያ፦

- የራይት“✓” ምልክት በመጠቀም ሃሳብዎን ይወክላል በሚሉት ሳጥን ውስጥ መልስ ይስጡ፤
- ተጨማሪ ሃሳብ ካለዎት በተዘጋጀው ክፍት ቦታ ላይ ይመሉ፤
- መጠይቁን ለመመላት እንዲያገለግሉ ተብለው የተዘጋጁትን መመሪያዎች ይከተሉ፤

ክፍል አንድ ፦ የተሳታፊዎች ግለ-መረጃ

የሚሰሩበት ተቋም ስም፦ ክፍለ ከተማ _____ ወረዳ _____ ከላሰተር ማእከል _____ ት/ ቤት _____
የሰለጠኑበት የትምህርት አይነት _____ የትምህርት ደረጃ _____

የስራ ልምድ፦ በመምህርነት _____ (አመት)፤ በርእሰ መምህርነት _____ (አመት)፤ በኢንስቴክተርነት _____ (አመት)

ክፍል ሁለት፦ በኢንሰፔክተሮች የሚዘወተሩ ባህሪያት

- እባኩትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ ይህም በትክክለኛ ፖሊሲ ላይ በመመስረት የሚከተሉትን የትምህርት ቤት ኢንሰፔክሽን ስራዎችን ምን ያህል በተደጋጋሚ እየፈፀሙ እንደሆነ ካለዎት ግንዛቤ ጋር በጣም የሚዛመድ ነው፡፡
የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

No.	የኢንሰፔክተር አመራር ሚናዎች	ድግግሞሽ				
		ሁግ	በ	መአ	አአ	በጭ
	የክፍል ውስጥ ምልክታ በአስተማሪው የሱፐርቪዥን ፖሊሲ ውስጥ ከሚከተሉት ስልቶች ጋር በተጣጣመ መልክ እንደሚተገበር አውቃለሁ።	-	-	-	-	-
1	የመምህራን ሱፐርቪዥን (የክፍል ምልክታ) አላማዎችን ግምት ውስጥ በማስገባት።					
2	የአስተማሪዎችን ሱፐርቪዥን ትግበራና እና ሂደቶች ግምት ውስጥ በማስገባት.					
3	የመምህራን ሱፐርቪዥን (የክፍል ምልክታ) መስፈርቶችን ከግምት ውስጥ በማስገባት።					
4	የድግግሞሽ, የግብረመልስ አሰጣጥ እና የሱፐርቪዥን እቅዶችን ግምት ውስጥ በማስገባት።					

2. እባኩትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ይህም የሚከተሉትን የት/ቤት ኢንሰፔክሽን ስራዎችን ምን ያህል ደጋግመው እየፈፀሙ እንደሆነ ካለዎት ግንዛቤ ጋር በጣም የሚዛመድ ነው፡፡የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-

5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)

2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የኢንሰፔክሽን አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ለውጭ ሱፐርቪዥን ትምህርት ቤቶችን በናሙና መምረጥ።					
2	ክትትል ከመጀመሩ በፊት ዓላማዎችን መግለፅ፤ ኢንሰፔክሽን ማሳወቅ፤ መረጃ መሰብሰብ እና የጊዜ ሰሌዳን ማስታወቅ።					
3	ቅድመ-ስብሰባ ማድረግ፤ ቃለ-መጠይቆችን እና ማረጋገጫዎችን ማጣራት ፤ ሰነዶችን መፈተሽ እና በቦታው ላይ ኢንሰፔክሽን እና የግብረ-መልስ ስብሰባ ማድረግ።					
4	ቼክሊስት በመጠቀም መረጃ ፍተሻን ማካሄድ እና ደረጃዎችን መሠረት በማድረግ ትንታኔዎችን እና ትርጓሜዎችን ማካሄድ።					
5	የግብረመልስ ሪፖርቱን ለመጻፍ ዝግጅት ማድረግ።					
6	ቅሬታዎች እና ቅሬታዎች አያያዝን ማካሄድ.					

3. እባክዎትን በት/ ቤት ኢንስቴክሽን/ሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-
- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

No.	የኢንስቴክሽንና የሱፐርቪዥን አመራር ሚናዎች	ድግግሞሽ				
		ሁግ	በተ	መአ	አአ	በጭ
	የኢንስቴክተሮችና ሱፐርቪዥዎች የጋራ ሚናዎች (በኢንስቴክተሮችና በሱፐርቪዥዎች የሚሞላ)					
1	ትምህርት ቤቶችን በመጎብኘት ክትትል (ሱፐርቪዥን) አድርጌያለሁ።					
2	የትምህርት ቤት ማሻሻያ ቴክኒኮችን በመጠቀም በትምህርት ቤት-ግለ ግምገማ ትግበራ ላይ ኢንስቴክሽን/ሱፐርቪዥን አድርጌያለሁ።					
3	የኢንስቴክሽን/ሱፐርቪዥን መረጃን ሰብስቤ፣ ተንትኜ፣ በማደራጀት አሰራጭቻለሁ።					
	የኢንስቴክተር ሚናዎች (በኢንስቴክተሮች ብቻ የሚሞላ)					
1	ደንቦችን ማክበር በትምህርት ቤቶች ውስጥ መፈጸሙን ለማረጋገጥ ድንገተኛ ኢንስቴክሽን አድርጌያለሁ።					
2	በትምህርት ቤቶች ስታንዳርድ ላይ የፕሮግራም ኢንስቴክሽን አድርጌያለሁ።					
3	የትምህርት ቤቶችን ተጠያቂነት ለማረጋገጥ ጥብቅ ቁጥጥር አድርጌያለሁ።					

ክፍል III - በትመህርት ቤት ኢንስፔክሽን የሚታዩ የአመራር ባህሪዎች

መመሪያዎች - ይህ መጠይቅ የትምህርት ቤት ኢንስፔክተሮች ስለሚጠቀሙባቸው የተለያዩ የሃይል ምንጮች ጥያቄዎችን ይዟል፡፡ ለእያንዳንዱ መግለጫ ስለራስዎ ባህሪ ምን ያህል ጊዜ እውነት እንደሆነ ያመልክቱ፡፡

አውድ አንድ - ህጋዊ (ቅቡል) የስልጣን ምንጭ (Domain One: Legitimate Power)

4. እባክዎትን በት/ ቤት ኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራደት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዘር አመራር ባህሪዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ኢንስፔክተር ትእዛዝ ስሰጥ ምክንያቱን ለት/ቤት ማህበረሰብ አስረዳለሁ፡፡					
2	እኔ፣ እንደ ኢንስፔክተር በትምህርት ቤት ማህበረሰብ ስልጣን ላይ ጣልቃ አልገባም፡፡					
3	እኔ፣ እንደ ኢንስፔክተር የትምህርት ቤቱን ማህበረሰብ ስሜት ግምት ውስጥ አስገባለሁ፡፡					
4	እኔ፣ እንደ ኢንስፔክተር ደንቦች መከበራቸውን ለማረጋገጥ ክትትል አደርጋለሁ፡፡					
5	እኔ፣ እንደ ኢንስፔክተር አስፈላጊ ከሆነ በደንቦች አከባበር ላይ አፅንዖት እሰጣለሁ፡፡					

አውድ ሁለት - ከሙያዊ ብቃት የሚመነጭ የስልጣን መሰረት (Domain Two: Expert Power)

5. እባክዎትን በት/ ቤት ኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-

5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)

2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የኢንስፔክተር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ኢንስፔክተር የምሰጠውን ትእዛዝ ምክንያቶች ለት/ቤት ማህበረሰብ አስረዳለሁ።					
2	እኔ፣ እንደ ኢንስፔክተር የምሰጠው ትዕዛዝ ስኬታማ እንደሚሆን ለሰራተኞች ማስረጃ አቀርባለሁ።					
3	እኔ፣ እንደ ኢንስፔክተር ለትምህርት ቤት ማህበረሰብ አክብሮት አሳይቻለሁ።					
4	እኔ እንደ ኢንስፔክተር በአስቸጋሪ ሁኔታ ውስጥ በራስ በመተማመን እና በቆራጥነት እርምጃ እወስዳለሁ።					
5	እኔ፣ እንደ ኢንስፔክተር ያገኘሁትን እውነታ አላጋንንም ወይም አላግባብ አልተረጉም።					

አውድ ሶስት - ከግል ስብእና የሚመነጭ የስልጣን መሰረት (Domain Three: Referent Power)

6. እባክዎትን በት/ ቤት የኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-

5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)

2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የኢንስፔክተር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ኢንስፔክተር አስፈላጊ ሆኖ ሲገኝ የግል መስህቦችን (ካሪዝማን) እጠቀማለሁ።					
2	እኔ፣ እንደ ኢንስፔክተር ከትምህርት ቤት ማህበረሰብ ጋር ያለኝን ግንኙነት ግምት ውስጥ በማስገባት ለግል ጥቅም አላውልም።					
3	እኔ፣ እንደ ኢንስፔክተር ለት/ቤት ማህበረሰብ ተገቢ ባህሪን የሚያሳይ ምሳሌ አቀርባለሁ።					
4	እኔ፣ እንደ ኢንስፔክተር የገባሁትን ቃል እና ቃል ኪዳን አልጠብቅም።					
5	እኔ፣ እንደ ኢንስፔክተር የትምህርት ቤቱን ማህበረሰብ ለመጥቀም ብዬ የራሴን ጥቅም አሳልፌ አልሰጥም።					

አውድ አራት - የማስገደድ ስልጣን ምንጭ (Domain Four: Coercive Power)

7. እባክዎትን በት/ ቤት የኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የኢንስፔክተር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ኢንስፔክተር የትምህርት ቤቱን ህጎች እና ቅጣቶች ለትምህርት ቤቱ ማህበረሰብ አሳውቃለሁ።					
2	እኔ፣ እንደ ኢንስፔክተር ከመቅጣቴ በፊት ለት/ቤት ማህበረሰብ በቂ ቅድመ ማስጠንቀቂያዎችን እሰጣለሁ።					
3	እኔ፣ እንደ ኢንስፔክተር የተረጋጋሁ እና አጋዥ ነኝ፣ ለትምህርት ቤት ማህበረሰብ ጠበኛ አይደለሁም።					
4	እኔ፣ እንደ ኢንስፔክተር ከቅጣት ይልቅ መሻሻልን አበረታታለሁ።					
5	እኔ፣ እንደ ኢንስፔክተር ዲሲፕሊንን በግል አስተዳድራለሁ (ሰራተኛን በሰው ፊት አልወቅስም)።					

