



**DILLA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**INSTITUTE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICES AND CHALLENGES OF SCHOOL BASED  
SUPERVISION IN SECONDARY SCHOOL OF GEDEO ZONE.**

**BY ERMIA TADESSE**

**ADVISOR –GETU SHIFERAW (PhD)**

**MAY 2021  
DILLA, ETHIOPIA**

**INSTITUTE OF EDUCATION AND BEHEVIORAL  
SEIENCES DEPARTMENT OF EDUCATIONAL  
PLANNING AND MANAGEMENT**

**THE PRACTICES AND CHALLENGES OF SCHOOL  
BASED SUPERVISION IN SECONDARY SCHOOL OF  
GEDEO ZONE.**

**BY: ERMIAS TADESSE**

**A RESEARCH SUBMITTED TO THE SCHOOL OF  
GRADUATE STUDIES AT DILLA UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENT FOR THE  
DEGREE OF MASTER OF ARTS IN EDUCATIONAL  
LEDADERSHIP AND MANAGEMENT**

**MAY 2021  
DILLA, ETHIOPIA**

**Practices and Challenges of school based supervision**

DILLA UNIVERSITY

SCHOOL OF GRADUATE

INSTITUTE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**EXAMINES' APPROVAL SHEET**

We, the undersigned member of the board of examiners of the final open defence by-----  
Ermias Tadesse wesi----- Have read and evaluated his thesis  
entitled The practices and challenges of school based  
supervision in secondary school of Gedeo zone  
----- and examined candidate. This is  
therefore, to certify that the thesis has been accepted in partial fulfilment of the requirements  
for the master of art in educational leadership and management.

1. Chairperson-----Rozza Berew-----signature-----[Signature]-----Date-----
2. Examiner-----[Signature]-----Signature-----[Signature]-----Date-----  
(Internal)
3. Examiner-----Dr. Askebit Bezabeh-----Signature-----[Signature]-----Date-----  
(External)
4. SGS Approval -----Signature-----Date-----

Final approval and acceptance of the thesis is contingent upon the submission of copy to the institute  
of education and behavioural sciences department of educational planning and management.

Stamp of the institute

Date-----

**Advisor's Approval sheet**

As the thesis advisor, I here by certify that I have read and evaluated this thesis prepared under my guidance by Ermais Tadesse entitled "practices and challenges of school based supervision in secondary school of Gedeo zone. Recommended that it can be submitted as fulfill in the thesis requirement.

**Name**

**Signature**

**Date**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DECLARATION

I, undersigned, declare that this is my original work, and has not been presented previously. All sources used in the document have been fully acknowledged using complete references.

Name Ermias Tadesse wesi

Signature 

Date of Submission 12/01/2014 E.C

I

---

*DILLA UNIVERSITY*

## **Acknowledgements**

Above all, I would like to thank God, who helped me to go through my study from the beginning to the end and especially for memorable time which spent in Dilla university. Next, my sincere thank goes to my advisor, Dr. Getu Shiferaw, for his constructive comments and guidance that helped me to complete this thesis.

Next I wish to acknowledge Dilla university and all my lecturers at Dilla university, Institute of educational and behavioral science. Department of educational planning and management who inspired me go through the wonderful course in specialization that led me to my thesis.

Then, I want to acknowledge Gedeo zone sampled secondary school respondents for their consistent support and cooperation they provided me during data collection. In addition, I would like to acknowledge cluster supervisors and woreda superiors coordinators for their cooperation and who took part in their busy time to respond to the questionnaire and interview in a timely manner that enabled the completion of my thesis.

Finally, my special and deepest appreciation goes to my family for their continuous support throughout my post graduate study.

**Table of Contents**

<b>Contents</b>	<b>Page</b>
DECLARATION OF THE AUTHOR .....	I
ACKNOWLEDGEMENTS .....	II
TABLE OF CONTENTS .....	III
LIST OF TABLES .....	VII
ABBREVIATION AND ACRONYMS .....	VIII
ABSTRACT .....	IX
 <b>CHAPTER ONE</b>	
1. Introduction .....	1
1.1. Background of the study .....	1
1.2. Statement of the problem .....	3
1.3. Basic research Questions .....	6
1.4. Objectives of the study .....	7
1.4.1. General Objectives of the study .....	7
1.4.2. Specific Objectives of the study .....	7
1.5. Significance of the study .....	7
1.6. Delimitation of the study.....	8
1.7. Limitation of the study.....	8
1.8. Operation Definitions of Key terms .....	8
1.9. Organization of the study.....	9
 <b>CHAPTER TWO</b>	
2. Review of Related Literature .....	10
2.1. The Concept of Supervision.....	10
2.2. Historical Development of Educational Supervision .....	12
2.2.1. Global Perspectives .....	12
2.2.2. Historical Development of Educational Supervision in Ethiopia .....	13
2.3. Practices of Instructional Supervision .....	14
2.4. The Current practice of Educational Supervision in Ethiopia .....	15
2.5. Practice of School Based Supervision in SNNP Region .....	16
2.6. Principles of Educational Supervision .....	16
2.7. Supervision at School level .....	17
2.8. Supervisors' Responsibility .....	17

## *Practices and Challenges of school based supervision*

---

2.9. Quality of School Based Supervisors .....	18
2.10. The Role of School Based Supervisors .....	19
2.10.1. The Role of School Principals in Supervision .....	19
2.10.2. The Role of Deputy Principals in Supervision .....	20
2.10.3. The Role of Department Heads in School Based Supervision .....	21
2.10.4. The Role of Senior Teachers in Supervision .....	21
2.11. Tasks of Instructional Supervision .....	21
2.11.1. Direct Assistance .....	22
2.11.2. Curriculum Development .....	22
2.11.3. Group Development .....	23
2.11.4. Professional Development .....	24
2.11.5. Action Research .....	25
2.12. Basic Skills of School Based Supervision .....	27
2.13. School Based Supervision Options for Teachers .....	28
2.13.1. Clinical Supervision .....	28
2.13.1.1. Pre-Observation Conference .....	29
2.13.1.2. Classroom Observation .....	30
2.13.1.3. Analysis of the Observation .....	30
2.13.1.4. Post Observation Conference .....	30
2.13.1.5. Post Conference Analysis .....	30
2.13.2. Collegial Supervision .....	31
2.13.3. Informal and Inquiry – Based Supervision .....	31
2.13.4. Self-Directive Supervision .....	31
2.14. Challenges against School Based Supervision .....	32
2.14.1. Perceptions of Teachers towards Supervision.....	32
2.14.2. Lack of Adequate Training and Support .....	33
2.14.3. Excessive Work Load .....	33
2.14.4. Inadequate Educational Resources .....	33
2.14.5. Knowledge and Experience .....	34

**CHAPTER THREE**

3. Research Design and Methodology .....	35
3.1. Research Design .....	35
3.2. Research Method .....	35
3.3. Sources of Data .....	36
3.3.1. Primary Sources of Data .....	36
3.3.2. Secondary Sources of Data .....	36
3.4. Population of the Study . .....	37
3.5. Sample size and sampling techniques .....	37
3.6. Instruments and procedures of Data Collection .....	39
3.6.1. Questionnaire .....	39
3.6.2. Interview .....	40
3.6.3. Document Analysis .....	40
3.7. Validity and Reliability of Instrument .....	40
3.7.1. Validity of Instruments .....	40
3.7.2 Reliability of Instrument .....	41
3.8. Procedures of Data Collection .....	42
3.9. Method of Data Analysis .....	42
3.10. Ethical Consideration.....	43

**CHAPTER FOUR**

4.1. Demographic and Background of the Respondent .....	45
4.2. Analysis of Empirical Data .....	48
4.2.1. The Teachers Perception on Effectiveness of Supervision Management.....	48
4.2.2. The Extent to which Teachers have the Awareness about the Importance of School Based Supervision .....	53
4.2.3. The extent to which School Based Supervisors Employ Procedures of Classroom Observation .....	58
4.2.4. What are the Major Challenges of School Based Supervision in Secondary School .....	65

**CHAPTER FIVE**

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION .....	72
5.1. Summary of Findings.....	72
5.2. Conclusions .....	76
5.3. Recommendation .....	77
Reference .....	81
Questionnaires will Be Filled By Teachers & School Based Supervision .....	86
Interview Questions Will Be Filled By Cluster Supervisors & Woreda Supervisors Coordinators .....	91
Document Review Checklist .....	93

**List of Tables**

<b>Contents</b>	<b>Page</b>
1. Development of Supervision Through Different Periods .....	12
2. Summary of Sample Size And Sampling Techniques .....	38
3. The Computed Internal Reliability Coefficient of the Pilot Test For Each Research Questions.....	41
4. Characteristics of Respondents .....	46
5. Respondents' Views on Teachers' Perception On The Effectiveness of Supervision Management .....	49
6. Respondents' Views on Teachers' Understanding of School Based Supervision.....	54
7. Respondents' Views on the Extent School Based Supervisors Employ Procedures of Classroom Observation .....	58
8. Respondents' View on Challenges of School Based Supervision .....	71

**ABBREVIATIONS AND ACRONYMS**

**ADEA- Association for the Development of Education In Africa**

**EFA – Education for All**

**ESDP- Education Sector Development Program**

**ETP- Education and Training Policy**

**FDRE – Federal Democratic Republic of Ethiopia**

**REB- Regional Educational Bureau**

**SPSS – Statically Package for Social Sciences**

**UNESCO- United Nations Educational scientific and Cultural Organization**

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

**WEO- Woredas Education Office**

**MOE- Ministry of Education**

**SNNPREB – South Nation Nationalities Peoples Region Education Burea**

**ABSTRACT**

*The purpose of this study was to investigate the practice and challenges of school based supervision in government secondary school of Gedeo zone. To conduct the study explanatory sequential mixed method design was used. . The sample and sampling simple random sampling and availability sampling techniques were used to select respondents. Among 25 government secondary schools found in the zone, 7 of them were selected by simple random sampling. Questionnaire was the main data gathering instrument for this study. Thus, 131 teachers and 71 school based supervision filled the questionnaires. An interview was used for 5 cluster supervisors and 5 woreda supervisors' coordinators. Quantitative data were collected through questionnaire and analyzed by using mean scores and standard deviations. The data gathered through interview was in line with questionnaire. The researcher used SPS version-20 software manipulating calculation for analysis T-test and P- value of independents sample T-test were presented in table to show the outcome. Beside to this the main findings of this study were, the management of school based supervisors were ineffective, the understanding of teachers about importance of school base supervision were poor, school based supervisors did not employ the procedures of classroom observation which improve the teachers' professional skill and improving academic achievements of students, teacher have a negative perception about the practices of school based supervision and school based supervisors have many challenges during the practice of school based supervision. Based on the findings the following conclusion was for warded that respondent were still lacking clarity on the goals, objectives and advantages of instructional supervision at the school level. Based on above findings the researcher recommended that improving implementation of CPD & designing training programs for teachers, to raising the commitment of school based supervisors, improving the instructional activities, recruitment and selection of school based supervisors based on standards and to seek funds from different donors.*

## **CHAPTER ONE**

This chapter discussed background of the study, statement of the problem, basic research questions, and objectives of the study significance of the study delimitation of the study, limitation of the study, definitions of key terms and organization of the study.

