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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT

PRACTICES AND CHALLENGES OF SCHOOL-BASED SUPERVISION IN

GOVERNMENT SECONDARY SCHOOLS OF ABUNA GINDEBERAT

WOREDA OF WEST SHOA ZONE

BY: FUFA BURJU ROBA

ADVISOR: FEKADU MULUGETA (PhD)

A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING AND

MANAGEMENT IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF

DEGREE OF MASTER OF ARTS IN SCHOOL LEADERSHIP

ADDIS ABABA UNIVERSITY

JUNE: 2018

ADDIS ABABA, ETHIOPIA

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Declaration

The researcher here by declares that, this thesis on the title practices and challenges of school-based supervision: In the case of secondary schools of Abuna Gindaberet woreda, West shoa Zone is my original work and that all the sources that have been duly acknowledge.

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

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Date: _____

Acknowledgments

Above all my deepest thanks goes to my advisor **Dr. Fekadu Mulugeta** for his guidance, comment, advice and correction in the process of this study Without his unreserveddedication, the development and completion of this study would have been impossible.I would also like to thank my wife **Birhane Dadi**for her unreserved and all rounded encouragement and support to accomplish my study. I am indebted to my children **Fire Fufa** and **Gelena Fufa** for giving me moral support in my course of study. I would also like to thank my brother **Tesfaye Burju** for giving me moral and materials support in my course of study. I am also greatly thankful to the principals and all teachers of Abuna Gindeberet Woreda Secondary schools for their genuine cooperation in the undertakings of this study. Finally, I would like to extend my heartfelt thanks to all my colleagues, family and friends for giving me moral support in my course of study.

Thank you!

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Aberration and Acronyms

AAU-	Addis Ababa University
ADEA-	Association for the Development of Education in Africa.
CPD -	Continuing professional Development.
EMPDA-	Education Materials production and distribution agency
ESDP-	Education Sector Development Program
MOE-	Ministry of Education
OREB-	Oromia Regional Education Bureau
SBS-	School - Based Supervision
SPSS-	Statistical Package for Social Science
UNESCO-	United Nations Educational Scientific and Cultural Organization
WEO-	Woreda Education Office

Abstract

The purpose of this study was to assess practices of school-based supervision: in the case of government's secondary schools of AbunaGindeberetWoreda, West ShoaZone inOromia Regional State. The descriptive survey method was employed. Samples were drawn from seven secondary school found in woreda, four Government secondary schools was selected using simple random sampling techniques for the study: The reason for using simple random sampling technique was to give equal and non- zero chance for each school. Accordingly, from four government secondary schools 83 teachers were selected randomly while 16 head of Department and 18 senior teachers, 8 principals, 2 cluster supervisor and 1 Woreda Education Office coordinators of supervision were also selected using availability sampling technique for the study. Data were collected through questionnaire, interview and document analysis. Frequency, Percentage and mean score were used to analyze and interpret the data collected through questionnaire. The data collected through interview and document analysis were analyzed and interpreted using narration to enrich the data obtained through questionnaire. The findings of the study revealed that school –based supervisors were assigned to their roles through competitions and among the school based supervisors vice -principals, department heads and senior teachers have played their supervisory roles fairly. The outcomes of the study suggested that lack of experience relation to supervision practice, lack of supervision manual, lack of short term training supervisors in areas of supervision, lack of adequate budget as well as absence of school coordination, lack of commitment of supervisors, workload of the supervisors and teachers resistant against the supervisory activity were found to be the major factors that affected the practicing of school based supervision in the sampled secondary schools. Based on the above findings, revising the current selection criteria of school -based supervisors, training the supervisors in areas of supervision, using different options of supervision to promote teachers professional development, facilitating opportunities of an experience sharing between the schools and departments , assigning sufficient number of teachers to schools to reduce the workload of the supervisors, allocating budget for supervisory activities and providing supervision manual which help to carry out supervisory activities accordingly were recommended to reduce or alleviate the factors that affected the practices of school based supervision.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statement of the problem, objectives, significance of the study, delimitations, limitation, definition of terms, and organization of the study.

1.1. Background of the study

Educational supervision can be conceptualized as one part of a total operation of schooling which is geared to bring about improvement in the teaching- learning process. In the complex field of modern educational administration and management, instructional supervision helps in developing teachers' initiative, responsibility, creativity, internal commitment and motivation.

Supervision activity at the school level is a key factor in ensuring the good function of the secondary education program. Supervision has always been an integral feature of education program in all countries. The proper recommended strategies for improving school supervision achieved the desired results of promoting quality education.

Modern school site supervision is positively oriented, democratic, objective in nature, creative in nature and systematic in approach; it also promotes the sprite of finding out facts through experimentation and continues evaluation (Govinda and Shahjahan, 1999).

Education in Ethiopia is passing through a period of transition from the emphasis on access to emphasis on quality. Quality education depends on several issues, among others educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom teaching-learning situation (MoE, 2002). According to MoE (2010), the Ethiopian Government has now shifted its attention from access to the quality of education. It has started implementing quality education initiative called "General Education Quality Improvement Package (GEQIP) of 2008". Some of its programs were school improvement program and continuous professional development of teachers. Thus, the current movement demands that the process of instructional supervision undergo a movement of reform and renewal. In this movement, it seems essential to examine the practices and challenges of

instructional supervision (Berhane, 2014). For the realization of development objectives of a nation, improvement of teachers' knowledge and skills through different and continuous professional supports, like the School-Based Supervision practice, play crucial roles. For teachers to play an important role in the development of a nation, a continuous school-based supervision practice needs to be implemented in schools.

School-based supervision is that monitoring as well as supporting teachers should be nonhierarchical and participatory in nature. In participatory process the supervisor directly gets involved in classroom teaching work. Through this approach, the school based supervisor will be able to gain a more authentic view, instructional process and be more realistic in proposing change and improvement in the function of the teachers. Also, this makes the accountability for the progress of the children and a shared concern among teachers and the supervisions (Govinda and Tapan, 1999).

To provide good school based supervision service is not an easy task. It requires a number of skills like prescriptive skills, personnel administrative skills, human relation skills, group process skills, evaluation skills as well as technical skills such as planning, directing and managing complex operation in the schools. Indeed, to be an effective supervisor need to develop sincerity, sympathy, open-mindedness, intellectuality, objectivity creativity, inspiration, proportion and balance and respect for people (Tarrant and Newton, 1992 and Ali, 1998).

According to Hailesilasse (2007), School- based supervision is to develop and explicate a system of in class supervision that incompetent hands, will prove powerful enough to give supervisor a reasonable hope of accomplishing significant improvements in the teachers classroom instruction and secondly, it has the purpose of helping correct the neglect of class or clinical supervision and establish it as necessary complement to out of the class (general supervision). Therefore, the strength of school based supervision could have a possibility to conduct effective supervisory activities at each school level. If they get enough training and better condition they can cover administrative, educational and supportive function of instructional supervision. It is accomplished their tasks with minimum cost of finance and also no need of budget and transportation fee.

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

According to MoE (1994), school-based supervisors and external supervisors are responsible to carry out educational supervision. In this regard, the Woreda, Zonal, Regional and Central supervisory educators are structured under external supervisors. Furthermore, the supervisors and education experts of the above-mentioned external organizational bodies have been given responsibility to assist teachers in school.

Ministry of Education (2002) stated supervision as the process in which supervisors provide professional support for the school principals and teachers to strengthen the teaching and learning process. In light of this, MoE (2010) stated that, in its Education Sector Development Program, has stressed the necessity of teacher supervision and support as a strategy to insure quality of teaching and learning.

On the other hand, school principals, deputy principals, heads of department and senior teachers are categorized under the actors of school based supervision (MoE, 1994). Since these school based supervisors are within the schools, they are responsible to assist teachers closely and continuously for the improvement of the instruction. Because, teaching learning process is a day-to-day activity, which is carried out by teachers in schools. The problems that teachers encountered while they are teaching can also be solved through school based supervisors.

In order to bring effective education through the improved teaching learning process, school-based supervision should be democratic and cooperative and should get serious attention in the school. In light of this, it is quite useful to assess the current practices and challenges of school-based supervision in secondary schools of Abuna Gindeberat Woreda of WestShoa Zone.

1.2.Statement of the Problem

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

School supervision is a long lived service. It has been playing vital roles in the management of educational activities and in equipping teachers with the necessary knowledge and skill to solve educational problems by creating awareness about the dynamic methodological changes in the teaching- learning process. It has been useful to monitor and promote instruction by enhancing the quality of teachers and performance of learners (Goker, 1998). This mean supervision plays significant role in teaching- learning process

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

To make school-based supervision more effective, collaboration should be made with various groups Goble and Porter (1977). According to MoE(1994), the school principals, vice principals, department heads, and senior teachers should take major responsibility in supervisory practices within their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education.

According to the supervision manual of Oromia Education Bureau (OEB, 2007), assigning supervision committee at school level was a new trend in the region. The manual stated that the school supervision committee members are: principals, vice principals, department heads and senior teachers who have a leading status and high lead teachers in the career structure.

According to the manual the major functions of the school based supervisors are providing support to teachers in improving instruction, arranging permanent training programs for teachers and following its implementation, enhancing the effective implementation of school improvement program and continuous professional development program of teachers.

The findings of different researches conducted by graduate students of Addis Ababa University Getachew (2001), Chanyalew (2005), Mitiku(2013). On the practice of instructional supervision in secondary schools of different Regions and Zones of our country and Million (2010). An Assessment on the Current School Based Supervision in Secondary Schools of West Arsi Zone have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out supervisory activities at school level and also there's inadequate classroom observation to monitor teachers instructional improvement.

The researcher has been teaching for twenty three years in secondary schools of the study area, Abuna Gindeberat Woreda of West Shoa Zone. However, to the knowledge of the researcher, there was no research conducted on the practices of school-based supervision in secondary schools of Abuna Gindeberat Woreda of West Shoa Zone. Due to this reason, the researcher felt that, there is a gap which needs on in depth investigation about the status of the current supervisory practices and such as proper implementation of supervisory options and classroom observation, the proper implementation of school-based supervisors responsibilities in line with the issues mentioned in the supervision manual of Ministry of Education in secondary schools of the study area and to suggest the ways of improvements in the process of implementation of school-based supervision. Due to these reasons, the researcher will be interested to conduct the present study. In generally, this study attempted to answer the following basic research questions about the practice and challenges of school based supervision in secondary schools of Abuna Gindeberat Woreda of West Shoa Zone

Research Questions

This study will attempt to answer the following leading questions. There are:-

- ❖ To what extent do school based supervisors play role in promoting teachers professional competence in secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone?

- ❖ What are the supervisory options frequently applied by supervisors in secondary schools Abuna Gindeberat Woreda of West Shoa Zone?
- ❖ What are the major factors affecting the practices of school based supervision in Secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone. ?

1.3. Objectives of the Study

1.3.1. General Objectives.

The general objective of the study is to assess the status of school-based supervisory practices and challenges in government secondary schools of Abuna Gindeberat Woreda of West Shoa Zone.

1.3.2. Specific Objectives

The Specific objectives of the study will be:

- Examine the extent to which school based supervisors played role in promoting teachers professional competence in Secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone.
- To assess the extent to which the various supervisory options mostly applied by the supervisors in the school.
- To assess the major factors affecting school based supervision practice in secondary schools of Abuna Gindeberat Woreda of West Shoa Zone.

1.4. Significance of the Study

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

- ❖ It may help students to get effective and efficient learning and teaching process in the schools.
- ❖ It may serve as an input for different levels of educational experts i.e. WEO and ZEO to know the current practice of school-based supervision in secondary schools.
- ❖ It may assist the external and school-based supervisors to know their weaknesses and strengths on supervisory practices and then encourage them to give more attention to implement supervisory activities in secondary schools.

- ❖ This study may help as a spring board for other researchers who want to conduct further research in the area of supervision for effective learning and teaching.

1.5. Delimitation of the Study

In order to make the study more manageable, the research has been delimited in concepts or issues, geographically and time. In view of this, to make the study manageable and to complete with time frame, the study was delimited to the 4 Government secondary schools of the Abuna Gindeberet Woreda. These are, Abuna Preparatory School (11-12), Abuna Secondary school(9-10), Anfara Holoto Secondary School (9-10) and Goro Furto Secondary School (9-10). Similarly, high school supervision coordinator is directly responsible to supervise and provide support to the secondary schools were included. Conceptually the study was delimited to the major roles of school-based supervisors in secondary schools, and the challenges of school-based supervision in the secondary schools of the Abuna Gindeberet Woreda of West Shoa Zone.

1.6. Limitation of the Study

It is obvious that research work can not totally free from limitation. Hence, some limitations were also observed in this study. One apparent limitation was that most of the secondary school principals; teachers and Woreda supervisors were busy and had no enough time to respond to questionnaires and interview. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Another limitation was lack of contemporary and relevant literature on the topic, especially on Ethiopian condition. There is acute shortage of books or lack of updated related literature in the area. In spite of these shortcomings, however, it was attempted to make the study as complete as possible.

1.7. Operational Definition for key Terms

External supervision: refers to professional support for teachers provided by experts of WEO,ZEO, and REB from outside of the school(MoE1994).