አውድ አምስት - የመሸለም ስልጣን ምንጭ (Domain Five: Reward Power)

8. እባክዎትን በት/ ቤት የኢንሰፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የኢንሰፔክተር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ኢንሰፔክተር የትምህርት ቤቱ ማህበረሰብ የሚፈልገውን ሽልማቶች እሰጣለሁ።					
2	እኔ፣ እንደ ኢንሰፔክተር ማቅረብ ከምችለው በላይ ቃል አልገባም።					
3	እኔ፣ እንደ ኢንሰፔክተር ሽልማቶችን ለመስጠት መስፈርቶቼን አብራራለሁ።					
4	እኔ፣ እንደ ኢንሰፔክተር ትዕዛዜ ከተፈፀመ በገባሁት ቃል መሰረት ሽልማቶችን አቀርባለሁ።					
5	እኔ፣ እንደ ኢንሰፔክተር በሌሎች ሰዎች ወጪ የራሴን ጥቅም አስከብራለሁ።					

ክፍል IV - የትምህርት ቤት ግለ-ግምገማ ስል ቶችና ግንዛቤዎች

9. የሚከተሉት መግለጫዎች በየአመቱ ትምህርት ቤቶች የት/ቤት ራስን የመገምገም ሚናቸውን ምን ያህል እንደሚወጡ የእርስዎን አስተያየት ለመጠየቅ ነው፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የትምህርት ቤት ራስን የመገምገም ሚናዎች እና ግንዛቤ	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ትምህርት ቤቱ በየአመቱ መጨረሻ ወይም መጀመሪያ ደረጃውን በመወሰን ራስን መገምገም አላደረገም፡፡					
2	ትምህርት ቤቶች ከኢንስፔክተሮች ጋር በመተባበር የሚያስፈልጋቸውን አስፈላጊ መረጃ ለማቅረብ ስርተዋል፡፡					
3	ትምህርት ቤቶች በተሻሻሉ የተማሪዎች የመማር እና የፈተና ውጤቶች የታየ ጥራት ያለው ትምህርት ለተማሪዎቻቸው ለመስጠት የት/ቤት ግለ-ግምገማ ተጠቅመዋል፡፡					
4	ኢንስፔክተሮች የሚጠቀሙባቸው የሚረጋገጫ ዝርዝር ከትምህርት ቤት ማሻሻያ ማዕቀፍ (የትምህርት ቤት ግለ-ግምገማ ማዕቀፍ)፤ ከሀገራዊ የኢንስፕክሽን ማዕቀፍ እና ከኢንስፔክሽን ፔክሊስትጋር የተጣጣመ ነው፡፡					
5	የትምህርት ቤት ግለ-ግምገማ ከራሱ ጥቅም ጋር ተዛማጅነት ያላቸውን መረጃዎች በማመንጨት የትምህርት ቤቶችን ችሎታ ለማሻሻል ያለመ ነው፡፡					

APPENDIX – G

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

በክላስተር ሱፐርቫይዘር የሚሞላ የፅሁፍ መጠይቅ

ክቡር/ክብርት መልስ ሰጪ

የዚህ ፅሁፋዊ መጠይቅ አላማ በአዲስ አበባ ከተማ አስተዳደር የሱፐርቪዥንና የኢንስፔክሽን ፖሊሲዎችንና አሰራሮችን የተመለከቱ መረጃዎችን ለማግኘት እና የሚስተዋሉ ክፍተቶችን ለመመላት የሚያስችሉ መፍትሄዎችን ለመጠቀም ነው፡፡

የዚህ ጥናት ውጤታማነት የሚወሰነው እርስዎ ትኩረት ሰጥተው በሚሰጡት ሃቀኛና ወቅታዊ መልስ ነው፡፡ ስለዚህ መጠይቁ ላይ ለቀረቡ ጥያቄዎች የሚሰጡት መልስ ቅንና ሃቀኛ እንዲሆን ስጠይቅ በታላቅ ትህትና መሆኑን ለመግለፅ እወዳለሁ፡፡ በመተጫማሪ ይህ ጥናት ሙሉ በሙሉ አካዳሚያዊ አላማ ያለው መሆኑን እየገለፅኩ፤ የሚሰጡት መልስ ከጥናቱ አላማ ውጭ ሌላ ተግባር የማይውል መሆኑን አረጋግጣለሁ፡፡

ይህን የፅሁፍ መጠይቅ ለመመላት ስላጠፉት ጊዜ አስቀድሜ አመሰግናለሁ!

አጠቃላይ መመሪያ፦

- የራይት“✓” ምልክት በመጠቀም ሃሳብዎን ይወክላል በሚሉት ሳጥን ውስጥ መልስ ይስጡ፤
- ተጨማሪ ሃሳብ ካለዎት በተዘጋጀው ክፍት ቦታ ላይ ይመሉ፤
- መጠይቁን ለመመላት እንዲያገለግሉ ተብለው የተዘጋጁትን መመሪያዎች ይከተሉ፤

ክፍል አንድ ፦ የተሳታፊዎች ግለ-መረጃ

የሚሰሩበት ተቋም ስም፦ ክፍለ ከተማ _____ ወረዳ _____ ክላስተር ማእከል _____ ት/ ቤት _____

የሰለጠኑበት የትምህርት አይነት _____ የትምህርት ደረጃ _____

የስራ ልምድ፦ በመምህርነት _____ (አመት)፤ በርእሰ መምህርነት _____ (አመት)፤ በክላስተር ሱፐርቫይዘርነት _____ (አመት)

ክፍል ሁለት፦ በክላስተር ሱፐርቫይዘር የሚዘወተሩ ባህሪያት

- እባክትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ ይህም በትክክለኛ ፖሊሲ ላይ በመመስረት የሚከተሉትን የትምህርት ቤት ሱተርቪዥን ስራዎችን ምን ያህል በተደጋጋሚ እየፈፀሙ እንደሆነ ካለዎት ግንዛቤ ጋር በጣም የሚዛመድ ነው፡፡
የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

No.	የሱፐርቫይዘር አመራር ሚናዎች	ድግግሞሽ				
		ሁግ	በ	መአ	አአ	በጭ
	የክፍል ውስጥ ምልክታ በአስተማሪው የሱፐርቪዥን ፖሊሲ ውስጥ ከሚከተሉት ስልቶች ጋር በተጣጣመ መልኩ እንደሚተገበር አውቃለሁ፡፡	-	-	-	-	-
1	የመምህራን ሱፐርቪዥን (የክፍል ምልክታ) አላማዎችን ግምት ውስጥ በማስገባት፡፡					
2	የአስተማሪዎችን ሱፐርቪዥን ትግበራና እና ሂደቶች ግምት ውስጥ በማስገባት.					
3	የመምህራን ሱፐርቪዥን (የክፍል ምልክታ) መስፈርቶችን ከግምት ውስጥ በማስገባት፡፡					
4	የድግግሞሽ, የግብረመልስ አሰጣጥ እና የሱተርቪዥን እቅዶችን ግምት ውስጥ በማስገባት፡፡					

2. እባኩትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ ይህም የሚከተሉትን የት/ቤት የሱፐርሺዥን ስራዎችን ምን ያህል ደጋግመው እየፈፀሙ እንደሆነ ካለዎት ግንዛቤ ጋር በጣም የሚዛመድ ነው፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡ -

5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)

2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርሺዩዘር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ለውጭ ሱፐርሺዥን ትምህርት ቤቶችን በናሙና መምረጥ።					
2	ክትትል ከመጀመሩ በፊት ዓላማዎችን መግለፅ፤ ሱፐርሺዥኑን ማሳወቅ፤ መረጃ መሰብሰብ እና የጊዜ ሰሌዳን ማስታወቅ።					
3	ቅድመ-ስብሰባ ማድረግ፤ ቃለ-መጠይቆችን እና ማረጋገጫዎችን ማጣራት ፤ ሰነዶችን መፈተሽ እና በቦታው ላይ የሱፐርሺዥን እና የግብረ-መልስ ስብሰባ ማድረግ።					
4	ቼክሊስት በመጠቀም መረጃ ፍተሻን ማካሄድ እና ደረጃዎችን መሠረት በማድረግ ትንታኔዎችን እና ትርጓሜዎችን ማካሄድ።					
5	የግብረመልስ ሪፖርቱን ለመጻፍ ዝግጅት ማድረግ።					
6	ቅሬታዎች እና ቅሬታዎች አያያዝን ማካሄድ.					

3. እባክዎትን በት/ ቤት ኢንሰፔክሽን/ሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

No.	የኢንሰፔክሽንና የሱፐርቪዥን አመራር ሚናዎች	ድግግሞሽ				
		ሁግ	በተ	መአ	አአ	በጭ
	የኢንሰፔክተሮችና ሱፐርቪዥዎች የጋራ ሚናዎች (በኢንሰፔክተሮችና በሱፐርቪዥዎች የሚሞላ)					
1	ትምህርት ቤቶችን በመጎብኘት ክትትል (ሱፐርቪዥን) አድርጌያለሁ።					
2	የትምህርት ቤት ማሻሻያ ፎክሊስትን በመጠቀም በትምህርት ቤት-ግለ ግምገማ ትግበራ ላይ ኢንሰፔክሽን/ሱፐርቪዥን አድርጌያለሁ።					
3	የኢንሰፔክሽን/ሱፐርቪዥን መረጃን ሰብስቤ ተንትኜ፤ በማደራጀት አሰራጭቻለሁ።					
	የሱፐርቪዥዎች ሚናዎች (በሱፐርቪዥዎች ብቻ የሚሞላ)					
1	የቅድመ ዝግጅት ምእራፍን ግምት ውስጥ በማስገባት ክትትል እና ቁጥጥር በማድረግ አስተያየት ሰጥቻለሁ።					
2	በፎክሊስት ላይ በመመርኮዝ በትምህርት ምዝገባ፤ ፍትሃዊነት እና ተደራሽነት ላይ ክትትል አድርጌያለሁ።					
3	በተማሪዎች ማቋረጥ፤ ማለፍ እና መድገም ላይ ክትትል እና ትንታኔ አድርጌያለሁ።					
4	የክላስተር-ትምህርት ቤቶችን የማስተማር እና የመማር ዘዴ መርቻለሁ።					
5	በክላስተር ፈተና እና ምዘና ላይ ድጋፍ እና ቁጥጥር አድርጌያለሁ።					
6	በትምህርት ቤት ውስጥ የውስጥ ሱፐርቪዥን ለማጠናከር ድጋፍ ሰጥቻለሁ። ¹					
7	በትምህርት ቤቶች መካከል ምርጥ ተሞክሮዎችን አደራጅቼ አስፋፍቻለሁ።					
8	የኢንሰፔክሽን አገልግሎት ያመጣውን ተጽእኖ ለማረጋገጥ ግምገማ አድርጌያለሁ።					