### **1.1 Background of the study**

Supervision is one of the indispensable system of teachers' development and support mechanism that directly concerned on the development of staff members in the school or other institutions. (Kral, 1996) that means the more award teachers to teach students successful learning. Rue and Bayer, (1990), defined supervision is a lower level management that have first level management in the organization and concerned with encouraging employees to contribute to the realization of the organizational goals. In addition to these supervision process realized the improved quality of education implemented by the lower administrative level.

Okeje, Akabogu and Ndu (1992) viewed supervision as an integral part of the school administrative process that concerned with efforts to lead daily activities of school community, stimulate, direct and coordinate teachers, principals and other stakeholders and their efforts and develop good and harmonious relationships in order to all being work toward achievement of school goals. For supporting this Grauwe (2001) defined supervision national authorities rely strongly on the school based supervision to monitor both the quality of schools and key measures of its success, such as student achievement,

Improving the quality of education has been given priority throughout the world, and to improve the quality, the national authorizes are highly focusing on the school- based supervision. Quality education is the provision of good education by well prepared teachers (Ditmar, Mendelsohn, & Ward, 2002). As for Mohanty (1990) stated educational system have their own contribution for the development of all professional efficiency for relevant and quality by engaging well- trained and professionally developed teachers at all levels of education

According to Glatthorn, (1990) Supervision is the service provided to help teachers in order to facilitate their own professional development that the goals of the school might be better attained. However, there are several factors which tend to militate against effective supervision of instruction in schools such as perceptions of teachers towards supervision, lack of adequate

## ***Practices and Challenges of school based supervision***

---

training and support, excessive work load and inadequate educational resources Supervision viewed as the demand participation of all concerned bodies for decision making, planning, development objectives and teaching strategy's in activities and effort to improve instruction. The current educational supervision program has categorized in to two levels. These are school based supervision / inbuilt supervisions/ and the out school supervision or external supervision. (MOE 2002)

Many countries across the globe have attempted to restructure their school supervision services to enhance educational quality. In Netherlands, one of the aims of school based supervision is to improve the quality of education similarly, in California the main use of school based supervision is critical factor in achieving education existence and positive learning experience for all students (Cheryl & Fischer, 2010).

According to MOE,(2002) supervision is the process in which supervisor provide professional support for the school principals and teachers to strength the teaching and learning process. The adequate support and effective supervisory activities are very crucial for school to enhance the teaching learning process. The main actors of school based supervision in the school are members of school supervision committee, principal, vice principals, unit leaders, department heads and experienced teachers supported by cluster supervisors and woreda experts (MOE, 1994)

Just as education and training strategy (1994:13) “educational management will be decentralized, democratized, professionalized, coordinated, efficient and effective. With this regard what now envisaged is democratic” The main focus of external supervision are maintaining the quality and the standard of education of the various structures and ensuring the implementation of educational objectives and professional and technical support and effect the realization of the objective of education (MOE, 2002; MOE, 2007).

As stated by Olva and Pawlas (1997), school based supervision have exhibited decentralization of authority and responsibility down to local levels for the operation of school. This decentralization has popularly been organized and given a way to school autonomy that significant marked the value of school based management: school based management is based on supervision. According to these writers school based supervision is a practice subsequently resulting from school based management and characterized by shared decision making and shared governance that involves empowering teachers, students, parents and other members of school community. School based supervision is one of the functions of education that offers opportunity

---

## *Practices and Challenges of school based supervision*

---

for schools to improve teaching and learning and professional development of teachers (Kutsyuruba, 2003; Arong & Ogbadu, 2010). Based on these issue school based supervision is considered as the very important activity to bring sustainable achievements in academic performance. Supervision is the school system mainly focuses on the whole school improvement and quality of education given to the students.

Moreover, school based supervision is the provision of professional assistance and guidance to classroom, teachers and assessing the practice and challenges of school based supervision is important implementing successful supervision (Gilick man,&Gordon,2007)

As UNESCO(1999) Report school based supervisory practice are significant for individual teacher's professional development, school improvement, and satisfaction of public demands. To this end, school based supervision shall be well planned and organized to accommodate the central interest of teachers, students and society.

The main function of school based supervision is on guidance, support, continuous assessments provided to teachers for professional development and improvement in teaching learning process. school based supervision is mainly concerned with improving schools by helping teachers to reflect their practices to learn more about what they do and why, and develop professionally (Sergiovanni & Starratt, 2007).Beside, to this school based supervision is aimed to the teaching learning process through strengthening school based supervision by focusing on the curriculum, teaching content and methodology.

School based supervision are arranged and conducted by school principals, department heads and senior teachers of the schools. The external supervision as organized by federal (central) level, regional, Zonal and woreda as well as school clusters level (MoE, 2002).

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

According to MOE(2002) supervision is the service provided to help teacher in order to facilitate their own professional development but several factors which tend to militate against effective supervision of instruction in school. These challenges are perceptions of teachers towards supervision, lack of adequate training and support, Excessive work load and inadequate educational resources. Supervision is an integral part of the school administrative process that concerned with efforts to lead daily activities of school community, stimulate, direct and coordinate teachers, principals and other stakeholders and their efforts and develop good

harmonious relationships in order to all being work toward achievement of school goals (Okeje, Akabogu and Ndu, 1992). As for Ditmar, Mendelsohn, and ward(2002) defined quality education is the provision of good education by well prepared teachers.

Just as MOE(2002)defined supervision is the demand participation of all concerned bodies for decision making, planning development objectives and teaching strategy's in activities and effort to improve instruction. For achieving the designed objective ministry of education organize two level of supervision such as school based supervision and external supervision.

Rue and Bayer (1990) defined supervision a lower level management that have first level management in the organization and concerned with encouraging employees to contribute to the realization of the organizational goals. In addition to this supervision process realized the improved quality of education implemented by the lower administrative level.

To make school based supervision more effective, collaboration should be made among various groups, partnerships, collegial and collaborative relationships, coaching and monitoring are names that are given to the supervision process in which learning, growing and changing are mutual focus for supervisors and teachers (Beach & Reinhartz, 2000). School based supervision plays crucial role in achieving the overall objectives and goals of education in strategy of attaining quality education. In this way, school based supervisors and external supervisors experts are responsible to closely and periodically assist teachers in the schools (MOE, 2009). In addition to these schools based supervisors (principals, department heads and senior teachers) shall take major responsibility in school based supervisory practices with in their school. These responsible partners involve themselves in the regular objectivities of teacher teaching in the class room, the organization of short term training and experience sharing to maximize the professional competencies of teachers to contribute for the quality of education.

As UNESCO(1999) reported school based supervisory practices are significant for individual teachers professional development, school improvement and satisfactions of public demands. To this end school based supervision shall be well planned and organized to accommodate the central interest of teachers, students and society. To bring effective education through the improved teaching learning process, school based supervision shall be democratic cooperative and shall get series attention in the school.

Conforming to MOE (2002) The purpose of school based supervision are to help teachers in teaching learning profession, promoting the professional improvement of teachers and develop cooperative staff relations, to build effective team to achieve the goal of education, to develop greater competences in teaching, to illuminate the learning difficulties during instruction and promote school community relations. In general, school based supervision is to improve the academic achievement of student As the above document, during the process of School based supervision the following difficulties like majority of principals faced lack of experience and incompetent in supervisory service, time allocation problems for the supervision process and negative attitudes and unhappiness of teachers concerning supervision as problems in the instructional supervision process. Besides to these the major challenges of school based supervision like the administrative work loads, lack of formal training of supervisors, negative attitudes concerning supervision, absenteeism of teachers and lack of pedagogical knowledge concerning instructional supervision process. (MOE,2006).

As stated by Zewude, N (2018) and Abebe, T (2014) in their studies of practices and challenges of school based supervision finds the following concerns such as lack of attention to be done effectively and efficiently, incapability of school based supervisors for effective supervisory services, lack of relevant trainings programs to update the supervisors, the scarcity of experience need supervisors in school based supervision activity, the shortage of allocated budget to facilitate supervisory activity, the supervisors were over burden with multiple tasks, they teach the same credits like with multiple tasks, the lack of adequate training the negative perceptions of teachers towards supervision, the absence of any supervision manual in the school and lack of competent professional knowledge and skill, supervisors low experience on the practice of school based supervision are challenges to implement school based supervision, Moreover to these the difficulties of school based supervision in their studies such as lack of follow up of activities of teachers by supervisor.

Conforming ot Kebede, D & Tadesse, R (2019) research conducted on an assessment of school based instructional supervision in west Shoa zone in Jimma university and Tsedeke, H (2016) practice and problems related to educational supervision in SNNPR in Wachamo

University have shown different problems, such as lack of awareness on the utilizing various supervisory options, a lack of relevant continuous training for department heads and senior teachers who were supposed to carry out supervisory activities at school level and inadequate classroom observation to improve teachers instructional process still.

The three continuous year (2011-2013 E.C) Gedeo Zone educational department unpublished annual report explained about the practices of school based supervision were weak. The report implies for implementation of school based supervision have not well prepared and organized so that school based supervision practiced in the school for the formality, the teachers did not give attention for school based supervision based on the procedures of pre-observation, during observation and post-supervision. Beside to this the mutual understanding about school based supervision didn't well known. The influence of cluster supervisors for organizing and evaluating the outcomes of the job were not related with the students' academic results. Beside to these the limitation of instructional resource and budget allocation from the educational office for education were not sufficient by quality and durability.

However, the problem suggest that needs to be further investigation regarding the issue in focus. Although the problem of practices and challenges of school based supervision for improving the academic achievement of student was a series problem in our perception in Gedeo zone. There were no adequate research which investigated practices and challenges of school based supervision for enhancing the students' academic results. Conducting a research on such issue in this area was crucial. Thus, this research was intended to focus on the opportunities available towards the practices and challenges school based supervision for promotion student's academic results in government secondary schools of Gedeo Zone.

### **1.3. Basic Research questions**

Basically this research addressed the following questions.

1. How school based supervision has been managed in secondary school of Gedeo zone?
2. To what extent teachers have the awareness about the importance of school based supervision in secondary school of Gedeo zone?
3. To what extent school based supervisors employ procedures of classroom observation in secondary school of Gedeo zone?
4. What are the major challenges existing in the implementation of school based supervision.

## **1.4. Objectives of the study**

### **1.4.1. General objective**

The purpose of the study was to investigate the practice and challenges of school based supervision in government secondary school of Gedeo zone.

### **1.4.2. Specific objectives**

Specifically the study would attempt

- To asses how school supervision has been managed in secondary school of Gedeo zone.
- To asses teachers' awareness about the importance of school based supervision in secondary school of Gedeo zone.
- To examine the extent that school based supervisors employ procedures of classroom observation in secondary school Gedeo zone
- To identify the major challenges which affect the implementation of school based supervision in secondary school of Gedeo zone.

## **1.5. Significant of the Study.**

This study may have several significances. First, though limited, the study may add literature to the sparse body knowledge on the practices and challenges of school based supervision. It may also be seen as a starting point for further study on government secondary school in Gedeo zone, there by stimulating further research to provide valuable insight for other researchers and academicians, in addition based on the findings of this study, other researchers and practitioners may have a clear picture on the practices and challenges of school based supervision in government secondary education level in the zone. The study also is expected to help concerned bodies at zonal, woreda, and school level to understand the practices and challenges of school based supervision. Moreover, based on the findings of the study, the Gedeo zone may have a clear insight about the practices and challenges of school based supervision, and then may take appraise measures to improve quality education.

