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COLLEGE OF EDUCATION AND BEHAVIORAL STUDY

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**EFFECTS OF SCHOOL BASED SUPERVISION IN ENHANCING
QUALITY EDUCATION IN SCHONDARY SCHOOLS OF WEST
WOLLEGA ZONE, OROMIA REGIONAL STATE.**

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ADDIS ABABA

**EFFECTS OF SCHOOL-BASED SUPERVISION IN ENHANCING
QUALITY EDUCATION IN SECONDARY SCHOOLS OF WEST WOLLEGA ZONE**

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**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN PARTIAL
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MANAGEMENT

APPROVAL SHEET

We hereby certify that we have read and evaluated this thesis titled „The effects of School-Based Supervision in enforcing Quality Education in Secondary Schools of West Wollega Zone, Oromia Regional State prepared under our guidance by **Ato Tariku Wakwoya**. We recommend that the thesis be accepted as fulfilling the Thesis requirement for the Degree of Master of Arts in School Leadership.

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DECLARATION OF THE AUTHOR

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ABBREVIATION AND ACRONYMS

CPD	Continuous Professional Development
ESDP	Education Sector Development Program
GEQIP	General Education Quality Improvement Program
GTP	Growth and Transformational Plan
MoE	Ministry of Education
REB	Regional Education Bureau
SBS	School Based Supervision
SIP	School Improvement Program
SSS	Secondary School Supervisors
SPSS	Statistics Package for the Social Science
UNESCO	United Nations Educational, Scientific and Cultural Organization
WAA	Wollega Adventist Academy
WWZ	West Wollega Zone
ZEO	Zone Education Office

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ABSTRACT

The purpose of this study was to examine the effects of school-based supervision in enforcing quality education in secondary schools of West Wollega Zone. To conduct the study, a descriptive survey design was employed and qualitative methodology was used to enrich data. The study was carried out in 8 selected secondary schools of West Wollega Zone using simple random sampling techniques. The reason for using simple random sampling technique was to give equal and non-zero chance for each woreda and town administration. Then from these schools 78 randomly selected teachers for questionnaires. All the 8 principals and 7 SSS selected for interview, 64 school-based supervisors selected for FGD. Questionnaire was the main data gathering instrument for this study. Quantitative data collected through questionnaire was analyzed by using mean scores, frequency, standard deviation, and result from SPSS v.21. Interview, FGD and document analysis were also used to substantiate the data gathered through questionnaires. The major findings of the study were, ineffectiveness of the practices of supervisory options matching with the individual teacher's developmental level and inability of supervisors to implement the necessary procedures for classroom observation. School-based supervisors were also inefficient in promoting teachers professional development and in improving instructional processes in the classroom. Furthermore, as the findings of the study indicated, factors affecting the implementation of school-based supervision and quality education were: teachers' wrong perception and resistance toward supervision, lack of relevant training programs for supervisors, scarcity of experienced supervisors in school-based supervision activities, lack of supervision manuals and guidelines in the schools, shortage of budget, lack of time due to work load of supervisors, less community participation and students' language barriers. Accordingly, instructional school-based supervisory practice was failed to contribute for development of teachers' competency and to the improvement of instructional processes in secondary schools of West Wollega Zone.. To minimize the problems of school-based supervision and to promote quality education through school-based supervision, it is recommended that supervisors have to provide different supervisory options and approaches to teachers; supervisors should aware teachers about significance of supervision and apply all procedures of classroom observation (clinical supervision).

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CHAPTER ONE

1. INTRODUCTION

This section include background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation of the study, operational and definition of basic terms.

1.1. Background of the Study

Everything in school system is designed for the ultimate purpose of improving the teaching and learning process. School-based supervision is one of the systems designed for such a purpose to provide service to teachers in maintaining and improving instruction with the students as ultimate beneficiary. According to Obilade (1989) cited in Kenenissa(2013:1), “educational supervision is a behavior formally provided by the organization for the purpose of directly influencing teaching behavior in such a way as to improve Student learning. The main purpose of instructional supervision is to improve teachers’ instructional practice which in turn improves student’s learning.

Educational researchers like Musazi (1982), Blase and Blase (1999), Sullivan, Sergiovanni and starratt (2007), also believe that educational supervision has the potential to improve classroom practices and contribute to students success through the professional growth and improvement of teachers.

In order to help teachers to perform the teaching learning process effectively, it will be necessary to give due attention to the provision of adequate and effective supervisory support to teachers. Spears (1953) discussed that the purpose of supervision is to facilitate students learning by improving the conditions that affect effective teaching. This indicates that instructional supervision is a means by which schools enhance the teaching learning process by assisting teachers in areas of instruction, curriculum and staff development activities. Therefore, it can be said that instructional supervision plays great role in ensuring the success of educational

organizations by giving professional guidance and support to teachers for the improvement of the teaching and learning process. Instructional supervision has great importance for the effectiveness of teaching and learning. On top of this, Glickman (1990) points out that, without strong, effective and adequate program of supervision, an effective school is unlikely to result.

Modern supervision is considered as any service for teachers that eventually results in improving instruction, learning and curriculum. It consists of positive, dynamic, and democratic actions designed to improve instruction through the continued growth of all concerned individuals (Oliva and Pawulas 1997). Therefore, as the main purpose of supervision is to facilitate students learning, supervisors should support teachers to change their behavior in the teaching learning process in order to teach better. That is why Obilade (1989) described instructional improvement as one of the vital roles of supervision.

Now a day, improving the quality of education has given priority throughout the world especially in developing countries. To monitor the quality, the national authorities highly depend on the school supervision (De Grauwe, 2001a). Quality has different meanings depending on the kind of organization and the customers served. Particularly, education quality according to Dittmar et.al. (2002) is; “the provision of good education by qualified and well prepared teachers”. However, all teachers are not qualified enough and as a result they need support from supervisors. Supervision is one of the functions of education that offers opportunities for schools to improve teaching and learning process and the professional development of teachers (Arong and Ogbandu, 2010).

Like many other developing countries, in our country Ethiopia, education has been given high attention for it is the basic way of economic growth and all-rounded development of the society. To this end, (ESDP V) document of the GTP II indicated that, to cope up our country with the middle income generating countries, insuring relevance and quality of education at all level should be taken as one of the strategies (MoE, 2015). Thus, education has to be organized in fulfilling the requirement of the overall development of children’s personality beginning at early stage of schooling.

This requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management (Aggarwal, 2002).

Schools must improve their basic functions of teaching and learning processes that aims at helping and empowering all students to raise their broad outcomes through instructional improvement, administration and instructional supervision. In line with this, Mohanty (1990) stated that, in educational system, there are different variables that have their own contribution for its development. Of all, the one which is the main input and important is the teacher who needs effective instructional support. Furthermore, the Ministry of Education (MoE, 2010 and MoFED, 2010) in its Education Sector Development Program; ESDP IV (designed to be part of GTP I) has stressed the necessity of teacher supervision and support as a strategy to ensure quality education.

The main objective of the education sector development plan (ESDP V) is to ensure an effective and efficient education and training system that enhance quality, relevance, equity and access at all levels (MoE, 2015). This will be achieved through building sectoral implementation capacity and the development of, and adherence to competency criteria. Thus, the major priorities of the education and training sector during the period of (GTP II) include the following: Ensure the relevance and quality of education at all levels, i.e. general education (primary, secondary and preparatory), TVET, and higher education and increase access and equity of education at all levels.

In order to bring relevant and quality education for the learners, distribution of educational materials and maximizing the number of teachers alone are not enough unless teachers are governed by continuous professional support to enable them competent and fit in the teaching profession. Moreover, supervision has to be considered as service that would be provided for teachers as well as for the instruction that eventually results in improving teachers' professional competences and students' learning (Mohanty, 1990).

In a related way, Blasé and Blasé (1998) suggested that, teachers do their best work when they are motivated. They note that effective instructional leadership impacts positively on teacher motivation, satisfaction, self-esteem, efficacy, and teachers' sense of security

and their feelings of support. Supervision in the school system mainly focuses on the whole school improvement and quality education given to the students. Similarly, MoE (2002) stated School-based supervision as the process in which supervisors provide professional support for teachers to strengthen the teaching and learning process. Thus the main objective of effective school based supervision is to enable the individual teacher to become implementer of effective learning teaching. Regarding the role of supervisors, they are part of the technical level in schools. As such they are concerned primarily with teaching and learning; their area of expertise is curriculum and instruction; their job is to help their colleagues improve the learning-teaching process.

Currently in Ethiopia, many circumstances have been changed. For instance, schools are increased in number and size, students' enrollment is growing from time to time, the number of teachers at each level of education also increasing. Moreover, curricular and co-curricular activities at school level also increased, MoE (2002). These dynamic changes of the education system would cause external supervisory activities difficult; the difficulties in turn affect the delivery of quality education unless learning teaching activities are supported by school-based supervision. In a similar way, MoE (2002) indicated that, the implementation of quality education can be affected by several issues; among these educational planning, management, teacher's professional competence, and efforts of students, instructional supervision and classroom learning-teaching situation.

According to MoE (1994), School principals, vice principals, Unit leaders, heads of department and senior teachers are categorized under the frontiers of school-based supervision. Since these school-based supervisors are within the school, they are responsible to assist teachers closely and continuously for the improvement of the instruction. It is known that the improvement of quality education would not be assured without improving teachers' performance. The realization of professional competence of teachers and the quality of education remains questionable unless due emphasis is given from different level education officials to implement school based supervision program effectively.

1.2. Statement of the Problem

School-based supervisors play critical and undeniable role for the success of school organization and accomplishment of quality education. 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). 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. Thus, responsible partners (School-based supervisors) should involve themselves in the regular observation of teachers, organizing of short-term training and experience sharing to maximize the professional competence of teachers and overall enhancement of quality education. Challenges such as lack of training for school-based supervisors, lack of necessary budget and adequate resource for supervisory practice implementers and teachers negative perception towards supervision made school-based supervisory activity difficult (Million, 2010).

According to Oliva (2005), the way teachers perceive school-based supervision in schools and classrooms was an important factor that determines the outcomes of supervision process. In line with this, previous researches and publications such as Getachew (2001) and Chanyalew (2005) revealed that, because of its evaluative approaches; less experienced teachers have more negative perceptions on the practices of instructional supervision than more experienced teachers. They consider instructional supervisors as fault finders; they fear that supervisors will report their weaknesses to the school administrator and consider supervision as nothing value to offer to them and controller of their task and punish them with their faults.

Findings of researches conducted by Haile (2006), Million (2010) and Abebe (2014) on the practice, status and challenges of school-based supervision in secondary schools of different regions and zones of our country 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 was inadequate classroom observation to support teachers and enhance instructional improvement.

However, the findings of above have not indicated the effects of school-based supervision for quality education.

According to (OEB:2007), research findings on the practices of school based supervision conducted by Oromia Education Bureau indicated that inadequacy of opportunities that help to improve teaching and learning, training programs irrelevant to the real professional development of teachers and lack of systematic follow up and support were the major problems of instructional supervision in schools . Thus, the researcher here felt that, there is a **gap** which needs in-depth investigation on the effective of school-based supervision, actual practice of school-based supervision, supervisory options for teachers and procedures of classroom observation in terms of enforcing quality education in secondary schools of West Wollega Zone, Oromia. In order to carry out this study, attempts were made to find answers for the following basic questions:

1.3 Research Questions

The study attempt to answer the following research questions.

1. How school-based supervision organized in secondary schools of West Wollega Zone?
2. How do school-based supervision practices corresponds with expected standards in secondary schools of West Wollega Zone?
3. What are the effects of school-based supervision to enhance quality education?
4. What are the factors affecting the practices of school-based supervision in secondary schools of West Wollega Zone?

1.4 Objectives of the Study

1.4.1 General Objective

The main objective of this study is to assess the effects of school-based supervision in enforcing quality education in secondary schools of West Wollega Zone.

1.4.2. Specific objectives

The specific objectives of the study are to:

- 1.To identify how the functions of supervision are organized and managed in schools of West Wollega Zone.
2. Examine the practice of school based supervision in secondary schools of WestWollega zone.
3. Explore the effects of school based-supervision for improvement of quality education in secondary schools of West Wollega zone.
4. Identify the challenges against the implementation of school-based supervision.
5. Suggest the strategies that schools design to improve the implementation of school based supervision to enhance quality education.
- 6.To identify the major challenges that likely affect the quality education of secondary school in West Wollega Zone.

1.5. Significance of the Study

This study was crucial to the improvement of school-based supervision practices in secondary schools, since it finds to provide vital information about the effects of school based supervisory practices in enhancing quality education. This in turns will help the school management to determine suitable ways in familiarizing school based supervision practices in school. Accordingly, this study has the following significances:

- It may show the major contribution of school-based supervision for teachers' professional development which put in to improve learning teaching in secondary schools of West Wollega zone.
- It may give an awareness to the school-based supervisors how their supervisory practice affect the quality of education negatively or positively.
- It may provide information for Woreda, Zonal and Regional educational expertise about the current practice and implementation of school based supervision in secondary schools and helps them to accomplish their share.

- The findings may hopefully assist in enriching the existing literature on the issue of school-based supervision and may help as a springboard for other researchers who want to conduct further study in the area of supervision.