School-based supervision: the supervision that is conducted in schools and that is carried out by principals, vice-principals, heads of department and senior teachers(MoE1994).

Secondary school:-refers to the school system established to offer two years of general education (grade 9 -10) the first cycle and extra two years of pre-college preparation grade 11-12 (MoE1994).

1.8. **Organization of the Study**

This research paper is organized into five chapters. The first chapter contains the introduction part which consists of, the background of the study, statement of the problem, objectives of the study, significance of the study, the delimitation of the study, limitation of the study and concepts of operational key terms. The second chapter focuses on the review of related literature pertinent to the research. The third chapter deals with research methodology that incorporates: research design, research method, source of data, population, sample size and sampling technique, instrument of data collection, procedures of data collection, methods of data analysis and ethical consideration. The collected data from the subject of the study are carefully analyzed and interpreted under the fourth chapter. The Fifth chapter summarizes of the research findings, conclusions and recommendations based on the findings of the study. Reference appendixes which include questionnaires, interview format, and document analysis are part of the document.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

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

2.1. The Concept of Supervision

The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teacher growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning of all students. On the other hand, supervision is considered as: Any service for teachers that eventually results in improving instruction, learning and the curriculum. It consists of positive, dynamic, democratic actions designed to improve instruction through the continued growth of all concerned individuals- the supervisor, the teacher, the administrator, and the parent (Ross & Dean, 1980).

Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach &Reinhartz, 2000). On the other hand, Igwe (cited in Enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met.

As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and ongoing instructional dialogue and reflection for the purpose of improving teaching and learning.

As for, Association for the Development of Education in Africa [ADEA] (1998)supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

In summary, the definitions of supervision highlighted above imply that the focus of supervision in a school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students' learning performance.

2.2. Historical Development of Educational Supervision

2.2.1. Global perspective

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at different periods (Oliva,2001)

Table: 1. Major Periods in the Historical Development of Supervision

Period	Type of Supervision	Purpose	Persons Responsible
1620-1850	Inspection	Monitoring rules, looking for deficiencies	Parents, clergy, selectman, citizens' committees
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors' superintendents
1930-1950	Human relation, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, democratic	Improving instruction	principals, central office supervisors, school based supervisors
1975-1985	Scientific, clinical, human relation, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive	Improving instruction, increasing teacher satisfaction, expanding students' understanding of classroom events	principals, central office supervisors, school-based supervisors, peer/coach/mentor
1985-present	Scientific, clinical, human relation, human resources, collaborative/collegial, peer/coach/mentor, artistic, interpretive Culturally responsive, ecological	Improving instruction, increasing teacher satisfaction, creating learning communities , expanding students' classroom events, analyzing cultural and linguistic patterns in the classroom	School- based supervisor, peer/coach/mentor, principals, central office supervisor

(Oliva, 2001).

2.2.2. Historical Development of Educational Supervision in Ethiopia

According to the MOE, educational supervision Manual 1987 E.C. Educational inspection started for the first time of Ethiopian school system in 1937E.C. It was mentioned that inspection was needed because of the increasing number of teachers demanded coordination and helping them in their teaching. Starting from 1937 E.C, a central inspectorate office was established headed by a British national named Lt. Command John Miller, assisted by two Ethiopians. The major responsibilities of the inspectors were to keep record of number of students, teachers, classroom, as well as visit some school in the provinces and write reports

In 1943 E.C the first program for training inspectors was started in Addis Ababa Teachers Training School. The reason behind this was that more and more schools were opened, the number of teachers increased and student population grew significantly and generally the educational activities became more and more complex beyond the competence of former three inspectors. Hence, a total of twenty four inspectors were trained 1943-1946 E.C. They were assigned to inspect educational programs as well as financial accounts (MOE, 1994).

According to educational supervision manual MOE (1994) the training program of school inspectors was discontinued in 1946 EC. However, due to the increase in number of schools, the training program was reopened in Kokebe Tsebha School in 1948 EC. It continued for seven consecutive years. The training combined school directors and inspection together. From 1948-1954 EC, a total of 124 inspectors were graduated.

However inspection was replaced by supervision in 1955 EC. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994). Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1983 E.C (MoE, 1994).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1986 EC. According to the Education and Training Policy of 1986 EC, educational administration is decentralized. In this respect, what is envisaged is, democratic

supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994). 24

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

2.2. Principles of Educational Supervision

Supervision is concerned with the total improvement of teaching and learning situation. In line with this, Sumaiya (2010) stated that supervision has the following principles:

There should be short-term, medium-term and long-term planning for supervision.

- Supervision is a sub-system of school organization.
- All teachers have a right and the need for supervision.
- Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
- Supervision should help to clarify educational objectives and goals for the principal and the teachers.
- Supervision should assist in the organization and implementation of curriculum programs for the learners.
- Supervision from within and outside the school complements each other and are both necessary.

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

2.3. The Intents of Supervision

Instructional supervision aims to promote growth, interaction, fault-free problem solving and a commitment to build capacity in teachers. Cogan (1973) envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserted that teachers were not only able to be professionally responsible, but also more than able to be “analytic of their own performance, open to help from others and self-directing”. Unruh and Turner (1970) saw supervision as a social process of stimulating, nurturing and appraising the professional growth of teachers and the supervision as the prime mover in the development of optimum conditions for learning for adults, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning is more personalized and therefore more powerful.

The intents of instructional supervision are formative, concerned with on-going, developmental, and differentiated approaches that enable teachers to learn from analyzing and reflecting on their classroom practices with the assistance of another professional (Glatthorn, 1984; Glickman, 1990). In line with the necessity of supervisor's help for teachers, Sergiovanni and Starratt (2002) suggested that most teachers are competent enough and clever enough to come up with the right teaching performance when the supervisor is around.

As Acheson and Gall, and Pajak (cited in Zepeda, 2003), the intents of supervision is promoting face-to-face interaction and relationship building between the teacher and supervisor and also promotes capacity building of individuals and the organization.

To sum, the intents of instructional supervision revolves around helping teachers for their practical competencies and increasing students learning through the improvement of the teachers' instruction.

2.4. Qualities of a Good Supervisor

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot be materialized without having regular supervision of teachers activities (MoE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people,

teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. On the other hand, its view as an art is, the supervisor adopts and adapts this knowledge and puts into practice in his/ her own unique way. In general, school-based supervisors ought to be skilled and knowledgeable about the task elements of their school work.

According to Stadan(2000) a good school-based supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions.

2.5. Supervisory Options for Teachers

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni and Starratt, 2002). Instructional supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003).

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers professional development and improve instructional efficiency. In the same way, it is noted in Kwong (1992), as successful matching of options to teacher's results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

2.6.1. Clinical Supervision

Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni and Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher within the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: “the rationale and practice designed to improve

the teacher's classroom performance." Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher's classroom behavior.

If teacher supervision is done properly in the schools, then teachers would develop and perfect their own teaching skills for the benefit of the pupils. In lines with this, Acheson and Gall (1987) define clinical supervision as "supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification." The analysis of the data and relationship between teacher and supervisor, form the basis of the programmed procedures and strategies designed to improve the student's learning by improving the teachers classroom observation.

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni & Starratt, 2002).

Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist.

2.6.2. Collegial Supervision

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). Collegial supervision is defined by Glatthorn (1984:) as a "moderately formalized process by which two or more teachers agree to work together for their own professional growth, usually by observing each other's classroom, giving each other feedback about the observations, and discussing shared professional concerns". Similarly, Sergiovanni and Starratt (2002) shared the above idea as "in collegial or peer supervision teachers agree to work together for their own professional development".

Teachers engage in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to

pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007).

2.6.3. Self-Directed Supervision

In self-directed supervision, teachers work alone by assuming responsibility for their own professional development. This approach of supervision is suitable for teachers who prefer to work alone or who, because of scheduling or other difficulties, are unable to work cooperatively with other teachers. Sergiovanni and Starratt (2002) stated this supervisory option as it is efficient in use of time, less costly, and less demanding in its reliance on others than in the case of other options.

Furthermore, this option is particularly suited to competent, experienced teachers who are able to manage their time well. In similar way, self-directed supervision as it is noted in Glickman et al.(2004), is based on the assumption that an individual teacher knows best what instructional changes need to be made and has the ability to think and act on his or her own. It can be effective when the teacher or group has full responsibility for carrying out the decision. In this supervisory option of supervision the role of the supervisor is little involvement, i.e.; to assist the teacher in the process of thinking through his or her actions.

2.6.4. Informal Supervision

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, Sally & Penny, 1997). Sergiovanni and Starratt (2002) suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classrooms, conversations with teachers about their work, and other informal activities.

According to Blase (cited in Zepeda, 2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

2.6.5. Inquiry-Based Supervision

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve

problems. Florence et al. (cited in Sergiovanni & Starratt, 2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

2.7. Tasks of Instructional Supervision

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 1985). As it is indicated in Jacklyn (2008), there are five essential tasks of supervision. These are direct assistance, group development, professional development, curriculum development, and action research. These interrelated supervision tasks can purposefully planned to increase teacher thought. It is impossible for one person to do all these supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985).

2.7.1. Direct Assistance

Direct assistance to teachers is one of the crucial elements of a successful school. Supervision provides direct assistance to teachers as it is continuously focuses on improvement of classroom instruction. Direct assistance occurs when the supervisor effectively provides feedback for individual teacher. It is necessary for instructional improvement by providing feedback to teachers, and making sure, they are not feeling isolated, but is essential part of a team oriented staff (Glickman et al., 2004).

2.7.2. Curriculum Development

Curriculum is the core of a school's existence, what is to be taught to our students is a matter that must by definition exist outside the province of an individual teacher or individual classroom (Glickman, 1985). The need of curriculum development is for the improvement of instruction. As Glickman et al. (2004) state, curriculum development involves the supervisor providing opportunities for changes in curriculum and materials to improve instruction and learning. It is necessary for instructional improvement due to the need for enhancing collective thinking about instruction.

Curriculum development has become the major function of instructional supervision in the school. As Harris (cited in Million, 2010), designing or redesigning that which is to be taught, by whom, when, where and in what pattern developing curriculum guides, establishing standards, planning instructional units are the components of school-based supervision. According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are:

Assist individual teachers in determining more appropriate instructional objectives for the pupils in a specific classroom so as to improve the curriculum; Plan and implement a well-established in-service training program; Aid in goal definitions and selections at local, state and federal level; Work closely with administrators to establish roles that are expected of consultant who are outside the school.

2.7.3. Group Development

Group development provides meetings where groups of teachers can work together to solve the problems. Jacklyn (2008) describes group development, as it is necessary for instructional improvement due to the ability of the group to come together and discuss what is working and what needs improvement. By working together instruction will be improved and students' learning will be enhanced.

Group work enhances the knowledge of teachers at different developmental levels by the collaboration of ideas, regardless of experience or accomplishments, which initiates cohesiveness and creates a team amongst educators. According to Pike et al. (cited in Jacklyn, 2008), group activity evokes different efforts from teachers at different levels. This allows for more successful teachers whose practices is may not be aligned with state standards.

Schools, as organizations, today are increasingly looking for ways to involve staff members in decision-making and problem solving. Hence, the school leader as a supervisor needs to have good communication skill, share goals, commitment and accountability for results with the staff members (Samuel, 2006). Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Therefore, it is the responsibility of the supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

2.7.4. Professional Development

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teacher's knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skill full teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development: Involvement of administrators and supervisors in planning and delivering the program; Differential training experiences for different teachers; Placement of the teacher in an active role (generating materials, ideas, and behaviors); Emphasis on demonstrations, supervised trials and feedback, teacher experience sharing, and Mutual assistance; Linkage of activities to the general professional development program; Teacher self-initiated and self-directed training activities.

Teachers need to be provided by training programs that equip them with competencies that make them efficient in their routine activities. As it is noted in UNESCO (2006), teachers, like other skilled workers, benefit from on-the-job training, which is referred to as continuing professional development (CPD). Relevant activities in continuing professional development of teachers can include ; improving teachers general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects; developing practical skills and competencies; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever-changing needs of a dynamic society.

2.7.5. Action Research

The school is the basic unit of change in an educational setting. Hopkins (cited in Zepeda, 2003) describes action research as “a self-reflective inquiry undertaken by participant in order to improve the rationality of (a) their own practices, (b) their own understanding of these practice and (c) the situations in which these practices are carried out. Similarly, Jacklyn (2008) shared the above idea as “action research allows teachers to evaluate their own thinking and teaching

which allows for improvements in instruction”. Action research aims at improving instructional activities. As Glickman (1985) suggested, basically action research is when teachers meet to identify common instructional problems determine what current evidence they have about meeting the instructional needs of their students, propose change that might be more successful, improvement of changes, and finally judge the success of their endeavors.

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered , should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement program and new teaching methodologies by teachers. To facilitate instructional improvement, those responsible for supervision must have certain prerequisites of the following skills(MoE, 2006):

- Knowledge skills base: supervisors need to understand what teachers and schools can be and what teachers and schools are.
- Interpersonal skills base: supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.
- Technical skills: supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction. In addition to these (MoE, 2006).

Moreover, a lot of professional skills are required for supervision in schools.