## **1.6. Delimitation of the study**

“Scholars in the field of the research advised that in order to carry out any research it is important to delimit it to a manageable size”(Fasil, 2008:10). Accordingly, this study would be delimited in Gedeo zone Government secondary schools due to time and shortage of finance.

There were 8 woredas and 4 Administration town in Gedeo zone. The study was delimited to a manageable size include 3 woredas and 2 Administration town such as kochorre woreda, Yirgacheffe woreda, wonago woreda chelektu Administration town and Yirgacheffe Administration town, which was 41.66% of them are selected by using simple random sampling techniques. The selected woredas and Administration towns include 11 government secondary schools. The study focus on 7(63.63%) government secondary schools by using simple random sampling techniques. The target population of the study were delimited in secondary school of teachers, school based supervisors (principals, department heads & senior teachers) and supervisors and woreda supervisors coordinators. Moreover, the study delimited to government secondary schools for sake of in depth analysis in the practices and challenges of school based supervision for promoting students academic achievement.

## **1.7. Limitation of the study**

The researcher had faced numerous challenges while conducting this research. That is, the research could not include various documents about school based supervision due to. Absence of organized document specially in conducting interview it was difficult to get the respondents. And also to get the document review was very tough. Another principals, teachers and supervisors were busy and had no enough time to respond to the questionnaire. Some of them who have enough time were also unwilling to fill in and return the questionnaire as per the required time. Based to this, the shortage of money was one of the most and unsolved problem faced the researcher. In spite of this shortcomings, it was attempted to make the study as complete as possible.

## **1.8. Operational Definitions of key terms**

**Challenges:** problems that affect the school based supervisors

**Educational leaders:** refers to principal’s vice principals department heads and secondary school Supervisors, woreda and zone education office heads, work process owners.

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

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

**School based supervisors;** means anybody in the school who has assigned to conduct supervisory practices at level.

**Secondary school:** refers educational level, the schools which teach students of the grade ( 9 – 12) and level in which general education is completed (MOE, 1994).

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

**Town Administration-** Refers Ethiopian decentralized government division: the local city governmental body which has a legitimate power as equal as woreda and accountable to zone which the city has belong.

**Woreda:-**in Ethiopia decentralized governmental division: the local governmental body which has a legitimate power above kebele and below zone.

**Zone:-**it is decentralized governmental revisions; the local governmental body which has a legitimate power above woreda and below region

### **1.9. Organization of the study**

This study organized in to five chapters. The first chapter deals with background of the study, statement of the problem, Basic questions, objectives of the study, significance of the study, delimitation of the study, operational definition of key terms and organization of the study. The Second chapter deals with review of related literature. Chapter three deals about research methodology that incorporates, research design, research method, sources of data, study population, sample size and sampling techniques, , instrument of data collection, procedures of data collection, method of data analysis and ethical consideration. Chapter four would include presentation of data analysis and interpretation of finding and the last chapter would incorporate the summary, conclusion and recommendation of the study.

Finally, lists of reference materials used for conducting this study, questionnaire and interview questions were attached at the end.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

These chapter presented the definition of supervision and school based supervision international national concepts the historical development of supervision, practice of instructional supervision, supervisors responsibilities, the role of school based supervision the skills of school based supervision and challenges against school based supervision.

#### **2.1. The concept of supervision**

Supervision is define by different authors in different definitions that depends on different context purposes and his/ her experiences, perspectives and countries' orientation. The definitions show that different aspect of supervision namely: roles or functions of supervisors, processes, principles and purposes of supervisions and supervisors personnel and the like.

Rue and Bayer (1990) and Bittle (1980), explained supervision as a lower level management that is first level management in the organization and concerned with encouraging employees to contribute to the realization of organizational goals. Supervision is an intervention that is provided by a senior member of profession to a junior member or members of that the same profession ( Bernard &Goodyear, 2008) This relationship is evaluative, extends overtime and has the simultaneous purposes of enhancing the professional functioning the junior members, monitoring the quality of professional services offered to the clients she/he or they sees, and serving as a gatekeeper of those who are to entree the popular profession.

Mecann and Gail (2012) and kalule and Bouchamma (2013) viewed supervision is to improve student learning outcome, teachers must improve their instructional practices. Reinforcing and improving their capabilities enable them to reflect on their own practice and knowledge level and strive to develop greater competency.

According to Donmez (2009), Grauwe, &Zepeda (2007), school supervision, as a field of educational practice has passed through were used as important tools to ensure efficiency and accountability in the education system. Latter adherents of the terminologies of is inspection and school supervision are sued by different countries in different ways. In many developed countries, such as united kingdom and united states, much more attention has been given to the term inspection than school supervision (Lee, Dig & song, (2008). Supervision is the process of direction and supporting staff members so that they may effectively perform their duties.

## *Practices and Challenges of school based supervision*

---

Supervision is the process of improving instruction for the benefit of students by carrying out observation, providing guidance support and feed back to the teacher (Glickman in Thobenga 1991:1)

Bhoomireddy and Bhattia (2004) describe briefly good supervision always concerned for development of teachers, growth of students and the improvement of instruction. Supervision is the processes and activities which aimed at to improve individual, a group or a program. In education, supervision more refers to activities that help to improve quality of teaching, learning and curriculum (Dejnoka, 1998).

According to Nolan and Hoover (2004), teacher supervision is viewed as an organizational function concerned with promoting teachers growth, which in turn leads to improvement in teaching performance and greater student learning. Its basic purpose is to enhance the educational experiences and learning's of all students. As Sullivan and Glanz (2000) defined, supervision is a school – based or school – college based activity, practice or process that engages teachers in meaningful non-judgmental and on- going instructional dialogue and reflection for the purpose of improving teaching and learning. According to association for the Development of education [ADEA] (1998), supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results. Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater students success in academics through the professional growth and improvement of teachers (Blasé, 1999, Musaaazi, 1985; sergiocanni & starratt, 2002; Sullivan & Glanz 1999).

Bensamin, (2003) defined school based supervision in the modern era centers on the improvements on the teaching – learning situations to the benefits of both the teachers and learners, helps, in the identification of areas of strength and weaknesses of teachers, follow up activities that should be directed at the improvement of identified areas of teachers weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations.

MOE (1995) defined supervision as the services that rendered to the improvement of teaching and learning and provision of leadership that designed to attain educational objectives, instructional improvement teachers professional development, and to support the selection and

## ***Practices and Challenges of school based supervision***

revision of teaching materials and method and evaluation of educational programs. In short supervision is the all activities and services of educational expert that aimed to improve instruction, curriculum and teacher competence; and to achieve educational goals.

In summary all definitions that focuses on educational supervision describes the improvement of educational objectives promote innovations and relativity for solving educational problems, concerned with professional development of teachers and ensuring the availability of educational materials and facilities for the effective functioning of the system. As for in, Carron, Degrauwe (1997)& DeGrauwe (2009) defined supervision as all services whose main function is to control and evaluate, and /or advice and support school leads and teachers.

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

#### **2.2.1 Global perspective**

Supervision has gone through many metamorphoses and changes have occurred in the field that its practices are affected by political, social, religious, and industrial forces exist at defect periods (Oliva, 2001). According to Oliva (2001), the major worldwide periods of supervision are discussed in the following table.

**Table 1: Development of supervision through different periods**

<b>Period</b>	<b>Type of supervision</b>	<b>Purpose</b>	<b>Person Responsible</b>
1620-1810	Inspection	Monitoring rules looking for deficiencies	Parents, clergy/selectmen, citizens committees
1850-1910	Inspection, instructional improvement	Monitoring rules, helping teachers improve	Superintendents, principals
1910-1930	Scientific, bureaucratic	Improving instruction and efficiency	Supervising principals, general and central office supervisors" superintendent
1930-1950	Human relations, democratic	Improving instruction	Principals, central office supervisors
1950-1975	Bureaucratic, scientific, clinical, human relations, human resources, democratic	Improving instruction	Principals, central office supervisors, school-based supervisors
1975-1985	Scientific, clinical, human relations, human resources, collaborative/collegial	Improving instruction, increasing teacher satisfaction, expanding students" understanding of classroom events	Principals, central office supervisors, school-based supervisors, peer/coach mentor
1985-Present	Scientific, clinical, human resources, collaborative/collegial/ mentor	Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students" classroom events	School-based supervisors, peer/coach/mentor, principals, central office supervisors

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

Educational inspection introduced into the educational system of Ethiopia about 35 years after the introduction of modern (Western) type of education into the country. As it is indicated in Ministry of Education supervision manual (MoE, 1994), for the first time, inspection was begun in Ethiopia in 1941/2. Among the forces that brought about the need for school inspection was the increasing number of schools and teachers in the country, the need for coordination of the curriculum and to help teachers in their teaching.

Starting from 1944/5, the office of the inspectorate established centrally, i.e. at the Ministry's head office was headed by a British national named Lt. Commander John Miller. He was appointed as Inspector General assisted by two Ethiopians. The major responsibilities of the inspectors were to collect and compile statistical data on number of students and teachers, number of classrooms available and class-size, conduct school visits in the capital and in the province and finally, produce reports to be submitted to the Ministry of Education as well as the emperor who at that time assumed the Ministry of Education portfolio (SNNPREB, 2006).

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities became more complicated and so it became necessary to train certain number of inspectors. Thus, in 1950/1 for the first time, training program was started in the then Addis Ababa Teacher Training School with for the intake 13 selected trainees. The number of graduates of inspectors reached 124 in 1961/2. However, inspection was replaced by supervision in 1962/3. The replacement of inspection by supervision was found necessary to improve the teaching learning process more efficient and effective by strengthening of supervision (MoE, 1994).

Under the socialist principles, with the changes of the political system in the country, the management of education needed strict control over the educational policies, plans and programs. Thus, a shift from supervision to inspection was made in 1980/1 (MoE, 1994).

Again, following the change of the political system in the country a shift from inspection to supervision was made in 1994. According to the Education and Training Policy of 1994, educational administration is decentralized. In this respect, what is envisaged is, democratic supervision, which would seek the participation of all concerned in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to improve teaching learning process (MoE, 1994).

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

### **2.3. Practices of Instructional Supervision**

Observation and evaluation are a required component of instructional supervision in schools is mandated to oversee teachers' performance. Evaluation is a summative process for school leaders to make decisions regarding tenure, retention and promotion (Acheson & Gall, 1997); whereas supervision refers to improving instruction and achieving goals (Sergiovanni & Starratt, 1993). Glickman (2001) asserts; Summative teacher evaluation is an administrative function intended to meet the organizational need for teacher accountability. It involves decisions about the level of a teachers' performance. Summative evaluation seeks to determine if the teacher has met minimum expectations .If the teacher has not met his or her professional responsibilities, the summative process documents inadequate performance for the purpose of remediation and, if necessary, termination (p. 299).

Accountability is the goal of the evaluation process and complies with state and local policies regarding teacher supervision. Evaluation relies on rating scales and summative assessments to document a teacher meeting certain criteria based on state and local standards (Sergiovanni & Starratt, 1993). Although the supervision and evaluation processes are related, the outcome objectives can differ between improvement and accountability (Glanz, 2000;Glatthorn, 1990; Glickman, 1990; Sergiovanni & Starratt, 1993).

Formative and summative evaluations are not mutually exclusive and both are necessary in schools Glickman ,(2001). The two types of evaluation have entirely differently purposes and

should be kept separate to avoid conflicts (Acheson & Gall, 1997; Popham,1988).