ክፍል III - በትመህርት ቤት ሱፐርይዘሮች የሚታዩ የአመራር ባህሪዎች

መመሪያዎች - ይህ መጠይቅ የትምህርት ቤት ሱፐርይዘሮች ስለሚጠቀሙባቸው የተለያዩ የሃይል ምንጮች ጥያቄዎችን ይዟል፡፡ ለእያንዳንዱ መግለጫ ስለራስዎ ባህሪ ምን ያህል ጊዜ እውነት እንደሆነ ያመልክቱ፡፡

አውድ አንድ - ህጋዊ (ቅቡል) የስልጣን ምንጭ (Domain One: Legitimate Power)

4. እባክዎትን በት/ ቤት የሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዘር አመራር ባህሪዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ሱፐርቪዘር፣ ትእዛዝ ስሰጥ ምክንያቱን ለት/ቤት ማህበረሰብ አስረዳለሁ፡፡					
2	እኔ፣ እንደ ሱፐርቪዘር፣ በትምህርት ቤት ማህበረሰብ ስልጣን ላይ ጣልቃ አልገባም፡፡					
3	እኔ፣ እንደ ሱፐርቪዘር፣ የትምህርት ቤቱን ማህበረሰብ ስሜት ግምት ውስጥ አስገባለሁ፡፡					
4	እኔ፣ እንደ ሱፐርቪዘር፣ ደንቦች መከበራቸውን ለማረጋገጥ ክትትል አደርጋለሁ፡፡					
5	እኔ፣ እንደ ሱፐርቪዘር፣ አስፈላጊ ከሆነ በደንቦች አከባበር ላይ አፅንዖት እሰጣለሁ፡፡					

አውድ ሁለት - ከሙያዊ ብቃት የሚመነጭ የስልጣን መሰረት (Domain Two: Expert Power)

5. እባክዎትን በት/ ቤት የሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4= እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዘር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ሱፐርቪዘር፣ የምሰጠውን ትእዛዝ ምክንያቶች ለት/ቤት ማህበረሰብ አስረዳለሁ፡፡					
2	እኔ፣ እንደ ሱፐርቪዘር፣ የምሰጠው ትዕዛዝ ስኬታማ እንደሚሆን ለሰራተኞች ማስረጃ አቀርባለሁ፡፡					
3	እኔ፣ እንደ ሱፐርቪዘር፣ ለትምህርት ቤት ማህበረሰብ አክብሮት አሳይቻለሁ፡፡					
4	እኔ እንደ ሱፐርቪዘር፣ በአስቸጋሪ ሁኔታ ውስጥ በራስ በመተማመን እና በቆራጥነት እርምጃ እወስዳለሁ፡፡					
5	እኔ፣ እንደ ሱፐርቪዘር፣ ያገኘሁትን እውነታ አላጋንንም ወይም አላግባብ አልተረጉም፡፡					

አውድ ሶስት - ከግል ስብእና የሚመነጭ የስልጣን መሰረት (Domain Three: Referent Power)

6. እባክዎትን በት/ ቤት የሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳፕሮቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዥዝ አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ሱፐርቪዥዝ፣ አስፈላጊ ሆኖ ሲገኝ የግል መስህቦችን (ካሪዝማን) እጠቀማለሁ፡፡					
2	እኔ፣ እንደ ሱፐርቪዥዝ፣ ከትምህርት ቤት ማህበረሰብ ጋር ያለኝን ግንኙነት ግምት ውስጥ በማስገባት ለግል ጥቅም አላውልም፡፡					
3	እኔ፣ እንደ ሱፐርቪዥዝ፣ ለት/ቤት ማህበረሰብ ተገቢ ባህሪን የሚያሳይ ምሳሌ አቀርባለሁ፡፡					
4	እኔ፣ እንደ ሱፐርቪዥዝ፣ የገባሁትን ቃል እና ቃል ኪዳን አልጠብቅም፡፡					
5	እኔ፣ እንደ ሱፐርቪዥዝ፣ የትምህርት ቤቱን ማህበረሰብ ለመጥቀም ብዬ የራሴን ጥቅም አሳልፌ አልሰጥም፡፡					

አውድ አራት - የማስገደድ ስልጣን ምንጭ (Domain Four: Coercive Power)

7. እባክዎትን በት/ ቤት የሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራደት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዥድ አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ሱፐርቪዥድ የትምህርት ቤቱን ህጎች እና ቅጣቶች ለትምህርት ቤቱ ማህበረሰብ አሳውቃለሁ፡፡					
2	እኔ፣ እንደ ሱፐርቪዥድ፣ ከመቅጣቴ በፊት ለት/ቤት ማህበረሰብ በቂ ቅድመ ማስጠንቀቂያዎችን እሰጣለሁ፡፡					
3	እኔ፣ እንደ ሱፐርቪዥድ፣ የተረጋጋሁ እና አጋዥ ነኝ፣ ለትምህርት ቤት ማህበረሰብ ጠበኛ አይደለሁም፡፡					
4	እኔ፣ እንደ ሱፐርቪዥድ፣ ከቅጣት ይልቅ መሻሻልን አበረታታለሁ፡፡					
5	እኔ፣ እንደ ሱፐርቪዥድ፣ ዲሲፕሊንን በግል አስተዳድራለሁ (ሰራተኛን በሰው ፊት አልወቅስም)፡፡					

አውድ አምስት - የመሸለም ስልጣን ምንጭ (Domain Five: Reward Power)

8. እባክዎትን በት/ቤት የሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራደት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የሱፐርቪዘር አመራር ባህሪያት	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	እኔ፣ እንደ ሱፐርቪዘር፣ የትምህርት ቤቱ ማህበረሰብ የሚፈልገውን ሽልማቶች እሰጣለሁ፡፡					
2	እኔ፣ እንደ ሱፐርቪዘር፣ ማቅረብ ከምችለው በላይ ቃል አልገባም፡፡					
3	እኔ፣ እንደ ሱፐርቪዘር፣ ሽልማቶችን ለመስጠት መስፈርቶቹን አብራራለሁ፡፡					
4	እኔ፣ እንደ ሱፐርቪዘር፣ ትዕዛዜ ከተፈፀመ በገባሁት ቃል መሰረት ሽልማቶችን አቀርባለሁ፡፡					
5	እኔ፣ እንደ ሱፐርቪዘር፣ በሌሎች ሰዎች ወጪ የራሴን ጥቅም አስከብራለሁ፡፡					

ክፍል IV - የትምህርት ቤት ግለ-ግምገማ ክል ቶችና ግንዛቤዎች

9. የሚከተሉት መግለጫዎች በየ አመቱ ትምህርት ቤቶች የት/ቤት ራስን የመገምገም ሚናቸውን ምን ያህል እንደሚወጡ የእርስዎን አስተያየት ለመጠየቅ ነው፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የትምህርት ቤት ራስን የመገምገም ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ትምህርት ቤቱ በየአመቱ መጨረሻ ወይም መጀመሪያ ደረጃውን በመወሰን ራስን መገምገም አላደረገም፡፡					
2	ትምህርት ቤቶች ከሱፐርቫይዞሮች ጋር በመተባበር የሚያስፈልጋቸውን አስፈላጊ መረጃ ለማቅረብ ሰርተዋል፡፡					
3	ትምህርት ቤቶች በተሻሻሉ የተማሪዎች የመማር እና የፈተና ውጤቶች የታየ ጥራት ያለው ትምህርት ለተማሪዎቻቸው ለመስጠት የት/ቤት ግለ-ግምገማ ተጠቅመዋል፡፡					
4	ሱፐርቫይዞሮች የሚጠቀሙባቸው የማረጋገጫ ዝርዝር ከትምህርት ቤት ማሻሻያ ማዕቀፍ (የትምህርት ቤት ግለ-ግምገማ ማዕቀፍ)፣ ከሀገራዊ የኢንስፕክሽን ማዕቀፍ እና ከሱፐርቪዥን ቼክሊስትጋር የተጣጣመ ነው፡፡					
5	የትምህርት ቤት ግለ-ግምገማ ከራሱ ጥቅም ጋር ተዛማጅነት ያላቸውን መረጃዎች በማመንጨት የትምህርት ቤቶችን ችሎታ ለማሻሻል ያለመ ነው፡፡					

APPENDIX – H

አዲስ አበባ ዩኒቨርሲቲ

የስነ ትምህርትና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

በር/መምህራንና ም/ር/መምህራን የሚሞላ የፅሁፍ መጠይቅ

ክቡር/ክብርት መልስ ሰጪ

የዚህ ፅሁፋዊ መጠይቅ አላማ በአዲስ አበባ ከተማ አስተዳደር የሱፐርቪዥንና የኢንስፔክሽን ፖሊሲዎችንና አሰራሮችን የተመለከቱ መረጃዎችን ለማግኘት እና የሚስተዋሉ ክፍተቶችን ለመሙላት የሚያስችሉ መፍትሄዎችን ለመጠቀም ነው፡፡

የዚህ ጥናት ውጤታማነት የሚወሰነው እርስዎ ትኩረት ሰጥተው በሚሰጡት ሃቀኛና ወቅታዊ መልስ ነው፡፡ ስለዚህ መጠይቁ ላይ ለቀረቡ ጥያቄዎች የሚሰጡት መልስ ቅንና ሃቀኛ እንዲሆን ስጠይቅ በታላቅ ትህትና መሆኑን ለመግለፅ እወዳለሁ፡፡ በመተጨማሪ ይህ ጥናት ሙሉ በሙሉ አካዳሚያዊ አላማ ያለው መሆኑን እየገለፅኩ፤ የሚሰጡት መልስ ከጥናቱ አላማ ውጭ ለሌላ ተግባር የማይውል መሆኑን አረጋግጣለሁ፡፡

ይህን የፅሁፍ መጠይቅ ለመሙላት ስላደርጉት ትብብር አስቀድሜ አመሰግናለሁ!