According to Olowoye (1989), these skills can be classified into eight major groups as stated below:

- 1) Pedagogical Skills: These include mastery of subject matter, teaching methods, improvisation, presentation of content, preparation of lesson notes, lesson plans and units etc.
- 2) Evaluation Skills: These include questioning, continuous assessment and examination skills.
- 3) Disciplinary Skills: These include class control, punishment, use of rules and regulations and maintenance of order.
- 4) Motivational Skills: Issues bordering on rewards and reinforcement are emphasized.
- 5) Reportorial Skills: Documentation of report card, class register, log book, attendance book etc.
- 6) Managerial Skills: These are skills on time management, good use of teaching aids, difficult situation, and student's behavior.
- 7) Interactive Skills: Creation of rapport, teacher's personality and general characteristics, cooperation etc.
- 8) Analytical Skills: Possession of mathematical ability, statistical computation and interpretation of data etc.

According to Glickman et al. (2004), the supervisory tasks that have a potential to affect teacher development are as follows:

- ❖ Direct assistance: which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.
- ❖ Group Development: is the gathering together of teachers to make decisions on mutual instructional improvement.
- ❖ Professional Development: is the task which includes learning opportunities for staffs provided or supported by the school and school system.
- ❖ Curriculum Development: is the revision and modification of the content, plans and materials of classroom instruction.
- ❖ Action Research: is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.

By understanding how teachers grow most advantageous in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational

goals and teacher needs into a single fluid entity. The unification of individual teacher needs with organizational goals helps to promote powerful instruction and improved student learning.

To sum, for those responsible bodies in supervisory roles in the activity of improving student learning, applying the knowledge skills, interpersonal skills and technical skills to the tasks of direct assistance, group development, curriculum development, professional development and action research that will enable teachers to teach in a collective, purposeful manner uniting organizational goals and teacher needs is very fundamental.

2.8. Procedures of Classroom Observation

The instructional supervision is a well-planned and progressive one that starts outside the classroom before the actual classroom teaching and ends outside the classroom after the observation of an actual classroom teaching. Abongo (1998) classified the instructional supervision process during teaching practice into three main phases: the pre-observation conference, the observation and the post-observation conference.

2.8.1. The Pre-Observation Conference

The pre-observation conference is the period that the instructional supervisor strives to develop a rapport between himself and the teacher (Abongo, 1998). The pre-observation conference involves planning the classroom observation strategy by the teacher and supervisor. During this conference teacher and supervisor together plan and discuss the kind and amount of information to be gathered during the observation period and the methods to be used to gather this information (Sergiovanni & Starratt, 2002).

For the successfulness of classroom observation, the supervisors should have full knowledge on the activities to be carried out. In line with this, Fisher (cited in Gurnam& Chan, 2010) suggested that to enhance the professional effectiveness of the teaching staff, administrators/supervisors must be skilled in the following area; (a) what to evaluate, (b) how to observe and analyze classroom observation and information and (c) how to translate the results of observations and the summary of data into meaningful conference feedback that guides and encourages teachers to improve instruction. She also points out that “supervision of instruction must be built on the observer’s thorough understanding and in-depth knowledge of instructional theory, not on a checklist of what should be in a lesson.

During pre-observation meeting, the supervisor and teacher discuss on the lesson plan by stressing on the lesson objectives, relevance and appropriateness of content, time allocation, the availability of teaching aids, and the evaluation (ADEA, 1998). These determinations are made before the actual observation, so that both supervisor and teacher are clear about what will transpire (Glickman et al., 2004).

2.8.2. Observation Phase

The observation phase begins when the teacher and instructional supervisor enter the classroom. During this phase, the supervisor as a professional practitioner observes the teacher based on areas agreed up on and collects as much information as possible about the teaching and learning situation (ADEA, 1998). The supervisor also records the teacher's performance on the format of the lesson plan, the appropriateness of the lesson objectives, and the ability of teacher to provide an appropriate feedback mechanism, reinforcement, and classroom discipline. During classroom observation the supervisor is not only focuses on the recording teacher's performance, but also records what the students are doing. While the class observation is going on, the supervisor must follow the lesson in detail from the beginning to the end (Abongo, 1998; Gurnam& Chan, 2010). According to Rogers (2004), during class observation it is better for the supervisor to sit at the back of the class to follow the lesson attentively without making any gesture or showing signs of displeasure, approval or disapproval and takes notes if necessary on an appropriate form which will be analyzed later. He does not interrupt the teacher during the class.

2.8.3. The Post-Observation Conference

The post-observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/unit and what actually happened (Sergiovanni & Starratt, 2002). This conference helps the teacher and the supervisor to measure strengths and weaknesses and further identify any gaps when measured an ideal particularly the needs of the learners and the teachers (ADEA, 1998 :).

The post-observation conference helps the teacher to improve the classroom instruction. The feedback during the post observation conference should focus on modifiable teaching behaviors. In doing this, teachers should not be asked to do things which they cannot do anything about (Abongo, 1998 :).

In general, developing the skill of observing serves a dual purpose; it helps teachers gain a better understanding of their own teaching, while at the same time refines their ability to observe, analyses and interpret, an ability that can also be used to improve their own teaching. An observation task is a focused activity to work on while observing a lesson in progress. It focuses on one or a small number of aspects of teaching or learning and requires the observer to collect data or information from the actual lesson (Ruth, 1992).

2.9. Practices of Educational Supervision in Ethiopia

2.9.1. Supervision at School Level

To achieve the intended objectives of instructional supervision, in addition to the external supervisory services, there is a supervision service within the school which is called school based supervision. Merga (2007), pointed out that, as schools are institutions where the actual teaching and learning takes place, the functional and true sense of educational supervision depends on the supervisory operations made at grass roots level i.e. the school.

He further explained that as instruction is a continuous process, the function of supervision at school level should also be continuous. In this respect, in the school system, school principals, vice principals, department heads, and senior teachers are supposed to be active participants of school based supervision. On the basis of Educational Programs and Supervision Manual of 1994 Hailesilassie, Merga in his Training Manual of Approaches to Educational Supervision (2007) further summarized the roles and responsibilities of the above school based supervisors as follows:

2.9.1.1. The Roles of School Principal in Supervision

The school principal is an instructional leader and a lead supervisor for his/her respective school. As a result he/she is expected to facilitate conditions for the supervisory activities in the school he/she leads. His/her roles and responsibilities are: organizing all necessary resources such as classroom materials, technology and teachers for instruction, giving professional assistance and guidance to teachers to enable them realize instructional objectives, supervising classes when the need arises, coordinating evaluation of teaching and learning and the outcome through the initiation of active participation of staff members and the local community at large; coordinating staff members of the school and other professional educators to review and strengthen

supervisory activities and evaluating school community relations and on the basis of the evaluation results, striving to improve and strengthen such relations.

2.9.1.2. The Roles of Deputy Principals in Supervision

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

2.9.1.3. The Roles of Department Heads in Supervision

The supervisory functions to be undertaken by the department heads are: Coordinating the supervisory activities in their respective departments and evaluating teachers performance; Arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments; Initiating and promoting group participation in the planning, implementation and decision making of the instruction and in the evaluation of instructional outcomes; Selecting and organizing teaching materials and making them available for use by teachers;

Encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; Organizing model teaching programs for inexperienced (junior) teachers staff members by imitating senior staff members from the departments; Coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc., to tackle identified problems of the curriculum and; Encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems.

2.9.1.4. The Roles of Senior Teachers in Supervision

To improve the professional status of teachers, a career structure has been developed by the Ministry of education on the basis of the Education and Training Policy of the country. According to the career structure, it is assumed that higher lead teachers, lead teachers, associate lead teachers, and higher teachers are senior teachers. According to the supervision manual of (MoE:1987), they are positioned to supervise other teachers within their departments, consult

with respective department heads for improved practices of teaching and learning, assist and guide teachers as well as conduct classroom observations.

Similarly, Grauwe and Carron (2007f) stated that, senior teachers play significant roles in school based supervision by supporting teachers especially when the school principal engages himself /herself more in administrative and managerial tasks. These senior teachers are called ‘master teachers’ in some countries. For instance, in Srilanka until 1996 and in Jamaica (existing today) master teachers are classroom teachers who are paid the same as school principals and expected to offer close supervisory services to teachers.

2.10. The practice of School-Based Instructional Supervision in Oromia Regional State

Based on the information obtained from supervision manual of (OEB: 2000) a school based supervision approach has been introduced since the beginning of the year 2000 E.C. As part of implementing Business Processing Reengineering (BPR) in schools of the region. At all schools in the region, school based supervision committee was assigned based on the number of the teaching staff of each school. The members of the committee are Vice principals, unit leaders, department heads and teachers who are selected and assigned to the position through competitions.

According the supervision manual of Oromia Educational Bureau (2000), the number of the Committee member varies on the basis of the teaching staff available in each school. Accordingly, in schools of 13-25 teaching staff five supervisors, in schools of 26-40 teaching staff seven supervisors, in schools of 41-60 teaching staff nine supervisors, and in schools of 61 and above teachers twelve school based supervisors have to be assigned. The manual further states that school based supervisors should have a maximum of 10 teaching periods (load) per week to get sufficient time for carrying out supervisory activities.

The supervision manual of Oromia Education Bureau (OEB, 2007) listed the responsibilities and duties given to school based supervision committee as follows: Promoting qualitative improvement in the teaching learning process in the classroom with cooperation, active involvement and participation of all teachers serving in the school, providing supervisory services though different strategies such as induction, mentoring, clinical supervision ,collegial supervision, informal supervision ,self-directed supervision and in service training , helping teachers to have the necessary instructional skills and knowledge of the grade levels they teach.

The manual also stated that school based supervisors have the responsibility of building the confidence of teachers by upgrading teachers' pedagogical skills and competence, developing strategies to improve teachers' professional development , creating opportunities for mutual sharing of experience, holding professional discussions with individual teachers concerning classroom organization, lesson planning and teaching methods.

Furthermore, the supervisors are expected to conduct classroom observations, support different committees established in the school, evaluate and control the implementation of the curriculum and standards of the whole education system, identify specific training needs of teachers and organize professional trainings, workshops, seminars etc. for teachers.

2.11. Challenges against School-Based Supervision

Supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained (Glatthorn, 1990). However, there are several factors which tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.11.1. Perception of Teachers towards Supervision

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

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

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

2.11.2. Lack of Adequate Training and Support

Many newly appointed principals are not given the necessary training and orientation to equip them with the skills they need to carry out their instructional supervisory functions. They manage through for years without understanding what instructional supervision entails and how to do it.

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

2.11.3. Excessive Workload

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Ogunu (cited in Enrage, 2009) revealed that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. Supporting the above idea, Alhammad (cited in Rashid, 2001) in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision.

2.11.4. Inadequate Educational Resources

There can be no effective supervision of instruction without adequate instructional materials (Enaigbe, 2009). Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process.

2.11.5. Lack of Time

According to Ogunu (2005) secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching

On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

CHAPTER THREE

3. THE RESEARCH DESIGN AND METHODOLOGY

This chapter deals with research design, methodology of the study, sources of data, sample size and sample techniques, data gathering instruments and procedures of data collection, methods of data analysis and pilot test are presented.

3.1. The Research Design

The study employed both quantitative and qualitative method. The descriptive survey method was used in this study. Because, it was appropriate to explain the present situation of school based supervision and particularly appropriate as the study involved different group of people from different secondary school. Elliott (2000) reported that, descriptive survey method is important to test hypothesis or answer questions related to the current situations of the problems.

In order to conduct this study, the qualitative and quantitative methods were collected. Quantitative method was used because it is helpful to show situations as they currently exist. Moreover, it is economical and rapid, and turns around the data collection and identification attributes of the large population from a small group of individuals.

Qualitative data also were collected in this study which helps in understanding of major practice and problems that affect school- based supervision. Based on qualitative data researcher study things in their natural settings to make sense or interpret phenomenon in terms of meanings peoples attach to them.

The study describes to investigate the existing implementation status of the School Based Supervision practices and challenges, the descriptive survey method were an appropriate method to be used. This is because of descriptive survey method was used to collect detailed and actual information that describes the existing phenomenon of the Secondary Schools in Abuna Gindeberat Woreda of West Shoa Zone.

In order to conduct this study, the qualitative and quantitative data were collected.

Quantitative method was used because it is helpful to show situations as they currently exist. Moreover, it is economical and rapid, and turns around the data collection and identification attributes of the large population from a small group of individuals.

Qualitative data also were collected in this study which helps in understanding of major

Practice and challenges that affect school-based supervision. Based on qualitative data researcher study things in their natural settings to make sense or interpret phenomenon in Terms of meanings peoples attach to them

3.2. Sources of data

In order to strengthen the findings of the research the relevant data for the study were gathered from both primary and secondary sources. These are described below.

3.2.1. Primary Source of Data

In this study, primary data sources were employed to obtain reliable information about the supervisory practice and challenges through questionnaires and interviews. The major sources of primary data were teachers, school-based supervisors (principals, vice principals, and heads of department), cluster supervisor and Woreda Education Office supervision coordinators in the selected secondary schools.

3.2.2. Secondary source of Data

The secondary sources of data were the schools recorded documents, reports of supervision includes essential data, various books, reference materials, journals, published and un published materials were used.