1.6. Delimitation of the Study

To make the study more manageable and feasible, among the 20 woredas and 3 town administrations available in the zone, the study was delimited to five woredas and two town administrations of West Wollega zone. According to the data the researcher gained from the statistics department of the zonal education office, in the academic year of 2010 E.C, there are 62 (grade 9-10) secondary schools and 20 (11-12) preparatory schools i.e. totally 87 secondary schools in the zone. From the 62 secondary schools the researcher selected 8 schools, i.e. 7 government and 1 private schools. From selected schools the researcher was selected respondents, 8 school principals, 7 secondary school supervisors, 8 groups of school-based supervisions and 78 teachers.

As supervision is a broad system of organization, it includes a lot of activities and functions that are categorized under school-based organization of supervision and out of school organization of supervision such as: helping teachers develop professionally, improving instruction, creating learning communities, expanding students' classroom events, analyzing cultural and linguistic patterns, monitoring rules, etc; so that it is difficult to deal with all functions and activities. Therefore, the researcher has limited himself with studying practice and contribution of school-based supervision in promoting teachers professional development and instructional improvement. Examined within context, the variable quality education is also broad term and includes quality inputs, quality processes, quality outputs and quality outcomes. However, due to financial and time constraints the study was limited to only the "processes" of quality education. Finally, the study was delimited by data gathering tools include questionnaire, interview guides, FGD and document analysis.

1.7. Limitations of the Study

It is obvious that research work cannot be free from any limitations. Hence, some limitations were also observed in this study.

One limitation was that, most of the secondary school- based supervisors, principals, secondary school supervisors were busy and had no enough time to respond to FGD and interview. However, the researcher was able to minimize of these problems by openly discussing on the objective of the study.

1.8. Operational Definitions of Key Term:

Effect: In this study it reveals use of school-based supervision in enhancing teachers' development and improvement of learning-teaching process.

Quality Input: for this study it refers to things that important for in instructional improvement.

Quality process: Component of things that contribute for the equality of education relates to many aspects as teacher-pupil interaction in class management and control and daily time-on-task with the class.

Quality Output: The measurement of quality education the achievement of students in examinations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This part primarily focuses on the existing international, national and regional literatures in the area of school supervision. It begins with briefing basic concepts of educational supervision, a brief history of educational supervision and practice of school-based supervision, supervisory options for teachers, role and responsibilities of school-based supervision in enforcing quality education and challenges of school based supervision.

2.1. Concepts and definition of school-based supervision

Definitions of supervision vary from organization to organization even though it has common features shared by all. Some of the definitions are stated below as a views and functions of different organizations: According to Lowery (1985) cited in Abinet (2011), supervision is the act of over seeing people doing work; so supervisors are the managers who do overseeing. They are sometimes called foreman, group leaders, team leaders, project leaders, unit chiefs, section chiefs or department managers.

As to Texas Education Agency (1994), supervision is the process of bringing about the improvement in instruction by working with people who are working with pupils. Supervision is the process of stimulating growth and means of helping teachers to enable them professionally competent and self sustained. On the other hand, Robert Gower (cited in Berhane, 2014) defined supervision as “a way of promoting good teaching through assisting teachers, developing worthwhile staff development activities, facilitating curriculum and group development, and conducting action research.”

The supervision manual prepared by Ministry of Education; MoE (1994) defined supervision as the set of activities designed to attain educational objectives, to render the teaching learning effective to enrich and develop the curriculum, to help teachers to find out their teaching problems and come up with the solutions by themselves and develop professional growth.

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 delivery of quality education for all students.

As to the dictionary of education cited in Benjamin (2003), all efforts of designated school officials toward providing leadership to teachers and monitor other educational workers for the improvement of instruction involves: the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction and methods of teaching and the evaluation of instruction. Supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning (Sullivan and Glanz, 2000). Furthermore Chiover (1995) stated that, Supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of defects attainment of stated aims, objectives and goals of an education system at a given level

In summary, Supervision and teacher development go hand in hand. Principals and schoolbased supervisors have responsibility to help teachers improve their practice and hold them accountable for meeting their commitment for learning and teaching. These responsibilities are usually referred to as instructional supervision. Thus, definitions of supervision highlighted in the above paragraphs 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.

2.1.1 The Practices of supervision in Ethiopia.

Supervision, as a technical service cooperatively done, is incorporated all levels of education system (MoE, 2002). A comprehensive and coordinated approach needs to be established between all those educational sectors; which mean starting from educational institution and central offices to woreda and school level. To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization

of supervision: out of school organization of supervision and school based organization of supervision (MoE, 1994). Out of school organization, supervision is combined with department of educational programs and supervision at federal MoE level; Regional Education Bureau level; Woreda Education Office level and CRC level where as School-based supervision organization incorporates inbuilt supervision which is carried out by school-based supervisors (Principals, Department heads, unit leaders and senior teachers).

Outside the school, educational supervision focus on two main functions: the first is rendering the necessary professional and technical support to maintain quality and standard where as the second is maintaining the quality and standard of education at all levels in order to ensure achievement of educational objectives. However, due to time constraints, this may not be possible on a regular basis. Realistically, external experts may only observe lessons and appraise teachers practice once a year, and not every teacher in every school. Therefore, the MoE(2010) suggested school based supervision system to achieve the intended objectives of educational supervision. School based supervision can meet local needs and develops a collaborative level.

In line with this the supervision manual of (MoE 1994) revealed that, school supervision is expected to focus on the following major tasks: organizing and implementing clinical supervision in order to solve teachers instructional problems by setting discussions and counseling sessions and providing instructional leadership for teachers, ensuring that the programs of education in schools addressed the local situation and the need of the community, demonstrating model supervisory activities for principals, vice principals and department heads and also preparing short term and frequent training, evaluating and controlling the implementation of curriculum and standards of the whole education system and organizing and implementing teachers’ in-service trainings and experience sharing sessions.

2.1.2. Practice of School Based Supervision in enhancing Quality Education

School-based supervision: Schools are the mission centers where the actual teaching and learning process takes place. Hence, making supervision a continuous responsibility at this level is crucial. Supervision within the school can be delivered by principals, vice principals, unit leaders, department heads and senior teachers.

They are often called school-based supervision committee members. School based supervision committee is expected to provide support service for teachers to become smart at professional judgments, curriculum pedagogy and students' achievement (OREB, 2007).

The tasks regarding school based supervision may be performed by teachers themselves when opportunities allow them to undertake joint planning, to observe each other's lessons, individual and group meeting, workshops, projects, study groups, coaching and team works are facilitated (Ahmad,1998). Supervisors have to work effectively for effective implementation of the school supervision. They need to know how supervision at school level best be implemented, by whom it was carried out, its purpose and effect on the teaching learning process. Whatever, attempt made at any level outside the school regarding supervision; the attempt was meaningless unless supervisory activities are strengthened at school level.

Similarly, Hailesellassie (1997) pointed out that, the functional and true sense of educational supervision depends on the supervisory operation made at the grass roots level that means at school level. Schools are institutions where the actual instruction takes place. As instruction is a continuous process, the functional of supervision at school level should also be a continuous responsibility. In this respect, with in the school system, school principals, deputy principals, department heads and senior teachers are supposed to be active participants of school based-supervision. Hence, the contribution of each and every responsible personnel of the school can make the educational endeavor worthwhile and productive for the successful achievement of educational objectives.

However, public debate on quality in education usually concentrates on students' level of achievement in comparison to the old days schooling of parents. In support of this Samoff, (2007) on quality and equality issues in education in third world countries, he pointed out that there is as yet no consensus on the definition of the term "quality". More importantly, notions of quality change over time and are tied to societal values. Another important point that has been raised relates to the relative lack of meaningful data that could provide indicators of quality. For many people, casual and expert observers, political authorities, parents and communities, teachers and education administrators, "education quality" is defined by national examinations.

In their role of measuring quality, they actually specify what it is that they want. The logic of such an orientation is quite straightforward.

2.1.3. Styles of Instruction supervisory leadership

The supervisory leadership styles might be employed by supervisors are categorized under: Laissez-faire, Autocratic, Inspection and participative professional leadership.

i. Laissez-faire

A laissez-faire leader lacks direct supervision of employees and fails to provide regular feedback to those under his supervision (Shukla cited in Million, 2010). Highly experienced and trained teachers requiring little supervision fall under the laissez-faire leadership style. However, not all teachers possess those characteristics. This leadership style hinders the production of employees needing supervision. The laissez-faire style produces no leadership or supervision efforts from managers, which can lead to poor production, lack of control and increasing costs.

ii. Autocratic

The autocratic leadership style allows managers to make decisions alone without the input of others. Managers possess total authority and impose their will on employees (Mohanthly, 1990). No one challenges and ever questions the validity and feasibility of decisions of autocratic leaders. Teachers have to carry on the instruction of the coercive supervisor. Such supervisors find it easy to believe that the most effective ways of making teachers to work hard is to compel them to teach scheduled subject matter on stereotyped methods. This leadership style benefits teacher who require close supervision. Creative teachers who thrive in group functions detest this leadership style.

iii. Inspection

Inspection is the oldest sense of supervision dominantly focused on controlling maintenance of schools with very rigid and authoritarian approach and it is a fault finding coercive activities (Olivia, 2005). It is not concerned effort to help teachers to improve instruction. It can be treated as having been designed to determine whether teachers were doing what they are supposed to be

doing. For this reason, teachers usually consider inspection as faultfinder, which brings supervisory efforts ineffective if it is exercised (Mohanthy, 1990). The new concept of supervision stresses on the need for the replacement of an individual teacher evaluation by support and assistance, which means less in control and enhance the supervisory supports.

iv. Participative professional leadership

Often called the democratic leadership style; participative leadership values the input of team members and peers, but the responsibility of making the final decision rests with the participative leader. According to Mohanthy (1990), applied to supervision, democratic ideas do not allow the imposition of the will of the supervisor up on teachers. Participative leadership boosts teacher's morale because teachers make contributions to the decision making process. It causes them to feel as if their opinions matter. When a school needs to make changes within the organizational system, the participative leadership style helps teachers, principals and other personnel accept changes easily because they play a role in the process. This style meets challenges when school need to make a decision in a short period. To this end, leaders should inform their stakeholders earlier about the issue needed to be decided.

The discussion above shows effective leadership depends on the leader's styles. At the school level, leaders should be experienced and well trained in leadership or relative field of study to cope up with the necessary knowledge to utilize the appropriate styles. Since there is no single best style to apply in school context, supervisors should employ different supervisory leadership styles based on the situation and the supervisee developmental level.

2.1.4. Instructional Supervisory leadership skills

1. Human skills

Human skill consists of the ability to understand the feeling of others and to interact positively for harmonious and peaceful working environment. For this reason, school supervisors out to have an understanding of the principles of humanism that best suit them in day to day relation with teachers. Dull in his study (as cited in Abinet, 2011) visualize Humanism as "being genuine, caring accepting empathetic trusting unselfishly committed to giving time, energy, and

talents to help others”. Attention has to be given for such skills, because it results success if good relation of supervisor and teachers achieved and causes failure if bad relation is attained (Lowery cited in Million, 2010). Thus, supervisors need to establish a warm, congenial, human relationship with teachers and seeks to develop a social and educational climate that fosters excellence in all aspects of the school program. On the other hand developing educational and social climate only would not strengthen teachers-supervisors intimacy. Hence, supervisors have to leader for teachers’ voice and give appropriate recognition. For this reason, teacher’s performance was enhanced.

2. Conceptual skills

A conceptual skill involves the formulation of ideas, understand abstract relationship, develop ideas, and problem solving creativity. Meaning a supervisor has to be a resource person (Allen, 1998). He has to have conception as such on policies proclamations and guidelines those different activities to be led. He/ she have to be a creative person to perform the task effectively and tackle problems to facilitate situations. Thus, supervisors in this respect need to have conceptual skills for effective practices of supervision. According to Ayalew (1991), conceptual skill refers to the ability to integrate and coordinate the organization activities. It includes the ability to see „total pictures’ how the different part of organization fit together and depend on each other, and how a change in one part of an organization can cause a change in another part.

3. Technical skills

Techniques required of specific job in an organization to perform effectively. Allen (1998), contended this skill which involves process or techniques, knowledge and proficiency of a specific area in the context of education. In this regards school based supervisors need to have competence in technical skills. In this way Chandan cited in (Gashaw, 2008) revealed that, this skill is “a skill basically involved the use of knowledge, methods, and technique in performing a job effectively”. So the supervisors can play the role of instructional leadership in promoting teacher development and building professional community among teachers that leads them to effective school workers”. Having this in mind, other scholars emphasized this idea,

(Glickman,2004) with identifying three types of technical skills required for effective supervisory performances: Assessing and planning skills, Observing skills and Research and evaluation skills.

Assessing and planning skills: Assessing involves determining where the supervisor and his/ her staff have been and where currently they are. Whereas, planning involves deciding where the supervisor i.e., his/ her staff want to reach the final destination. In doing so, assessing and planning skills are very crucial to supervisor in setting goals, activities for him/her as well as teachers.

Observing skills: Observing seems simple that anyone with normal vision appears to be observing every moment his/her eyes are open. But, observation according to (Glickman, bringing teachers acquaint with new concepts and skills helpful for improvement of their capacity.

Therefore, supervisors develop an effective training program by assessing training needs and designing training programs to meet those needs. School based in-service training usually focused on teaching staff development based on the consideration of student's learning and the objective of the school. As Hewto cited in Moon et al (2001) described, school based staff development as a planned process of development which enhances the quality of pupil learning by identifying; clarifying and meeting the individual needs of staff within a context of the institution as a whole. When a teaching staff became competent through the practices of in-service training, it contributes for the overall academic objectives achievement

2.2 Tasks of Supervision

A supervisor can facilitate improved instruction by direct assistance to teachers, group development, professional development, and curriculum development and action research (Hellman, 2009).