አጠቃላይ መመሪያ፦

- የራይት“✓” ምልክት በመጠቀም ሃሳብዎን ይወክላል በሚሉት ሳጥን ውስጥ መልስ ይስጡ፤
- ተጨማሪ ሃሳብ ካለዎት በተዘጋጀው ክፍት ቦታ ላይ ይመሉ፤
- መጠይቁን ለመሙላት እንዲያገለግሉ ተብለው የተዘጋጁትን መመሪያዎች ይከተሉ፤

ክፍል አንድ ፦ የተሳታፊዎች ግለ-መረጃ

የሚሰሩበት ተቀም ስም፦ ክፍለ ከተማ _____ ወረዳ _____ ከላሰተር ማእከል _____ ት/ ቤት _____

የሰለጠኑበት የትምህርት አይነት _____ የትምህርት ደረጃ _____

የስራ ልምድ፦ በመምህርነት__ (አመት)፤ በር/መምህርነት__ (አመት)፤ በም/ር/መምህርነት__ (አመት)፤

ክፍል ሁለት፦ በኢንስፔክተሮችና ሱፐርቫይዞሮች የሚዘወተሩ ባህሪያት

1. እባክትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ ይህም በትክክለኛ ፖሊሲ ላይ በመመስረት የሚከተሉትን የትምህርት ቤት ኢንስፔክሽንና ሱፐርቫይዞርን ስራዎች ምን ያህል በተደጋጋሚ እየፈፀሙ እንደሆነ ያለዎትን ግንዛቤ እንዲገልፁ ለመጠየቅ ነው። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

ተ.ቁ	የሱፐርቫይዞርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		ሁግ	በ	መአ	አአ	በጭ
	የክፍል ውስጥ ምልክታ በመምህር ሱፐርቫይዞርን ፖሊሲ ውስጥ ከሚከተሉት ስልቶች ጋር በተጣጣመ መልኩ በኢንስፔክተሮችና ሱፐርቫይዞሮች እንደሚተገበር አውቃለሁ።	-	-	-	-	-
1	ሱፐርቫይዞር የመምህራን የሱፐርቫይዞርን (የክፍል ምልክታ) አላማዎችን ግምት ውስጥ በማስገባት ያከያዛል።					
	ኢንስፔክተር የመምህራን የሱፐርቫይዞርን (የክፍል ምልክታ) አላማዎችን ግምት ውስጥ በማስገባት ያከያዛል።					
2	ሱፐርቫይዞር የመምህራን ሱፐርቫይዞርን ትግበራ እና ሂደት ግምት ውስጥ በማስገባት ይፈፅማል።					
	ኢንስፔክተር የመምህራን ሱፐርቫይዞርን ትግበራ እና ሂደት ግምት ውስጥ በማስገባት ይፈፅማል።					
3	ሱፐርቫይዞር የመምህራን ሱፐርቫይዞርን (የክፍል ምልክታ) መስፈርቶችን ግምት ውስጥ በማስገባት ይፈፅማል።					
	ኢንስፔክተር የመምህራን ሱፐርቫይዞርን (የክፍል ምልክታ) መስፈርቶችን ግምት ውስጥ በማስገባት ይፈፅማል።					
4	ሱፐርቫይዞር የድግግሞሽ፣ የግብረመልስ አሰጣጥ እና የሱፐርቫይዞርን እቅዶችን ግምት ውስጥ በማስገባት ይፈፅማል።					
	ኢንስፔክተር የድግግሞሽ፣ የግብረመልስ አሰጣጥ እና የሱፐርቫይዞርን እቅዶችን ግምት ውስጥ በማስገባት ይፈፅማል።					

2. እባኩትን በሳጥኖቹ ውስጥ የራይት “✓” ምልክት በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፤ ይህም የሚከተሉትን የት/ቤት ኢንስፔክሽን ስራዎችን ምን ያህል ደጋግመው እየፈፀሙ እንደሆነ ካለዎት ግንዛቤ ጋር በጣም የሚዛመድ ነው፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-

5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)

2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቫይዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቫይዘር ለውጭ ሱፐርቪዥን ትምህርት ቤቶችን በናሙና መምረጥ።					
	ኢንስፔክተር ለውጭ ኢንስፔክሽን ትምህርት ቤቶችን በናሙና መምረጥ።					
2	ሱፐርቫይዘር ሱፐርቪዥን ከመጀመሩ በፊት ዓላማዎችን መግለፅ፤ ኢንስፔክሽን የሚከናወኑ ተግባራትና የጊዜ ሰሌዳን በዝርዝር ማሳወቅ፤ መረጃ መሰብሰብ።					
	ኢንስፔክተር ኢንስፔክሽን ከመጀመሩ በፊት ዓላማዎችን መግለፅ፤ ኢንስፔክሽን የሚከናወኑ ተግባራትና የጊዜ ሰሌዳን በዝርዝር ማሳወቅ፤ መረጃ መሰብሰብ።					
3	ሱፐርቫይዘር ቅድመ-ስብሰባ እና ቃለ-መጠይቆችን ማድረግ፤ ሰነዶችን መፈተሽ እና በቦታው ላይ የሱፐርቪዥን እና የቃልግብረ-መልስ ስብሰባ ማድረግ።					
	ኢንስፔክተር ቅድመ-ስብሰባ እና ቃለ-መጠይቆችን ማድረግ፤ ሰነዶችን መፈተሽ እና በቦታው ላይ የኢንስፔክሽን እና የቃልግብረ-መልስ ስብሰባ ማድረግ።					
4	ሱፐርቫይዘር ቼክሊስት በመጠቀም መረጃ ፍተሻን ማካሄድ እና ደረጃዎችን መሠረት በማድረግ ትንታኔዎችን እና ትርጓሜዎችን ማካሄድ።					
	ኢንስፔክተር ቼክሊስት በመጠቀም መረጃ ፍተሻን ማካሄድ እና ደረጃዎችን መሠረት በማድረግ ትንታኔዎችን እና ትርጓሜዎችን ማካሄድ።					
5	ሱፐርቫይዘር የግብረመልስ ሪፖርቱን ለመጻፍ ዝግጅት ማድረግ።					
	ኢንስፔክተር የግብረመልስ ሪፖርቱን ለመጻፍ ዝግጅት ማድረግ።					
6	ሱፐርቫይዘር ቅሬታዎች ካሉ የቅሬታ አፈታትን መመሪያ በመጠቀም መፍታት፡፡					
	ኢንስፔክተር ቅሬታዎች ካሉ የቅሬታ አፈታትን መመሪያ በመጠቀም መፍታት፡፡					

3. እባክዎትን በት/ ቤት ኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5=ሁል ጊዜ (ሁግ) 4= በተደጋጋሚ (በተ) 3= መወሰን አልችልም (መአ) 2= አልፎ አልፎ (አአ) 1= በጭራሽ (በጭ)

ተ.ቁ	የሱፐርቫይዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		ሁግ	በተ	መአ	አአ	በጭ
	የኢንስፔክተሮችና ሱፐርቫይዘሮች የጋራ ሚናዎች (ኢንስፔክተሮችና ሱፐርቫይዘሮችን ታሳቢ በማድረግ የሚሞላ)					
1	ሱፐርቫይዘር ትምህርት ቤቶችን በመጎብኘት ድጋፍ ሰጥቷል። ኢንስፔክተር ትምህርት ቤቶችን በመጎብኘት ድጋፍ ሰጥቷል።					
2	ሱፐርቫይዘር የትምህርት ቤት መሻሻል ቼክሊስትን በመጠቀም ት/ቤታችን ግለ ግምገማ ማድረጉን በሱፐርቪዥን አረጋግጧል። ኢንስፔክተር የትምህርት ቤት መሻሻል ቼክሊስትን በመጠቀም ት/ቤታችን ግለ ግምገማ ማድረጉን በኢንስፔክሽን አረጋግጧል።					
3	ሱፐርቫይዘር የሱፐርቪዥን መረጃን ሰብስቦ፣ ተንትኖ፣ በማደራጀት አሰራጭቷል። ኢንስፔክተር የኢንስፔክሽን መረጃን ሰብስቦ፣ ተንትኖ፣ በማደራጀት አሰራጭቷል።					
	የኢንስፔክተር ሚናዎች (ኢንስፔክተሮችን ብቻ ታሳቢ በማድረግ የሚሞላ)					
1	ኢንስፔክተር በትምህርት ቤታችን የትምህርት ደንቦች መከበራቸውንና በአግባቡ መፈጸማቸውን ለማረጋገጥ ድንገተኛ ኢንስፔክሽን አድርጓል።					
2	ኢንስፔክተር በትምህርት ቤቶች መለኪያ ስታንዳርዱ መሰረት የፕሮግራም ኢንስፔክሽን አድርጓል።					
3	ኢንስፔክተር የትምህርት ቤታችንን ተጠያቂነት ለማረጋገጥ ጥብቅ ክትትልና ቁጥጥር አድርጓል።					
	የሱፐርቫይዘር ሚናዎች (ሱፐርቫይዘሮችን ብቻ ታሳቢ በማድረግ የሚሞላ)					
1	ሱፐርቫይዘር የቅድመ ዝግጅት ምእራፍን ግምት ውስጥ በማስገባት ክትትል፣ ቁጥጥር በማድረግ አስተያየቱን ሰጥቷል።					
2	ሱፐርቫይዘር በቼክሊስት ላይ በመመርኮዝ በትምህርት ምዝገባ፣ ፍትሃዊነት እና ተደራሽነት ላይ እንስፔክሽን አከናውኗለሁ።					
3	ሱፐርቫይዘር በተማሪዎች ማቋረጥ፣ ማለፍ እና መድገም ላይ ስራ አከናውኗል።					
4	ሱፐርቫይዘር የክላስተር-ትምህርት ቤቶችን የማስተማር እና የመማር ዘዴ መርቷል።					
5	ሱፐርቫይዘር በክላስተር ፊተና እና ምዘና ላይ ድጋፍ እና ቁጥጥር አድርጓል።					
6	ሱፐርቫይዘር በት/ት ቤት የውስጥ ሱፐርቪዥን ለማጠናከር ድጋፍ ሰጥቷል።					
7	ሱፐርቫይዘር ምርጥ ተሞክሮዎችን አደራጅቶ በትምህርት ቤቶች መካከል አስፋፍቷል።					
8	ሱፐርቫይዘር የሱፐርቪዥን አገልግሎት ያመጣውን ተጽእኖ ለማረጋገጥ በት/ት ቤታችን ግምገማ አድርጓል።					