3.3. Study Site and Population

The target population of this study was conducted in the secondary schools of Abuna Gindeberat Woreda of West Shoa Zone. The population of the study comprises school-based supervisors (i.e. principals & heads of department and teachers of the 4 (four) sampled schools (abuna preparatory School, Abuna Secondary School, Anfera Holoto Secondary School & Goro Furto Secondary School), Woreda Education Office experts . Accordingly, 4 principals, 5 vice principals 34 School-based supervisors (16 senior teachers, 18 heads of department), 83 teachers, 1 Woreda Education Office supervision coordinator and 2 cluster supervisor were the population of the study.

3.4. Sample Size and Sampling Techniques

In order to obtain reliable data for the study, various sampling techniques were employed. Accordingly, due to their responsibility to provide supervision activities for teachers and a direct and close relationship within the schools, One WEO supervision coordinators and Cluster

supervision, were selected by availability sampling technique. Consequently, among the Seven government secondary schools found in the Woreda, four of them were selected by random sampling technique especially using lottery method. Then, four principals, four vice principals of the schools were selected through available sampling due to their responsibility to follow up the overall activities of the school and to provide supervision service for teachers.

Since school-based supervisors are responsible to carry out supervisory activities in their school, all School-based supervisors of the four schools were taken through availability sampling technique. Those are 16 senior teachers, and 18 Department heads were taken as a sample.

In addition to this, in order to increase the validity of the study 83 of teachers from total of 140 (i.e. 24 teachers from Abuna Preparatory school, 42 teachers from Abuna secondary school, 14 teachers from Anfara Holoto secondary school, 3 teachers from Goro Furto secondary school) were included in the study by using Yamane's (1967) formula followed by random sampling techniques. The formula is presented as follows

$$n = \frac{N}{1 + N(e)^2}$$

Where: n=sample size

N=study of population

e=level of precision (0.07)²

1=designated the probability of the event occurring

Then the sample sizes of the teachers are computed as:

$$n = \frac{140}{1 + 140(0.07)^2} = 83$$

Table: 2. Summary of sample size and sampling techniques

Sample	Types of respondents	Total No.	Sample size		Sample in technique use
			No	%	
Cluster supervisor	Cluster supervisor and WEO Supervision Coordinator	3	3	100%	Availability sampling
Abuna preparatory school	Principal	1	1	100%	Availability sampling
	Vice principals	1	1	100%	Availability sampling
	Department head	4	4	100%	Availability sampling
	Seiner teachers	6	6	100%	
	Teachers	41	24	58%	Random sampling
Abuna Secondary school	Principal	1	1	100%	Availability sampling
	Vice principals	2	2	100%	Availability sampling
	Department head	6	6	100%	Availability sampling
	Seiner teachers	7	7	100%	
	Teachers	70	42	58%	Random sampling
Anfara Holoto secondary school	Principal	1	1	100%	Availability sampling
	Vice principal	1	1	100%	Availability sampling
	Department head	4	4		Availability sampling
	Seiner teachers	2	2	100%	
	Teachers	24	14	58%	Random sampling
Goro Furto	Principal	1	1	100	Availability sampling
	Vice principal	-	-	-	Availability sampling
	Department head	4	4	100%	Availability sampling
	Seiner teachers	1	1	100%	
	Teachers	5	3	60%	Random sampling
Total		185	128		

3.5. Instruments of Data Collection

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

3.5.1. Questionnaire

Questionnaires can be defined as written forms that will ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Gall et al., 2007). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaires can be more easily analyzed and interpreted than the data obtained from verbal responses. Questionnaires provide greater uniformity across measurement situations

than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaire design is relatively easy (Haines, 2007).

Therefore, questionnaires are believed to be better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost. Questionnaires were developed as main instrument of data collection from the respondents. The, questionnaires were prepared in English language and administered to all teachers and school based supervisors with the assumption that they can understand the language. The closed type items of the questionnaires will be in the form of Likert-scale by which the researcher has the chance to get a greater uniformity of responses of the respondents that will help him to make it easy to be processed. In addition to this, few open ended type of items will be used in order to give opportunity to the respondents to express their feelings, perceptions, problems and intentions related to school based supervision practices in the schools. In supporting the above ideas, Cohen, et al.(2007) recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be.

The questionnaire consists of two parts. The first part deals with the general background of the participants. The second closed and few open-ended question items that address the basic questions of the study.

- ❖ To what extent do school based supervisors play role in promoting teachers professional competence in secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone?
- ❖ What are the supervisory options frequently applied by supervisors in secondary schools Abuna Gindeberat Woreda of West Shoa Zone?
- ❖ What are the major factors affecting the practices of school based supervision in Secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone. ?

3.5.2. Interview

The interview is a process of communication in which the interviewee gives the need information orally in a face-to-face with the interviewer. According to Best and Kahn (1993), “the purpose of interviewing people is to find out what is in their mind what they think or how they feel about something” Thus, semi-structured interview items were prepared for the interviewees. Because, the semi-structured interview is flexible & allows new questions to be

brought during the interview for clarification as a result of what the interviewee says (Lindlof & Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions were conducted with school principals, Vice principals, Cluster supervisor and Woreda Education Office supervision experts to secure information concerning their experience of supervisory practices. The interview sessions were conducted in Afan Oromo language, and subsequently translated to English, concerning the practices and challenges of school-based supervision in secondary schools.

3.5.3. Document Analysis

Documents were the written documents or files of some sample teachers and other documents containing feedback given for teachers and checklists in relation to the practices of School-based supervision available at the sampled schools were used in the study.

3.6. Validity and Reliability

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). To ensure validity of instruments, initially the instrument was prepared by the researcher and developed under close guidance of advisors, who were involved in providing their inputs for validity of the instruments. The English version questionnaires were checked and corrected by English subject specialist teachers from Abuna preparatory School.

The pilot test was conducted to test the validity and reliability of the instruments. To do so, the questionnaire was first checked by the researcher's senior graduate. This was done with the objective of checking whether or not the items contained in the instruments could enable the researcher to gather relevant information on the problem under treatment.

The draft of the questionnaire was first distributed to 20 teachers of Haro Secondary School which were not included in the sample. The respondents were oriented well to overcome ambiguities that may pose a problem to them in attempting to answer the items and filling out the questionnaire. Accordingly, the teachers filled and returned the questionnaire without facing ambiguities and clarity problems. After the questionnaires were filled and returned each questionnaire was examined critically and corrections were made in accordance with relevant inputs obtained from the thesis advisor and pilot result before carrying out the final study.

The reliability test results with Cronbach's alpha for each basic question is the following: do school based supervisors play role in promoting teachers professional competence in secondary Schools of was 0.82; What are the supervisory options frequently applied by supervisors in secondary schools was 0.74; the contributions of school based instructional supervision in professional development of teachers was 0.78 and the major factors affecting the practice of school based supervision was 0.86. The total reliability test results with Cronbach's alpha of all basic questions were 0.80. Therefore, all basic questions have good reliability and validity measurement.

3.7. Procedures of Data Collection

The prepared questionnaires were distributed to teachers and school administrative bodies after individual respondents were selected through simple random sampling and availability sampling techniques. Document analysis was held by the researchers themselves to strengthen the data collected by questionnaires. The participants were allowed to give their own answers to each item independently and the data closely assisting and supervising them to solve any confusion regarding the instrument. Finally, the questionnaires were collected and made ready for data analysis.

On the other hand, the WEO supervision coordinators, and also school principals were interviewed. While the interview was conducted, to minimize loss of information, the obtained data are carefully recorded with tape recorder and writing in a notebook.

In addition, the data available in document forms related to supervision will be collected from the sample schools. Finally, the data collected through various instruments from multiple sources will be analyses and interpreted.

3.8. Methods of Data Analysis

The researcher were collected both quantitative and qualitative data from sample respondents. In case of descriptive statistics, quantitative method of data analyses was used. The data collect through close ended questionnaires were tallied and tabulated. The interpretations were made with the help of frequency and percentage. The analysis of the data was based on the responses collected through questionnaires, interview and document analysis. The data collected through closed ended questions was tallied, tabulated and filled into SPSS version 20 and interpretation was made with help of percentage, mean score resultson the other hand, the data obtained from

the document analysis, and unstructured interview were analyzed qualitatively. The qualitative analysis will be done as follows. First, organizing and noting down of the different categories are made to assess what types of themes may come through the instruments to collect data with reference to the research questions. Then, transcribing and coding the data to make the analysis easy. Also the results were triangulate with the quantitative findings. Finally, the findings were concluded and suggested recommendations are forward.

3.10.Ethical Consideration

In the process of data collection, the researcher considered the ethical aspects which were important to successfully collect the data. Accordingly before proceeding with data collection and analysis, approval was sought from Addis Ababa University. Then, the letters were given to the Education Office by the researcher. Similar procedures were being followed when the researcher would go to schools. Accordingly, the researcher used the information from his participants only for the study purpose. Every effort was made to keep participants voluntaries.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter has two parts; the first part deals with the characteristics of the respondents; and the second part presents the analysis and interpretation of the main data. The details of the results are reported as follows. The data were analyzed using different statistical procedures which were convenient for the purpose of the study. It was analyzed according to descriptive information by calculating the means, and percentages. The data was analyzed in different sections based on the specific objectives of the study. An attempt was made to integrate the data obtained through different methods under each section.

The main objective of this research was to investigate the practices of school-based supervision and challenges encountered during implementation of supervision in the secondary schools of Abuna Gindeberat Woreda of West Shoa Zone. Specifically the study has four major objectives, and the data analysis was discussed under each objective.

4.1. Backgrounds of Respondents

Table3:Backgrounds of respondents

No.	Respondents	No	%	Items									
				1.Education level				2.Serves in years					
				BA/Sc		MA/Sc		1-5		6-10		Above 10	
				N	%	N	%	N	%	N	%	N	%
1	Cluster supervisors	2	2%	1	50%	1	50%	-	-	-	-	2	100%
2	Principals	4	3%	2	50%	2	50%	-	-	2	50%	2	50%
3	Vice – principal	4	3%	4	100%	-	-	1	25%	3	75%	-	-
4	School-based supervisors	32	26%	30	94%	2	6%	-	-	10	31%	22	68%
5	Woreda education office supervisor coordinators	1	1%	1	100%	-	-					1	100%
6	Other teachers	81	65%	81	100%	-	-	27	33%	35	43%	19	24%
	Total	124	100%	119	96	5	4	28	22%	50	40%	46	37%

As the information obtained from respondents regarding their table 3, item1 concerning the educational level for teachers the whole 81 (100%) of teachers had a first degree, School-based supervisors 30(94%), and the first degree 2(6%) of School-based supervisors had a second

degree respectively. From this fact, one may conclude that there is some gap in level of education between the teacher and school-based supervisors on the level of education.

Concerning the educational level of principals 2 (50%) second degree and 2 (50%) first degree holder respectively, all vice principals and woreda supervision coordinator were first degree holder and one cluster supervisor a second degree holder, the rest of them have first degrees in teaching. From this, one can understand that there is no much difference between Woreda supervision coordinator, cluster supervisor and the school principals vice principals as well as teachers concerning their level of education.

As the information obtained from respondents regarding their service of years in item table 3, item 2 teacher's service years were as follows: 27(33%) of teachers were between the service year range of 1-5 years, 35(43%) of them were between the experience range of 6-10 and the remaining 19(24%) and above years of experience respectively. On the other school-based supervisors were, 10(31%) and 22(68%) were 6-10 and above have more than 10 years of experience. This implies that the majority of teacher respondents have less than 6 years teaching which implies that they need support from their senior teachers.

Moreover, regarding the service year interviewees, 2(50%), and 2(50%) of the school principals respectively have service 6-10 years, and above 10 years of work experience. Concerning School Vice principals 1(25%), 3(75%) have 1-5 and 6-10 years of work experience. 1(100%) and 2(100%) Woreda supervision coordinators and cluster supervisor have 10 years of experience respectively. From this analysis it shows that 2(50%) school principals, all vice principals were less than 11 years service. It is an implication of not enough practice to handle challenges encountered in the based-supervision, they are not enough position to critically identify the practices and the challenges encountered against implementing school-based supervision.

4.2. Presentation, Analysis and Discussion of the Findings of the Study

This part of the study is devoted to the presentation, analysis, and discussion of the data obtained from various groups of respondents in relation to the practices and challenges of school-based supervision in government secondary schools of Abuna Gindeberat Woreda, West Shoa Zone. The closed ended questionnaires were responded to and resulting answers interpreted in terms of

the frequency, percentage, and mean scores. The item scores for each category were arranged under five rating scales. The range of rating scales were ≤ 1.49 = strongly disagree, $1.5 - 2.49$ =Disagree, $2.5 -3.49$ = undecided, $3.5 -4.49$ = Agree, ≥ 4.5 = strongly agree,in categorizing the rating scales and the frequency and percentage.

Mean scores were also calculated for certain responses. As a result, practices of school- based supervisors with a mean value below 2.49 were rated as lower performance in their level of application; mean values from 2.50 to 3.49 were rated as moderate performance and mean value from 3.50 to 5.00 were labeled in the category of high performance (Aron et al. 2008). Finally, the data obtained from the interview sessions and document analysis were presented and analyzed qualitatively to substantiate the data collected through the questionnaires and to validate the findings of the study.