2.2.1 Direct Assistance

In this situation the supervisor provides or facilitates one to one feedback with teachers to improve instruction. Direct assistance to teachers is one of the crucial elements of successful school (Dufour and Glickman 2002). Under direct assistance there are structures for assisting teachers.

2.2.2. Clinical supervision

Clinical supervision is the practice in which designed to improve teacher's classroom performance. The main goal of this model is to provide an opportunity for teachers to give feedback that would allow them to improve their teaching skills (Conga, cited in Markos, 2004).

Clinical supervision is the aspect of instructional supervision which draws upon data from direct firsthand observation of actual teaching, or other professional events, and involves face-to-face and other associated interactions between the observer(s) and the person(s) observed in the course of analyzing the observed professional behaviors and activities and seeking to define and/or develop next steps toward improved performance Goldhammer et.al. (1993). Characteristics of clinical supervision as a concepts.

- It is a technology for improving instruction.
- It is goal oriented, combining the school needs with the personal growth needs of those who work within the school.
- It assumes a professional working relationship between the teacher(s) and the supervisor(s).
- It requires a high degree of mutual trust, as reflected in understanding, support, and commitment to growth.
- It is systematic, although it requires a flexible and continuously changing methodology.
- It assumes that the supervisors knows a great deal about the analysis of instruction and learning and also about productive human interaction.
- It requires both preservice training, especially in observation techniques, and continuous in –service reflection on effective approaches.

According to Goldhammer, there are five-stage processes in clinical supervision:

i. Pre-observation conference

At the preconference, the supervisor sits with the teacher and determines(1) the reason and purpose for the observation,(2) the focus of the observation,(3) the method and form of to be used, (4) the time of observation, and (5) the time for post conference. As to Glickman et.al, (1998), this approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities.

In general, the main objective of pre-observation conference is establishing teachers' acceptance and agreement. Accordingly, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation.

ii. Classroom observation

Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere. The stage includes supervisors' observation to the teacher at work during formal class room presentation. It begins when the teacher and instructional supervisor enter the classroom. The observation creates opportunities for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. To this end, (Acheson and Gall, 1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction.

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. Besides, the supervisor is not only focuses on the recording teachers' 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.

Concerning classroom observation principles, Rogers (2004) suggested that, 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 should not interrupt the teacher during the class. In addition, Goldhammer (1993) proposes, “If supervisors were to spend more of their energy in the classroom visits followed by helpful conference, we believe that teacher would probably have more friendly attitudes toward supervision”. There is no other equally important choice than classroom visits for the betterment of instructions.

iii. Analysis of the observations

Here, in analysis of the observation stage, as soon as the observation has been conducted, the supervisors organize their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening teacher’s performance to improve student achievement (Zepeda, 2003).

iv. Post-observation conference

In this stage the major purpose of supervisor is to give feedback to the teacher about the teachers performance. The most effective way of improving performance is to inform teachers of their strengths and weakness during post observation conference. It is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson or 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). It assists 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).

v. Post-conference analysis

It is the final phase in the clinical model and time when the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his role as trying to help teachers achieve purpose in more effective and efficient way. Many of instructional supervisors do not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate the all processes that have been conducted before. So, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps.

2.2.3 Group Development

Learning the skills of working with groups to solve instructional problems is a critical task of supervision. Just as cooperative learning with students has been found to produce significant gains in academic and social outcomes (Cooper, 2002) so have collegial adult groups been shown to produce higher adult achievement and performance and individualistic or competitive learning (Yorks and Kasl, 2002). There are two dimensions of an effective professional group; the task dimension and the person dimension. The task dimension represents the content and purpose of the group meeting. The task is what to be accomplished by the end of the meetings. Typical tasks of professional groups might be deciding on, a new textbook, writing a new instructional schedule, coordinating a particular curriculum or preparing a professional development plan (Glickman, 2001). The person dimension of an effective group comprises the interpersonal process and the satisfaction participants derive from working with each other. Concern and sensitivity to participants' feelings create a climate of desiring to meet with each other from week to week to accomplish and implement the group task. Particular emphasis is put on the supervisor's role in terms of behaving, confronting dysfunctional members, resolving conflicts and preparing for meetings.

2.2.4. Professional Development

Education is a human enterprise. The essence of successful instruction and good schools comes from the thoughts and actions of the professional in the schools: if one is to look for a place to improve the quality of education in a school, a sensible place to look is the continuous education of educator's i.e. professional development. Virtually any experience that enlarges a teacher's knowledge, appreciation, skills and understandings of his/her work falls under the domain of professional development (Glickman, 2002). According to, Gordon (2001), Bernaur (2001), there are common characteristics of successful professional development programs. These include involvement of participants in planning, implementing and evaluating programs, that are based on school wide goals, but that integrate individual group goals with school goals, long range planning and development, programs that incorporate research and best practice on school improvement and instructional improvement. They also involve administrative support, including provision of time and other resources as well as involvement in program planning and delivery, adherence to the principles of adult learning, attention to the research on change, including the need to address individual concerns throughout the change process, follow-up and support for transfer of learning to the school or classroom, ongoing assessment and feedback, and Continuous professional development that becomes part of the school culture. Development remains a critical purpose of professional development, but in recent years the field has expanded to include a variety of other purposes like personal development, career development, moral development, school improvement, and improvement of the teaching profession.

In conclusion, professional development should be geared to teachers needs and concerns research on successful professional development and shown an emphasis on involvement, long-term planning, and problem solving meetings. Released time, experimentation and risk taking, administrative support, small group activities, consideration for individual and group characteristics can help make professional development more relevant to the participant.

2.2.5. School-based supervision in enhancing teachers professional development

School-based supervisors have to work cooperatively and effectively for effective implementation of the school based supervision.

They need to know how supervision at school level was implemented, by whom it was carried out, its purpose and effect on teaching learning process. Supervision within the school can be delivered by the school principals, deputy principals, unit leaders, department heads and senior teachers. According to the MoE (1997) and OREB (2007) supervision has the duties to help teachers to improve professionally; organizes training programs and gives induction orientation to new teachers, Mentoring and peer-coaching. Teachers professional development practiced through the exposure of new information and techniques and are varied based on its requirement of the time and place. Thus, different supervisory options should be employed for teachers to work towards their professional growth and improvement of students' learning. The following are most commonly used supervisory approaches for teachers' professional development:

i. Induction

According to Mc-Birdge (1996) initial teacher training is aimed at developing teachers' initial competences; induction is aimed at helping new developed teachers, develop professionally, identify and come up with an appropriate repertoire of actions and finally to structure their self-directed professional development. The importance of teachers' induction is for both the beginner teachers and the schools. For the very fact that it contributes avoiding unnecessary tension and future mal function. Adequate induction program can aid novice teachers to tackle effectively the problems they meet and hence to cope with reality-shock they experience. So induction is useful for new qualified teachers. School supervisory committee and concerning officials need to plan appropriate induction programs and facilitate its implementation in order to get feedback and solve the challenges that can be faced through the process based on the feedback.

ii. Mentoring

It is a form of peer supervision, which is aimed at orienting beginner teachers by well experienced and same department teacher in the school. A mentor is a person, usually another teacher, interested with tutoring, educating and guiding another person who is typically new to teaching or new to a given school (Million, 2010). Hence, it is suggested that the mentor teacher

is responsible to acquaint the new or beginner teacher to the school culture, to the classroom situations and to the overall work. In this context, we consider mentoring of beginning teachers as a part of the supervision of instruction: i.e. an element in the supervisory service of schools". Mentoring aimed at stimulating the enhancement of quality of educational teachers' performance as well as that of the organization of the school as a whole. Mentoring is a multi-faceted concept. i.e. mentoring give at one level a positive support by skilled and experienced practitioners who need to acquire complex new skill. Another view of mentoring recognizes that growth in teaching is a process over time. A mentor focuses on learning rather than teaching and engages in co-inquiry to encourage reflection on a teaching as a process. Mentoring is also useful for the development of beginner teachers as well as senior teachers. As to Mc Bridge (1996), it is the most useful relationship between the Mentor and Mentee. It is hard to teach without Mentoring. It is believed that, many of the skill necessary for effective mentoring practiced by many teachers in pre-service school experience do appear to transfer to the domain of professional development. These skills include classroom observation, conducting of review meeting and target setting. Effective mentors create realistic frameworks for support and knowhow exploit contextual factors (Moon et.al. 2001). To act these effectively, a mentor must have to master a wide range of interpersonal behaviors and know how to much these behaviors to institutions. It was clear that mentors to be selected carefully. Also after selection, they will still need substantial training to be able to effectively as mentors in order to foster quality of education.

iii. Peer coaching

Peer coaching is a process where a person with expertise in the field assist colleague through structured discussions and activities on how to solve their problems or performance tasks better than they would do it without this assistance (Haileselassie, 2004). Similarly, Robbins (2003) defines peer coaching as "a confidential process through which two or more professional colleagues work together to reflect up on current practices, expand, refine and build new skill, share ideas; conduct action research; teaches one another. As to Robbins (2003), peer coaching may include out of class activities and in class activities. Out-of-class activities and in class activities include co planning, study groups, problem solving and curriculum development. In class-forms of coaching typically involve teachers observing one another teaching.

The forms of coaching that was beneficial according to the points discussed above depend on the needs of particular teachers. If teacher's need is changed, the form of coaching will also be changed. However, peer coaching requires human interpersonal relationships, collegial atmosphere and collaboration.

2.2.6 Curriculum Development

Curriculum development is the organized preparation of whatever is going to be taught in schools at a given time in a given year or period of training. They are made into official documents, as guides for teachers, and made obligatory by the institutions. The supervisor should match curriculum development with teacher development. The supervisor might think of his/her staff in terms of the commitment, thinking, and expertise they currently bring to curriculum and then determine whether the current curriculum is appropriately matched with the teachers level curriculum functioning. If the present curriculum is inappropriate to teachers' development, readjustments to the curriculum would be in order (Glickman, 2003). A staff that has a low level of curriculum functioning as displayed by little commitment to change, little ability to suggest possible changes and little curriculum expertise, initially would be matched with an outside developed behavioral objective and imitative curriculum. They should be allowed to make minor revisions in adapting the curriculum to their classrooms. On the other hand, a staff that has a moderate level of curriculum functioning (as displayed by a desire to change, ability to think of the possible changes, but a lack of expertise in writing the curriculum) would be appropriately matched with curriculum originally developed by outside experts but substantially revised by an internal team of teachers led by a curriculum specialist. The format of the curriculum might be webbing. Throughout the development and implementation teachers should have problem solving meetings for purposes of curriculum adaptation. Finally a staff that is at a high level of curriculum functioning (as displayed by initiating and suggesting ways to change knowing how to proceed in creating curriculum) would be appropriately matched with an internally developed curriculum. The format would emphasize "results only" with suggested activities, and would be continuously open to revision (Glickman, 2003).

The supervisor should keep in mind the question: how does one increase teacher control over curriculum making? If a staff has been appropriately matched for example, low functioning staff with an imitative curriculum, and successful implementation is occurring, then the supervisor should plan for the next cycle of curriculum development to give teachers additional responsibilities by serving on decision making teams under the leadership of curriculum specialist. This would lead to more mutually adaptive curriculum and at the same time continue to stimulate and increase teacher commitment, development and expertise (Glickman, 2003). The supervisor wishing to facilitate changes in curriculum purpose, content, organization and format must remember that successful change will be based on teachers changing their conceptions of curriculum and their level of involvement in curriculum development. Large-scale teacher driven changes in curriculum content, organization and format will not take place unless teachers change their curriculum orientation or beliefs about the purpose of curriculum. Teachers are not likely to change their orientations unless their level of understanding and involvement in curriculum development gradually increase. Supervisor openness and trust building, staff development in curriculum design, and time, support, and rewards for teacher involvement can all foster teacher and curriculum development. Throughout the curriculum development process, the supervisor must remember that if he or she has a curriculum orientation of favours the curriculum content, organization or format different from teachers he or she is not necessarily right and teachers wrong. Government mandates, the community, the schools mission and culture, parents, teachers, and students must all be considered when deciding which direction curriculum development should take and at what rate it should proceed (Glickman, 2003).

In conclusion, teachers will implement curriculum successfully if they have been involved in its development and can adapt it to their specific classroom and school situation.

2.2.7 Action Research

Action research in education is study conducted by colleagues in a school setting to improve instruction.

Although an individual teacher can conduct action research, in most cases it is best done as a cooperative endeavour by faculty attempting to improve on a common instructional concern (Calhoun, 2002). According to Sagor (1993), collaborative action research renews teacher's commitment to thoughtful teaching and also develops an active community of professionals. Action research implies that the practitioners are the researchers. Collective action research can integrate direct assistance, group development, professional development and curriculum development. Prior to the beginning of action research, the supervisor chooses an appropriate entry strategy for working with an action research team. Action research is focused on the need to improve instruction as perceived by the faculty.

Action research leads to additional suggestions for increasing the quality of teacher research, first it is important that teachers receive basic preparation in gathering and analyzing data i.e. teachers should be introduced to a variety of simple data gathering methods, both quantitative and qualitative. Also they need to learn simple methods of reviewing and summarizing data drawing data based conclusions (Calhoun, 2002).