Evaluation is a summative process whereas supervision is a formative method for teacher's improvement (Glickman, 1990; Glatthorn, 1990). Supervision involves assisting in the improvement of teaching (Glickman et al., 2001). Summative and formative evaluation differ in purpose, however, both methods provide data that can be used interchangeably. In addition to observed instruction, evaluation criteria can include non-instructional areas such as compliance with school regulations, extra-curricular assignments and cooperation with colleagues (Glickman et al., 2001). Formative criteria may include professional development or action planning in individual classrooms (Zepeda, 2007). These criteria can be included as criteria of locally approved supervision and evaluation models under the guidelines of state policies. Evaluation has frequently become a substitute for instructional supervision due to its measurable and quantifiable characteristics and because of state and federal accountability standards (Sergiovanni,&Starratt, 1993). State and local policies mandate teacher evaluation and this process can overshadow instructional supervision (Sullivan &Glanz, 2000). Summative evaluation is necessary to make employment decisions, but may not lead to improvement for most teachers (Stiggins&Bridgeford, 1985). Summative evaluation meets the organizational need for accountability while formative evaluation focuses on professional growth and the improvement of individual teaching (Glickman et al., 2001). The observation and evaluation process meets the local state and local policies for supervision and has become the main supervisory practice in many school districts (Sergiovanni,&Starratt, 1993).

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

Although, available sources do not agree on a specific year, there is evidence to believe that school inspection was for the first time introduced in the early thirtieth (Haileselassie, 2007). Hence, supervision has been practiced in this country for long periods. However, its development was not quite sound. Besides, it seemed simply changing the terms supervision and inspection. With this in mind, the history of educational supervision has been passed through four periods it is an educational program on supervision and an important aspect of educational management which envisaged as democratic educational leadership. It seeks the participation of all concerned bodies in all spheres of the educational establishment in terms of decision-making, planning and development of objectives and teaching strategies in an effort to serve the beneficiaries“

(students through the continues improvement of the teaching-learning process. Supervisor Source (Haileselassie,2007). According to Merga (2007), instructional supervision is a technical service which is done cooperatively and incorporated at all levels of educational system.

A comprehensive and coordinated approach should be established at central, regional, zonal, woreda and school levels to achieve the intended objective of instructional supervision. According to Million, (2010:23), there are two approaches of organization of supervision in Ethiopia, that help effective and efficient achievement of the intended objectives. These are, out of school supervision and School based supervision. From these, School based supervision is held by school principals and experienced teachers.

## **2.5. Practice of School Based Supervision in SNNP Region**

School based supervision is service that will be given for teachers, and it is the strategy that helps to implement and improve teaching learning process. In addition, it is an activity that is performed for the advantage of students learning achievement. Due to this, the School based supervisors are expected to act as a coordinator, a consultant, a group leader and a facilitator in teaching learning activities. Similarly, the mission of the School based supervisor is implementing and strengthening teaching learning process through providing professional support, and also creating conducive situation for the improvement of students' learning (SNNPREB 2006).

## **2.6 Principles of Educational Supervision**

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

1. There should be short-term, medium-term and long-term planning for supervision.
2. Supervision is a sub-system of school organization.
3. All teachers have a right and the need for supervision.
4. Supervision should be conducted regularly to meet the individual needs of the teachers and other personnel.
5. Supervision should help to clarify educational objectives and goals for the principal and the teachers.
6. Supervision should assist in the organization and implementation of curriculum programs for the learners.
7. Supervision from within and outside the school complements each other and are both necessary.

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

## **2.7. Supervision at School Level**

The school supervision can be both summative and formative. It provides not only summary of the performance of school but also shows the developmental directions for school. Supervisors are indicated as managers that are responsible to oversee what is going on the organization (Certo, 2006:3). Therefore, MoE, (2012:3) indicated that supervisors are responsible for monitoring, supporting, evaluating and linking schools, but not part of the line managers. As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of Supervisors at the school level (MoE, 2002).

## **2.8. Supervisors' Responsibility**

The responsibility of supervisors in instructional supervision supporting teachers and other educational experts for the improvement of teaching learning activities and also motivating them for their professional growth. Moreover, a supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the school improvement programmed. Based on this, a supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of school improvement programmed and quality education (MoE, 2006). In addition to the roles and responsibilities of supervisors mentioned by Ministry of Education (MoE, 2002), the Oromia Regional Education Bureau (OREB, 2006) has entrusted additional responsibilities to the supervisors. Therefore, in order to strengthen the supervisory activity, the supervisor is expected to: Prepare the discussion and training programs for the beginner teachers first, Provide professional support for those senior teachers and principals and Collect and compile necessary data of the schools and organize discussion programs with school.

## **2.9. Qualities of School based Supervisors**

As any other profession, the school based supervisors need to have some qualities. In relation to this, Hammock and Robert (2005) has listed the following as being qualities of the ideal School based supervisor. According to him, the internal Supervisor should be: approachable, sympathetic, a good listener, decisive, a motivator of people, very patient, create a feeling of trust in others, a strong leader and have empathy.

Supporting this, Neagley and Evans (2008) emphasized the importance of the qualities of School based supervisors as a mechanism for: achieving harmonious relationships between supervisors and those for whom they are responsible, and providing adequate communication systems between internal supervisors and teachers, and between school departments and functions. Claude (2002), has also indicated that the qualities of a successful they are to: inspire supervisees, motivate them, and direct their work. He added that School based Supervisors continue to face changing emphasis in the way they do their job; they will need on-going training to enhance and update their supervisory skills. According to Betts (1994), the quality of the School based supervision appeared to have depended on the quality of the principal in terms of academic and professional qualifications, length of experience and commitment. For him\ most supervisory posts require average intelligence similar to the general level of intelligence found among subordinates. A successful supervisor has a positive attitude. When the supervisors“ attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of the school and staff members alike prefer working with someone who has a positive attitude (Samuel, 2006). According to Stadan (2000), a good supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments and functions. Therefore, he/she must be true to his own ideals at the same time flexible, loyal, and respectful of the beliefs, right and dignity of those around him; In the same vein, he/she must be strong willed, consistent and fair in his dealings with other people; He/she must be prepared for

opposition but should handle opposition without malice; In the final analysis, a good supervisor must be honest, firm, approachable, ready to help people solve their problems and maintain a relaxing atmosphere that would encourage, stimulate, and inspire people around him to work harmoniously. Finally, the supervisor must be up-to date in his knowledge of psychology of learning and principles of education since such knowledge greatly influences the effectiveness of instruction as (Hammock & Robert 2005).

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

The role of supervision is to improve instruction through direct assistance, group development, professional development, curriculum development and action research.(Glickman, Gordon, & Ross-Gordon(2007). Therefore, School based supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students performance. As teaching learning process is a day-to-day and continuous process, the function of the School based supervision at the school level should also be a continuous responsibility. Within the school system, the School based supervisors are the school principal, vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MoE, 2002).

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

Principals not only supervise teachers, but also monitor the work of staff who work in or around the school. This work requires as much diplomacy, sensitivity, and humanity as the supervision of teachers. In their everyday contact with students, all of these support personnel may teach multiple, important lessons about the integrity of various kinds of work, about civility and etiquette, and about basic social behavior. According to Knapp, M.S. etal, (2006), Principals should be „Transact walks“: this means he/ she should be walks principals do around the school. „Transact walks“ help to gather informal data on school climate, provide on the spot solutions to problems, and pass the message that the principal is available and accessible to all members of the school community. If a principal is sedentary, one who sits in the office the entire day, she/he may not have the real experience of the school in the day. Principals should conduct classroom observations of actual instructional practices and student responses. These can take a form of the transact walks and informed or a planned clinical supervisions by the principal. Classroom

observations are critical to understand the learning process. But they need to be as frequent as possible, than a one shot experiences. School leaders could claim to be instructional leaders if only they happen to be in the classroom as frequent as possible. Principals have the right to conduct alternative assessments (e.g. work samples, portfolios, senior projects and performance tasks). These methods will also make the principal closer to the student and teacher activities. In addition to formal achievement reports that you get from your teachers, taking a look at the work samples, portfolios and senior projects of students will give you a deeper insight on the learning of students. Principals and assistant principals also supervise the work and the behavior of students in the school. As the relationships between students become more governed by legal restrictions—including definitions of racial, ethnic, and sexual harassment, of due process, of privacy and free speech rights—and as the incidents of physical violence. Many system and local school administrators have developed a comprehensive system of low Supervisors usually wear two or three other hats, but their specific responsibilities are many more than expected. According to Louis, K S, et al (2010), principals are responsible for mentoring or providing constructive idea for beginning teachers to facilitate a supportive induction into the profession and bringing individual teachers up to minimum standards of effective teaching (quality assurance and maintenance functions of supervision). The school principal is also considered as an instructional leader, his/her responsibilities are creating conducive environment to facilitate supervisory activities in the school by organizing all necessary resources and giving the professional assistance and guidance to teachers to enable them to realize instructional objectives. The school principal is in a position to supervise classes to identify weakness and strength of teachers in order to provide them instructional support. In addition to this, principal also plays a great role in improving individual teachers' competencies by arranging continuous professional development program and working with groups of teachers in a collaborative effort to improve student learning.

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

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to give overall instructional leadership to staff members and evaluate lesson plans of teachers conducting the classroom supervision to ensure the application of lesson plans. The school principal has also the responsibility of ensuring the curriculum of the school to addresses the needs of the local community (MoE, 2002).

### **2.10.3. The Roles of Department Heads in School based Supervision.**

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services/experience; the department heads have the competence to supervise educational activities. They regularly identify any instructional limitations of teachers in the classrooms and they identify lack of abilities of teachers to manage students in the classroom during teaching learning in the respective departments. In addition to this, departments have the responsibility of arranging on the job orientation and socialization programs to newly assigned teachers in the respective departments (MoE,2002).

Not only this but also, they identify the student evaluation skill gaps of teachers in the classroom. They also facilitate the availability of instructional materials and encourage teachers to use it appropriately and they were assigned to motivate teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching they use in the classroom. Department heads advice teachers to use active learning in the classroom; facilitate experience sharing programs, encourage staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MoE, 2002).

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

According to the career structure developed by MOE, (2002) on the basis of Ethiopian education and training policy, high-ranking teacher, associate head teacher and head teacher are considered as senior teachers. Thus, such teachers because of their accumulated experience in specific subject area/areas are well positioned to supervise other teachers within their department

## **2.11. Tasks of Instructional Supervision**

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

supervisory tasks, but many persons such as principals, department heads, peer teachers, master/mentor teachers, central office personnel, and consultants can carry out the tasks (Glickman, 1985).

According to Glickman et al. (cited in Jacklyn, 2008), the supervisors must possess and implement the five essential tasks into their schools for the improvement of instruction and should be knowledgeable of each task and able to implement these effective concepts effectively by possessing positive interpersonal skills, group skills and technical skills.

### **2.11.1 Direct Assistance**

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

Direct assistance can be carried out effectively by conducting clinical supervision in a way that is goal oriented and provides support and a commitment to improvement. Thus, supervisors must be able to provide teachers with a pre-conference, observation and post-conference as well as study the effectiveness of this method (Jacklyn, 2008).

### **2.11.2 Curriculum Development**

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

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

According to McNeil and Dull (cited in Chanyalew, 2005), the major responsibilities of supervisors in curriculum development process are:

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

### **2.11.3 Group Development**

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

Successful schools involve teachers in school wide projects through meetings. According to Little's study described (cited in Glickman et al., 2004):

Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices....By such talk, teachers build up a shared language adequate to the complexity of teaching, capable of distinguishing one practice and its virtues from another, and capable of integrating large bodies of practice into distinct and sensible perspective on the business of teaching.