4.2.1. The major roles of school-based supervisors

Table.4: Major roles of school-based supervisors

No	Items	Group	Respondents										Total		Mean
			AL		Fr		St		R		N		F	%	
			F	%	F	%	F	%	F	%	F	%			
1	1. In curriculum development	T													
	Helping teachers in the implementation of the new curriculum	T	3	3.7	5	6.2	27	33.3	30	37	16	19.8	81	100	2.37
		SBS			4	12.5	12	37.5	10	31.3	6	18.8	32	100	2.43
2	Identifying the problems in implementing the existing curriculum as per the education policy	T	6	7.4	7	8.6	23	28.4	29	35.8	16	19.8	81	100	2.48
		SBS	3	9.4	2	6.3	8	25	13	40.6	6	18.8	32	100	2.46
3	Collect and provide necessary educational material that are supportive to the existing curriculum	T	3	3.7	12	14.8	20	24.7	28	34.6	18	22.2	81	100	2.43
		SBS			6	18.8	7	21.9	15	46.9	4	12.5	32	100	2.47
4	2. Role of supervisors in staff development	T	4	4.9	6	7.4	31	38.3	24	29.6	16	19.8	81	100	2.48
	Facilitating professional development through in-service training	SBS	2	6.3	1	3.1	10	31.3	15	46.9	4	12.5	32	100	2.43
5	Assisting the need based training of teacher	T	8	9.9	5	6.2	18	22.2	26	32.1	24	29.6	81	100	2.34
		SBS	2	6.3	2	6.3	5	15.6	15	46.9	8	25	32	100	2.21
6	Providing short term training at school level	T	7	8.6	7	8.6	14	17.3	30	37	23	28.4	81	100	2.44
		SBS	1	3.1	4	12.5	6	18.8	12	37.5	9	21.1	32	100	2.25
7	Providing an induction program to new teacher	T	5	6.1	23	28	25	30.5	16	19.5	12	14.6	81	100	2.9
		SBS	4	12.5	11	34.4	9	28.1	6	18.8	2	6.3	32	100	3.2
8	Setting standards for model teachers of professional development	T	4	4.9	9	11.1	12	14.8	35	43.2	21	25.9	81	100	2.25
		SBS	2	6.3	5	15.6	6	18.8	10	31.3	9	28.1	32	100	2.40
9	3. Roles in teacher appraisal	T	4	4.9	9	11.1	23	28.4	28	34.6	17	21	81	100	2.44
	Creating conducive environment for self-assessment	SBS	3	9.4	2	6.3	7	21.9	14	43.8	6	18.8	32	100	2.43
10	Improving the status and power of teachers by professionalizing	T	6	7.4	6	7.4	22	27.2	32	39.5	15	18.5	81	100	2.45
		SBS	2	6.3	2	6.3	8	25	13	40.6	7	21.3	32	100	2.34

Key: -AL-always, Fr- Frequently, St-sometimes, R-rarely, N-not at all SBS-school based supervisors T-teachers, X=mean, F=Frequency

Table 4, item1, the school-based supervisors were asked whether or not school-based supervisor helping teachers in the implementation of the new curriculum.

Majority of the teachers, 30(37%), and27(33.3%) with a mean score of ($X=2.37$) of the teachers asserted that the support they get from school-based supervisors in the implementation of the new curriculum was rarely and sometimes respectively and school-based supervisor12 (37.5%) and 10 (31.3%) with mean ($X=2.43$) School-Based Supervisors responded asserted that they apply the role sometimesand rarelyrespectively. This shows that, there was a relationship between what the school-based supervisors think they were doing and what the teachers witness about the supervisors' role in helping teachers in the implementation of the new curriculum were less.

Table 4 the item 2, regarding about identifying the problems in implementing the existing curriculum as per the educational policy. Accordingly, majority of the teachers 29(35.8)and 23(28.4%)with mean($X=2.48$) asserted their rarely and sometimes respectively and school-based supervisors 13(40.6%),8(25%) with mean ($X=2.46$)of the school based supervisors were responded that the role was rarely and sometimes respectively. Thus, there was no a gap between what the teachers view and what the school based supervisors think about their role.

In Table 4, item 3.aims at investigating as to how the necessary educational materials were collected and provided to support the existing curriculum. Concerning this, teachers 28(34.6) and 20 (24.7%) with a mean score of ($X=2.43$) of teachers the respondents agreed that it was rarely and sometimes respectively. Similarly, another school-based supervisor 15(46.9%)and 7(21.8%) with a mean score of ($X=2.47$) the school based supervisors agree that the materials were rarely and sometimes collected and provided. This shows that there schools-based supervisor were notfacilitate necessary educational materials that supportive to existing curriculum

In Table 4item 4, was concerned with the facilitating of professional development through in-service training. With regards to this, majority of teacher respondents 31 (38.3%) and 24(29.6%) with a mean score ($X=2.48$)of them responded that the practice was sometimes and rarely Besides 15 (46.9%) and 10(28.6%) of the school-based supervisors responded that they practice it rarely and some times. This indicates that the supervisors do not seem to facilitate supervision activities through in-school training.

Table 4, item 5, concerning the assisting the need based training of teacher. The majority of the teachers 26 (32.1%) and 24 (29.6%) with a mean score of (2.34) expressed their agreement on the rarely and not at all of the in support. On the other hand, 15 (46.9%) and 8 (25%) with a mean score of (X=2.21) the school-based supervisors replied that the training needs assessment was rarely and not at all applied. This indicates the school-based supervisors with regard to this role. It could be concluded that supervisors do not play this role.

Table 4, item 6, aims at getting information about the frequency of the providing of short-term training at school level. Majority of the teachers 30 (37%) and 23 (28.4%) with a mean score of (X=2.44) asserted their rarely and not at all respectively. Similarly, school-based supervisors 12 (37.5%), and 9 (21.1%) with a mean score of (X=2.25) suggested that they provide short-term training in the same way, that they rarely and not at all and rarely respectively. Thus, it might be concluded that there is no sufficient and frequent short term training at the secondary school and the school-based supervisors are not performing their role in relation to short-term trainings.

In Table 4, item 7, deals about the providing of induction programs to new teachers. Majority of the teachers 25 (30.5%) and 23 (28%) with a mean score of (X=2.9) of teachers asserted that the providing an induction program is conducted sometimes frequently. The school-based 11 (34%) and 9 (28.1%) with a mean score of (X=3.2) supervisors responded also agree that they frequently and sometimes orient new programs for new teachers and. This shows that new teachers were get the necessary support from senior teachers.

In Table 4, item 8, concerning about the setting of standards for model teachers on professional development. Majority of the respondents of teachers 35 (43.2%) and 21 (25.9%) with a mean score of (X=2.25) expressed that the standard is setting rarely and not at all. The school-based supervisors gave various responses: of these, 10 (31.3%) and 9 (28.1%) of them expressed their agreement that they set rarely and not at all. This indicates the existence of agreement among the respondents the role is not almost implemented,

The WEO Supervisor coordinator, Cluster supervisor, Principals and vice principals were, also interviewed on the issue school-based supervisor role staff development accordingly, 1 (100%) of the woreda supervisor coordinators, 2 (100%) cluster supervisors, 4 (100%) of the principals and 4 (100%) of the vice principals suggested that school-based supervisory personnel were

performed ineffective and inefficiently in staff development. It may be lack of awareness, training in supervision or less experience in their work, and turn over. Thus, it could be concluded that the school based supervisors do not seem to play the various roles expected of them, in staff development related issues, and hence, the teachers do not get the necessary support from such roles. This could be attributed to supervisors' lack of experience, proper training in supervision, and lack of specialization. In actual fact supervisory activities require the involvement of all professional school staff that has different roles in the educational system.

The aim of item9, in table 4 was to know whether there would be a sufficient conducive environment for teachers' self-assessment or not. The majority of the teacher 28(34.6%), and 23(28.4%) with a mean score of ($X=2.44$) asserted their rarely and sometimes. Accordingly, the majority of the school-based supervisors 14 (43.8%) and 7(21.9%) with a mean score of ($X=2.43$) expressed their rarely and sometimes respondents also prove this. From this analysis it shows that not sufficient amount of provided conducive environment for self- appraisal.

The item10, of Table 4, aims at investigating the improvement of status and power of teachers through professionalization. Accordingly, the majority of the teacher 32(39.5%) and 22(27.2%) with a mean score of (2.45) respondents agree that their status rarely and sometimes and the school based supervisors 13(40.6%) and 8(25%) with the mean score of ($X=2.34$) replied that the teachers' capacity was improved through professionalization rarely and some times. Therefore, one may conclude that the school-based supervisor's not performing their role in teachers' performance appraisal effectively.

4.2.2. Practice of Supervisors during observation

Table.5: Practice of Supervisors during observation

No.	Items	Respondents													
		Group	AL		Fr		St		R		N		Total		Mean
			F	%	F	%	F	%	F	%	F	%	F	%	
1	A. Preobservational conference	T	7	8.6	12	14.8	17	21	23	28.4	22	27.2	81	100	2.49
	Supervisor convince teachers as classroom visit is helping process in his/her teaching	SBS	2	6.3	5	15.6	6	18.8	11	34.4	8	25	32	100	2.43
2	Supervisors plan and make agreements on the suitable time for classroom observation with teachers	T	12	14.8	9	11.1	11	13.6	26	32.1	23	28.4	81	100	2.49
		SBS	3	9.4	4	12.5	5	15.6	11	34.4	9	28.1	32	100	2.40
3	Supervisors make discussion with teachers on the methodology of lesson before the actual presentation	T	11	13.6	8	9.9	8	9.9	33	40.7	21	25.5	81	100	2.48
		SBS	2	6.3	4	12.5	7	21.9	13	40.6	6	7.4	32	100	2.46
4	The supervisor analyze lesson plan before classroom visit	T	5	6.2	16	19.7	19	23.5	31	38.3	10	12.3	81	100	2.65
		SBS	3	9.4	4	12.5	10	31.3	8	25	7	21.9	32	100	2.50
5	B. While class room observation	T	6	7.4	13	16	12	14.8	31	38.5	19	23.5	81	100	2.45
	Supervisors record performance and student activities	SBS	2	6.3	3	9.4	11	34.4	9	28.1	7	21.9	32	100	2.46
6	Supervisor follow up lesson attentively from the beginning to the end	T	10	12.3	11	13.6	10	12.3	27	33.3	23	28.4	81	100	2.48
		SBS	3	9.4	2	6.3	9	28.1	10	31.3	8	25	32	100	2.43
7	C. Post observation activities	T	11	13.6	9	11.1	8	9.9	29	35.8	24	29.6	81	100	2.43
	Supervisors give immediate feedback to teachers	SBS	4	12.5	3	9.4	3	9.4	16	50	6	18.8	32	100	2.46
8	Supervisors discuss with teachers on the data collected during the classroom observation	T	11	13.6	7	8.6	11	13.6	28	34.6	24	29.6	81	100	2.49
		SBS	2	6.3	4	12.5	7	21.9	11	34.4	8	25	32	100	2.34
9	Supervisor's discussion with teachers more emphasizes on improvement of teaching learning process.	T	11	13.6	10	12.3	8	9.9	28	34.6	24	29.6	81	100	2.48
		SBS	3	9.4	3	9.4	7	21.9	11	34.4	8	25	32	100	2.43
10	Supervisors focusing to read the comments rather than face- face discussion	T	6	7.4	22	27.2	28	34.6	18	22.2	7	8.6	81	100	3.0
		SBS			15	46.9	9	28.1	3	9.4	5	15.6	30	100	3.0

Table 5 (item 1), teachers and supervisors were asked whether supervisors convince teachers that a classroom visit is to assist teachers in their teaching learning process. To this end, majority of the teachers 23(28.4%) and 22(27.2%) with a mean score of ($X=2.49$) asserted their rarely and not at all school based supervisors 11(34.4%) and 8(25%) with a mean score of ($X=2.43$) asserted their sometimes and rarely respectively to the statement. As can be seen from the analysis, one can say that supervisors didn't make such an attempt to convince teachers before a classroom visit.

Table 5 item 2, indicate that teachers and supervisors were asked whether supervisors plan and make agreements with teachers on the suitable time for classroom observation with the Teachers and 26(32%) and 23(28.4%) with a mean score of ($X=2.49$) asserted their some times and rarely and school-based supervisor 11(34.4%) and 9(28.1%) with a mean score of ($X=2.40$) respectively asserted they agreed on the point some times and rarely. Therefore, based on this on the point it can be said that school-based supervisors did not pay attention to making agreements with the supervisee on a scheduled time for a classroom observation.

Table 5 (item 3), respondents were asked whether or not the supervisors discussed with supervisee teachers on the suitable methodology of the lesson before the actual presentation with teachers 33(40.7%) and 21(25.5%) with a mean score ($X=2.48$) and asserted their rarely not at all and school based supervisor 13(40.6%) and 7(21.9%) with a mean score of ($X=2.46$) respectively asserted their rarely and sometimes on the issue. Therefore, based on the analysis rarely on the point it can be said that, supervisors did not discuss on the methodology of the lesson before the classroom observation. From this, it is possible to say that school-based supervisors were ineffective in discussing and agreeing with their supervisees on the methodology of the lessons before the actual presentation takes place.