Second, to ensure that no teachers or students are placed at academic, social or emotional risk, the school governance body should establish a set of ethical guidelines of action research, along with a process of reviewing research proposals to make sure they comply with the guidelines. Third, resources need to be provided for action research teams. The most important resource needed by teacher researchers is time to plan action research, gather and analyze data, and implement action plan (Calhoun, 2002).

Finally, teachers should be provided opportunities to share action research with the community, and even with teachers from other schools. Sharing action research with the school community and gives recognition to the teacher researchers, serves as a basis for reflective dialogue among teachers, and provides other teachers, ideas for improving instruction in their own classrooms and schools (Calhoun 2002).

According to Calhoun (2002), supervision provides a focus, structure and time for teachers to be engaged in dialogue, debate, research, decisions and actions about instruction.

Without focus teachers will not discuss teaching, because it has not been an accepted norm for discussion in most schools. Without structure, there are no clear apparatus, procedures and rules for how decisions are made and implemented. Without time there is no functional or symbolic expression that teachers have the capacity to make collective and wise instructional decision on behalf of students.

2.3. Challenges In Instructional Supervision.

School-based supervision is a supervision that is conducted at the school level to solve problem teachers encountered during instruction and fulfill the needs of the learners to improve quality of education. Thus, school based supervision plays a great role in increasing teachers' effectiveness. However, there are several factors which tend to challenge against effective supervision of instruction in schools. Among the factors, the following can be mentioned:

i. Teachers perception towards supervision

Most of the time, the perception of teachers towards supervision is negative, because supervision during early period focuses on controlling and evaluation of teachers. Because these and other reasons supervision is not a positive experience for teacher. Supporting this idea, Goldhammer (1993) stated that, "Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat". This indicates that teachers perceive supervisors as those who control and evaluate them. Consequently, teachers should not perceive the supervisors as an outside authority coming to inspect and find fault, but as someone who is directly concerned with guiding the teachers and improving their performance. Integration of supervision with support service to teachers will help to raise the confidence of the teachers and has also created a feeling of security.

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).

Generally supervisors must be both skillful and fair minded. To sum up, teachers' perception of supervision is valuable to improve instruction. Since the objective of supervision is to improve teachers' competence, it is important to consider teachers' perception of supervision.

ii. Lack of adequate training and support

Supervisors have to keep themselves up date in order to provide guidance and counseling to their subordinate. 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 that, lack of continuous training system for supervisors to up-date their educational knowledge and skills is obstacle of the practice of supervision.

In general, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job positively. Lack of training will result in poor performance and routine supervisory tasks which in turn affects teachers' performance negatively.

iii. Communication between supervisors and teachers

It is believed that the beginning and the new teachers are to be closely supervised and helped by senior teachers. In line with this Pajak (2002) indicated that, a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching learning process the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers.

For effective school based supervision there should be good relation between the teacher and supervisor. Hence, supervisors have to in a position to create smooth communication with teachers by organizing intensive in staff training and in-service training in supporting and helping teachers. To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

iv. Inadequacies of educational resources

It is difficult to think effective supervisory practice in absence of resources. In this case resources could be financial, human, material and workload. Inadequacies of resources hamper the supervisory practice. In line with this idea, MoE (1994) explained the problems of supervision in relation to our context: the shortage of time, ineffective transport system, insufficient fund and lack of qualified supervisory personnel who are facilitating the teaching learning process considering as the major one.

Another drawback for the efficiency of educational supervision is that, no sufficient financial resource is supplied for it. Because of financial scarcity the supervisory programs gets weaker (MoE 1994). Supervisors are facing financial and transport problems. Therefore, in order to do an effective job, this problem should be solved as a first priority.

v. 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 Enaigbe, 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. Thus, the supervisor's high workload and lack of cooperation from principals negatively affects the practice of supervision.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The methodological framework of this study was descriptive survey design. A descriptive survey design permits a researcher to gather information or opinion from large sample of respondents quickly and inexpensively (Ary et.al, 2002). Moreover Creswell (2003) pointed out that, survey design provides a quantitative description of trends, attitudes, or opinions of a population by studying a sample of the population. The researcher was used mainly quantitative data but qualitative data from interview, focus group discussion and document also used to enrich and substantiate data gathered through questionnaire.

3.2. Study Area

This study was conduct in Oromia regional state of West Wollega Zone. West Wollega Zone is one of the zones of Oromia regional state and is found in the western part of Ethiopia. West Wollega Zone is bordered on the north by Benishangul Gumuz Region, on the west by QellemWollega Zone, on the Ilu Abba Bora zone and on the east by east Wollega zone. Ghimbi town is an administrative center of the zone and is located 422 km away from Addis Ababa.

Based on the administrative structure of the national regional state of oromia, West Wollega zone is sub divided in to 20 Woredas and 3 administrative towns, total 23 administrative woredas. Basically, the geographical natures of WestWollega zone categorized under Dega. To avoid any influence that may come as a result of climatic condition and way of life and to get fair distribution of population among all strata as well as to get clear picture of the situation, samples of secondary schools from all clusters were seen in the study. According to WWZEO there are 87 secondary schools in the Zone. Of these, the researcher has focus on 8 select secondary schools from seven select Woredas as samples.

3.3. Sources of data

The sources of data for the study were gathered from primary and secondary sources.

The primary sources were supervisees (secondary school teachers) and supervisors i.e. the coordinators of supervision in the Woreda Education Office, principals, vice principals, department heads, and senior teachers of the sampled secondary school teachers.

The secondary sources were obtained from manuals and directives of supervision set by MoE and the regional education bureau, documents such as annual plan of the school based supervisors, monthly check lists of the supervisors, feedbacks given by the supervisors during classroom visits, monthly, quarter and annual reports on supervisory activities.

3.4. Study Population, Sample Size and Sampling Techniques

3.4.1. Population

According to WWZEO, there are 20 rural Woredas and 3 Administrative towns, total of 23 Administrative woredas under the Zone. From the category, 5 (25%) rural woredas (LaloAssabi, BodjiChokorsa, Aru, NoleKebba, Nadjo Administration town and Ghimbiworeda, 2(66.6%) Administration town(Ghimbiand NedjoAdministration town) were selected using simple random sampling. Therefore, from these 7 Woredas, 8(9.19%) secondary schools :HarodjiAgemsa, Guyi, Kaso, JorgoNole, WAA Dongoro, AggarAleltu, Bodjichokorsa and WaloYesus were selected. 8(100%) principals, 7(100%) secondary school supervisors,78(22.48%)teachers and 64(100%) school-based supervisors were selected. From selected secondary schools Wollega Adventist Academy Dongoro is private school. From LaloAssabiWoreda one government and one private secondary school were selected.

3.4.2. Sample and sampling techniques

The sampling technique employed to select sample woreda was simple random sampling. Therefore, from 7 woredas, 8 secondary schools were selected using simple random sampling. The number of teachers population in sample secondary schools; 347 were large in size that, it was difficult to investigate all of them easily.

So the researcher interested to take 78 (22.48%) teachers as a sample using simple random sampling. 8(100%) principals, 7(100%) SSS and 64(100%) SBS committee members within the sample schools were selected as samples using available sampling techniques because their position was important for the study.

Table 1: Sample schools and sample respondents.

Sample school	Teachers			SBS			Principals			SSS			Total sample
	Population	sample	%	population	Sample	%	population	Sample	%	population	Sample	%	
AggarAleltu	47	12	25.5	8	8	100	1	1	100	1	1	100	22
BodjiChokorsa	36	10	27.8	8	8	100	1	1	100	1	1	100	20
Guyi	40	11	27.5	8	8	100	1	1	100	1	1	100	21
HarojiAgemsa	18	7	38.9	8	8	100	1	1	100	1	1	100	17
JorgoNole	45	12	26.7	8	8	100	1	1	100	1	1	100	22
Kaso	45	12	26.7	8	8	100	1	1	100	1	1	100	22
WAA Dongoro	18	7	38.9	8	8	100	1	1	100	With HarojiAgemsa		16	
WaloYesus	20	7	35	8	8	100	1	1	100	1	1	100	17
Total	269	78	28.9	64	64	100	8	8	100	7	7	100	157
Simple random sampling	Random Sampling			Availably sampling			Availably sampling			Availably sampling			

3.5. Instruments of Data Collection

3.5.1. Questionnaire

Questionnaires were prepared to gather data for descriptive survey. Closed and open ended questionnaires were prepared in English and distributed to teachers.

Accordingly, the respondents have indicated the extent of their engagement to a particular behavior or practice by choosing one of the five Likert scale items ranging from strongly agree (5) to strongly disagree (1) and from very high (5) to very low (1) . Because it is more appropriate for large scale surveys as they are quick for respondents to answer and are easy to analysis using statistical techniques. It also helps the respondents to choose one option from the given scales that best align with their views. In addition to this, open ended questions were employed in order to give opportunity to express their feelings, perceptions, problems and intensions related to the school based supervision practice in enforcing quality education in the schools.

3.5.2. Interviews guides

The interview guides permits greater depth of response which is not possible through any other means (James et.al., 1997). Interview prepared for school principals. Thus, the purpose of interview is collecting more supplementary opinions, so as to stabilize the questionnaire responses. With this in mind, the researcher has develop interview guides and initiate the interviewees with semi structured interview items, which are relate to supervisory practices and its contribution for quality education. The reason behind the semi-structured interview items is the advantages of flexibility in which new questions could be forwarded during the interview based on the responses of the interviewee (James et.al., 1997).

For simplicity, the process of interview is conduct in Afan Oromo and support by note book recorded. The recorded data will be categorize based on similarities of responses and then transcribe in to English language.

3.5.3 Focus Group Discussion (FGD)

According to Kothari (2004) the use of FGD tends to the production of opinions expressed and exchanged in very day life and tool for reconstructing individuals' opinions more appropriately. FGD is also held with school based supervision from the same schools using interview questions to enable them express all feeling. The participants for the discussion are taken from different departments at the same school.

After introducing the purpose of the research, discussions are held. In the meantime, data were taken on notebook. Female and male teachers are made to involve purposively because they are supposed to have familiarity in dealing with education quality. The respondent teachers are forwarded possible solution to the challenges they encountered. FGD discussed with for 8 groups of school-based supervisors from selected schools.

3.5.4. Document analysis

Document analyses also used to identify and investigate some data which strengths the information from the questionnaire and interviews. The trustworthiness of information gathered from the questionnaire and interview was cross checked by this data gathering methods. Specifically, the school annual plan, the plans and reports/minutes of school based supervision committees, check lists and formats used during classroom observation, teachers' lesson plan and portfolios were observed and analyzed.

3.5.5. Procedures of data collection

To answer the basic research question raised, the researcher had gone through series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews, focus group discussion and document analysis. After agreement has been made; the researcher has introduced his objective and purposes. Then the questionnaires were administered to sample teachers and secondary school supervisors with in selected schools. They were closely assisted and supervised by the researcher to solve any confusion. On the other hand, the secondary schools principals were interviewed and school based supervisors committee were FGD. While interview and focus group discussion conducted, to minimize loss of information, the obtained data was carefully recorded with written in a notebook. In addition, the data available in document forms related to supervision were collected from the sample schools. Finally, the data collected through various instruments from multiple sources were organized and got ready for data analysis.

3.6. Methods of Data Analysis

The researcher has collected data using questionnaire, interview and FGD from sample respondents. The data obtained from the closed-ended questions of questionnaire was analyzed through descriptive statistics (frequency count, Sd.deviation, mean and Std.error mean) which were computed using SPSS (V.21) software to indicate the distribution of the data, to summarize the general nature of the data. Accordingly, the calculated means were interpreted as: 1) 1-1.49= Strongly Disagree , 2) 1.50-2.49 =Disagree , 3) 2.50-3.49 =Undecided , 4) 3.50-4.49 =Agree and 5) >4.5 = Strongly agree (Bluma, 2012).

Finally, the data collected through interview, FGD, open ended questionnaire and document analysis was presented and analyzed by using schematization, centralization and narration. This was used for supplementing the data gathered through close ended questionnaires. Based on the data analysis, interpretation was made to reach certain findings. Finally, conclusions and possible recommendations were suggested.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the thesis deals with the presentation, analysis and interpretation of the data gathered from the sample schools in line with the objective of the study. It contains two sections; the first section presents characteristics of respondents. The second section deals with the results of findings from the data gathered through the questionnaire, interview and document analysis. Accordingly, presentation and analysis were made by making use of the data gathered from teachers, school based supervisors, principals and secondary school supervisors .

The questionnaires were distributed to 78 teachers out of them 78(100%) filled in the questionnaires and returned. Data obtained through close ended questionnaire were presented in tables and analyzed by quantitative counts, Sd.deviation and mean scores of responses. Data obtained from open ended questionnaire, interview, focus group discussion and documents were organized and presented through narrative descriptions. Accordingly, descriptive statistics such as frequency count and mean score were computed to indicate the background characteristics of the respondents.

4.1. Characteristics and participants of the study

Description of the characteristics gives some basic information about the samples in the study. The following table shows the distribution of respondents background characteristics by their sex, age, educational backgrounds and work experience.