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

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

supervisor to provide for instructional problem-solving meetings among teachers to improve instruction (Glickman et al., 2004).

### **2.11.4 Professional Development**

Professional development is part of enhancing the instruction of teachers. According to Glickman (1993), any experience that enlarges teachers' knowledge, appreciation, skills, and understanding of his/her work falls under the domain of professional development. Since, the skilful teachers and competent teachers are very crucial for successful school, professional development is the major function of school supervision. Harris (1998) views professional development as it is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching.

Professional development program for teachers can be carried out in the school. As Lawrence (cited in Glickman et al., 2004) concluded the following are characteristics of successful professional development:

1. Involvement of administrators and supervisors in planning and delivering the program;
2. Differential training experiences for different teachers;
3. Placement of the teacher in an active role (generating materials, ideas, and behaviours);
4. Emphasis on demonstrations, supervised trials and feedback, teacher experience sharing, and Mutual assistance;
5. Linkage of activities to the general professional development program;
6. Teacher self-initiated and self-directed training activities.

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

According to Sergiovanni (1995), teacher development and supervision go hand in hand. There should be various opportunities for the teachers' professional development. As it is indicated in ADEA (1998), training is important for the professional growth of teachers. Not only should teachers be encouraged to attend workshops offered by outside organizations and through the school, but also, the supervisor must create a variety of professional development activities (Sullivan & Glanz, 2005). By supporting this idea, Glickman et al. (2004) indicated for the sake of teachers' professional development the school should have schedules for workshops, staff meetings, and visit other schools.

### **2.11.5 Action Research**

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

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

The purpose of action research is to bring about improvement in a given situation such as improving pupil performance, teacher performance, school administrations, school and community relationship (ADEA, 1998). To sum up, Ministry of Education (MoE, 2002) indicated that, it is the responsibility of supervisor to facilitate situations in order to exist the respecting and assistance of teachers among themselves in schools and offer professional support how to solve teaching learning problems. Furthermore, Ministry of Education (MoE, 2002) also clearly puts that teachers are expected to conduct action research in order to enhance teaching learning process. To this end, school-based supervision is crucial process 24 which needs to be strengthened in the school and practiced continuously based on the prepared plan for school improvement program.

## *Practices and Challenges of school based supervision*

---

According to the Ministry of Education (MoE, 2006) in the process of school-based supervision, the supervisors should find the solution for the teaching learning problems teachers encountered , should provide assistance and counseling services for teachers and also should monitor the implementation of the guidelines of school improvement programmer and new teaching methodologies by teachers.

Based on the above figure, Glickman et al. (2004) summarizes the following ideas. To facilitate instructional improvement, those responsible for supervision must have certain prerequisites of the following skills:

**1. Knowledge skills base:** supervisors need to understand what teachers and schools can be and what teachers and schools are.

**2. Interpersonal skills base:** supervisors must know how their own interpersonal behaviors affect individuals as well as groups of teachers and then study ranges of interpersonal behaviors that might be used to promote more positive and change-oriented relationships.

**3. Technical skills:** supervisors must have technical skills in observing, planning, assessing and evaluating instructional improvement. Supervisors have certain educational tasks at their disposal that enable teachers to evaluate and modify their instruction.

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

**A. Direct assistance:** which is the provision of personal, ongoing contact with individual teacher to observe and assist in classroom instruction.

**B. Group Development:** is the gathering together of teachers to make decisions on mutual instructional improvement.

**C. Professional Development:** is the task which includes learning opportunities for staffs provided or supported by the school and school system.

**D. Curriculum Development:** is the revision and modification of the content, plans and materials of classroom instruction.

**E. Action Research:** is the systematic study by a staff of the school on what is happening in the classroom and school with the aim of improving learning.

By understanding how teachers grow most advantageous in a supportive and challenging environment, the supervisor can plan the tasks of supervision to bring together organizational goals and teacher needs into a single fluid entity. The unification of individual teacher needs with organizational goals helps to promote powerful instruction and improved student learning.

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

## **2.12. Basic skills of School based Supervision**

□□**The Supervisor Interpersonal Skill:**-He/she needs to be able to understand relationship between people, their individual needs, perceptions, attitudes and behaviors. The individual differences of these various inter personal skills should be noted.

□□**Effective Communication Skill:** - The ways the supervisors communicate ideas to subordinates, peers and superiors matter in terms of effectiveness. Control: Supervisors at times must be able to exert control when occasions demand for it. It is unfortunate that not everyone does the right things at all times. People deviate either deliberately or out of ignorance. The supervisor has the responsibility of ensuring that official requirements are met and objectives achieved. According to Sargovani (1998:217), communication is dynamic process that concerns itself and the transfer of results in a common understanding.

□□**Decision making skills** :- is the process of defying problems and choosing a course of action from among alternatives and the terms often is associated with the term problem solving. Igwe, S. O. (2001).

□□**Cru dance skill:** - audience involved personal help given by one. It is the function of supervision to stimulate, direct guide and encourage the teachers to apply instructional procedures techniques, principals and devices.

## **2.13. School based Supervision Options for Teachers**

The problems and issues of teaching and learning that teachers find in their practice differ, also teacher needs and interests differ (Sergiovanni & Starratt, 2002). School based supervision processes must meet the unique needs of all teachers being supervised. Because, matching supervisory approaches to individual needs has great potential for increasing the motivation and commitment of teachers at work (Benjamin, 2003). By supporting the necessity of alternative supervisory options for teachers, Sullivan & Glanz (2000), revealed that the proper use of various approaches to supervision can enhance teachers, professional development and improve instructional efficiency. As Sergiovanni and Starratt, (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

### **2.13.1. Clinical Supervision**

If school based supervision is done properly in schools, then teachers would develop and perfect their teaching skills for the benefit of the pupils (Cutcliffe et al., 2005). It is upon this assumption that this model was founded. They have defined clinical supervision as supervision focused upon the improvement of the instruction by means of systematic cycles of planning, observation and intensive intellectual analysis of actual teaching performance in the interest of rational modification. Clinical supervision is a systematic, sequential, and cyclic supervisory process that involves the interaction between the supervisors and teachers. Similarly, Gold hammer et al. (1996) stated that clinical supervision means that there is a face-to-face relationship of supervisors with teachers. Methods of clinical supervision can include group supervision between several supervisors and a teacher, or a supervisor and several teachers (Daniel, 2004). Haileselassie,(1997), quoted clinical supervision refers to face to- face contact with the supervisor and the teacher intent of improving instructions an increasing professional growth. The supervisor takes its principal data from the events of the classroom.

The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. Sergiovanni (1998:225) expresses clinical supervision as:

The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to needs and services of the teacher. It is the teacher who decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose... The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which more technical assistance can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events.

Clinical supervision is increasingly being carried out as an aspect of personal and professional development in both primary and secondary care. It is an aspect of lifelong learning with potential benefits for both supervisor and supervisee.

Clinical supervision as a process for developing responsible teachers who were able to evaluate their own instruction, who were willing to accept criticism and use it for change, and who knew where they were headed in their own professional growth. According to Beach and Reinhartz, (2000) indicated, "if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process (productivity through people)". The focus of clinical supervision is on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs. According to Gold hammer (1969), proposed the following five-stage process in clinical supervision.

#### **2.13.1.1. Pre-Observation Conference**

Accordingly the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish relationship mutual trust and respect. The teacher and supervisions get to know each other as fellow professionals. So that it is essential to the establishment of the foundation for the observation and analysis of teaching. This approach is most suitable because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities as cited by (Glickman *et .al*, 1998). To sum up, the main objective of 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.

### **2.13.1.2. Classroom Observation**

In this stage the supervisors observes the teacher at work during formal lesson. 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 teachers thinking about instruction. Indeed (Gold hammer, 1980) 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. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere.

### **2.13.1.3. Analysis of the Observations**

As soon as the observation has been conducted, the supervisor organizes 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 instruction to improve student achievement (Glickman, 2000 & Zepeda, 2007).

### **2.13.1.4. Post Observation Conference**

In this stage the major purpose of supervisor 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 a supervisor. Whether or not any positive change occurs depends on the quality of feedback that is provided. 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. In this case, it is possible to argue that clinical supervision is a supervisory approach which helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

### **2.13.1.5. Post Conference Analysis**

The final phase in the clinical model is an evaluation of the process and outcome. It is a means of self improvement for the supervisor. It is the 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 value the all processes that have been conducted before.

### **2.13.2. Collegial Supervision**

Several authors in the field of supervision propose collegial processes as options for supervision of teachers (Sergiovanni & Starratt, 1998). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and includes a variety of approaches such as professional dialogue, curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment. Other terms that describe forms of collegial supervision include mentoring, cognitive coaching, and peer coaching. In this option supervisor's role is that of active participation in working with the teacher. It can start with the lesson planning phase and goes through the whole process of teaching learning process. The supervisor and the teacher can engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies.

### **2.13.3. Informal and Inquiry-based Supervision**

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversation with teachers about their work and other informal activities. Typically no appointments are made and classroom visits are not announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni & Starratt, 2002).

### **2.13.4. Self- Directive Supervision**

Self-directed supervision is another current model of supervision (Sergiovanni & Starratt, 1993). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified period of time, the teacher and supervisor conference to review data that represents the teacher's work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objectives models. This model describes idea of helping the teacher is seen as one

that makes the supervisor as a “Know- all” and the supervisee as a seeker of help. Other researcher, Fanselow, (1990), starts by exploring amore reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing others teach or discussing their own teaching with others. Thus concludes that whereas the usual aim of observation and supervision is to help or evaluate the person being seen, the aim the author prose is self exploration, seeing one’s own teaching differently, observing others or ourselves to see teaching differently is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is providing a product.

## **2.14. Challenges against School based Supervision**

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

### **2.14.1. Perception of Teachers towards Supervision**

School based supervision aims at improving the quality of students’ learning by improving the teacher’s effectiveness. As Fraser (cited in Lilian, 2007), noted the improvement of the teacher teaching process is dependent upon teachers’ attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. The need for discussing the lesson observed by the teacher and the supervisor is also seen as vital. Classroom observation appears to work best if set in a cycle of preparation, observation and feedback, hence the need for the supervisor and supervisee to work hand in hand before and even after the observation process. In doing all these, teachers must feel that the supervisor is there to serve them and to help them become more effective (Lilian, 2007). Various activities push teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007), pointed out that bitter complaints about supervisor’s work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. Not all means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one.

### **2.14.2. Lack of Adequate Training and Support**

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

### **2.14.3 Excessive Workload**

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

### **2.14.4. Inadequate Educational Resources**

There can be no effective supervision of instruction without adequate instructional materials. Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools, they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of allocating a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007; UNICEF, 2007).

### **2.14.5. Knowledge and Experience**

Researchers have suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004; Holland, 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. It is a common belief that academic qualifications and long term working experience provide people with knowledge and skills to be able to perform satisfactorily in an establishment. Researchers have not set a minimum qualification as a benchmark to be attained by supervisors, but minimum teaching qualifications differ from country to another.