Table 5 (item 4), respondents were asked regarding the analyses of lesson plans before classroom visits with majority of teachers 31(38.3%) and 19(23.5%) with a mean score of ($X=2.48$) asserted their rarely and sometimes and school-based supervisors 10(31.3%) and 8(25%) with a mean score of ($X=2.50$) respectively asserted sometimes and rarely on the issue that the lesson plan of teachers was analyzed by the school-based supervisors before the actual presentation takes place. From the result sometimes and rarely it is possible to conclude that the lesson plan of the supervisee teachers was not evaluated always before classroom visit.

The data gathered through interview session with the school principals also support the above finding. As a result, majority (6 of 8) (75%) of principals and vice principals, stated that the school-based supervisors did not make mutual agreements with each supervisee on the purpose for the classroom observation, or for a suitable time; nor for the data which was to be collected during the observation. Rather they entered the class taking the prepared observation format.

Moreover the documents available in the school there were no schedule for classroom observations were prepared by the school-based supervisors in the school principals, vice principals and at departments.

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

These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily

In Table 5 item 5, respondents were asked whether or not supervisors recorded performance and student activities during the observation phase with teachers 31(38.5%) and 19(23.5%) with a mean score of ($X=2.45$) rarely and not at all and school based supervisor 11(34.4%) and 9(28.1%) with a mean score of ($X=2.46$) respectively asserted their some times and rarely on the issue respectively that supervisors write down important data concerning the activities of teachers and the students for that specific period. This indicated the supervisors did not recorded performance and student activities during the observation phase frequently.

Table 5 item 6, teachers and supervisors were asked whether or not Supervisors follow up the lesson attentively from the beginning to the end teachers 27(33.3%) and 23 (28.4%) with a mean score of ($X=2.48$) asserted their rarely and not at all and school-based supervisor 10(31.3%) and 9(28.1%) with a mean score of ($X=2.43$) respectively asserted rarely and sometimes respectively on the issue that Supervisor follow up lesson attentively from the beginning to the end. Therefore, based on the sometimes on the point it can be said that, supervisors did not follow up the lesson attentively from the beginning of the period up to the end of the period while the actual

presentation is going on. The result indicated that supervisors were not as such effective to stay for the entire period in the class while observing the teacher.

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

Regarding the frequency of classroom observation provided for individual teacher, the obtained data the interviewees school principals revealed that classroom observation was carried out once per a semester for each teacher. In relation to this, the Woreda Education Office supervision coordinators also explained that even if the office had a plan to visit schools and support teachers two times per year (at the first semester and at the second semester), due to various constraints could not support the schools adequately, As a result they visit the secondary schools once a year.

In relation to this, as Ministry of Education (MoE, 1994) in its supervision manual indicated, the necessity of continuous classroom observation is enabling teachers to evaluate their routine tasks and helps to improve their poor performance.

Table 5 item 7, supervisors provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place with teachers 29(35.8%) and 24(29.6%) with a mean of score ($X=2.43$) asserted rarely and not at all and supervisor 16(50%) and 6(18.8%) with a mean score of ($X= 2.46$) asserted their rarely and not at all respectively agreed that supervisors not provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place. Therefore, based on the majority of respondents, it can be concluded that supervisors not provide immediate feedback for the supervisee teacher as soon as the classroom observation has been taken place.

As it is indicated on item 8, Table 5, respondents were also asked whether or not Supervisors discuss with the supervisee teacher on the collected data during the class observation. Majority of

the teachers 28(34.6%) and 24(29.6%) with a mean score of ($X=2.49$) asserted their rarely and not at all and. Majority of Supervisors 11(34.4%) and 8(25%) with a mean score of ($X=2.34$) asserted their rarely and not at all. Therefore, based on the majority of respondents, it can be concluded that Supervisors were not discussed with the supervisee teacher on the collected data during the class observation.

As it can be seen from the above Table 5 item 9, teachers and supervisors were asked whether or not Supervisors and the supervisee discussion more emphasizes on improvement of teaching learning process. Majority of Supervisors and with 11 (34.4%) and 8(25%) with a mean score of ($X=2.43$) asserted their rarely and not at all and majority of teachers 28(34.6%) and 24 (29.6%) with a mean score of ($X=2.53$) asserted their rarely and not at all respectively agreed that Supervisors and the supervisee discussion not more emphasize on improvement of teaching learning process.

In Table 5 item 10, teachers and supervisors were asked whether or not supervisor focusing to read the comments rather than face- to-face discussion teachers 28(34.6%) and 22 (27.2%) with a mean score of ($X=3.0$) asserted their sometimes and frequently and supervisor 15(45.9%) and 9(28.1%) with a mean score of ($X= 3.06$) respectively asserted their frequently and some times. This show that supervisor focuses on left to read the comments rather than face to face discussion

As observed on the above Table for items 7, 8 and 9, it is possible to conclude that, after classroom observation, school-based supervisors were giving feedback immediately and discuss on the feedback with the supervised teacher for that specified class observation.

From the above table result analysis, one can realize that after classroom observation school-based supervisors practiced to discuss with the supervisee as soon as the observation Program finished on the collected data by focusing on the performances that enable teachers to improve teaching learning process on the basis of that particular period.

4.2.3. Supervisory Options Practiced in the School

Table6: Supervisory options practiced in their school

N o.	Items	Gro up	Respondents												X
			F	%	F	%	F	%	F	%	F	%	F	%	
1	The implementation of face-to face interaction/clinical supervision for teachers to improve classroom performance	T	14	17.3	38	46.9	15	18.5	7	8.6	7	8.6	81	100	3.5
		SBS	8	25	12	37.5	4	12.5	6	18.8	2	6.3	32	100	3.6
2	Supervisory supports without predetermined format/informal supervision for the sake of instructional improvement	T	2	2.5	9	11.1	18	22.3	46	56.6	6	7.4	81	100	2.4
		SBS	1	3.1	5	15.6	6	18.8	15	46.9	5	15.6	32	100	2.43
3	The school organizes teachers to conduct peer observation /collegial supervision among themselves.	T	5	6.2	35	43.2	19	23.5	16	19.8	6	7.4	81	100	3.1
		SBS	4	12.5	18	56.3	5	15.6	3	9.4	2	6.3	32	100	3.6
4	The opportunity for experienced and competent teachers to practice self-directed supervision	T	7	8.6	5	6.2	6	7.4	54	66.7	9	11.1	81	100	2.3
		SBS	2	6.3	3	9.4	5	15.6	20	62.5	2	6.3	32	100	2.46

Key: 1= Very low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very high (VH)

SBS=School-based supervisor, T= Teacher, X=mean, F=Frequency

Table 6 item 1 indicates, respondents were asked to rate their agreement levels on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. Majority of, teachers 38(46.9%), 15(18.5%) with a mean of (X=3.5) of teachers asserted their high and medium respectively about the issue that on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. The school-based supervisor also 12(37.5%) and 8(25%) with a mean score of(X= 3.6)asserted their high and very high respectively about the issue that on the application of assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors in their school. Thus, it can be concluded that the application of

assisting teachers through face- to- face interaction or clinical supervision by school-based supervisors were high performance in their school.

Table 6 item 2, teachers and school-based supervisors were asked whether or not informal supervision for the sake of instructional improvement, Majority of teachers 46(56.6%) and 18 (22.2%) with a mean score of ($X=2.46$) and majority of school-based supervisors 15(46.9%) and 6(18.8%) with a mean score of ($X= 2.43$) asserted their low and medium respectively with the issue. Therefore, it can be concluded that informal supervision in their school to support teachers was unsatisfactory.

Table 6 item 3, respondents were asked to rate their agreement levels on application of collegial supervision among themselves, the teachers 35(43.2%)and 19(23.5%)with a mean of ($X=3.1$) medium and high respectively and school based supervisors 18(56.3%) and5(15.6%) with a mean score of($X=3.0$)asserted their medium and high respectivelyabout the issue that the schools organizes teachers to conduct peer observation. Therefore, ($X=2.89$) and ($X=3.6$) it can be concluded that the schools organizes teachers to conduct peer observation were moderate performance in the study areas.

Table6 item 4, question raised for respondents to rate whether or not the opportunity for experienced and competent teachers to practice self-directed supervision, majority of the respondents teachers 54 (66.7%) and 9(11.8%) with a mean score of ($X=2.3$) asserted their low and very low similarly school-based supervisors20(62.5%) with a mean score of($X=2.46$) asserted their very low and low respectively about the issue that the opportunity for experienced and competent teachers to practice self- directed supervision. Therefore it can be conclude that the opportunity for experienced and competent teachers to practice self-directed supervision were unsatisfactory in the study areas.Concerning to the application of supervisory options, the interview with school principals and vice principals explained that they had no deep knowledge regarding the existence and application of various options of supervision. But, sometimes teachers were familiarizedin sharing their experience through observing each other's classes in addition to classroom observation that can be conducted by their school- based supervisors.

4.2.4. Challenges against School-Based Supervision

This part of the statistical findings of the study presents about the major factors affecting the practices of school based supervision in Secondary Schools against the implementation of school-based supervision that were reported by teachers and school-based supervisors.

Table 7: Responses on the factors affecting school-based supervision practice in secondary schools

No	Items	Group	Respondents										Total		Mean
			5		4		3		2		1		F	%	
			F	%	F	%	F	%	F	%	F	%			
1	Supervisors have lack of experience on the practice of school based supervision	T	8	9.9	34	42	26	32.1	7	8.6	6	7.4	81	100	3.3
		SBS	7	21.9	15	46.9	5	15.6	3	9.4	2	6.3	32	100	3.6
2	Supervisors have Lack of school-based short term training	T	32	39.5	25	30.9	12	14.8	9	11.1	3	3.7	81	100	3.9
		SBS	18	56.3	9	28.8	3	9.4	2	6.3	-	-	32	100	4.3
3	The school-based supervisors had teaching loads with classroom activities.	T	45	55.6	16	19.8	10	12.3	4	4.7	6	7.4	81	100	4.1
		SBS	19	59.4	8	25	3	9.4	1	3.1	1	3.1	32	100	4.0
4	Teachers are resistant against the supervisory activities	T	15	18.5	25	30.9	33	40.7	6	7.4	2	2.5	81	100	4.4
		SBS	22	68.8	5	15.6	2	6.3	3	9.4	-	-	32	100	4.4
5	Teachers perceive supervisors as a fault finder rather than assisting them.	T	17	21	23	28.4	33	40.7	4	4.9	4	4.9	81	100	4.1
		SBS	4	12.5	5	15.6	15	46.9	6	18.8	2	6.3	32	100	3.5
6	There is lack of relevant supervision manual in the school	T	44	54.3	17	20.9	11	13.8	7	8.6	2	2.5	81	100	4.2
		SBS	24	75	5	15	2	6.3	1	3.1	-	-	32	100	3.87
7	lack of adequate budget was allocated for supervision program	T	47	58	22	27.2	7	8.6	5	6.2	-	-	81	100	4.3
		SBS	25	75	4	12.5	-	-	2	6.3	3	9.4	32	100	4.5
8	School-based supervisors lack of commitment for their work.	T	39	48.1	19	23.5	9	11.1	8	9.9	6	7.4	81	100	3.9
		SBS	6	18.8	22	68.8	-	-	2	6.3	2	6.3	32	100	4.0

Key: 5= Strongly Agree (SA), 4=Agree (A), 3=Undecided (UD), 2=Disagree (D), 1=StronglyDisagree
SBS=School-based supervisor, T=Teacher, X=mean , F=Frequency

Table 7 item 1 of the above Table, respondents were requested whether or not school supervisors have lack of experience on the practice of school-based supervision to carry out their responsibility effectively with majority of the teachers 34(42%) and 26 (32.1%) with a mean score of ($X=3.3$) and school-based supervisor 15(46.9%) and 7(21.9%) with a mean score of ($X=3.6$) strongly agree and agree respectively shows the agreement of the total respondents with the point. Therefore based on the overall score value, school supervisors have less experience on the practice of school-based supervision were not able to carry out their responsibility effectively.

Table 7 item 2, respondents were requested to rate their level of agreements regarding Supervisors have not taken relevant trainings to undertake their responsibilities in proper way with majority of the teachers 32 (39.5%) and 25 (30.9%) with a mean score of ($X=3.9$) asserted their strongly agree and agree respectively about issue that Supervisors have not taken relevant trainings In the same way 18(66.3%) and 9(26.6%) with a mean score of ($X=4.3$) of the school based supervisor asserted their agreement and strongly agreement to the issue

Similarly, the response collected from the interviewed school principals also confirmed that there were no training programs given for school-based supervisors. In the same way the interview Woreda Education Office Supervision coordinators revealed that due to lack of financial constraint they couldn't offer relevant training programs and sufficient support for supervisors at school level. Also, Cluster supervisor also confirmed that due to the lack of financial there were no training programs given for school based supervisors at the school level.

On the Table 7(item 3), respondents were asked whether or not school-based supervisors were work-loaded with various tasks task with 45(55.6%) and with a mean score of ($X= 4.1$) asserted their strongly agree about issue that the supervisors are work-loaded with classroom activities and administrative tasks and school based supervisor 19(59.3%) and with a mean score of ($X= 4.0$) asserted their strongly agree on the issue. This shows that agreement of the total respondents with the point. Based on the overall score value school-based supervisors were overloaded with various tasks.