Table 2: Characteristics and participants of the study

No	Items	Category	Respondents							
			Teachers		Secondary school sup.		School principal		Schoolbased supervisors	
			No	%	No	%	No	%	No	%
1	Sex	Male	66	84.62	7	100	8	100	56	87.5
		Female	12	15.38	-	-	-	-	8	12.5
2	Age	21-30 years	22	28.21	-	-	-	-	-	-
		31-40 years	35	44.87	3	42.86	6	75	34	53.13
		41-50 years	16	20.5	3	42.86	2	25	18	28.13
		51-60 years	5	6.41	1	14.29	-	-	13	20.31
3	Qualification	Diploma	7	8.97	-	-	-	-	-	-
		BA//BSC/	71	91.03	4	57.14	8	100	64	100
		MA	-	-	3	42.86	-	-	-	-
4	Work experience	5 and below 5 years	18	23.08	-	-	-	-	-	-
		6-10 years	21	26.9	-	-	-	-	36	56.25
		11-15 year	11	14.1	-	-	5	62.5	22	34.38
		16-20 year	13	16.67	2	28.57	3	37.5	6	9.38
		21-26	8	10.25	3	42.86	-	-	-	-
		27 and above	7	8.97	2	28.57	-	-	-	-

The details of the responses were given in table 2 and discussed as follows:

In table 2 above, the data , (84.62%) of teacher respondents , (100%) of secondary school supervisors member respondents,(100%) of school principal and (87.5%) of school based supervisors were males while the remaining 15.38% of teacher respondents, (12.5%) of school based supervisors were females and no one secondary school supervisors and school principal females. This implies that, the participation of females either in the secondary school teaching or involvement in the leadership is too much less than males.

Regarding their age, 28.21% of teacher respondents were between 21-30 years. Others 44.87% of teacher respondents, 42.86% secondary school supervisors respondents, 75% school principals and 53.13% school based supervisors fall between the ages of 31-40 years. 20.5% of

school teacher respondents, 42.86% of SSS respondents, 25% school principals and 28.13% school based supervisors were between the ages of 41-50 years. The remaining 6.41 % of teacher respondents, 14.29 % of secondary school supervisors respondents and 20.31% school based supervisors were between 51-60 years.

As far as educational qualification was concerned, 90.03% of teacher respondents, 57.14% of secondary school supervisors respondents, 100% of the interviewed principals and 100% of school based supervisors had a first degree of BA/BSC/. Whereas about 8.97% teachers were diploma holders which is below the standard set for secondary schools and 42.86% of secondary school supervisors MA holders. From this, one can understand that, most of the respondents were subject area graduates; even though a blue print of TDP (MoE, 2007) has stated that the academic qualification required for the secondary school principal is MA degree.

With respect to the experiences of respondents, 23.02% of teacher respondents, had teaching experience of 5 years and below while 26.9% of teachers and 56.24% of school based supervisors respondents had 6-10 years experience. On the other hand, 14.1% of teacher respondents, 62.5% secondary school supervisors and 34.38% of school based supervisors had a work experience of 11 to 15 years while 16.67% of teachers, 28.57% of secondary school supervisors and 9.38% of school based supervisors had 16-20 years of work experience and 10.25% of teachers and 42.86% of secondary school supervisors had 21-26 years of work experience. The smallest portions of the groups of the study samples (8.97% of teachers and 28.57% of secondary school supervisors) had work experiences of 27-years and above in their teaching profession.

4.2. How school based-supervision organized

The aim of school based supervision is the improvement of teachers, the growth of pupils and the improvement of teaching learning process. Hence, school based supervisors are expected to conduct different supervisory option and different procedures of classroom observation in achieving the comprehensive benefits of supervision those are discussed in table

Table 3: Views on how the Function of School based Supervision is Organized

No	Items	R	SA		A		UD		DA		SDA		Mean	SD
			N	%	N	%	N	%	N	%	N	%		
1	Organize capacity building program to teachers.	78	5	6.4	7	8.9	8	10.3	48	61.5	10	12.8	2.42	1.03
2	Organize teachers to conduct peer observation	78	-	-	3	3.9	11	14.1	51	65.4	13	16.7	2.34	0.68
3	Encourage teachers to plan their own CPd.	78	-	-	-	-	22	28.2	36	46.2	20	25.6	2.47	0.74
4	School-based supervision help teachers to conduct action research	78	22	28.2	39	50	9	11.5	7	8.9	-	-	3.87	0.94

Note :R=Respondents SD=standard deviation, df=78, N=78,SSS. =Secondary School Supervisors, Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree

As Table 3 item number 1, respondents were rated their agreement regarding school-based supervisors whether they organize capacity building programs to teachers or not. Accordingly, 48(61.5%) and 10(12.8%) of the teachers showed their disagreement and strong disagreement. Consequently, the mean scores of teachers found to be 2.42 and SD=1.03. This indicates that, respondents disagreed on the issue that school-based supervisors organize capacity building program for teachers. However from the theoretical perspective, on job trainings, workshops, seminars and etc play a pivotal role in building the professional competence of teachers. To confirm this Oliva and Pawlas (1997:55) stated that as a one-time training could not be sufficient in an ever changing social situation, teachers should get continuous on- the-job trainings throughout their carrier to cope up with the changing world.

In item 2 of table 3, respondents were indicated their response regarding that, whether school-based supervisors organized teachers to conduct peer observation or not. Accordingly, 51(65.4%) and 13(16.7%) of the teachers showed their strong agreement and agreement respectively and mean scores found to be 2.34 and SD= 0.6 8 which indicates their disagree on the issue. Hence, it was concluded that school-based supervisors were organized teachers unsatisfactory to conduct peer observation or collegial supervision.

From FGD one group of respondents said:

Peer observation not conduct well. Because, there was inferioritybetweensome teachers.

In item 3 of table 3, respondents were asked to show their level of agreement on the extent to which school based supervisors encourage effective teachers to take the responsibility of planning their own professional development,implement their plan and evaluate it by themselves.In this regard,36(46.2%) and 22(28.2%)of the teachers confirmed their disagreement and undecided to the issue, with the mean scores 2.47 and SD= 0.74 respectively revealed their disagree on the issue.This,shows that making effective teachers responsible for planning their own professional development by supporting them to assess their own teaching and identify needs for improvement using self directed supervision as an option was not practiced by the school based supervisors.

As item 4 table 3, respondents were rated their agreement regarding school-based supervisors whether they support teachers to conduct action research or not. Accordingly, 39(50%) and 22(28.2%) of the teachers asserted their agreement and strong agreement, with the mean scores 3.87 and SD=0.94 respectively revealed their agreement on the issue. From this one can conclude, teachers conduct action research by group or alone to solve instructional problems.

4.3. How actual practice corresponds with the expected standards

a) Practice of providing different supervisory options for teacher

Table 4: Respondents View on carrying out different supervisory options for teachers.

No	Items	R	SA		A		UND		DA		SDA		Mean	SD
			N	%	N	%	N	%	N	%				
1	Regularly conduct clinical supervision	78	14	17.9	16	20.5	36	46.2	12	15.4	-	-	2.89	1.89
2	School-based supervisors create opportunity for experienced & competent teachers to practices self direct supervision	78	-	-	20	25.6	6	7.7	48	61.5	4	5.1	2.47	0.9
3	Recognize the individual difference b/n teachers of supervisory behaviors during observation	78	6	7.7	18	23.1	37	47.4	4	5.1	13	16.7	3.39	1.3

Note: R= Respondents, SD=standard deviation, df=78, N=78,SSS. =Secondary School Supervisors, Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree

As can be seen on Table 5 item number 1.1, respondents were rated their agreement regarding school-based supervisors whether they regularly conduct clinical supervision or not. Accordingly, 36(46.2%) and 16(20.5%) of respondents confirmed their undecided and agreement on the issue with the mean scores of teachers found to be 2.89 and SD= 1.89 respectively. This indicates that, majority of respondents undecided on the issue that school-based supervisors not conduct clinical supervision regularly.

On the other hand, 6 interviewed principals revealed that,

School-based supervisors were not conducting clinical supervision in regular base.

In FGD three group of school-based supervisors said:

Because of work load conducting clinical supervision was low.

Additionally, during document analysis, the researcher seen plan of supervision to conduct regular clinical supervision but there was no implementation evidence on the report materials of school-based supervision as per their plan. Therefore, from the above findings it can be concluded that, school-based supervisors' practices in conducting clinical supervision were irregular, which means inconsistent in its application in the schools under study area.

With regard to item 1.2 of table 5, respondents were asked to rate whether or not opportunity created for experienced and competent teachers to practice self-directed supervision. Accordingly, 48(61.5%) and 20(25.6%) teachers showed their disagreement and agreement with the mean scores 2.47 and SD= 0.9 respectively revealed their on the issue. In the similar way, the average mean score 3.25 of respondents was fall in the interval of disagree. Regarding this idea Sergiovanni and Starrat (2002) suggested that, teachers should develop their plan that include goal derived from their own needs. This plan then might be shared with supervisor to ensure whether it provide some sort of documentation for their portfolio or not. Therefore, from the above result it can be concluded that the opportunity for experienced and competent teachers to practice self directed supervision was not created in secondary schools of study area.

As on Table 5 item number 1.3, teachers were asked whether contextual supervision carried out in their school or not; 37(47.2%) and 18(23.1%) teachers asserted their undecided and agreement respectively with the mean score 3.39 and SD= 1.25 undecided on the issue. With respect to the application of contextual supervision, during the interview, two school principals indicated that,

School-based supervisors had no deep knowledge regarding the existence and application of various options of supervision except clinical supervision that conducted once per semester; especially they do not know about contextual supervision and how to apply it.

In retaliation to supervisory options for teachers Glickman et al. (2004) stated that, teachers' preferences on supervisory approaches differ. Some teachers preferred a supervisor to work with them nondirective; while others preferred a supervisor to work with collaboratively; whereas the remaining teachers preferred other choices. Therefore, matching the best supervisory approach for the teachers' current developmental levels is very crucial in promoting some degrees of teacher development. From the finding obtained, one can realize that, in contrary to the above literature, school-based supervisors were failed to carry out contextual supervision in secondary schools of study area.

b)Practices of class observation Procedures

In respect to the procedures of classroom observation, respondents were asked whether or not the procedures have been implemented appropriately in their school. The results obtained are presented in the following tables.

Table 5: Respondents Views on carrying out class observation Procedures

No	Items	R	SA		A		UD		DA		SDA		Mean	SD
			N	%	N	%	N	%	N	%	N	%		
1	Practices of class observation Procedures(pre-observation)													
	1.1 School based supervisors establish teachers' agreement on the period & lesson to be observed.	78	-	-	15	19.3	34	43.6	23	29.5	6	7.7	2.7	1.36
	1.2 School based supervisors examine the lesson plan prepared by the teacher before actual classroom observation.	78	28	35.9	39	50	11	14.1	-	-	-	-	3.9	1.29
	1.3 School-based supervisors make an agreement with the supervisee teachers on the methods of lesson to be observed before actual presentation.	78	-	-	10	12.8	20	25.6	45	57.7	3	3.8	2.3	1.14
2	During classroom observation													
	2.1 School based supervisors frequently visit classroom to support teachers.	78	10	12.8	12	15.4	-	-	42	53.8	15	19.2	2.34	1.31
	2.2 School based supervisors use observation checklist to collect data on lesson being thought.	78	8	10.3	38	48.7	10	12.8	14	17.9	8	10.3	3.58	1.06
	2.3 School-based supervisors observe and jot down important points that indicate strength for later discussion.	78	3	3.8	43	55.1	5	6.4	13	16.7	14	17.9	3.6	1.08
	2.4 School based supervisors follow up the classroom presentation from the beginning to the end.		-	-	13	16.7	18	23.1	47	60.3	-	-	2.3	1.12
3	views on post observation activities													
	3.1 School based supervisors organize their observation data in to clear discipline to give feedback to their teacher	78	16	20.5	19	24.4	31	39.7	8	10.3	4	5.1	2.8	1.29
	3.2 School based supervisors undertake post observation conference with teachers for feedback	78	-	-	15	19.2	39	50	16	20.5	8	10.3	2.7	1.37
	3.3 School based supervisors clearly identify weak sides and the strong sides of teachers	78	12	15.4	36	46.2	10	12.8	-	-	20	25.6	3.5	1.40
	3.4 School based supervisors discuss with teachers on the points to be improved	78	15	19.2	6	7.7	35	44.9	17	21.8	5	6.4	3.1	1.25

Note: x = Mean, SD=standard deviation, df=78, N=78,SSS. =Secondary School Supervisors, Scales; ≤ 1.49 = strongly disagree, 1.5 – 2.49 =Disagree, 2.5 – 3.49 = Undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree

As it can be observed in the above table 5 item 1.1, teachers were asked to rate their agreement whether or not school-based supervisors established teachers' agreement on the period and lesson to be observed. Accordingly, 34(43.6%) and 23(29.5%) teachers showed their undecided and disagreement with mean scores 2.7 and SD= 1.36 respectively indicated the undecided with the issue. On the contrary to the above idea Glickman et.al (1998) suggested that, pre-observation conference should focus on establishing teachers' acceptance and agreement. To this end, teachers together with their supervisors have much opportunity in discussing and deciding on the purpose, criteria, frequency, procedures, instruments and follow up activities prior to the actual classroom observation. From the result, it can be concluded that supervisors did not established agreement with the supervisee teachers on a period and lesson to be observed before actual class room observation.

As depicted in the above Table 5 item 1.2, respondents were rated their opinions regarding examining of the lesson plan prepared by the teachers before actual classroom observation. Accordingly, teachers with mean score 3.9 and SD=1.23 agreed with the issue. It indicates the agreement of the majority of respondents that the lesson plan of teachers was analyzed by the school-based supervisors before the actual classroom presentation. From the average mean value of respondents it is possible to conclude that, the lesson plan of the supervisee teachers was evaluated before classroom visit.