ክፍል III - በትመህርት ቤት ኢንስፔክሽን እና ሱፐርቪዥን የሚታዩ የአመራር ባህሪዎች መመሪያዎች - ይህ መጠይቅ የትምህርት ቤት ኢንስፔክተሮች እና ሱፐርቪዘሮች ስለሚጠቀሙባቸው የተለያዩ እርምጃ የመውሰድ ምንጮች ጥያቄዎችን ይዟል፡፡ ለእያንዳንዱ መግለጫ ከኢንስፔክተሮችና ሱፐርቪዘሮች ባህሪ አንፃር ምን ያህል ጊዜ ተግባራዊ እንደሚደረግ ያመልክቱ፡፡

አውድ አንድ - ህጋዊ (ቅቡል) የስልጣን ምንጭ (Domain One: Legitimate Power)

4. እባክዎትን በት/ ቤት ኢንስፔክሽን እና ሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉት ሚናዎች ምን ያህል በኢንስፔክተሮችና ሱፐርቪዘሮች እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቪዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቪዘር ትእዛዝ ሲሰጥ ምክንያቱን ለት/ቤት ማህበረሰብ ያስረዳል።					
	ኢንስፔክተር ትእዛዝ ስሰጥ ምክንያቱን ለት/ቤት ማህበረሰብ ያስረዳል።					
2	ሱፐርቪዘር በትምህርት ቤታችን ስልጣን ላይ ጣልቃ አይገባም።					
	ኢንስፔክተር በትምህርት ቤታችን ስልጣን ላይ ጣልቃ አይገባም።					
3	ሱፐርቪዘር የትምህርት ቤታችን ማህበረሰብን ስሜት ግምት ውስጥ ያስገባል።					
	ኢንስፔክተር የትምህርት ቤታችን ማህበረሰብን ስሜት ግምት ውስጥ ያስገባል።					
4	ሱፐርቪዘር ደንቦች ማክበራችንን ለማረጋገጥ ቁጥጥር ያደርጋል።					
	ኢንስፔክተር ደንቦች ማክበራችንን ለማረጋገጥ ቁጥጥር ያደርጋል።					
5	ሱፐርቪዘር አስፈላጊ ሆኖ ካገኘው ደንቦች አከባበር ላይ አፅንዖት ይሰጣል።					
	ኢንስፔክተር አስፈላጊ ሆኖ ካገኘው ደንቦች አከባበር ላይ አፅንዖት ይሰጣል።					

አውድ ሁለት - ከሙያዊ ብቃት የሚመነጭ የስልጣን መሰረት (Domain Two: Expert Power)

5. እባክዎትን በት/ ቤት ኢንስፔክሽንን ሱፐርቪዥን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡-
- 5=በጣም እስማማለሁ (በእ) 4=እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ)
 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቪዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቪዘር ትእዛዝ ሲሰጥ ምክንያቱን ለት/ቤታችን ማህበረሰብ ያስረዳል።					
	ኢንስፔክተር ትእዛዝ ሲሰጥ ምክንያቱን ለት/ቤታችን ማህበረሰብ ያስረዳል።					
2	ሱፐርቪዘር የሚሰጠን ትዕዛዝ ስኬታማ እንደሚሆን በማስረጃ አስደግፎ ያስረዳናን።					
	ኢንስፔክተር የሚሰጠን ትዕዛዝ ስኬታማ እንደሚሆን በማስረጃ አስደግፎ ያስረዳናን።					
3	ሱፐርቪዘር ለትምህርት ቤታችን ማህበረሰብ አክብሮት ያሳያል።					
	ኢንስፔክተር ለትምህርት ቤታችን ማህበረሰብ አክብሮት ያሳያል።					
4	ሱፐርቪዘር በአስቸጋሪ ሁኔታ ውስጥ በራስ በመተማመን እና በቆራጥነት እርምጃ ይወስዳል።					
	ኢንስፔክተር በአስቸጋሪ ሁኔታ ውስጥ በራስ በመተማመን እና በቆራጥነት እርምጃ ይወስዳል።					
5	ሱፐርቪዘር ያገኘውን እውነታ አያጋንንም ወይም አላግባብ አይተረጉምም።					
	ኢንስፔክተር ያገኘውን እውነታ አያጋንንም ወይም አላግባብ አይተረጉምም።					

አውድ ሶስት - ከግል ስብእና የሚመነጭ የስልጣን መሰረት (Domain Three: Referent Power)

6. እባክዎትን በት/ቤት የኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቫይዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቫይዘር አስፈላጊ ሆኖ ሲገኝ የግል ተሰጠኦውን በመጠቀም ይመራል።					
	ኢንስፔክተር አስፈላጊ ሆኖ ሲገኝ የግል ተሰጠኦውን በመጠቀም ይመራል።					
2	ሱፐርቫይዘር ከት/ቤት ማህበረሰባችን ጋር ያለውን መለካም ግንኙነት ግምት ውስጥ በማስገባት ለግል ጥቅሙ አያውልም።					
	ኢንስፔክተር ከት/ቤት ማህበረሰባችን ጋር ያለውን መለካም ግንኙነት ግምት ውስጥ በማስገባት ለግል ጥቅሙ አያውልም።					
3	ሱፐርቫይዘር ለት/ቤት ማህበረሰባችን ተገቢ ባህሪን የሚያሳዩ ተምሳሌቶችን ያቀርባል።					
	ኢንስፔክተር ለት/ቤት ማህበረሰባችን ተገቢ ባህሪን የሚያሳዩ ተምሳሌቶችን ያቀርባል።					
4	ሱፐርቫይዘር የገባውን ቃል እና ቃል ኪዳን አይጠብቅም።					
	ኢንስፔክተር የገባውን ቃል እና ቃል ኪዳን አይጠብቅም።					
5	ሱፐርቫይዘር የት/ቤታችንን ማህበረሰብ ለመጥቀም ብሎ የራሱን ጥቅም አሳልፎ አይሰጥም።					
	ኢንስፔክተር የት/ቤታችንን ማህበረሰብ ለመጥቀም ብሎ የራሱን ጥቅም አሳልፎ አይሰጥም።					

አውድ አራት - የማስገደድ ስልጣን ምንጭ (Domain Four: Coercive Power)

7. እባክዎትን በት/ ቤት የኢንስፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምን ያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቫይዘርና ኢንስፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቫይዘር ትምህርት ነክ ህጎችን እና የሚወሰዱ እርመጃዎችን ለትምህርት ቤታችን ማህበረሰብ ያሳውቃል።					
	ኢንስፔክተር ትምህርት ነክ ህጎችን እና የሚወሰዱ እርመጃዎችን ለትምህርት ቤታችን ማህበረሰብ ያሳውቃል።					
2	ሱፐርቫይዘር እርመጃ ከመወሰዱ በፊት ለት/ቤት ማህበረሰባችን በቂ ቅድመ ማስጠንቀቂያዎችን ይሰጣል።					
	ኢንስፔክተር እርመጃ ከመወሰዱ በፊት ለት/ቤት ማህበረሰባችን በቂ ቅድመ ማስጠንቀቂያዎችን ይሰጣል።					
3	ሱፐርቫይዘር የተረጋጋ እና አጋዥ ነው፤ ለትምህርት ቤታችን ማህበረሰብ ጠበኛ አይደለም።					
	ኢንስፔክተር የተረጋጋ እና አጋዥ ነው፤ ለትምህርት ቤታችን ማህበረሰብ ጠበኛ አይደለም።					
4	ሱፐርቫይዘር እርመጃ ከመወሰድ ይልቅ መሻሻልን ያበረታታል።					
	ኢንስፔክተር እርመጃ ከመወሰድ ይልቅ መሻሻልን ያበረታታል።					
5	ሱፐርቫይዘር ዲሲፕሊንን በግል ያስተዳድራል (ሰራተኛን በሰው ፊት አይወቅስም)።					
	ኢንስፔክተር ዲሲፕሊንን በግል ያስተዳድራል (ሰራተኛን በሰው ፊት አይወቅስም)።					

አውድ አምስት - የመሸለም ስልጣን ምንጭ (Domain Five: Reward Power)

8. እባክዎትን በት/ ቤት የኢንሰፔክሽን ትግበራዎ ወቅት የሚከተሉትን ሚናዎች ምንያህል በተደጋጋሚ እየፈፀሙ ነው ለሚለው ጥያቄ የራይት “✓” ምልክት በሳጥኖቹ ውስጥ በማስቀመጥ የስምምነትዎን ደረጃ ያመልክቱ። የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

ተ.ቁ	የሱፐርቫይዘርና ኢንሰፔክተር አመራር ሚናዎች	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ሱፐርቫይዘር የትምህርት ቤታችንን ማህበረሰቦች የሚፈልጉትን ሽልማት ይሰጣል።					
	ኢንሰፔክተር የትምህርት ቤታችንን ማህበረሰቦች የሚፈልጉትን ሽልማት ይሰጣል።					
2	ሱፐርቫይዘር ማድረግ ከሚችለው በላይ ቃል አይገባም።					
	ኢንሰፔክተር ማድረግ ከሚችለው በላይ ቃል አይገባም።					
3	ሱፐርቫይዘር ሽልማቶችን ለመስጠት መስፈርቶቹን ያብራራልናል።					
	ኢንሰፔክተር ሽልማቶችን ለመስጠት መስፈርቶቹን ያብራራልናል።					
4	ሱፐርቫይዘር ትዕዛዙ ከተፈፀመ በገባው ቃል መሰረት ሽልማቶችን ያቀርባልናል።					
	ኢንሰፔክተር ትዕዛዙ ከተፈፀመ በገባው ቃል መሰረት ሽልማቶችን ያቀርባልናል።					
5	ሱፐርቫይዘር ሌሎች ሰዎች በደክሙበት የራሱን ጥቅም ያስከብራል።					
	ኢንሰፔክተር ሌሎች ሰዎች በደክሙበት የራሱን ጥቅም ያስከብራል።					