In addition, based on the results of items 1 to 3 and data obtained from interview, it is possible to conclude that lack of experienced supervisors in secondary schools negatively influence the supervisory activities in the study area. The result also revealed that school-based supervisors

were work-loaded with routine tasks and were not well trained to conduct supervision in upgrading their supervisory responsibilities and support teachers effectively.

Concerning the item 4 of Table 7, the teachers are resistant against the supervisory activities teachers and supervisors revealed that teachers were against the supervisory activities respondents were asked their opinion. Majority of the teachers 33 (40.7%) and 25(28.12%) with a mean score of ($X=3.8$) asserted their undecided to agree and agree respectively and school based supervisor 22 (68.8%) and 5(15.6%) with a mean score of ($X=4.4$) asserted their strongly agree and agree respectively on the issue. Based on this supervisors and teachers were against the supervisory activities.

From Table 7 item 5 respondents were asked whether or not Teachers perceive supervisors as a fault finder rather than assisting them, majority of the teachers 33(40.7%) and 23(28.4%) with a mean score of ($X= 4.1$) asserted their undecided to agree and agree respectively and school-based supervisor 15(46.9%) and 6(18%) with a mean score of ($X=3.9$) asserted their undecided to agree and disagree respectively.

In the same way, the data gained from the interviewee school principals confirmed the above idea. As one of the participant school vice principal said, some teachers showed their perceive supervisors as a fault finder rather than assisting them and resistance against the supervisory activities. Because; they suspect supervisors as they find out week performance of teachers. during classroom observation

As shown in Table 7 item 6, respondents were asked whether or not the supervision manual available in their schools with teachers 44(54.3) and 17 (20.9%) with a mean score of ($X=4.2$) asserted their strongly agree and agree and school based supervisor 24(75%) and 5 (15%) with a mean score of ($X= 3. 87$) asserted agreed the teachers response. Show that, there was lack of supervision manuals in their schools. During interview session, all school principals revealed that there was no supervision manual in their school. To cross check the availability of supervision manuals in the sample schools, during document analysis, all the schools principals and vice principals were asked whether or not there was any supervision manual in their schools. But, all of them conformed that there was no supervision manual in their respective schools. Woreda education office supervisor coordinator and cluster supervisor were not agreed their ideas that

there were not identified whether or not they has current manual in each school were not reported about the absences supervision manual in the schools.

As in Table 7 item 7 indicated, respondents were asked to rate their level of agreements concerning the insufficient allocated budget for the supervisory program in the school with teachers 47 (58.8%) and 221(27.2%) with a mean score of (X= 4.3)asserted their strongly agree and agree respectively and school- based supervisor 25(75%) with a mean score of (X=4.5) asserted strongly agree the issue. This shows that agreement of the total respondents with the idea. Therefore, based on this analysis that sufficient budget has not been allocated for supervisory activities in the school.

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

In the Table 7of item 8, respondents were asked to Supervisors lack of commitment for theirwork. Majority of teachers 39(48.1%) and 19(23.5%) with a mean score of (X= 3.9) asserted their agree and strongly agree and school-based supervisor 22(68.8%) and 6(18.8%) with a mean score of (X=4.0) Shows the agreement of the total respondents with the idea There is Supervisors lack of commitment for their work. Therefore, based on the analysis supervisors and teachers agreed that there was school-based supervisors lack of commitment for their work in their school.

4.3. Analysis of Interview Responses

The interview guide questions were prepared based on the basic questions of the study and presented for Principals Clusters Supervisors and Woreda Education Office Supervisor coordinators;The WEO Supervisor coordinator, Cluster supervisor, Principals and vice principals were, also interviewed on the issue the issue major role of school- based supervisor role staff development accordingly, 1(100%) of the woreda supervisor coordinators, 2(100%) cluster supervisors, 4(100%) of the principals and 4(100%) of the vice principals suggested that

School-based supervisory were performed ineffective in their role in staff development. It may be lack of awareness, training in supervision or less experience in their work, and turn over. Thus, it could be concluded that the school based supervisors do not seem to play the various roles expected of them in

their major role and hence, the teachers do not get the necessary support from school based supervisor in this roles. This could be attributed to supervisors' lack of experience, proper training in supervision, and lack of specialization. In actual fact supervisory activities require the involvement of all professional school staff that has different roles in the educational system (Deba, 22-4-2018).

Concerning practice of supervisors during observation the data gathered through interview session with the school majority of principals and vice principals, stated that

School-based supervisors did not make mutual agreements with each supervisee on the purpose for the classroom observation, or for a suitable time; for the data which was to be collected during the observation. Rather they entered the class taking the prepared observation format(Abebe,23-4-2018).

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

Concerning to the application of supervisory options, the interview with school principals and vice principals explained that they had no deep knowledge regarding the existence and application of various options of supervision. But, sometimes teachers were familiarized in sharing their experience through observing each other's classes in addition to classroom observation that can be conducted by their school- based supervisors.

Woreda education supervisor coordinators and cluster supervisors agree with the above ideas due to lack of relevant training, turnover of school-based supervisors as well as principals, lack of materials, lack of coordinators and lack of financial constraint they couldn't offer relevant training programs and sufficient support for supervisors at school level. Due to this reason various options of supervision were not implemented (Tedesse, 25-4-2018).

Concerning factors affecting of practice supervisors in school based supervision

The data gained from the interviewee school principals said confirmed the above idea

Majority of teachers showed their perceive supervisors as a fault finder rather than assisting them and resistance against the supervisory activities. Because; they suspect

supervisors as they find out poor performance of teachers during classroom observation (Abebe,23-4-2018).

In addition, based on the data obtained from interview, it is possible to conclude that

lack of experienced supervisors in secondary schools negatively influence the supervisory activities in the study area. The result also revealed that school-based supervisors were work-loaded with routine tasks and were not well trained to conduct supervision in upgrading their supervisory responsibilities and support teachers (Fisseha, 22-4-2018)

During interview session, all school principals revealed that

There was no supervision manual in their school. To cross check the availability of supervision manuals in the sample schools, during document analysis, all the schools principals and vice principals were asked whether or not there was any supervision manual in their schools. But, all of them conformed that there was no supervision manual in their respective schools (Girma, 26-4-2018).

Woreda education office supervisor coordinator and cluster supervisor were not agreed their ideas that there were not identified whether or not they has current manual in each school were not reported about the absences supervision manual in the schools. As stated clearly in the supervision manual of Ministry of Education (MoE, 1994) every classroom observation should be implemented based on a clearly stated certain criteria and should be known by the supervisee before the supervisors carry out classroom observation (Tedese, 25-4-2018)

These criteria were formulated on the basis of the purpose for the observation and in relation to the way of recording necessary classroom information and how to analyze the recorded information easily

4.4. Document Analysis

Documents could serve useful purpose in yielding information that is important in explaining social or educational practice (Best and Khan 1993:191). Hence, the researcher planned to reviewed documents related to school-based supervisor functions, supervision manual, conferences done on classroom observation, classroom observation checklist, classroom observation report and others in principals and department office.

There was only few documents were available in the schools selected such as, cheek list formulated for classroom observation in principal's office

Regarding classroom observation, they had prepared and used their own check list for classroom observation. But the problem was missing the points included in the check list from Oromia Regional Education Bureau. Documents are sources of information and help to analyze the present and past events. Hence, as inferred from the document analyzed above those schools observed were deficient in documentation. Important documents such as supervision manual, plan for supervision, feedback book, and checklists used for supervision were not properly documented and easy to find.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, summary of the study conclusions drawn on the basis of the findings and recommendations that was to assess the practices and challenges of school-based supervision in the secondary school of Abuna Gindeberat Woreda West Shoa Zone

5.1. Summary

The main purpose of this study was to assess the practices and challenges of school-based supervision in the secondary school of Abuna Gindeberat Woreda of West Shoa Zone

The study was conducted in the four secondary schools of Abuna Gindeberet woreda. To achieve the purpose of the study, the following research questions were raised to be answered in the course of the study.

- ❖ To what extent do school based supervisors play role in promoting teachers professional competence in secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone?
- ❖ What are the major roles of school-based supervisors in secondary schools of the Abuna Gindeberat Woreda of West Shoa Zone?
- ❖ What are the supervisory options frequently applied by supervisors in school?
- ❖ What are the major factors affecting the practices of school based supervision in Secondary Schools of Abuna Gindeberat Woreda of West Shoa Zone.

To this effect, the study was conducted in four Government secondary schools. Consequently, 83 teachers and 33 school-based supervisors were selected as a sample by using simple random and purposive sampling techniques respectively. Woreda Education Office supervision coordinators, two Cluster Supervisor, four Principals school principals and four vice Principals were taken as a sample through available sampling techniques for the study, primary and secondary data sources were employed. The data was gathered through both quantitative and qualitative tools. Accordingly, 83 copies of a questionnaire were prepared and distributed for teachers and 33 copies of questionnaires for school-based supervisors. From the distributed questionnaires, two teachers and one school-based supervisor did not return the questionnaires. On the other hand, to obtain qualitative data, interview sessions were conducted with the Woreda Education Office supervision coordinators, Cluster Supervisor as well as principals from the sample schools. Moreover, document analyses were used to obtain qualitative data.

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

Finally, based on the analysis of the data, the following major findings were obtained from the study.

Characteristics of the respondents

- The majority of teachers service in years 27(33%) and 35(43%) of teachers were between the service year range of 1-5 and 6-10 years and school based supervisors 10(31%) and 12(37%) were found between the range of 6-10, more than 10 respectively.
- Concerning educational level teachers and school based supervisors 81(100%) and 30(94%) respectively were first degree holder; thus, they were similar in educational level. 2(6%) of school based supervisor were second degree holder

Finding related to understanding of supervisor and school based supervisors towards function of school based supervision.

- i. Identifying the problems in implementing the existing curriculum as per the education policy

Majority of the teachers 29 (35.8%) and 23(28.4%) with mean($X=2.48$) asserted their rarely and sometimes respectively and school-based supervisors 13(40.6%) and 8(25%) with a mean score of ($X=2.46$) of the school based supervisors were responded that the role of implementing existing curriculum policy was sometimes and rarely respectively. This may be the cause of identifying the education quality on teaching -learning process in schools.

- ii. Providing short term training at school level

Majority of the teachers 30 (37) and 23(28.4%) with a mean score of ($X=2.44$) asserted their not at all and rarely respectively.

Similarly, school-based supervisors 12(37.5%) and, 9(21.1%) with a mean score of ($X=2.25$) suggested that they provide short-term training in the same way, that they not at all and rarely respectively. Thus, it might be concluded that there is no sufficient and frequent short term training at the secondary school and the school-based supervisors are not performing their role in relation to short-term trainings.

- iii. Supervisors plan and make agreements on the suitable time for classroom observation with teachers

Suggested to the questionnaires the teachers and supervisors were asked whether supervisors plan and make agreements with teachers on the suitable time for classroom observation with the Teachers 26 (32%) and 23(28.4%) with a mean score of ($X=2.49$) asserted their rarely and some times and also the school-based supervisor 11(34.4%) and 9(28.1%) with a mean score of ($X=2.40$) respectively asserted they agreed on the point some times and rarely . Therefore, based on this on the point it can be said that school-based supervisors did not pay attention to making agreements with the supervisee on a scheduled time for a classroom observation.

- iv. Supervisors focusing to read the comments rather than face- face discussion

According to the item was the teachers and supervisors were asked whether or not supervisor left to read the comments rather than face- to-face discussion teachers 28(34.6%) and 22(27.2%) with a mean score of ($X=3.0$) asserted their sometimes and frequently and supervisor 15(45.9%) and 9(28.1%) with a mean score of($X= 3.06$) respectively asserted their frequently and sometimes. This show that supervisor focuses on left to read the comments rather than face to face discussion.

Regarding to school-based supervisors were giving feedback immediately and discuss on the feedback with the supervised teacher teachers 29(35.8%)and 24(29.6%)with a mean of score ($X=2.43$) asserted rarely and not at all and supervisor 16(50%) and 6(18.8%)with a mean score of ($X= 2.46$) asserted their rarely and not at all respectively class observation.

It can realize that after classroom observation school-based supervisors practiced to discuss with the supervisee as soon as the observation were not practiced in the study area

- v. Teachers are resistant against the supervisory activities and Teachers perceive supervisors as a fault finder rather than assisting them.

Concerning the questionnaires the teachers are resistant against the supervisory activities of the teacher respondents 33(40.7%) and 23(28.4%) with a mean score of ($X=3.8$) asserted their undecided to agree and agree respectively and school based supervisor

13(43.3%) and 10(33.3%) with a mean score of ($X=4.4$) asserted their strongly agree and agree respectively.

In the same way, the data gained from the interviewee school principals confirmed the above idea. As one of the participant school principal said, some teachers showed their resistance against the supervisory activities. They missed their regular teaching classes during classroom observation. Because; they suspect supervisors as they find out poor performance of teachers.

Thus, from the above analysis, it could be concluded that negative perception of teachers towards school-based supervision adversely affects the practice of supervision in secondary schools of Abuna Gindebarat Woreda.