As it can be seen in Table 5 item1.3; 45(57.7%) and 20(25.6%) teachers showed their disagreement and undecided with mean of mean score 2.38 which implies their disagreement with the idea that supervisors make an agreement with supervisee teachers on the methods of the lesson to be observed before actual presentation.

The interview conducted one principals show that,
...there were no trends of discussing with teachers on methodologies to be observed during classroom presentation before classroom observation. Rather, school based supervisors simply expect teachers to use studentcentered methods of teaching.

From FGD one group respondents said that;
Because of lack of developed experience and commitment, there were no agreement with supervisees teacher on the methods of the lesson to be observed before actual presentation.

Similar to the interview and FGD result above, during SBS document analysis, there was no report/evidence on the minutes of school-based supervision committee members of all sample schools about pre observation discussion with teachers on methodology issue. Hence, it can be concluded that, school based supervisors of study area were failed to discuss and establish agreement with teachers on the methods of the lesson to be applied in classroom during presentation.

As indicated in Table 5 items 2.1, 42(53.8%) and 15(19.5%) teachers show their disagreement and strongly disagreement with mean score 2.34 and SD= 1.31 were disagreement that school based supervisors frequently visit class room to support teachers which shows school based supervisors were not frequently conduct classroom to support teachers. However, the data obtained from the interview of principals the accomplishment of the in-built supervision was not as planned on the annual plan.

From interview, two of the principals said:

The school based supervisors had a plan to visit classroom and support teachers four times per year, classroom observation was carried out once per a semester or even once per year for individual teacher and due to various constraints school-based supervisors could not support the teachers adequately and frequently.

In relation to the above analysis, MoE (1994) in its supervision manual indicated that, the necessity of continuous classroom observation is enabling teachers to evaluate their routine tasks and helps to improve their poor performance. Conducting classroom observation once cannot lead to identify the teachers' appropriate implementation of teaching learning activities in the class.

As indicated in item 2.2 of Table 5, respondents were rated their agreement about the school-based supervisors whether or not they use observation checklists to collect data on the lesson being thought. Accordingly 38(48.7%) and 14(17.9%) teachers confirmed their agreement and disagreement with mean scores 3.58 and SD=1.06 that school-based supervisors use observation checklists to collect data on the lesson being thought during class room observation.

From document analysis in sample schools, it was found that, all schools (100%) have their own checklists to collect data on the lesson being taught so that, school-based supervisors observe and jot down important points that indicate strength for discussion with teachers during post observation conference. To this end, Acheson and Gall, (1997) agree that the selection of an observation instrument will help sharpen the teacher's thinking about instruction. The result shows the existence of the trends within schools.

As Table 5 item 2.3 indicated, 43(55.1%) and 14(17.9%) teachers show their agreement and strongly disagreement with mean scores 3.6 and SD=1.08 agreed that observe and jot down important points that indicate for latter discussion with teachers.

On the same Table 5 item 2.4, respondents were requested to rate their agreement whether school-based supervisors follow up classroom presentation from the beginning to the end or not. Accordingly, 47(60.3%) and 18(23,1%) teachers response with mean score of 2.3 and SD= 1.12 shows the disagree, school-based supervisors did not follow up classroom presentation from the beginning to the end.

From the interview one school principal said :

Most of the time school based supervisors used to observe classroom presentation from the beginning but they were not tolerate to stay and get out of the classroom before the end of the presentation.

From FGD most of school-based supervisors state that:

When we stay to observe classroom presentation from the beginning to the end most of teachers take us, as fault finders.

From interviewees one can conclude that, the trend of school-based supervisors to observe classroom presentation from beginning to the end of the class was not satisfactory.

As Table 5 item 3.1 indicated, respondents were requested to rate whether or not school based supervisors organize their observation data in to clear discipline to give feedback to the teachers. Accordingly, 31(39.7%) and 19(24.4%) teachers response undecided and agreement with mean score of 2.8 and SD=1,29 which show that they were undecided on the points.

Thus from interview one principal said;

School-based Supervisors organize their observation data in clear organization to undertake post observation conference.

Similarly, regarding the above idea literature revealed that, as soon as the observation has been conducted the supervisors organize their observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post observation conferences, with the goal of strengthening teacher's performance to improve student achievement (Zapeda, 2003).

As Table item 3.2 indicates, 39(50%) and 16(20.5%) teachers show their undecided and disagreement with mean scores 2.7 and SD=1.37, that school-based supervisors fairly undertake post-observation conference with teachers for feedback. Therefore, from finding one can conclude that school-based supervisors under study area conduct post observation conference for feedback to the teachers was unsatisfactory.

In relation to Table 5 item3.3 respondents were requested whether or not school-based supervisors clearly identify weak sides and the strong sides of teachers. Accordingly, 36(46.2%) and 20(25.6%) respondents show their agreement and disagreement with mean score of 3.5 and SD= 1.4 indicated the respondents were agreed with the issue.As shown under item 3.4 table 5, 36(44.9%) and 17(21.8%) teachers show their undecided and disagreement with mean score 3.1 indicate undecided, supervisors not make discussion with teachers well on the points to be improved. In this stage the major purpose of supervisors is to give feedback to the teacher about the teacher's performance. Research demonstrates that teachers are likely to change their instructional behaviors on their own after their classroom has been described to them by supervisors.

4.4. The effects of school-based supervision to enhancing quality education.

In relation to contribution of school-based supervision in promoting quality education; since it is too general concept, it has seen and discussed in terms of promoting teachers' professional development and improvement of instructional processes.

Table 6: Effects of school-based supervision in enhancing quality education

No	Items	R	SA		A		UD		DA		SDA		Mea n	Std
			N	%	N	%	N	%	N	%	N	%		
1	SBS in enforcing teachers' professional development													
	1.1 supervisors organize induction course for beginner teachers in the school.	78	-	-	22	28.2	39	50	17	21.8	-	-	2.8	0.77
	1.2 Supervisors facilitate professional development of teachers through mentoring programs.	78	-	-	10	12.8	15	19.2	40	51.3	14	17.9	2.04	1.1
	1.3 Supervisors assist teachers to undertake joint planning of experience sharing programs in their local school context.	78	-	-	-	-	13	16.7	40	51.3	26	33.3	2.31	1.2
	1.4 School based Supervisors facilitate professional development of teachers through short term training.	78	-	-	-	-	22	28.2	51	65.4	5	6.4	1.99	1.22
2	Effect of school-based supervision in enforcing instructional processes.													
	2.1 School-based supervision encourages teachers to use all ranges of active learning methods in the classroom.	78	-	-	17	21.8	23	29.5	40	51.3	2	2.6	2.04	0.82
	2.2 School-based supervisory practice helps teachers to develop and use appropriate instructional materials	78	-	-	15	19.2	21	26.9	42	53.8	-	-	2.39	1.03
	2.3 Supervisors support and encourage teachers to conduct research and solve the actual instructional problems.	78	-	-	5	6.4	20	25.6	53	67.9	-	-	1.84	2.1

Note:R= Respondents, SD=standard deviation, df=78,SSS =Secondary School Supervisors, Scales; ≤ 1.4=strongly disagree, 1.5– 2.49=Disagree, 2.5 – 3.4 =Undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree

In reaction to item 1.1 of Table 6 above, 22(28.2%) and 39(50%) teachers show their agreement and disagreement with mean score 2.8 and SD= 0.77 rated that the effort of school-based supervisors in organizing induction course for beginner teachers in the school was low.

From document analysis concerning induction course for beginner teachers, was low and there was records that indicates the role of school-based supervisors on SBS annual plan and report documents of sample schools.

In the same way, great number of interviewed principals realize that;

School-based supervisors did not perceive the task of organizing induction course for beginner teachers as it is their responsibility. They always argue that, it is principals and CPD coordinator responsibility to organize induction program for beginner teachers. In addition, most of them do not have knowledge and skills on the procedures and principles of how to organize, plan and deliver induction course because there was lack relevant training for SB Sups on induction practice.

According to school based supervision manual of Oromia region (OREB, 2007), Providing supervisory service through different strategies of school based instructional supervision such as induction, mentoring, clinical supervision, collegial supervision, informal supervision, self-directed supervision and in service training is among the main responsibilities of SSB supervision committee. But, in opposite to the responsibilities mentioned in OREB supervision manual, the findings obtained from quantitative and qualitative data leads one to conclude that, SB Sups were not capable enough to manage the program due to knowledge and skill gap. Thus, beginner teachers were not properly equipped with induction course, as a result they were less familiar with the whole situation of school in general and instructional process in particular.

As Table 6 item 1.2 indicates, respondents were requested to rate the extent of school-based supervisors in facilitating professional development of teachers through mentoring programs. Accordingly, 40(51.3%) and 15(19.2%) teachers responses their disagreement and undecided with mean scores 2.04 and SD= 1.15 respectively rated disagreed.

In Table 6 item 1.3, respondents were asked whether or not supervisors assist teachers to undertake joint planning of experience sharing programs in local school context. Accordingly, the mean value of the teachers ($x = 2.3$, $SD = 1.2$) shows low performance of school-based supervisors in assisting teachers to undertake joint planning of experience sharing programs in local school context.

Furthermore, response from 7 groups of FGD revealed that,

There was no experience sharing trends in between local schools. Because there was no planned.

Correspondingly, evidence from document analysis (school based supervision committee annual plan) analysis indicated that, there was no planned activity to assist teachers to undertake joint planning of experience sharing programs in local school context. To the contrary, OREB (2007) in its guideline for educational supervision works for schools pointed out that, teachers have to be encouraged by supervisors of their own school to share their experiences of good methodology, classroom organization, and lesson plan and media preparation and even their personal life experience. From the overall mean and qualitative data obtained one can infer that, school based supervisors of study area were neither planned nor assist teachers to undertake joint planning of experience sharing programs in their local school context. Lack of experience sharing may result in lower teacher performance and routine instructional activities which adversely harm education quality. According to school based supervision manual of Oromia region (OREB, 2007), Providing supervisory service through different strategies of school based instructional supervision such as induction, mentoring, clinical supervision, collegial supervision, informal supervision, self-directed supervision and in service training is among the main responsibilities of SSB supervision committee. But, in opposite to the responsibilities mentioned in OREB supervision manual, the findings obtained from quantitative and qualitative data leads one to conclude that, SB Sups were not capable enough to manage the program due to knowledge and skill gap.

Thus, beginner teachers were not properly equipped with induction course, as a result they were less familiar with the whole situation of school in general and instructional process in particular.

On the table 6 item 1.4, with regard to school-based supervisors' effort to facilitate professional development of teachers through short term training, 51(65.4%) and 22(28.2%) teachers show their disagreement and undecided with mean score $\bar{x} = 1.99$, $SD = 1.22$) were disagreed on the point.

From this one can conclude that, majority of respondents were disagreed with the stated activity. In light with the above idea, interview held with principals and SSS about the practice implies that, school based supervisors were not using short term training to enhance teachers' professional development due to different constraints.

In this regard from the interview, one of the principal said:

As far as short term training is concerned, inbuilt supervisors always request budget for their per diem and related facilities. But in our school there was lack of budget for such activities due to low income and inadequate block grant budget to facilitate short term trainings as per required.

Regarding the above idea as Hewto cited in Moon et.al.(2001) stated that, school based teachers professional development as planned process which enhances the quality of pupil learning, can be achieved through variety of means such as conferences, workshops, seminars, meetings, study groups, action research and projects, visitation to other schools and classrooms. When a teaching staff is competent through the above practices, the overall objective will be achieved. However, as it can be realized from average mean score and reports from interviewee, SB Sups under study area were inefficient in facilitating professional development of teachers through short term training. Hence, because of this and other different constraints school based supervision was not make teaching staff competent as stated on the literature in secondary schools of study area and hence, it was not contributing to promote quality education in a desired manner.

As indicated on Table 6 item 2.1, regarding the effort of school-based supervisors to encourage teachers to use all ranges of active learning in the classroom, 40(51.3%) and 23(29.5%) teachers show their disagreement and undecided with mean scores ($\bar{x} = 2.04$, $SD = 1.08$) were disagreement on the issue. It is possible to conclude that; the performance of school-based supervisors in

encouraging teachers to use all ranges of active learning methods to improve instruction was low.

As it is depicted in item 2.2 of Table 6, with regard to school-based supervisory practice helps teachers to develop and use appropriate instructional supplementary materials, 42(53.8%) and 21(26.9%) teachers show their disagreement and undecided with mean score of ($x = 2.39$, $SD=1.03$) were disagreed the issue.

From the interview, 4 principals were set their opinion and said:

Teachers in our school were not developing and using supplementary instructional materials. There were no recently prepared teaching aids in the store. This might be because of two reasons:

1. shortage of resource materials in school to prepare supportive materials.

2. Inability of school based supervisors to motivate and assist teachers' to prepare and utilize appropriate supplementary instructional materials from locally available materials.

Similar to the interview, from SBS checklist analysis the researcher realized that, supervisors did not strictly recommended teachers to develop and use teaching aids as an essential inputs to enhance learning teaching. In reverse to this, literature revealed that, one of the key responsibilities of teachers is to study the curriculum and develop supplementary materials for use in the classroom and it is important for schools to provide the time and support that teachers need to develop these supplementary materials (MoE, 2006). From the overall results obtained, it is possible to conclude that, school based supervisors in secondary schools of the study area were not encouraging teachers to develop and use appropriate supplementary instructional materials; as a result learning teaching was not enriched by tangible way of teaching which adversely influence students understanding.