ክፍል IV - የትምህርት ቤት ግለ-ግምገማ ስል ቶችና ግንዛቤዎች

9. የሚከተሉት መግለጫዎች በየ አመቱ ትምህርት ቤታችሁ የት/ቤት ግለ-ግምገማ ሚናውን ምን ያህል እንደተወጣ የእርስዎን አስተያየት ለመጠየቅ ነው፡፡ የሚከተሉት ባለ አምስት ነጥብ ደረጃዎች ቀርበዋል፡- 5= በጣም እስማማለሁ (በእ) 4 = እስማማለሁ (እ) 3 = መወሰን አልችልም (መአ) 2 = አልስማማም (አ) 1= በጣም አልስማማም (በአ)

No.	የትምህርት ቤት ራስን የመገምገም ሚናዎች እና ግንዛቤ	የስምምነት ደረጃ				
		በእ	እ	መአ	አ	በአ
1	ትምህርት ቤታችን በየአመቱ መጨረሻ ወይም መጀመሪያ ደረጃውን በመወሰን ግለ ግምገማ አላደረገም።					
2	ትምህርት ቤታችን ከኢንስፔክተሮች ጋር በመግባባትና በመተባበር የሚያስፈልጋቸውን መረጃ ለማቅረብ ሰርቷል።					
3	ትምህርት ቤታችን ከሱፐርቫይዘሮች ጋር በመግባባትና በመተባበር የሚያስፈልጋቸውን መረጃ ለማቅረብ ሰርቷል።					
4	ትምህርት ቤታችን በተሻሻሉ የተማሪዎች የመማር እና የፈተና ውጤቶች የታየ ጥራት ያለው ትምህርት ለመስጠት የት/ቤት ግለ-ግምገማ ተጠቅሟል።					
5	ኢንስፔክተሮች የሚጠቀሙበት ቼክሊስት ከትምህርት ቤት ማሻሻያ ማዕቀፍ (የትምህርት ቤት ግለ-ግምገማ ማዕቀፍ)፤ ከሀገራዊ የኢንስፕክሽን ማዕቀፍ ጋር የተጣጣመ ነው።					
6	ሱፐርቫይዘሮች የሚጠቀሙበት ቼክሊስት ከትምህርት ቤት ማሻሻያ ማዕቀፍ (የትምህርት ቤት ግለ-ግምገማ ማዕቀፍ)፤ ከሀገራዊ የኢንስፕክሽን ማዕቀፍ ጋር የተጣጣመ ነው።					
7	የትምህርት ቤታችን ግለ-ግምገማ ከት/ት ቤታችን ጥቅም ጋር ተዛማጅነት ያላቸውን መረጃዎች በማመንጨት የትምህርት ቤታችንን የመፈጸም አቅም ለማሻሻል ያለመ ነው።					

APPENDIX – I

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት እና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

ለሀገር አቀፍ የኢንሰፔክተር ኦፊሰሮች እና ኢንሰፔክተሮች እና የአዲስ አበባ ከተማ እና ክፍለ

ከተማ አስተዳደር የትምህርትና ስልጠና ጥራት ማረጋገጫ ባለስልጣን የስራ ኃላፊዎች እና

ኢንሰፔክተሮች የቃለ መጠይቅ መመሪያ

አጠቃላይ መረጃ:-

የድርጅቱ ስም:- _____

የሰለጠኑበት የትምህርት አይነት:- _____

የትምህርት ደረጃ:- _____

የቀድሞ የስራ መደቦች:- _____

በርዕሰ መምህርነት ሙያ ወይም በምክትል ርእሰ መምህርነት ሙያ (በአመታት) _____ ሌላ (ካለ ይግለፁ) _____

በሃገራዊ ኢንሰፔክቶሬት ዳይሬክቶርነት የስራ ልመድ (በአመታት) _____

በከተማ መስተዳደር የቁጥጥር ባለስልጣን ሃላፊ በመሆን የስራ ልመድ (በአመታት) _____

በሀገር አቀፍ ኢንሰፔክቶርነት የስራ ልመድ (በአመታት) _____

በከተማ ወይ በክፍለ ከተማ ኢንሰፔክቶርነት የስራ ልመድ (በአመታት) _____

1. በኢትዮጵያ ከአጠቃላይ የመጀመሪያ ደረጃ ትምህርት ሥርዓት ጋር በተያያዘ የትምህርት ቤቶችን የፍተሻ አሠራር ለመምራት እና ለማስተባበር የሚችሉ ፖሊሲዎች አሉ?
 - 1.1 መልስዎ አዎ ከሆነ እነዚህ ፖሊሲዎች ምን ያህል ነው የሚተገበሩት? (ለምሳሌ፡ አንድ ትምህርት ቤት ከትምህርት ጥራት ወይም ከትምህርት ደረጃ ጋር በተገናኘ ከዝቅተኛው መስፈርት በታች ቢቆይ ምን ይከሰታል?
 - 1.2 ከፖሊሲዎቹ ውስጥ በቀላሉ ወደ ተግባር የማይተላለፉት የትኞቹ ናቸው? ለምን? ለእንደዚህ አይነት ፖሊሲዎች ምሳሌ መስጠት ይችላሉ?

- 1.3 የተቆጣጣሪዎች ቅጥር ፖሊሲ እንዴት ነው የሚተገበረው? በሰው ኃይል አስተዳዳሪዎች ምን ዓይነት መመዘኛዎች በተግባር ላይ ይውላሉ?
- 1.4 ተቆጣጣሪው የትምህርት ቤቱን አፈጻጸም እና መሻሻልን ከመንግስት ገለልተኛ ሆኖ መገምገም የሚችል ራሱን የቻለ ኤክስፐርት ኤጀንሲ ነው ብለው ያስባሉ? መልስህ አዎ ከሆነ ተግባራዊ ምሳሌዎችን መስጠት ይችላሉ? መልስህ አይደለም ከሆነ ለምን?
2. እነዚህን ፖሊሲዎች ተግባራዊ ለማድረግ ምን አደረጃጀትና መዋቅር ተፈጠረ?
- 2.1 ማለትም፣ ከአዲሱ ድርጅት ወይም መልሶ ማዋቀር ምን ጥቅሞች አግኝተዋል?
- 2.2 የፖሊሲ አፈጻጸምን ችግር ለመፍታት ምን ዓይነት የአደረጃጀትና የመዋቅር ጉዳዮች ያስፈልጋሉ ብለው ያስባሉ?
- 2.3 ከትምህርት ሚኒስቴር ጋር በአቀባዊ (ከታች ወደ ላይ) እንዴት ተገናኙ? እየተፈጠረ ያለ ችግር አለ? መልስዎ አዎ ከሆነ እባክዎን ያብራሩታል?
- 2.4 ተቋማት በአግድም እንዴት ተገናኝተዋል? በአግድም እንዴት ተገናኝተዋል? እየተፈጠረ ያለ ችግር አለ? መልስዎ አዎ ከሆነ እባክዎን ያብራሩታል?
3. በትምህርት ቤቱ ማህበረሰብ ላይ ተጽዕኖ ለማሳደር እና ፖሊሲዎችን ለማስፈጸም ምን ዓይነት የሃይል መሰረት ተጠቅመዋል? (የእርስዎን ተቋማዊ ሃይል (ስልጣን) ወይንስ የእርስዎን ሰብአዊ ግንኙነት ሀይል ወይስ ሁለቱንም?)
4. ምክሮችዎ በትምህርት ቤቶች (በተለይ በርዕሰ መምህራን እና አስተማሪዎች) ተቀባይነት ያላቸው እና የሚተገበሩ ይመስልዎታል? መልስዎ አዎ ወይም አይደለም ከሆነ፣ ለምን?
5. በሱፐርቪዥን እና ኢንስፔክሽን ዓላማ መካከል ምን ተመሳሳይነት እና ልዩነት አለ?
6. የት/ቤት ግለ-ግምገማ ውጤቶቹን ለምን አላማ ተጠቅመዋል? (የኢንስፔክሽን ጉብኝቶችን ኢላማ ማድረግ እና ወይም ሊሻሻሉ የሚችሉ ቦታዎችን ግምት ውስጥ በማስገባት ሊሆን ይችላል?)
7. የኢንስፔክሽን ቢሮ (የትምህርት ጥራት ቁጥጥር ባለስልጣን) ከትምህርት ቤት ግለ-ግምገማ ዘዴዎች ጋር በተገናኘ ለት / ቤቶች ስልጠና ይሰጣል? ካለ ስልጠናው ምንድን ነው?

በቃለ መጠይቅ ተሳታፊዎች የሚሞላ ቼክ ሊስት

ከሚከተሉት የኢንስቴክሽን አገልግሎት አደረጃጀት ውስጥ የኢትዮጵያን ሁኔታ የሚያንፀባርቅ የትኛው ነው?

- 9.1 እርስዎ (የቃለ መጠይቅ ተሳታፊ) ማን ምን እየሰራ እንደሆነ እና ለምን በእያንዳንዱ የኃላፊነት ደረጃ ኢንስቴክተሩ ተግባራቶቹን እንደሚያከናውን እንዲያብራሩ ተጠይቀዋል። ይኸውም፡ በየደረጃው የተመደቡ ኢንስቴክተሮች የሚያደረጉት የፍተሻ ዓላማ ምንድን ነው?