One difference may be between developed and developing nations. In most African countries the minimum teaching qualification is Teachers' Certificate. However, most developing countries are now phasing out those qualifications and replacing them with degrees and diplomas (De Grauwe, 2001). It is expected that supervisors have higher qualifications than their supervisee teachers, or at worst, at par with them so that they will be able to provide them with the necessary guidance and support. A higher qualification like Bachelor of Educational Psychology or Diploma in Education is sufficient for persons in supervisory positions. But in many developed countries, supervisors do not have such qualifications, and this may pose a challenge to required practice. De Grauwe (2001) found in four African countries that both qualifications and experience seemed important in the selection of supervisors, but at the secondary school, many of the most experienced teachers did not have strong academic background because they entered the teaching profession a long time in the past when qualification requirements were low. He indicated, however, that apart from Tanzania, the situation in the other countries has now improved, and supervisors (including principals) have strong background and qualifications which are higher than the teachers they supervise. In Botswana, for instance, teachers were by then trained up to Diploma level (De Grauwe, 2001).

## **CHAPTER THREE**

### **3- RESERCH DESIGN AND METHODOLOGY**

This chapter outlines the following aspects of research methodology adopted to undertake the study. This included research design, research method, population sample and sampling techniques, sources of data instruments for data collection, validity and reliability of instruments, procedures of data collection, method of data analysis and ethical consideration.

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

A research design is the arrangements of the conditions for collection and analysis of the data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is conducted; it constitutes the blue print for the collection measurement and analysis of data (Kothari, 2004). In this study, the research design used for this study was explanatory sequential mixed method design. This design was selected because it gives a chance to have a more quantitative data analysis with supportive qualitative data analysis. In this design it was attempted to investigate the practices and challenges of school based supervision which need a vast investigation. So in order to manage this variables the researcher utilized survey questionnaire, as it exists at present, it is also relevant together detailed information concerning current status of school based supervision in secondary school of Gedeo Zone. According to cress well and plan Clark (2011) Conclude and explanatory sequential mixed method design (two phase model) consists of first collecting quantitative data and then collecting qualitative data to help explain and elaborate on quantitative results. Based on this approach the quantitative data and results provide a general picture of the research problem. More analysis, specifically through quantitative data collection, is needed to refine, extend or explain the general picture. This design helps the researcher to describe the current situation regarding proactive of school based supervision in the school.

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

Authors in the field have identified various reasons for conducting mixed method (Cohen, 2014). The concept of the purpose gets to the heart of why a mixed method approach is chosen. Whether to seek corroboration of findings, to elaborate or clarify findings, to further develop interpretations, to investigate contradictions or to expand the breath or depth of a study. So in this study mixed research method was selected and used to collect quantitative data from questionnaire

and while for collecting the qualitative through interview (Muijs, 2006)

Just as Kothari (2004), this method is securing information concerning an existing phenomenon from all or selected number of respondents of the concerned universe, while interview facilitate challenges of school based supervision in secondary school of Gedeo Zone. To this line, the qualitative approach was incorporated in the study to validate and triangulate the qualitative data (Kothari, 2004).

For this study the researcher used a mixed method approach. From the mixed method approach both quantitative and qualitative method were used. The researcher initially was collected quantitative data through questionnaires. Then, the researcher was collected qualitative data using semi- structured interviews to help the quantitative data. They were collected and analyzed separately but at the same times the findings converging in the conclusions in order to answer an overarching in research question. The purpose of triangulation was to collect, analyze, and merge results to better understand of the research problems. The researcher was used this method while quantitative data are collected and followed by qualitative data in two phases. Mixed method approach is advantageous to examine the same phenomenon from multiple perspectives (Cohen et al, 2007). This method is also considered important to build up on the strength that exists between quantitative and qualitative method in order to understand a given phenomenon than is possible using either quantitative or qualitative methods alone (Cress well, 2003).

### **3.3. Source of Data**

In this study both primary and secondary sources of data were employed to obtain reliable information about school based supervisors practices to ensure quality education in secondary school of Gedeo Zone.

#### **3.3.1. Primary Sources of Data**

The primary sources of data were collected from teachers and school based supervisors (principals, department heads and senior teachers) of government secondary school and cluster supervisors and woreda supervisors' coordinators.

#### **3.3.2. Secondary Sources of Data**

The secondary sources of data were gathered from documents such as records of school based supervision such as classroom observation feedback, woreda experts supervision feedback and different plan around supervision and minutes of staff discussion.

### **3.4. Population of the Study**

This research was conducted in Gedo Zone government secondary schools. According to Gedeo zone Educational department 2013 E.C unpublished quarter report in Gedeo Zone, there are 8 woredas and 4 administrative towns and 25 government secondary schools. This study was focused on 2 administrative towns and 3 woredas namely Yirgacheffe administrative town, chelectu administrative town, Kochorre woreda, Yirgacheffe woreda and Wonago woreda which was 41.6% of them were selected by using simple random sampling techniques.

There are 11 secondary schools in selected 2 administrative towns and 3 Woredas. Out of these 7 secondary schools were involved in the study using simple random sampling techniques. These schools are Dumerso and Haru secondary schools from Yirgacheffee woreda, Yirgacheffe secondary school from yirgacheffee administrative town, Wonago secondary school from wonage woreda, kochorre and Bilooya secondary schools from Kochorre woreda and Chelectu secondary school from chelectu administrative town

In these school there were 71 school based supervisors and 265 teachers. Beside to these there are 5 cluster supervisors and 5 woreda supervisors coordinators included in the study. Generally, there were 346 population were found in the study area.

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

In order to obtain reliable data for the study various sampling techniques were employed. In Gedeo zone 25 government secondary school were found. Out of these 7 secondary schools were target population for this study was selected by simple random techniques. The schools were Dumerso, Haru, Yirgacheffe, Kochorre, Bilooya, chelelektu and wonaga Secondary schools.

Accordingly, school based supervision activities and responsibilities accounts to provide support for teachers directly or in close relationship with school. So they were responsible to carry out all supervisory activities in the secondary school. Connecting to this the target populations were 71 school based supervisors' 5 cluster supervisors and 5 woreda supervisor coordinators were selected by availability sampling techniques. Beside to these 136 (51.3%) teachers were selected by using yemane formula to use for the study.

Yemane (1967) provides a simplified formula to calculate sample size. Based on this formula was used to calculated sample size. A 95% confidence level and  $P= 0.05$  are assumed for

## *Practices and Challenges of school based supervision*

equations. Using those sampling techniques is appropriate to identify reasonable sample size in the study (Cress well, 2012 ).

**Table 2 Summary of sample size and sampling techniques.**

No	Samples	Population	Sample size		Sampling Technique
			No	%	
1	secondary schools	11	7	63.63	Simple random
	Participants of respondents				
2	Woreda supervisors coordinators	5	5	100	Availability
3	school based supervisors	71	71	100	Availability
4	cluster supervisors	5	5	100	Availability
5	Dumerso secondary school teachers	22	11	50	Simple random
6	Haru secondary School teachers	20	10	50	Simple random
7	Yirgacheffe secondary school teachers	78	41	52.6	Simple random
8	Kochorre secondary school teachers	33	17	51.5	Simple random
9	Bilooya Secondary School teachers	21	11	52.4	Simple random
10	Wonago Secondary school teachers	36	18	50	Simple random
11	Chelelektu secondary school teachers	55	28	51	Simple random

According to yalew endawok (1998) among the total population 10% up to 30% can fulfill the simple sizes. In considering this the researcher had used simple random sampling techniques, by this reasoning 50% and above from total population of sample secondary school of Gedeo zone were selected department heads and who have large experience were given priority to participate in this study by collaboratively identifying with secondary school principals & vice principals for select teachers from each school. Thus, 136 teachers were selected from seven secondary schools. The total participants in questionnaire were 207.

These are 136 teachers 71 school based supervisors. In interview 5 woreda supervisors coordinators and 5 cluster supervisors. In total 217 respondents were participated in this study.

### **3.6. Instruments for Data Collection.**

In this study questionnaire, interview and document review were used to collect information regarding to practices and challenges of school based supervision in secondary schools of Gedeo Zone

#### **3.6.1. Questionnaire**

In this study questionnaires were used to collect data from 136 teachers and 71 school based supervisors. Questionnaire can be defined as written forms that ask exact questions of all individuals in the sample group, and which respondents can answer at their own convenience (Cohen, et al, 2002). The questionnaire is the most widely used type of instrument in education. The data provided by questionnaire can be more easily analyzed and interpreted than the data obtained through verbal responses. Additionally questionnaires are believed to be better to get large amount of data from large number of respondents in relatively short time with minimum cost. Questionnaires provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents. Questionnaires design is relatively easy (Cresswell, 2004).

Questionnaires were developed as a main instrument of data collection from the respondents. The questionnaires comprise both open and close ended items. In this study two sets of questionnaire items were used. The first set of items deals with the general background of the respondents. The second set of questionnaire had 34 items. The first section have 5 items on background information of the respondents and the second section on issues related to the practices and challenges of school based supervision consists of five parts with focus on effectiveness of supervision management, identification of teacher awareness about school based supervision, the procedures of school based supervision, contribution of supervisory practices for improving instructions and major challenges of school based supervisors.. Therefore, for structured questions items, Likert scales employed, because likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents. The scale consists of five scales 5= strongly agree,(SA) 4= agree (A) undecided (UD), 2 = disagree (D) and 1= strongly disagree (SD). The questionnaires were prepared in English language and with the assumption that they can understand the language.

In addition to this few open ended type of items were used in order to give opportunity to the respondents to express their feeling, perceptions, problems and intentions related to school based supervision practices and challenges in their schools.

### **3.6.2. Interview**

The interview is a process of communication in which the interviewee gives the needed information orally in a face – to- face with the interviewer. According to koul (2006), Semi-structured interview items were prepared for the interviewees. Because, the semi – structured interview is flexible and allows new questions to be brought during the interview for clarification as the result of what the interviewee says (Lind 10f &, Taylor, 2002). To this end, in order to obtain detailed supplementary information, interview sessions were conducted with five cluster supervisors and five woreda supervisors coordination to rich in depth information concerning their experience on practices and challenges of school based supervisory activity in secondary school of Gedeo zone.

### **3.6.3. Document Review**

Documents of school based supervisors records were reviewed such as, feedbacks given to teachers and woreda education office supervision feedbacks. The overall supervision records of sample schools supervision plans, portfolio documents of the supervision practice, written reports on supervisions and feedback were assessed

## **3.7. Validity and Reliability of Instruments**

The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument can enable the researcher to gather relevant information. In checking the validity and reliability of the data collecting instrument before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). So that validity and reliability of instruments present next to this.

### **3.7.1. Validity of Instruments.**

To insure validity of instruments, initially the instruments were prepared by the researcher by critically reviewing literatures’ and also developed under close guidance of advisor that was involved in providing inputs for validity instruments. The researcher was requested to read all instructions, the terminologies used, the design, the logical order of each items and to evaluated the instrument in terms of appropriateness, meaningfulness and usefulness of specific

## *Practices and Challenges of school based supervision*

---

inferences made from the instrument or procedure results, or if items are relevant to the construct that is required to measure (Kothari, 2004). In addition Gedeo zone education supervision experts reviewed validity of instrument and responded with feedback.

The researcher revised the survey questionnaire. Accordingly, the English version questionnaire was checked by English subject teachers. The edited questionnaire and interview guide were presented to the research advisors for further assessment and consideration before use. The suggested recommendations and changes indicated by the advisors were incorporated into final instruments and prepared for checking the reliability of the instrument.