As has been shown on the Table 6 item 2.3, teachers and secondary school supervisors were asked to rate whether the school-based supervisors support and encourage teachers to conduct action research and solve the actual instructional problems. Consequently, 53(67.9%) and 20(25.6%) teachers show their disagreement and undecided with ($x = 1.84$, $SD=2.1$) were disagreed.

4.1 Inability of school-based supervisors to create a smooth relationship with teachers.	78	-	-	8	10.3	42	53.9	17	21.8	11	14.1	2.8	1.3
4.2 School-based supervisors unable to help teachers to freely and confidently express their feelings.	78	-	-	4	5.1	24	30.8	40	51.3	-	-	2.04	0.82

Note: x=Mean, SD=standard deviation, df=78, SSS =Secondary School Supervisors, Scales; ≤ 1.4 =strongly disagree, 1.5– 2.49=Disagree, 2.5 – 3.4 =Undecided, 3.5 –4.49 = Agree, ≥ 4.5 = strongly agree

As it is observed table 7 item 1.1, teachers were asked to rate whether or not teachers resist accepting comments given by supervisors' positively. Accordingly, 27(34.6%) and 43(55.1%) of respondents show their agreement and undecided with mean score 2.74 and SD= 0.62 undecided that, teachers did not accept comments given by school-based supervisors positively.

Supporting the above result, researches shown in UNESCO (2007) pointed out that, bitter complaints about supervisor's work further include irregular and bad planning of visits, fail to spent enough time 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.

Regarding item 1.2 of Table 7, respondents were requested whether or not teachers perceive school-based supervisors as fault finders than assisting them. Accordingly, 41(52.6%) and 24(30.8%) teachers show their agreement and undecided with mean value of 3.61 and SD= 0.99.

As three of the interview participant principal said;

In our school most of the teachers showed hidden resistance but some teachers showed their resistance against the supervisory activities by missing their regular teaching classes during classroom observation program been scheduled. Because; they perceive supervisors as they find out poor performance of teachers.

Thus, from the above finding it could be concluded that, teachers perceive school based supervisors as fault finders rather than assisting them. Hence this negative perception of teachers towards school-based supervisors adversely affected the practice of supervision in secondary schools of West Wollega zone. Various activities push teachers to perceive supervision in negative aspect. In the similar way UNESCO (2007) proposed that, 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. In general supervisors must be both skillful and fair minded.

As indicated on Table 7 item 1.3, respondents requested whether teachers perceive school based supervision more evaluative than supportive activity. Consequently, 49(62.8%) and 20(25.4%) teachers response undecided and agreement with the mean score 3.1 and SD= 1.01 of teachers indicate that agreement on the point. From this we can infer that, teachers in secondary schools of study area perceive school-based supervision more evaluative than supportive activity.

As indicated in item 1.4 table 7, 42(53.8%) and 20(25.6%) teachers show their agreement and undecided with mean score of 3.67 and SD= 0.78 respectively agreed that, teachers perceive school-based supervision as no significance for teachers' professional development.

In summary to the above foregoing analysis about perception of teachers literatures revealed that, "Teachers generally dislike being the object of supervision. They tend to perceive supervision as inherent in the administrative hierarchy and to see the supervisor as being somewhat of threat" Goldhammer et.al (1993). From this one can infer that, teachers perceive supervisors as those who control and evaluate them rather than assist them toward their potential professional growth.

As indicated in Table 7, item 2.1 above, 57(73.1%) and 18(23.1%) teachers response (with mean=4.18 and SD= 0.96) agreed that there were lack of relevant trainings, workshops and seminars related to instructional supervision for school-based supervisors. They also revealed the agreement of majority of respondents with the existence of the pointed challenge in secondary schools of study area.

Similarly regarding to training, workshops and seminary, literature indicated that, lack of continuous training system for supervisors to up-date their pedagogical knowledge and skills is obstacle of the practice of supervision (Merga, 2007).Therefore, it can be concluded that, school-based supervisors did not get necessary trainings, workshops and seminars related to instructional supervision which enables them to discharge their responsibilities.

In relation to item 2.2 Table 7, respondents were rated their agreement regarding shortage of experience sharing session by higher level supervisors for school-based supervisors. In this

regard, 48(61.5%) and 21(26.9%) respondents show their agreement and strongly agree the issue with mean score 3.96 and SD= 0.96 which falls in the interval of agrees and it indicated that, there was shortage of experience sharing session by higher level supervisors for school-based supervisors to undertake their responsibilities in a proper way.

As Table 7 item 3.1 illustrates, respondents were asked whether or not inadequacy of budget was the challenge against school-based supervision program. Accordingly, 45(57.7%) and 22(28.2%) respondents response their disagreement and undecided with mean score 1.73 and SD= 0.99 pointed out disagreed. And it indicates that inadequacy of budget was not a challenge of school-based supervision program in the schools.

On the Table 7 item3.2, respondents were asked whether shortage of material resource like: instructional supervision manuals and guidelines were the challenge in school-based supervision or not. Accordingly, the mean scores of teachers 3.65 and SD= 1.64. It indicates the agreement of respondents with the issue that shortage of material resource like: instructional supervision manuals and guidelines were the challenges hindering the implementation of school-based supervision.

Similarly, the data gained from interviewed one principal revealed that;

There was shortage of supervision manuals and guide lines which can be used as a framework for school-based supervision.

Moreover, from the FGD revealed that;

In our school shortage of instructional supervision manuals and guidelines adversely affected the implementation of school-based supervision.

Therefore, it is possible to conclude from the result that shortage of material resources such as instructional supervision manuals and guidelines were among the leading challenges against school-based supervision in secondary schools of West Wollega zone. Regarding this idea, literature indicated that, supportive instructional instruments such as manuals and guide lines are important for supervisors. Without these instruments they cannot prepare themselves for school visits (UNESCO, 2007).

As Table 7 item3.3 indicates, 51(65.4%) and 18(23.1%) teachers agreed that school-based supervisors are overloaded with class and have no enough time to support all teachers

professionally and their mean score are 3.79 and SD= 1.64. From the findings we can concluded that supervisors are overloaded with class and have no enough time to support all teachers professionally.

As shown in above Table 7 item 4.1, respondents were asked on whether inability of school based supervisors to create a smooth relationship with teachers is challenge against school based supervision or not. Accordingly, 42(53.9%) and 17(21.8%) respondents show their undecided and disagree with the mean score 2.8 and SD= 1.3 indicates undecided on the point that inability of school-based supervisors to create a smooth relationship with teachers was not the challenges affecting implementation of school-based supervision.

From the finding obtained above one can conclude that, inability to create a smooth relationship with teachers was not challenges against school-based supervision of secondary schools in the study area. Regarding this idea Pajak (2002) indicated that, for effective school based supervision there should be good relation between the teacher and supervisor. Rather, its result will negatively affect the process of supervision.

As indicated in Table 7, items 4.2, respondents were requested whether school-based supervisors unable to help teachers to freely and confidently express their feelings. Accordingly, 40(51.3%) and 24(30.8%) respondents show their disagreement and undecided with mean score were 2.04 and SD= 0.82 which falls in the disagreed.

During the interview held with three secondary school supervisors and two principals said that;

some supervisors were tried to help teachers and make them freely express their feelings and problems but it is not well organized and consistent assistance. Hence still there are gaps in bringing significant change especially regarding beginner teachers.

From the finding obtained above one can conclude that school-based supervisors were tried to discharge their responsibilities in helping teachers to freely and confidently express their feelings but they were inefficient in assisting beginner teachers.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This part deals with the summary of findings of the study, the conclusions reached at and the recommendations forwarded on the basis of findings.

5.1. Summary

The main purpose of this study was to investigate the effects of school based supervision in enforcing quality education in government and private secondary schools of West Wollega zone. To address this purpose, the following basic research questions were raised:

1. How school based-supervision organized and managed in secondary schools of West Wollega zone?
2. How actual practice corresponds with the expected standards in secondary schools of West Wollega zone?
3. What are the effect of school-based supervision to enforce quality education in secondary schools of west wollega Zone?
4. What are the factors affecting the implementation of School-Based Supervision
5. What factors affect quality education in secondary schools of West Wollega Zone?

To this effect, the study was conducted in 7 government secondary schools and 1 private secondary school of West Wollega zone which were selected using simple random sampling. Then 78 teachers and 64 school-based supervisors were selected using random sampling and

available sampling techniques respectively to fill questionnaire. 8 schools principals to conduct interview and 7 secondary school supervisors were selected using purposive sampling technique to conduct questionnaire. In doing this, the necessary information was gathered mainly through questionnaires filled by teachers. However, all sample teachers were returned the questionnaires.

Questionnaire, interview guides, FGD and documents were data gathering instruments. Questionnaire was developed by the researcher based on the finding from the literature, basic

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questions or the objective of the study and his own views and experiences of working as secondary school instructional supervisor in one of the schools under study area. Information was collected from school based supervisors and teachers using a set of questionnaire and a school documents, such as schoolbased supervision committee records, checklists and school annual supervision plan also used as source of information. In addition, interview was conducted with school principals and secondary school supervisors to extract information that need clarification.

The quantitative data obtained were analyzed and interpreted using different statistical tools such as mean scores, standard deviation. The data gathered through interview were analyzed using narration. Hence, the major findings of the study are summarized as follows:

I. Regarding to organization and managing school based-supervision.

Based on the quantitative and qualitative data obtained, majority of the teachers responded that, the organizing and managing of school based supervision in providing different supervisory options for teachers such as regularly organize capacity building program to teachers, organize teachers to conduct peer observation and encourage teachers to plan their own CPD were not effectively implemented in secondary schools of study area.

The analysis of the study showed that the school-based supervisors did not organize capacity building, conduct peer observation, encourage teachers to plan their continuous professional development. Furthermore, from data gathered through interview and document analyses it was found that, school-based supervisors did not organize and manage as much as possible to help teachers.

II.Regarding the actual Practice of providing different supervisory options to standardize teachers professional development.

Based on the quantitative and qualitative data obtained, majority of the teachers respond that, the practice of school based supervision in providing different supervisory options for teachers such as regularly conducting clinical, self directed and contextual supervision by recognizing the individual behavioral difference between teachers were not effectively implemented in secondary schools of study area.

Conducting all procedures of classroom observation is crucial to give pertinent support for teachers so that they can improve their instructional presentation skills. But majority of the respondents revealed that: school-based supervisors were failed to implement pre observation conference with teachers properly. As a result they have carried classroom observation without establishing teachers' agreement on the period and lesson to be observed; and without making discussion with the supervisee teachers on the methodology and objectives of the lesson.

The analysis of the study showed that the school-based supervisors did not visit classroom frequently to support teachers. Furthermore, from data gathered through interview and document analyses it was found that, classroom observation was typically conducted once per a semester; even for some teachers once a year.

The large number of respondents revealed that the school-based supervisors undertake post observation conference with teachers for feedback but they were poor in providing constructive feedback and best alternatives for limitations observed in the classroom. Also they indicated that, school-based supervisors did not tip out the main gaps from the overall procedures of classroom observation analysis and failed to conduct further study (research) to improve the specified gaps.

III.Regarding the effect of school-based supervision in enforcing quality education and improvement of instructional activities.

Majority of teachers revealed that, school-based supervisors were not capable enough in enforcing quality education and teachers professional developments such as organizing induction course for beginner teachers, facilitate professional development of teachers through mentoring program, assisting teachers to undertake joint planning of experience sharing programs in their

local school context and facilitating professional development of teachers through short term training and seminars.

The result of the study showed that the school-based supervisory support of schools under study area was failed to improve instructional activities and quality education through supervisory practices such as; encouraging teachers to use all ranges of active learning methods, helping teachers to develop and use appropriate instructional materials, supporting and encouraging teachers to conduct research and solve the actual instructional problems encountering the schools.

Again an overwhelming majority of respondents indicated that, school based supervisory support of schools under study was not capable enough in encouraging teachers to attempt all contents of the lessons and developing teachers, skill of evaluating curriculum materials (teacher's guide and student's text book) so as to take corrective action.

IV. Regarding the challenges against the implementation of school-based supervision;

The great number of respondents indicated their agreement that, the negative perception and resistance of teachers towards supervision , lack of relevant trainings, workshops, seminars and shortages of experience sharing session by any higher level supervisors for school-based supervisors were among the training related challenges that hinder the implementation of school based supervision. Again the findings of the study revealed that challenges such as inadequacy of budget, shortage of instructional supervision manuals and guidelines, lack of time due to work load of supervisors and lack of supervisors communication skills to create smooth relationship with teachers were among the major challenges against school based supervision in schools of study area.

5.2. Conclusions

From the summary of the findings the following conclusions were drawn;

- School-based supervision should be organized and practiced as a means to meet the individual needs of the teacher for the quality education and instructional improvement. To this end, a wider variety of supervisory options should be provided for teachers. However, the finding on the assessment of school-based supervision practice shows that

providing different supervisory options for teachers and enforcing quality education was not effective in its application that well suited with teacher's need and level of development. Moreover, procedures of classroom observation were not properly undertaken; especially pre observation conference activities. After observation supervisors were failed to provide constructive feedback and best alternatives for limitations observed.