ደረጃዎች	ተግባራቱን እንዲያከናውኑ ሃላፊነት የተሰጣቸውን አካላት ይጥቀሱ	(የኢንስቴክሽን አላማዎች)		የኢንስቴክሽን አላማ (የ ራዴት '✓' ምልክት ይጠቀሙ)	
		ት/ቤቶች	መምህራን	ትምህርታዊ ድጋፍ ተኮር	አስተዳደራዊ ቁጥጥር ተኮር
የፌድራል ት/ት ሚ/ር					
የአዲስ አበባ ከተማ አስተዳደር					
የክፍለ-ከተማ አስተዳደር					
የወረዳ አስተዳደር					
የከላሰተር ት/ት ቤት ማእከል					

እላይ ከተገለፁት ውጭ ያልተሸፈኑ ተግባራት አሉ የሚሉ ከሆነ እበክዎን ይግለፁ። _____

APPENDIX – J

አዲስ ኢኮኖሚክስ ዩኒቨርሲቲ

የትምህርት እና ባህሪ ጥናት ኮሌጅ

የትምህርት እቅድና ስራ አመራር ትምህርት ክፍል

ለሀገር አቀፍ ትምህርት ቤቶች ማሻሻያ መርህ ግብር ኦፊሰሮች፤ የሀገር አቀፍ ትምህርት ጥራት ማረጋገጫ ዘርፍ ሀላፊ፤ የመምህራንና የትምህርት አመራሮች ዳይሬክቶሬት ዳይሬክተር፤ የአዲስ አበባ ከተማና ክፍለ ከተማ አስተዳደር የትምህርት ቤቶች ማሻሻያና ሱፐርቪዥን ቡድን እና የክላስተር ሱፐርቪዥዎች የቃለ መጠይቅ መመሪያ

አጠቃላይ መረጃ፡-

የድርጅቱ ስም፡-

የሰለጠኑበት የትምህርት አይነት፡-

የትምህርት ደረጃ፡-

የቀድሞ የስራ መደቦች፡-

በርዕሰ መምህርነት ሙያ ወይም በምክትል ርዕሰ መምህርነት ሙያ (በአመታት) _____ ሌላ (ካለ ይግለፁ) _____

በሀገር አቀፍ ትምህርት ቤቶች ማሻሻያ መርህ ግብር ኦፊሰርነት (በአመታት) _____

በሀገር አቀፍ ትምህርት ጥራት ማረጋገጫ ዘርፍ ሀላፊነት የስራ ልምድ (በአመታት) _____

በመምህራንና የትምህርት አመራር ዳይሬክተርነት የስራ ልምድ (በአመታት) _____

በከተማ አስተዳደር የት/ት ቤቶች ማሻሻያና ሱፐርቪዥዎች የስራ ልምድ (በአመታት) _____

በክፍለ ከተማ አስተዳደር የት/ት ቤቶች ማሻሻያና ሱፐርቪዥዎች የስራ ልምድ (በአመታት) _____

በክላስተር ሱፐርቪዥዎች የስራ ልምድ (በአመታት) _____

1. በኢትዮጵያ ከአጠቃላይ የመጀመሪያ ደረጃ ትምህርት ሥርዓት ጋር በተያያዘ የትምህርት ቤቶችን የሱፐርቪዥን አሠራር ለመምራት እና ለማስተባበር የሚችሉ ፖሊሲዎች አሉ?;

- 1.1 መልስህ አዎ ከሆነ እነዚህ ፖሊሲዎች ምን ያህል ነው የሚተገበሩት? (ለምሳሌ፡ አንድ ትምህርት ቤት ከትምህርት ጥራት ወይም ከትምህርት ደረጃ ጋር በተገናኘ ከዝቅተኛው መስፈርት በታች ቢቆይ ምን ይከሰታል?)

- 1.2 ከፖሊሲዎቹ ውስጥ በቀላሉ ወደ ተግባር የማይተላለፉት የትኞቹ ናቸው? ለምን? ለእንደዚህ አይነት ፖሊሲዎች ምሳሌ መስጠት ይችላሉ?
- 1.3 የሱፐርቫዘሮች ቅጥር ፖሊሲ እንዴት ነው የሚተገበረው? በሰው ኃይል አስተዳዳሪዎች ምን ዓይነት መመዘኛዎች በተግባር ላይ ይውላሉ?
- 1.4 ሱፐርቪዥን መሰሪያ ቤቱ የትምህርት ቤቱን አፈጻጸም እና መሻሻልን ከመንግስት ገለልተኛ ሆኖ መገምገም የሚችል ራሱን የቻለ ኤክስፐርት ኤጀንሲ ነው ብለው ያስባሉ? መልስህ አዎ ከሆነ ተግባራዊ ምሳሌዎችን መስጠት ይችላሉ? መልስዎ አይደለም ከሆነ ለምን?
2. እነዚህን ፖሊሲዎች ተግባራዊ ለማድረግ ምን አደረጃጀትና መዋቅር ተፈጠረ?
- 2.1 ማለትም፣ ከአዲሱ ድርጅት ወይም መልሶ ማዋቀር ምን ጥቅሞች አግኝተዋል?
- 2.2 የፖሊሲ አፈጻጸምን ችግር ለመፍታት ምን ዓይነት የአደረጃጀትና የመዋቅር ጉዳዮች ያስፈልጋሉ ብለው ያስባሉ?
- 2.3 ከትምህርት ሚኒስቴር ጋር በአቀባዊ (ከታች ወደ ላይ) እንዴት ተገናኙ? እየተፈጠረ ያለ ችግር አለ? መልስዎ አዎ ከሆነ እባክዎን ያብራሩታል?
- 2.4 ተቋማት በአግድም እንዴት ተገናኝተዋል? እየተፈጠረ ያለ ችግር አለ? መልስዎ አዎ ከሆነ እባክዎን ያብራሩታል?
3. በትምህርት ቤቱ ማህበረሰብ ላይ ተጽዕኖ ለማሳደር እና ፖሊሲዎችን ለማስፈጸም ምን አይነት የሃይል መሰረት ተጠቅመዋል? (የእርስዎን ተቋማዊ ሃይል (ስልጣን) ወይንስ የእርስዎን ሰብአዊ ግንኙነት ሀይል ወይስ ሁለቱንም?)
4. ምክሮችዎ (የሚሰጡት የመፍትሄ ሀሳብ) በትምህርት ቤቶች (በተለይ በርዕሰ መምህራን እና አስተማሪዎች) ተቀባይነት ያላቸው እና የሚተገበሩ ይመስልዎታል? መልስዎ አዎ ወይም አይደለም ከሆነ፣ ለምን?
5. በሱፐርቪዥን እና ኢንስፔክሽን ዓላማ መካከል ምን ተመሳሳይነት እና ልዩነት አለ?
6. የት/ቤት ግለ-ግምገማ ውጤቶቹን ለምን አላማ ተጠቅመዋል? (የሱፐርቪዥን ጉብኝቶችን ኢላማ ማድረግ እና ወይም ሊሻሻሉ የሚችሉ ቦታዎችን ግምት ውስጥ በማስገባት ሊሆን ይችላል?)
7. የሱፐርቪዥን ቢሮ (የሱፐርቪዥን ዳይሬክቶሬት) ከትምህርት ቤት ግለ-ግምገማ ዘዴዎች ጋር በተገናኘ ለት / ቤቶች ስልጠና ይሰጣል? ካለ ስልጠናው ምንድን ነው?

በቃለ መጠይቅ ተሳታፊዎች የሚሞላ ቼክ ሊስት

ከሚከተሉት የሱፐርሺዥን አገልግሎት አደረጃጀት ውስጥ የኢትዮጵያን ሁኔታ የሚያንፀባርቅ የትኛው ነው?

- 9.2 እርስዎ (የቃለ መጠይቅ ተሳታፊ) ማን ምን እየሰራ እንደሆነ እና ለምን በእያንዳንዱ የኃላፊነት ደረጃ ሱፐርሺዥን ይዘሩ ተግባራቶቹን እንደሚያከናውኑ እንዲያብራሩ ተጠይቀዋል። ይኸውም፤ በየደረጃው የተመደቡ ሱፐርሺዥኖች የሚያደረጉት የፍተሻ ዓላማ ምንድን ነው?

ደረጃዎች	ተግባራቱን እንዲያከናውኑ ሃላፊነት የተሰጣቸውን አካላት ይጥቀሱ	(የሱፐርሺዥን አላማዎች)		የሱፐርሺዥን አላማ (የ ራይት '✓' ምልክት ይጠቀሙ)	
		ት/ቤቶች	መምህራን	ትምህርታዊ ድጋፍ ተኮር	አስተዳደራዊ ቁጥጥር ተኮር
የፌድራል ት/ት ሚ/ር					
የአዲስ አበባ ከተማ አስተዳደር					
የክፍለ-ከተማ አስተዳደር					
የወረዳ አስተዳደር					
የከላሰተር ት/ት ቤት ማእከል					

እላይ ከተገለፁት ውጭ ያልተሸፈኑ ተግባራት አሉ የሚሉ ከሆነ እበክዎን ይግለፁ_____

APPENDIX – K

Table: Policies guiding the practice of Primary School Supervision and inspection

Policies used	Several supervisors responded			Several inspectors responded		
	Cluster School Center	Education Bureau	MoE	Sub-city (Branch)	ETQRA (Center)	MoE
The 1994 ETP of Ethiopia	2	4	2	6	4	3
BSC, BPR, and JEG Manuals	9	4	4	-	-	-
General Education Supervision Blueprint	-	-	1	-	-	-
Supervisor's Professional Competencies	6	1	-	-	-	-
School Improvement Framework	-	-	3	4	-	-
National Primary School Curriculum	6	2	-	4	-	-
Education Road Map	-	1	3	-	-	-
Strategic, yearly plan, and 90-day plans	2	-	-	-	-	-
National General Education Inspection Framework	-	-	-	7	3	3
National General Education Inspection Guide	-	-	-	7	3	3
Primary Education Inspection Checklist	-	-	-	7	3	3
Education Sector Development Program	-	-	-	-	1	3

APPENDIX – L

TABLE: THE STATE OF ORGANIZATION OF INSPECTION AND SUPERVISION IN AACA

Levels	Participant	Mention the organization that undertakes the task of inspection	Levels	Participant	Mention the organization that undertakes the task of supervision
Federal	Branch Inspector	5 named it by different names, and 2 named it “General Education Inspection Directorate” correctly.	Federal	Cluster Supervisor	9 said “I don’t know”
	Center Inspector	3 named it “General Education Inspection Directorate” correctly.		Education Bureau Supervisor	5 said “I don’t know”
	MoE Inspector	3 named it “General Education Inspection Directorate” correctly.		Ministry of Education Expert (MoE)	3 named it “Teachers and Education Leaders Development Desk” correctly. 1 named it “Educational Program and Quality Assurance Desk” correctly.
City Administration	Branch Inspector	All named it “AACA ETQRA (Center)” properly.	City Administration	CS	Almost all named it with different names wrongly.
	Center Inspector	All labeled it “AACA ETQRA (Center)” appropriately.		Education Bureau Supervisor (EBS)	1 labeled it “AACAEBS” General Education Supervision Directorate” correctly. 4 designated it by different nomenclatures incorrectly.
	MoE Inspector	All designated it “AACA ETQRA (Center)” correctly.		MoE	All said “I don’t know”
Sub-city	Branch Inspector	All named it “AACA ETQRA (Center)” have rightly.	Sub-city	Cluster Supervisor (CS)	4 labeled it “Sub-city SI and Supervision Team” acceptably. But, now it is renamed as “Sub-city General Education Supervision.” 5 named it by different nomenclatures imperfectly.
	Center Inspector	All labeled it “AACA ETQRA (Center)” correctly.		EBS	3 labeled it correctly and 2 named it Cluster Supervision.
	MoE Inspector	All named it “AACA ETQRA (Center)” appropriately.		MoE	All said “I don’t know”
-	-	-	Cluster-School	Cluster Supervisor (CS)	All named it by different nomenclatures mistakenly. Now, it is renamed “Pre-primary and Primary Level General Education Supervision Cluster Team.”
	-	-		EBS	All named it Wrong.
	-	-		MoE	All said “I don’t know”