### **3.7.2. Reliability of Instrument**

The pilot test was made at Edido secondary school in which this school was not included in the main study. The participants in this school were 20 sample respondents who were senior teachers, department heads and principals and vice principals.

The internal consistency reliability estimate was calculated using cronbach coefficient of Alpha for questionnaires. The responses of the participants were entered in to spss V-20 software and cronbach's Alpha was calculated. The researcher found the coefficient of Alpha ( $\alpha$ ) to be 0.809 which regarded as good correlation coefficient according to scholars. Best, et al (2001) & Dawson (2002), In supporting this Creswell, (2004) and Cohen, L ... (2004) also suggest a category that, the cronbach Alpha result  $> 0.9$  excellent,  $> 0.8$  good,  $> 0.7$  acceptable,  $\alpha < 0.6$  questionable, and  $\alpha < 0.5$  poor.

The table 3 indicates the computed internal reliability coefficient of the pilot test for each research questions.

<b>No</b>	<b>Research Question Items</b>	<b>No of Items</b>	<b>cronbachs Alpha</b>	<b>Remark</b>
1	How school based supervision has been managed in secondary school?	6	0.842	good
2	To what extent teachers have the awareness about the importance of school based supervision?	6	0.797	accepted
3	To what extent school based supervisors employ procedures of classroom observation?	12	0.786	accepted
4	What are the major challenges existing in the implementation of school based supervision?	10	0.828	good
	Average reliability Coefficient	34	0.813	good

The Cronbach Alpha result found good which depicts the research instrument was reliable and that enabled researcher together data. These indicate that the instrument has reasonable internal consistency of reliability, for multiple item scales.

### **3.8. Procedures of Data Collection.**

The research passed through a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Dilla University and Gedeo zone Educational department (for additional letter towards schools) for ethical clearance. Then, the researchers directly went to Edido secondary school to pre- test the data gathering instruments. At the end of all aspects related to pilot test, the researcher contacted woreda education offices and the principals of respective school for consents. After making necessary amendment on the research questionnaire, an agreement made with the concerned participants so that the researchers introduced his objectives and purposes. Then, the final questionnaire was administered to sample respondents in the selection school. The participants were allowed to give their own answers to each item independently. They were closely assisted and supervised them to solve any confusion regarding the instrument. The questionnaire were administered by the help vice principals and interview were carried on face – to – face by researcher. Finally, the data were collected and made ready for data analysis.

### **3.9. Method of Data Analysis**

The data organized in to various themes and categories based on the research questions and purposes of the study such that each section provided answer for each of the research questions. Prior to coding and tabulating the questionnaire for analysis, all the items were checked. This helped to see if instructions had been followed uniformly and whether all items had responded. After that, the responses to the questionnaire were coded by assigning numbers to the various categories of responses for the purposes of analyses. The researcher used SPSS version 20 software for manipulating calculations for the analysis output.

A short list was also used from responses for the close- ended items in order to get the key responses that were given by the respondents. This was followed by a preparation of a sheet showing the coding scheme. This provided a guide for interpretation of the variables in the analysis. After that the data transferred to a broad sheet and finally analyzed.

Frequencies, percentages, ., Mean, grand mean, standard deviation, t- value and P- value of independent sample t-test were presented in table to show the outcome. The mean scores were used to interpret data gathered through questionnaire. The mean value of each item was interpreted as follows with the mean value of 1.0-1.49 as strongly disagree, 1.5-2.49 as disagree 2.5-3.49 as undecided, 3.5-4.49 as agree and 4.5-5.00 as strongly agree. Independent sample t- test was used to compare and test whether the mean scores of the two groups (teachers and school based supervisors), respondents are statically significant or not (Cohen, et al, 2002).

On the other hand, the qualitative data which was gathered from respondents through (open ended items of the questionnaire) and interviews were summarized by grouping respondents idea and qualitative describing them using content analysis approach. The data obtained through interview and document analysis were analyzed qualitatively in narration and description.

Finally, the results of quantitative data were complemented by qualitative data for triangulation. Using this method enable the student researchers to organize the data, break them in to manageable units, and then search and come up with themes. In final the analysis of major finding was presented and conclusion was formulated. In last the recommendation was for warded in focus of the research questions.

### **3.10. Ethical consideration**

The researcher considers ethical codes that respect the well being of all individuals who participating in this study. Kothari (2004) suggested that ethics refers to any set of rules or guide lines or human directions on the part of the researchers that direct appropriate treatment of persons participating in the research. The research which ethically sound. Initially, the researchers obtained a formal approval to conduct the study from Dilla University, institute of education and Behavioral science. Similarly, before starting data collection and analysis, approval was needed from the advisor using the standard application format. Then in designing this study, period to the research conducting, a researcher asked permission from zone educational departments for an introductory letter to acknowledge the administrators of the selected respondents where the study was conducted. All participant were ensured by the researcher that their identify would not be raveled in order to strengthen their confidence. The researcher got consent of the respondents and made it known to them that their participation was indeed voluntary (Cohen, 2014).

Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntary consent without harming and threatening the personal and institutional wellbeing (Dawson, 2002). In addition, the researcher ensured confidentiality by making the participants unnamed.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA**

This chapter deals with presentation, analysis and interpretation of the data gathered from the respondents through questionnaires, interviews and document review. Thus, the quantitative as well as qualitative analysis of data was incorporated in to this chapter. The quantitative part was supposed to be complementary to the qualitative analysis hence; the qualitative data includes data gathered through interviews and document review.

The data was collected from a total of 212 sample respondents participated in questionnaire and interview. To this effect, a total of 136 (100%) copies of questionnaires distributed to teachers the return rates of the questionnaires were 131 (96.3). in addition a total of 71(100%) school based supervisors were participated in questionnaire which means (15 principals & vice principals, 49 department heads and 7 senior teachers). All questionnaires were completed and returned. In both groups 207(100%) questionnaires were distributed and from this questionnaire 202 (97.6%) of them completed and returned. In case of interview all five cluster supervisors and five woreda supervisors coordinators were interviewed.

This chapter presented in to two sections, the first section deals with the demographic and educational back ground of the respondents such as sex, age, work experience, educational back ground and current working position. The second section presents analysis and interpretation of the main research questions of this study. So the researcher presented the result of the analysis in tables using percentage, mean, standard deviation independent t-test and p value as follows

#### **4.1 Demographic and Back ground of the respondents**

Respondents asked to indicate their demographic and background information. The details characteristics of the respondents are given table 4 below.

***Practices and Challenges of school based supervision***

**CHARACTERISTIC OF RESPONDENTS**

No	Variables	Alternatives	Teachers		Cluster supervisors		school based supervision		Woreda educational experts		Total	
			F	%	F	%	F	%	f	%	F	%
1	Sex	No										
		Male	96	73.2	5	100	66	93	5	100	172	81.1
		Female	35	26.7	-		5	7			40	18.9
		Total	131	100		100	71	100	5	100	212	100
2	Age	20-24	6	4.6							6	2.8
		25-29	46	35.1			9	12.67			55	26
		30-34	51	39	2	40	24	33.8			77	36.3
		35-39	20	15.2	2	40	19	26.8	3	60	44	20.7
		Above 40	8	6.1	1	20	19	26.8	2	40	30	14.15
		Total	131	100	5	100	71	100	5	100	212	100
3	Work experience	1-3	10	7.63							10	4.7
		4-6	30	22.9							30	14.15
		7-10	40	30.53			29	40.8	1	20	70	33
		11-15	27	20.61	4	80	24	33.8	3	60	58	27.3
		16-20	11	8.4	1	20	18	25.35	1	20	31	14.6
		21-25	9	6.87							9	4.2
		Above 25	4	3.0							4	2
		Total	131	100	5	100	71	100	5	100	212	100
4	Educational back ground	Diploma	12	9.16							12	5.7
		Degree /BA,BSC,BED/	99	75.57	4	80	43	60.56	5	100	151	71.2
		Master /BA,BSC,BED/	20	15.26	1	20	28	39.43			49	23
		Total	131	100	5	100	71	100	5	100	212	100

---

## *Practices and Challenges of school based supervision*

---

As shown in table 4, the majority 96 (73.2%) of teachers in Gedeo zone secondary schools were male, 5(100%) cluster supervisors and 5(100%) woreda supervisors coordinator were male. In the sample 35(26.7%) of teachers group, 5(7%) of school based supervision group participants are females. In total from the participants 172(81.1%)were male and 40(18.9%) females. This implies that the participation sex found to be not proportional. This is due to less number of female teacher working in the sample secondary school of Gedeo zone. Based on this data one can conclude female teachers were fewer numbers on teaching profession of these schools. From the data it is possible to conclude that there were male biased.

In table 4 as shown 6(4.6%) of the teacher respondents were found to be in the range of 20-24 years 46(35.1%) and 51(39 %) of the teacher's ages were 25-29 and 30-34 years respectively. Whereas 20(15.2%) and 8(6.1%) of teacher respondents were ages 35-39 and above 40 respectively. Regarding to school based supervision 9(12.67%) and 24(33.8%) of them were the ranges of 25-29 and 30-34, 19(26.8%) and 19(26.8%) of them were found in the ranges of 35-39 and above 40 years old. In the age distribution of interviewed cluster supervisors participants, 2(40%) and 2(40%) were found to be in the range of 30-34 and 35-39 years respectively. The rest 1(20%) were the range of above 40 years. On the other hand woreda supervisors coordinator 3(60%) and 2(40%) were found at the ages of 35-39 and above 40 years respectively.

In table 4 the work experiences distribution of the respondents shows 10(7.6%) had 1-3 years experience. Whereas 30(22.9%) and 40(30.5%) of the teacher respondents have work experience 4-6 years and 7-10 years respectively. Whereas 29(40.8%) and 24(33.8%) of the school based supervision have work experience of 7-10 and 11-15 years. From this, we can see that the majority of teachers and school principals have the same work experience in the age category. In age category 9(6.9%) and 4(3%) teachers have work experience 21-25 years and 25 above. This shows that teachers have more experience than school based supervisors'. Cluster supervisors and woreda supervisors coordinators. It could be conclude that they have skilled professional experience than the other stakeholders.

In table 4 regarding to the educational level of the respondents 12(9.16%) of teachers were diploma holders, 99(75.6%) of teachers were first degree and 20(15.2%) were second degree holders. In case of school based supervision 43(60.56%) of them were first degree holders and 28(39.43%) of them were second degree holders respectively. In the case of cluster

supervisors and woreda supervisors coordinators 5(100%) and 5(100%) first degree holders respectively. From the above information's one can conclude that still there is a gap on the demand and actual figure of second degree holders. Here, on this basis one can observe that principals and cluster supervisor are not qualified enough to lead the schools and support teachers instructionally in improving their professional competence and quality education in secondary schools. In reasoning this ministry of education guideline states the school principals suggested to manage the school in educational qualification of second degree is the requirement level (MOE, 2010)

#### **4.2. Analysis of data related to the basic questions**

In this subsection discussed the data analysis about supervisors practices, stakeholders perception on effectiveness of supervision management awareness of teachers about importance of school based supervision procedures of classroom observation, contribution supervision, for improving instruction and challenges faced during school based supervision. This discussion focused on the basis of the research questions as follows

##### **4.2.1. The Teachers' perception on Effectiveness of Supervision Management.**

This part deals with the discussion of data gathered from respondents with regarding to how school based supervision has been managed in secondary school of Gedeo zone. The respondents opinion with the ideas to assess the effectiveness of school based supervision management and design appropriate intervention through questionnaires.