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- Therefore, it can be concluded that the practice of school based supervision in the target schools was in a lower level and it was not able to meet teachers need to improve their performance in learning teaching.
- With regard to the effects of school based supervision in enforcing Quality education, supervision play vital role for development of teachers' professional competence and step up of instructional processes. But the results of this study revealed that, supervisory practices of school based supervisors in promoting teachers' professional development through in service trainings and short term trainings was not effective. From this finding it can be inferred that, school based supervision practice in the study area was not implemented well to contribute for professional development of teachers. Accordingly, the teaching and learning process was not enriched by well supported teachers' professional development; this in turn negatively affects provision of quality education
- It is obvious that, school based supervisory support to the great extent contributes to instructional improvement to promote quality education for pupils. However, the finding reveals that school based supervisory support was not well organized to improve instructional activities; (in curriculum implementation and curriculum evaluation). Thus, it is possible to conclude that school based supervision was failed to encourage teachers to employ curriculum implementations such as: using all ranges of active learning methods, in preparation and utilization of supportive materials, in encouraging teachers to conduct action research, in motivating teachers to attempt all contents of the lesson and in developing teachers' skill of curriculum evaluation. Hence, it is safe to say school-based supervision of schools under study area was not contributed to promote quality education

- School based supervisory practice in secondary schools of West Wollega zone was delayed by factors like: teachers' wrong perceptions, shortage of training and experience sharing, lack of supervision manuals and guidelines, shortage of adequate time due to work load and communication problem between supervisors and teachers. Moreover teachers could not get necessary support from supervisors that could help them professionally competent to ensure instructional improvement for the sake of quality education. Since there was no well-built attempt being made to improve the existing problems, the challenges are still prevalent and will prevent implementation of school-based supervision unless relevant measures are taken.

5.3. Recommendations

From the findings obtained and the conclusions, the following recommendations are forwarded: to improve the practice of school-based supervision for the sake of quality education in secondary schools.

- ❖ School-based supervision should be organized and practiced as a means to meet the individual needs of the teacher for the sake of enforcing quality education and instructional improvement. To this end, a wider variety of supervisory options should be provided for teachers professional development and enforcing quality education. Therefore, school-based supervisors should create opportunities for teachers' professional development and quality education by implementing various supervisory options such as; clinical, collegial, self-based and contextual supervision in relation to the individual teachers' developmental levels and needs.
- ❖ Providing effective and efficient supervisory support is vital for teachers to accomplish instructional activities in the classroom. Therefore, school based supervisors in collaboration with secondary school supervisors should give emphasis to the creation of awareness in teachers and have reach on an agreement with teachers on the purpose and procedures of classroom observation and have to conduct all classroom observation procedures sequentially.
- ❖ School-based supervisors together with CPD Coordinators and educational officials has the duties to help teachers to improve their professional competences by organizing CPD programs which incorporates different supervisory approaches like induction, mentoring,

peer coaching, experience sharing, conducting research and in-service trainings at school level. To this end, supervisors, school leaders, woreda and zonal education officials should make strong effort to support the practice of in-service training program (CPD) to develop professional competence of teachers.

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- ❖ School based supervision is one of major tools for improving instructional processes by encouraging and supporting teachers to apply and evaluate curriculum to enhance learning teaching efficiency for the promotion of quality education. Therefore, school-based supervisors in collaboration with school officials should encourage teachers to use all ranges of active learning methods and have to motivate teachers to develop and utilize appropriate supportive teaching materials.
- ❖ Appropriate and sustainable training and experience sharing programs should be organized and delivered for teachers and school-based supervisors on the significance of supervision and how it can be designed and implemented at the school level. Therefore, Woreda Education Offices in collaboration with Zonal Educational Offices, and Regional Education Bureau should provide training programs and facilitate experience sharing for the effectiveness of supervision at the school level.
- ❖ The finding of the study revealed the fact that, the inbuilt school-based supervisors of the secondary schools under study area have no supervision manual and guidelines which clearly specifies their responsibilities and show them how to carry out supervision effectively. Thus, Woreda Education Offices in collaboration with Zonal and Regional Education bureau should help (lend a hand) secondary schools by providing supervision manuals as necessary reference tools.
- ❖ To reduce or avoid the work load of the school based supervisors which hindered them from playing their supervisory roles , it is recommended that, the woreda education office has to assign enough number of teachers to the schools so that the supervisors may have fewer periods to teach and get sufficient time for supervision.
- ❖ Finally, it is recommended for the Woreda Education Officials and the school principals that, they have well prepared annual plan to allocate adequate budget for the effective implementation of school-based supervision

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APPENDIX-I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management

Appendix-I Questionnaire to be filled by teachers

Dear Teachers ! The purpose of this questionnaire is to survey views on “The effects of school-based supervision in enforcing quality education in secondary schools of West Wollega Zone, Oromia Regional State”. The success of this study to a great extent relies on your genuine responses. Thus, you are kindly requested to be honest in your responses to all items provided in this Questionnaire.

In responding to the questionnaire, Please note the following important points.

1. All the questions raised here are of equal importance to attain the objectives of the study.
2. You are not required to write your name.
3. All your responses will be kept confidential and used only for academic purpose.
4. Put thick mark) in boxes or blank spaces given for questions with options, and write your own opinion for open-ended questions based on your school experience or context.

The researcher is grateful to your cooperation!

Part I: General Information about the Respondents (circle it).

1. School Name _____

2. Sex: A) Male B) Female

3. Age: A) 25 and below B) 26-30 C) 31-35 D) 36-40 E) Above 40

4. Qualification: A) Diploma B) Bachelor degree C) Masters
5. Service year: A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 and above
6. Field of Study: A) EdPM B) Language C) Natural Science D) Social S
7. Your responsibility at school A) Department head B) Unit Leader

Part II: The organization and managed school-based supervision in school.

Items related to the “Organisation of school-based supervision” are indicated below in the table. You are kindly requested to show your level of fillings by making a tick (; ranging 5 to1; 5= strongly agree (SA), 4=Agree (A), 3= Undecided (UD, 2= Disagree (DA), 1= Strongly disagree (SD).

4.2. School based-supervision organized

Items related to the “Status/practice of school-based supervision” are indicated below in the table. You are kindly requested to show your level of fillings by making a tick (; ranging 5 to1; 5= strongly agree (SA), 4=Agree (A), 3= Undecided (UD, 2= Disagree (DA), 1= Strongly disagree (SD).

No	Items	5	4	3	2	1
	Concerning supervisory approaches/options for teachers	SA	A	UD	DA	SD
1	School-based supervisors regularly conduct clinical supervision					
2	School-based supervisors organize teachers to conduct peer observation(Collegial supervision)					
3	School-based supervisors create opportunity for experienced and competent teachers to practice self-directed supervision.					
4	School-based supervisors recognize the individual differences between teachers of supervisory behaviors in schools/ carryout contextual supervision					
No	During Pre observation conference	5	4	3	2	1
		SA	A	UD	DA	SD
1	School-based supervisors establish teachers’ agreement on the period and lesson to be observed.					
2	School-based supervisors examine the lesson plan prepared by the teacher before actual classroom observation.					
3	Supervisors make an agreement with the supervisee teachers on the methods of the lesson to be observed before actual presentation.					
4	School based supervisors make discussion with the teachers on the objectives of the lesson before actual presentation.					
No	During class room observation	5	4	3	2	1
		SA	A	UD	DA	SD

1	School-based supervisors frequently visit class room to support teachers					
2	Supervisors use observation checklist to collect data on the lesson being thought					
3	School-based supervisors observe and jot down important points that indicate strength for later discussion.					
4	Supervisors follow up the classroom presentation from the beginning to the end					
No	During post-observation activities	5	4	3	2	1
		SA	A	UD	DA	SD
1	School-based supervisors organize their observation data in to clear discipline to give feedback to the teacher					
2	School-based Supervisors undertake post-observation conference with teachers for feedback.					
3	School-based supervisors clearly identify weak sides and the strong sides of teachers					
4	School-based supervisors discuss with teachers on the points to be improved.					

Part III. The Effects of School-based supervision in Enforcing quality education.

Items related to the “The Effects of school-based supervision in Enforcing quality education” are indicated below in the table. You are kindly requested to show your level of fillings by making a tick (

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

NO		5	4	3	2	1
	In terms of Teachers’ professional development	VH	H	M	L	VL
1	School-based supervisors organize induction course for beginner teachers in the school.					
2	School-based supervisors facilitate professional development of teachers through mentoring programs.					
3	Supervisors assist teachers to undertake joint planning of experience sharing programs in their local school context.					
4	Supervisors organize peer coaching techniques of supervision for teachers					
No	In improving instruction (learning-teaching) in the class room	5	4	3	2	1
		VH	H	M	L	VL
1	School-based supervision encourages teachers to use all ranges of active learning methods in the classroom.					
2	School-based supervisory practice helps teachers to develop and use appropriate instructional materials					
3	Supervisors support and encourage teachers to conduct research and solve the actual instructional problems.					
4	School-based supervisory support improves student’s active					

	participation in the classroom.					
5	School-based supervisory support helps teachers to attempt all contents of the lessons.					

Part IV: Challenges that affect the practice of Instructional supervision

Items related to the “Challenges that affect the practice of Instructional supervision” are indicated below in the table. You are kindly requested to show your level of agreements by making a tick (;

Key: 5=strongly agree (SA) 4=Agree (A) 3=Undecided (UD) 2=Disagree (DA) 1=strongly disagree (SDA)

No	Teachers perceptions towards supervisory practice	5	4	3	2	1
		SA	A	UN	DA	SDA
1	Teachers resist accepting comments given by school-based supervisors positively.					
2	Teachers perceive school-based supervisors as fault finders than assisting them.					
3	Teachers perceive school-based supervision as no significance to improve classroom instruction.					
4	Teachers perceive school-based supervision as no significance for teachers’ professional development					
No	Training related factors of school-based supervision	5	4	3	2	1
		SA	A	UD	DA	SDA
1	Lack of relevant trainings, workshops and Seminars related to instructional supervision for school-based supervisors.					
2	Shortage of experience sharing session by higher level supervisors for school-based supervisors.					
No	Educational resource related challenges	5	4	3	2	1
		SA	A	UD	DA	SDA
1	Inadequacy of budget for school-based supervision program.					
2	Shortage of material resource like: instructional supervision manuals and guidelines in the school.					
3	Supervisors are overloaded with class and have no enough time to support all teachers.					
4	Shortage of pedagogically well experienced supervisory personnel					
No	Communication related challenges	5	4	3	2	1

		SA	A	UD	DA	SDA
1	Inability of school-based supervisors to create a smooth relationship with teachers.					
2	School-based supervisors unable to help teachers to freely and confidently express their feelings					

APPENDIX-II

ADDIS ABABA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management

Appendix-II Interview guides to be conducted with principals and secondary school supervisors

Dear respondents: The main purpose of this interview is to collect relevant data regarding “The effects of School- based instructional supervision in enforcing Quality Education in Secondary Schools of WestWollega Zone”. The data obtained will be used for research purpose only. Therefore, your sincerity in responding to the interview questions is of great importance, and your responses to the interview would be kept confidential. Thank you in advance for your cooperation!

Part I: General Information and Personal Data

1) School _____ 2) Sex _____ 3) Age _____ 4) Qualification _____

5) Experience: _____

Part II: Give your response to the questions in short, and be precise

1. What is the status/practice of school-based supervision in terms of providing supervisory options/ approaches for teachers in your school? (Like, clinical supervision, collegial supervision, self directed supervision, contextual supervision and mentoring)
2. What supervisory procedures (classroom observation procedures) do the school-based supervisors follow in conducting classroom visits?
3. What benefits do teachers gain from supervisory practice of school-based supervision?

4. What are the effects of school-based supervision in enforcing the quality education in your school? (in terms of Processes such as learning-teaching, utilization of different methodology and materials, teachers professional development, training and experience sharing, community participation and etc)
5. What should be done to enforce quality education through school-based supervision?
6. What are the main challenges that hinder the practices of school-based supervision in your school?
7. What strategies were designed by your school to address the challenges and to improve the implementation of school-based supervision?
8. What are the factors affect quality education in your school?

APPENDIX-III

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POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Department of Educational Planning and Management

Appendix-III:- Focus Group Discussion guides to be conducted with school-based supervisors.

Discuss on the following questions

1. What is the status/practice of school-based supervision in terms of providing supervisory options/ approaches for teachers in your school? (Like, clinical supervision, collegial supervision, self directed supervision, contextual supervision and mentoring)
2. What benefits do teachers gain from supervisory practice of school-based supervision?
3. What are the effects of school-based supervision in enforcing the quality education in your school? (in terms of Processes such as learning-teaching, utilization of different methodology and materials, teachers professional development, training and experience sharing, community participation and etc)
4. What strategies were designed by your school to address the challenges and to improve the implementation of school-based supervision?
5. What are the factors affect quality education in your school?

APPENDIX-V
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Department of Educational Planning and Management

Appendix-V:-Document Analysis Guideline

1. Does this school have functional school-based supervision plan that developed by school based supervision committee members?
2. Does the supervision plan strategic and inclusive to assist supervisors achieve the planned activities?
3. Is there any checklists used for class room observation or school-based clinical supervision?
4. Is there any checklists to carry out different supervisory options (such as: collegial supervision, self based supervision, contextual supervision and informal supervision) for teachers?
5. Is there a report of school-based supervision concerning procedures of classroom observation?
6. Teachers have Portfolios that evaluated and assured by SB supervisors.
7. Are there relevant guidelines and manuals which assist school-based supervisors to carry out supervisory activities in the school?
8. Are there relevant guidelines and manuals which assist school-based supervisors to carry out supervisory activities in the school?
9. Is there any research conducted by supervisors or teachers' to solve instructional problems in this school?

10. What measures are taken for the school-based supervision problems occurred in the school? See the SBS committee members meeting minutes.
11. What are the indicators of their students' success?(indicators of educational quality)