APPENDIX – M

Post Hoc Tests (Legitimate Power)

Multiple Comparisons								
Dependent Variable		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Legitimate Power	Games-Howell	Inspector	Supervisor	.42170*	.07185	.000	.2349	.6085
			Inspectors given Principals	.90031*	.08140	.000	.6893	1.1113
			Supervisors given Principals	1.23512*	.08720	.000	1.0091	1.4611
		Supervisor	Inspector	-.42170*	.07185	.000	-.6085	-.2349
			Inspectors given Principals	.47861*	.08217	.000	.2659	.6913
			Supervisors given Principals	.81343*	.08792	.000	.5858	1.0410
		Inspectors given Principals	Inspector	-.90031*	.08140	.000	-1.1113	-.6893
			Supervisor	-.47861*	.08217	.000	-.6913	-.2659
			Supervisors given Principals	.33481*	.09588	.003	.0869	.5827
		Supervisors given Principals	Inspector	-1.23512*	.08720	.000	-1.4611	-1.0091
			Supervisor	-.81343*	.08792	.000	-1.0410	-.5858
			Inspectors given Principals	-.33481*	.09588	.003	-.5827	-.0869

*. The mean difference is significant at the 0.05 level.

APPENDIX – N

Post Hoc Tests (Expert Power)

Comparisons								
Dependent Variable Multiple		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Expert Power	Games-Howell	Inspector	Supervisor	.37723*	.07824	.000	.1740	.5805
			Inspectors given Principals	.75783*	.08075	.000	.5485	.9672
			Supervisors given Principals	1.10153*	.09435	.000	.8570	1.3461
		Supervisor	Inspector	-.37723*	.07824	.000	-.5805	-.1740
			Inspectors given Principals	.38060*	.08863	.000	.1512	.6100
			Supervisors given Principals	.72431*	.10117	.000	.4624	.9862
		Inspectors given Principals	Inspector	-.75783*	.08075	.000	-.9672	-.5485
			Supervisor	-.38060*	.08863	.000	-.6100	-.1512
			Supervisors given Principals	.34370*	.10312	.005	.0770	.6104
		Supervisors given Principals	Inspector	-1.10153*	.09435	.000	-1.3461	-.8570
			Supervisor	-.72431*	.10117	.000	-.9862	-.4624
			Inspectors given Principals	-.34370*	.10312	.005	-.6104	-.0770

*. The mean difference is significant at the 0.05 level.

APPENDIX – O

Post Hoc Tests (Coercive Power)

Multiple Comparisons								
Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
						Lower Bound	Upper Bound	
Coercive Power	Games-Howell	Inspector	Supervisor	.23973	.09495	.061	-.0077	.4871
			Inspectors in given Principals	.68153*	.09965	.000	.4225	.9406
			Supervisors given Principals	1.08450*	.10780	.000	.8047	1.3643
		Supervisor	Inspector	-.23973	.09495	.061	-.4871	.0077
			Inspectors given Principals	.44181*	.08739	.000	.2156	.6680
			Supervisors given Principals	.84477*	.09657	.000	.5948	1.0947
		Inspectors given Principals	Inspector	-.68153*	.09965	.000	-.9406	-.4225
			Supervisor	-.44181*	.08739	.000	-.6680	-.2156
			Supervisors given Principals	.40296*	.10120	.001	.1413	.6646
		Supervisors given Principals	Inspector	-1.08450*	.10780	.000	-1.3643	-.8047
			Supervisor	-.84477*	.09657	.000	-1.0947	-.5948
			Inspectors given Principals	-.40296*	.10120	.001	-.6646	-.1413

*. The mean difference is significant at the 0.05 level.

APPENDIX – P

Post Hoc Tests (Reward)

Multiple Comparisons								
Dependent Variable		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Reward Power	Games-Howell	Inspector	Supervisor	1.27902*	.12791	.000	.9446	1.6134
			Inspectors given Principals	1.00736*	.13253	.000	.6616	1.3531
			Supervisors given Principals	.67995*	.13158	.000	.3366	1.0233
		Supervisor	Inspector	-1.27902*	.12791	.000	-1.6134	-.9446
			Inspectors given Principals	-.27167*	.09846	.032	-.5265	-.0169
			Supervisors given Principals	-.59907*	.09717	.000	-.8506	-.3476
		Inspectors given Principals	Inspector	-1.00736*	.13253	.000	-1.3531	-.6616
			Supervisor	.27167*	.09846	.032	.0169	.5265
			Supervisors given Principals	-.32741*	.10318	.009	-.5941	-.0607
		Supervisors given Principals	Inspector	-.67995*	.13158	.000	-1.0233	-.3366
			Supervisor	.59907*	.09717	.000	.3476	.8506
			Inspectors given Principals	.32741*	.10318	.009	.0607	.5941

*. The mean difference is significant at the 0.05 level.

APPENDIX – Q

Post Hoc Tests (Teacher Supervision Policy)

Multiple Comparisons								
Dependent Variable		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Teacher Supervision Policy	Games-Howell	Inspector	Supervisor	-.03098	.12985	.995	-.3701	.3082
			Inspectors given Principals	.28713	.13223	.138	-.0578	.6320
			Supervisors given Principals	.91491*	.14164	.000	.5464	1.2834
		Supervisor	Inspector	.03098	.12985	.995	-.3082	.3701
			Inspectors given Principals	.31811*	.10155	.011	.0553	.5809
			Supervisors given Principals	.94589*	.11353	.000	.6521	1.2397
		Inspectors given Principals	Inspector	-.28713	.13223	.138	-.6320	.0578
			Supervisor	-.31811*	.10155	.011	-.5809	-.0553
			Supervisors given Principals	.62778*	.11624	.000	.3272	.9284
		Supervisors given Principals	Inspector	-.91491*	.14164	.000	-1.2834	-.5464
			Supervisor	-.94589*	.11353	.000	-1.2397	-.6521
			Inspectors given Principals	-.62778*	.11624	.000	-.9284	-.3272

*. The mean difference is significant at the 0.05 level.

APPENDIX – R

Post Hoc Tests (Methods of Inspection and Supervision)

Multiple Comparisons								
Dependent Variable		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Methods of Inspection and Supervision	Games-Howell	Inspector	Supervisor	-.07945	.12727	.924	-.4117	.2528
			Inspectors given Principals	.19323	.12750	.432	-.1394	.5259
			Supervisors given Principals	.87027*	.13826	.000	.5106	1.2299
		Supervisor	Inspector	.07945	.12727	.924	-.2528	.4117
			Inspectors given Principals	.27269*	.09901	.032	.0164	.5290
			Supervisors given Principals	.94972*	.11253	.000	.6585	1.2410
		Inspectors given Principals	Inspector	-.19323	.12750	.432	-.5259	.1394
			Supervisor	-.27269*	.09901	.032	-.5290	-.0164
			Supervisors given Principals	.67704*	.11279	.000	.3854	.9687
		Supervisors given Principals	Inspector	-.87027*	.13826	.000	-1.2299	-.5106
			Supervisor	-.94972*	.11253	.000	-1.2410	-.6585
			Inspectors given Principals	-.67704*	.11279	.000	-.9687	-.3854

*. The mean difference is significant at the 0.05 level.

APPENDIX – S

Post Hoc Tests (Joint Leadership Roles of Inspectors and Supervisionors)

Multiple Comparisons								
Dependent Variable		(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Joint Leadership Roles of Inspectors and Supervisors	Games-Howell	Inspector	Supervisor	.14476	.12096	.630	-.1702	.4597
			Inspectors given Principals	.45023*	.12015	.002	.1376	.7629
			Supervisors given Principals	1.06752*	.12259	.000	.7487	1.3863
		Supervisor	Inspector	-.14476	.12096	.630	-.4597	.1702
			Inspectors given Principals	.30548*	.10768	.025	.0267	.5842
			Supervisors given Principals	.92276*	.11040	.000	.6370	1.2085
		Inspectors given Principals	Inspector	-.45023*	.12015	.002	-.7629	-.1376
			Supervisor	-.30548*	.10768	.025	-.5842	-.0267
			Supervisors given Principals	.61728*	.10951	.000	.3342	.9004
		Supervisors given Principals	Inspector	-1.06752*	.12259	.000	-1.3863	-.7487
			Supervisor	-.92276*	.11040	.000	-1.2085	-.6370
			Inspectors given Principals	-.61728*	.10951	.000	-.9004	-.3342

*. The mean difference is significant at the 0.05 level.

APPENDIX – T

Expected Roles and Awareness of School-Self-Evaluation (One way ANOVA)

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
SSE Item 1	Between Groups	34.967	2	17.484	10.026	.000
	Within Groups	498.742	286	1.744		
	Total	533.709	288			
SSE Item 2	Between Groups	7.686	2	3.843	4.586	.011
	Within Groups	239.664	286	.838		
	Total	247.349	288			
SSE Item 3	Between Groups	9.330	2	4.665	4.769	.009
	Within Groups	279.784	286	.978		
	Total	289.114	288			
SSE Item 4	Between Groups	4.436	2	2.218	2.176	.115
	Within Groups	291.461	286	1.019		
	Total	295.896	288			
SSE Item 5	Between Groups	24.265	2	12.133	10.355	.000
	Within Groups	335.091	286	1.172		
	Total	359.356	288			
Aggregate Mean	Between Groups	3.517	2	1.758	5.237	.006
	Within Groups	96.023	286	.336		
	Total	99.539	288			