5.2. Conclusions

Based on the views that have been expressed by various respondents and the findings the following conclusions were drawn on the issue of Practice and challenges of school-based supervision of secondary schools of Abuna Gindeberat Woredaof West Shao Zone

- ❖ School-based supervision has a critical role for the implementation of the curriculum, supportive for effective teacher's professional development as well as teaching and learning process. So awareness and training were important for them to improve their more understand about the significance of school-based supervision.
- ❖ Based on the finding majority of the respondents identifying the problems in implementing the existing curriculum as per the education policy was not performed effectively. It maybe due to lack of experience in supervision or lack of training in supervision.
- ❖ Based on the finding majority of respondents there is no sufficient short term training at the secondary school concerning the school-based supervisors in relation to short-term training, This lack of short school-based training can be affect the activities of school-based supervision and it may be caused due to the lack of budget.
- ❖ Based on this on the point it can be said that school-based supervisors did not pay attention to making agreements with the supervisee on a scheduled time for a classroom observation.

- ❖ Based on the majority of respondents Supervisor focuses on left to read the comments rather than face to face discussion.
- ❖ Based on the majority of the respondents after classroom observation school-based supervisors practiced to discuss with the supervisee as soon as the observations were not practiced in the study area. This may be due to the lack of the procedures of classroom observation
- ❖ Teachers perceive supervisors as a fault finder rather than assisting them. It may be the lack of the awareness about the significance of school-based supervision.
- ❖ Finally, main factors affect for the effectiveness of supervision in school-based supervision, activities were affected by lack of awareness, lack of sufficient school-based training, lack of budget ,limited experience, There is lack of relevant supervision manual in the school ,school-based supervisors did not pay attention to making agreements with the supervisee on a scheduled time for a classroom observationand teachers perceive supervisors as a fault finder rather than assisting them, School-based supervisors lack of commitment for their work andSupervisors focusing to read the comments rather than face- face discussion.So, this are the major factors affect the overall activities of school-based supervisors. Based on this result, school based supervision was less supportive for effective teachers professional development as well as teaching and learning process.

5.3. Recommendations

On the basis of the findings obtained and the conclusions drawn, the following recommendations are forwarded to improve the practice of school-based supervision in secondary schools.

- Supervisors were not well aware of the significance of school-based supervision in the study area. It is suggested for the schools principals and cluster supervisor to organize staff training in order to improve the capacity of school-based supervisors.
Woreda Education Office must be organizing workshops and experience sharing for school based supervisors
- Identifying the problems in implementing the existing curriculum as per the education policy. School based supervision did not assist teachers to implement new curriculum and not much assist teachers as evaluating the existing student textbook for further improvement. The schools and Woreda Education Office should be organizing short term

training for school based supervisors and teachers in order to identifying the problems in implementing the existing curriculum as per the education policy.

- Providing short term training at school level

It is suggested for the schools principals and cluster supervisor to organize staff training and, creating an opportunity for experience sharing among the departments in order to improve the capacity of school-based supervisors.

Moreover, it is suggested for the Woreda Education Offices allocate sufficient budget to organize in-service trainings and Supervisors could be sponsored to seminars and workshops or conference to update their knowledge and skills on modern and acceptable techniques of supervision for school-based supervisors in order to carry out their responsibilities more effectively.

- Supervisors plan and make agreements on the suitable time for classroom observation with teachers

It is advisable for school-based supervisors to give emphasis prior to planning and make agreements on the suitable time for classroom observation with the supervisee and to create awareness on the purpose of classroom observation.

- Supervisors focusing to read the comments rather than face- face discussion

It is suggested for the Woreda Education Office, schools principals and cluster supervisors to organize staff training and, creating an opportunity for experience sharing among the departments in order to improve the capacity of school-based supervisors concerning how to follow the procedure of classroom observation.

- Teachers are resistant against the supervisory activities and Teachers perceive supervisors as a fault finder rather than assisting them.

Teachers perceive supervision as a fault finding than helping activity. Thus, the schools and school based supervisors should give awareness for teachers as they perceive positive attitude toward supervision

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APPENDIX A
Addis Ababa University
College of Education and Behavioral studies
Department of Educational Planning and Management

Questionnaire to be filled by Teachers

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

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use 'X' or thick mark "" to your response of each closed-ended questionnaire from the given rating scales.
3. There is no need to consult others to fill the questionnaires;
4. Write briefly your response for open-ended questionnaire.
5. Please, give appropriate response based on your school context.

Part 1: General Information and Respondents' Personal Data

Please, put 'X' or a thick '✓' mark in the box for your response or give short answers on the blank space

1. Name of the school _____
2. Sex: Male Female
3. Age: 20-25 26-30 31-35 36-40 41 and above
4. Education level: Diploma , Degree , MA/SC , If any other, Kindly specify-----

5. Work experience 1-5 , 6-10 11-15 16-20 21 and above

Part 2.1: The major roles that school-based supervisors.

Key: 5= Always, 4= frequently, 3= Sometimes, 2= rarely, 1= Not at all

No.	Items	Scale				
		5	4	3	2	1
1	1. In curriculum development					
	Helping teachers in the implementation of the new curriculum					
2	Identifying the problems in implementing the existing curriculum as per the education policy					
3	Collect and provide necessary educational material that are supportive to the existing curriculum					
4	2. In staff development					
	Facilitating teacher's professional development through in-service training					
5	Assisting the need based training of teacher					
6	Providing short-term training at school level.					
7	Providing an induction program to new teacher.					
8	Setting standard for model teachers of professional development					
9	3. In teacher's appraisal					
	conducive environment for self –assessment					
10	Rewarding teacher who are competent enough on their profession					
11	Others					

2.2. Practices of supervisors during observation

Key: 5= Always, 4= frequently, 3= Sometimes, 2= rarely, 1= Not at all

	A. Before conducting classroom observation/pre-observation conference:	Scale				
		5	4	3	2	1
1	Supervisor convince me as classroom visit is helping process in my teaching					
2	Supervisors plan and make agreements on the suitable time for classroom observation with me					
3	Supervisors make discussion with me on the methodology of lesson before the actual presentation					
4	The supervisor analyze my lesson plan before classroom visit					
	B. During classroom observation:					
5	Supervisors record my performance and student activities					
6	Supervisor follow up lesson attentively from the beginning to the end					
	C. After classroom observation/post –observation conference:					
7	Supervisors give immediate feedback to me					
8	Supervisors discuss with me on the data collected during the classroom observation.					
9	Supervisor’s discussion with me more emphasizes on improvement of my teaching learning process.					
10	Supervisors focusing to read the comments rather than face-face discussion					

2.3: Supervisory Options Practiced in Schools Key: 1= Very low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very high (VH)

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

2.4: Factors that affecting school-based supervision practice in secondary schools

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

No.	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Supervisors have lack experience on the practice of the school-based supervisor.					
2	Supervisors have lack of school- based short term trainings.					
3	The school-based supervisors hadteaching loaded with classroom activities.					
4	Teachers are resistant against the supervisory activities.					
5	Supervisors are a fault finder rather than assisting teachers.					
6	There is lack of relevant supervision manual in the school					
7	There is adequate budget was allocated for the supervisory program .					
8	School-based supervisors lack of commitment for their work.					

9. If there are other factors that affects for activities school-based supervisors in your school,



APPENDIX B

Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and Management

Questionnaire to be filled by school-based supervisors (Department head and senior teachers)

The main purpose of these questionnaires is to gather relevant data for the study on the practice and challenges of school-based supervision in government secondary schools of Abuna Gindeberat Woreda of West Shoa Zone. The response you provide will have a constructive and paramount importance for the successful accomplishment of this study. So, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and remained confidential.

Thank you in advance for your cooperation!

Instruction:

1. Don't write your name on the questionnaire.
2. Use 'X' or thick '✓' to your response of each closed-ended questionnaire from the given rating scale.
3. There is no need to consult others to fill the questionnaires .
4. Write briefly your response for open-ended questionnaire.
5. Please, give appropriate response based on your school experience.

Part one: General Information and Respondents' Personal Data

1. Name of the school _____
2. Sex: Male Female
3. Age: 20-25 26-30 31 and above
5. Education level: Diploma , BA/Sc, MA/Sc, If any other, kindly specify----
6. Work experience, 1-5 , 6-10 , 11-15 , 16-20 , 1 and above

Part 2.1: The major roles of school-based supervisors.

Key: 5= Always, 4= frequently, 3= Sometimes, 2= rarely, 1= Not at all

No.	Items	Scale				
		5	4	3	2	1
	A. In curriculum development					
1	Helping teachers in the implementation of the new curriculum					
2	Identifying the problems in implementing the existing curriculum as per the education policy					
3	Collect and provide necessary educational material that are supportive to the existing curriculum					
4	Integrating the curriculum with the Co-curricular activities.					
	B. In staff development					
5	Facilitating teacher's professional development through in-service training					
6	Assisting the need based training of teacher					
7	Providing short-term training at school level.					
8	Providing an induction program to new teacher.					
9	Setting standard for model teachers of professional development					
	C. In teacher's appraisal					
	Creating conducive environment for self –assessment					
10	Rewarding teacher who are competent enough on their profession					
11	Others					

2.2. Practices of supervisors during observation

Key: 5= Always, 4= frequently, 3= Sometimes, 2= rarely, 1= Not at all

	1. Before conducting classroom observation /Pre-observation Conference	Scale				
		5	4	3	2	1
1	I convince teacher as classroom visit is helping process in his/her teaching.					
2	I plan and make agreements on the suitable time for classroom observation with teachers.					
3	I make discussion with teachers on the methodology of the lesson before the actual presentation					
4	I analyze the lesson plan of the supervisee teacher before classroom visit					
	2. During classroom observation:					
5	I record important data on the teaching learning process what the teacher and students are performing.					
6	I follow up the lesson attentively from the beginning to the end					
	3. After classroom observation/post- observation conference:					
7	I give immediate feedback to the teachers.					
8	I discuss with the supervisee teacher on the data collected during the classroom observation					
9	My discussion more emphasizes on improvement of teaching learning process.					
10	Focusing to read the comments for the supervisee teachers rather than discussing face- to- face					

2.3. Supervisory Options Practiced in Schools

Key: 1= Very low (VL), 2= Low (L), 3= Medium (M), 4= High (H), 5= Very high (VH)

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

2.4: Factors affecting school-based supervision practice in secondary schools

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

No	Items	SA	A	UD	D	SD
		5	4	3	2	1
1	Supervisors have lack experience on the practice of the school-based supervisor.					
2	Supervisors have lack of school- based short term trainings.					
3	The school-based supervisors had teaching loaded with classroom activities.					
4	Teachers are resistant against the supervisory activities.					
5	Supervisors are a fault finder rather than assisting teachers.					
6	There is lack of relevant supervision manual in the school					
7	There is adequate budget was allocated for the supervisory program .					
8	School-based supervisors lack of commitment for their work.					

9. If there are other factors that affects for activities school-based supervisors in your school,



APPENDIX C

Addis Ababa University

College of Education and Behavioral studies

Department of Educational Planning and management

Interview questions for school principals:-The main purpose of this interview is to collect relevant data for the study on the practices and challenges of school –based supervision in secondary schools of Abuna Gindeberat Woreda West Shoa Zone. The response you provide will have constrictive paramount and importance for the successful accomplishment of this study. so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation! Part I: General information and respondents' personal data

1. School_____
2. Sex_____
3. Age_____
4. Level of Education: Diploma _____BA/Sc _____MA/Sc _____
5. Qualification of subject: major _____Minor _____
6. Service year_____

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

1. What are the major roles that school-based supervisors in your schools?
2. How often school-based supervisors visit each school?
3. Which supervisory options /clinical, collegial, informal, and self-supervision are familiar in your school?
4. What are the major factors affecting school-based supervision practice in secondary schools in your school?



APPENDIX D

Addis Ababa University

College of Education and Behavioral

Department of Educational Planning and management

Interview questions for Woreda supervision coordinators and Cluster Supervisors

The main purpose of this interview is to collect relevant information to assess the practices and challenges of school –based supervision in Government secondary schools of Abuna Gindeberat Woreda WestShoa Zone. The information you provide will have constrictive and paramount importance for the successful accomplishment of this study .so, you are kindly requested to give your genuine response. Your response will be used only for academic purpose and the responses will be kept confidential.

Thanks you in advance for your cooperation!

Part I: General information and respondents' personal data

1. Woreda_____
2. Sex_____
3. Age_____
4. Educational Background: BA/Sc _____MA/Sc_____
5. Qualification of subject: major_____ minor_____
6. Service year_____

Part II: please, answer the questions brief related to the current practice of the secondary school or yourClustercontext.

1. How often the WEO/cluster supervisors supervise each secondary school?
2. What strategies do the WEO/Cluster supervisors use to strengthen school –based supervision?
3. What are the majorFactors affecting school-based supervision practice faced in secondary schools?
4. What should be done to solve the problems of school–based supervision?



APPENDIX E

Addis Ababa University

College of Education and Behavioral

Department of Educational Planning and management

Check list for document analysis in relation to School-Based Supervision practices

1. Files of 20 teachers

A. Any written document in relation to supervision,

B. Classroom observation report.

2. Documents with regard to School-based supervision in the Principals or Vice principals and department heads offices

A. Schedule for classroom observation,

B. Supervision manual,

C. Classroom observation report,

D. Check list for classroom observation.