***Practices and Challenges of school based supervision***

---

Table 5:- Respondents' views on Teachers' perception on the effectiveness of school based supervision management

No	Item	Respondents	No	Mean	(SD) Standard Deviation	Average mean	T- Value	P-Value
1	Supervisory practices are carried out by school principals vice principals, department heads and senior teacher	Teachers	131	2.5	1.011	2.63	1.023	0.87
		School based Supervisors	71	2.77	1.173			
2	The supervisors evaluate current educational practices to improve teaching learning.	Teachers	131	2.56	1.090	2.56	0.05	0.96
		School based Supervisors	71	2.55	1.053			
3	There is practices of consistently giving constructive feedback on daily lesson plan.	Teachers	131	2.46	0.994	2.38	1.086	0.28
		School based Supervisors	71	2.30	1.034			
4	The school organize teachers to conduct peer observation	Teachers	131	2.34	0.991	2.48	-1.051	0.1
		School based Supervisors	71	2.62	1.258			
5	Supervisors prepare a peer to peer supervision program for experience sharing among teacher.	Teachers	131	2.50	2.143	2.43	0.6	0.58
		School based Supervisors	71	2.35	1.184			
6	Supervisors conduct informal visits to classroom observation while the teachers are teaching	Teachers	131	2.34	0.958	2.37	-0.539	0.71
		School based Supervisors	71	2.39	1.213			
	Grand Mean	Teachers	131	2.45	1,197	2.48		0.48
		School based Supervisors	71	2.5	1.152			

**Scales :** 1.0 -1.49 *strongly disagree*, 1.5-2.49 *disagree*, 2.5-3.49 *undecided*, 3.5-4.49 *agree* & 4,5-5.0 *strongly agree*

---

## *Practices and Challenges of school based supervision*

---

As indicated item one on table 5, the respondents asked school based supervisory practices are carried out by school principals, vice principals, department heads and senior teachers or not. Accordingly, teachers and school based supervisors with the ( $x=2.5$ ,  $SD=1.011$  and  $X= 2.77$ ,  $SD = 1.173$ ) mean scores respectively that, school based supervisory practices low practiced by school principals, vice principals, department heads and senior teachers. The grand mean 2.63 scores Shows low participation of Teaches and school based supervisory participation did not sufficient. According to MOE(2002), stated that school based supervisors are the school principals, vice principal, the department heads and the senior teachers. This implies that school based supervisory practices are always practiced by the above teachers with mandatory way. But based on in this study the participation of school based supervisors for practicing class room observation were ineffective. As the qualitative data obtained from interview indicated that principals, vice principals, department heads and senior teachers did not participate classroom observation in organized way. But the school principal to assign any teacher for ignoring himself from accountability. The significance value (P-value) is 0.87 greater than 0.05. This indicates that there is no significance difference between the teachers and school based supervisors. Therefore, from the result of the mean scores and the data obtained from the interview one can conclude that the school based supervisory practices are ineffective.

With regarding to item 2 table 5, the respondents asked whether school based supervisors evaluate current educational practices to improve teaching and learning process or not. Accordingly teachers and school based supervisors with the ( $X= 2.56$ ,  $SD = 1.09$  and  $X= 2.55$ ,  $SD = 1.053$ ) mean scores respectively that indicated, that school based supervisors moderately evaluated current educational practices which implies the stakeholders of school based supervisor uncertainty on actively participated in the implementation of classroom observation for improving students learning and developing professional skills. The grand mean 2.63 indicated that the recent practices of supervisory activity on current educational practices are inadequate.

School based supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students performance (MOE, 2002). This implies that education need current and continuous supervisory evaluation for improving teaching and learning process. During interview a woreda supervisor coordinators, reported that

## *Practices and Challenges of school based supervision*

---

most school were practicing classroom observation once per semester. . But continuous and day to day school based supervisory practices did not known. Therefore, from the result of the mean scores and the data obtained from the interview, one can conclude that the educational supervisory practices did not evaluated current education practices for improving teaching leaning process.

In item 3 table 5, respondents asked whether school based supervisory practices consistently giving feedback on daily lesson plan or not. Teachers and school based supervisors with the ( $X=2.46$   $SD, = 0.994$  and  $X= 2.30$   $SD= 1.034$ ) mean scores respectively this indicated that teachers and school based supervisors disagreement in implementation of school based supervision that giving constructive feedback on daily lesson plan. The significance value ( $p$ =value) is 0.28 is greater than 0.05. This indicated that there is no significance difference between teachers and school based supervisors During interview all cluster supervisors reported that *majority of our vice principals and department heads did sign on lesson plan without checking how the lesson plan prepared and what is its limitation* As the result the professional improvement of teachers and the improvement of students' academic performance were poor in according to three continuums year annual report. Therefore, from the results of the mean scores and the data obtained from the interview, on can conclude that during school based supervision practices supervisors did not gave constrictive feedback on daily lesson plan.

In item 4 of table 5, respondents asked whether the school organize teachers to conduct peer observation or not. Teachers and school based supervisors with ( $X=2.34$ ,  $SD = 0.991$  and  $X= 2.62$ ,  $SD=1.258$ ) mean scores respectively that indicated, school based supervisors responded above average school to organize teachers to conduct peer observation. But majority of teachers disagree these ideas. This implies the school did not organize to conduct peer observation. The grand mean 2.48 scores shows the majority of respondents did not accepted the ideas. According to, Sergiovanni & Starrat (1998) describes that collegial supervision includes monitoring, cognitive coaching & peer coaching for the role of active participation in working with the teacher. Collegial supervision can start with the lesson planning phase and goes through the whole process of teaching learning processes. During interview cluster supervisors and woreda supervisors coordinators supported the ideas that reported most of the school to implemented supervision once per semester which means clinical supervision during document analysis there

were no organized document that explained continuous peer observation of classroom in the study area. Therefore, from the results of the mean scores and the data obtained from the interview one can conclude that the school did not organized collegial supervision to conduct peer observation.

In items 5 of table 5, respondents asked whether school based supervisors prepare a peer to peer supervision program for experience sharing among teacher or not. Teachers and school based supervisors with ( $X= 2.50$ ,  $SD= 2.143$  and  $X= 2.35$ ,  $SD = 1.184$ ) mean scores respectively. These indicated that both school based supervisors and teachers agreement on school based supervisors did not prepare peer to peer classroom observation program for experience sharing among themselves. During interview most of woreda supervisors' coordinators reported that most of the school classroom observation practices implemented once per semester by cluster supervisors and woreda education office pressure. The significance value (P-value) is 0.58 greater than 0.05 that indicates there is no significance differences between the teachers and school based supervisors. Therefore, from the results of the mean scores and the data obtained from the interview, one can conclude that school based supervisors did not prepare peer to peer classroom observation programs for experience sharing among teachers.

In item 6 table 5, respondents asked whether school based supervisors to conduct informal visits to classroom observation for gathering informal activities or not. Teachers and school based supervisors with ( $X= 2.34$ ,  $SD = 0.96$  and  $X= 2.39$ ,  $SD= 1.213$ ) mean scores respectively the grand mean 2.37 scores both teachers and school based supervisors agreed on school based supervisors did not conduct informal visits to classroom observation for gathering necessary information by informal visits. During interview cluster supervisors and woreda supervisors coordinators reported that school principal visits the classroom for only collecting data to report to woreda education office only but not for instructional improvement of student learning. Therefore, one can conclude that, most of the school did not visit classroom informally for the need of gathering necessary activities about school based supervision.

As indicated grand mean on table 5, the respondents asked the teachers' perception on school based supervision management effective or not. Accordingly teachers and school based supervisor with the grand mean ( $x=2.48$ ,  $SD= 1.197$   $X= 2.5$ ,  $SD = 1.152$ ) mean scores

respectively that indicated, the teachers and school based supervisors disagreement on the issue. This implies the practices of school based supervision in the school was ineffective. Rue and Bayer (1990) and Bittle (1980), explained supervision as a lower level management that is first level management in the organization and concerned with encouraging employees to the contribute the realization of organization goals. The school based supervision is designed to supervise, support and influence instructions of teacher in the classroom activities to develop students performance (Glickman, Gordon, & Ross-Gordon, 2007). The average mean 2.48 scores respondents disagreement on school based supervision practice did not effective at school level. During interview cluster supervisors and woreda supervisors coordinators reported that most of vice principals and department heads did sign the lesson plan without checking how the lesson plan prepared and what is its limitation. This indicated the effectiveness of school based supervisors under the question mark. Beside to this interviewer reported that school principal visits the classroom for only collecting data to report woreda education office only but not for instructional improvement of student learning. Moreover, the interviewer reported that most of the school to implemented supervision once per semester which means clinical supervision. During document analysis there were not organized and continuous follow up and support from school based supervisors in actual teaching- learning process.

Therefore, from the results of the mean scores and the data obtained from the interview and document review one can conclude that school based supervisors did not practicing effective management at the school

#### **4.2.2. The Extent to Which Teachers Have the Awareness about the Importance of School Based Supervision**

This part deals with the discussion of data gathered from respondents with regarding to what extent teachers have the understanding about the importance of school based supervision in secondary school of Gedeo zone. The respondents' opinion with the ideas to assess teachers' awareness about the significance of school based supervision through questionnaires.

***Practices and Challenges of school based supervision***

Table 6:- Respondents' views on the understanding of teachers on school based supervision

No	Item	Respondents	No	Mean	(SD) Standard Deviation	Average mean	T- Value	P- Value
1	Teachers are well oriented about the activities of school based supervision.	Teachers	131	2.42	1.015	2.48	-1.058	0.50
		School based Supervisors	71	2.54	1.271			
2	Teachers are well aware of the significance of school based supervision	Teachers	131	2.52	1.003	2.53	-0.152	0.92
		School based Supervisors	71	2.54	1.169			
3	school based supervision contributed for my continuous professional development	Teachers	131	2.57	0.961	2.46	1.55	0.12
		School based Supervisors	71	2.34	1.095			
4	Teachers believe that implementing school based supervision needs the collaboration of the stakeholders of the schools.	Teachers	131	2.83	1.082	2.99	1.78	0.08
		School based Supervisors	71	3.14	1.268			
5	classroom observation has enabled Teacher to use variety of teaching techniques.	Teachers	131	2.53	1.003	2.56	-0.47	0.75
		School based Supervisors	71	2.58	1.191			
6	Teachers believe school based supervision helps to increase the implementing of students learning.	Teachers	131	2.73	1.044	2.66	0.84	0.40
		School based Supervisors	71	2.59	1.226			
	Grand mean	Teachers	131	2.6	1.018	2.61		0.46
		School based Supervisors	71	2.62	1.203			

*Scales : 1.0 -1.49 strongly disagree, 1.5-2.49 disagree, 2.5-3.49 undecided, 3.5-4.49 agree & 4.5-5.0 strongly agree*

## *Practices and Challenges of school based supervision*

---

As indicated, in item 1 table 6, the respondents were asked whether to rate the agreement levels on the orientation of teachers towards school based supervision. Accordingly, teachers with the  $X=2.42$ ,  $SD=1.015$  and school based supervisors with the  $(x=2.54$ ,  $SD = 1.271$ ) were asked that orientation of teachers towards school based supervisor. The grand mean 2.48 shows the respondents were not well understood about the activities of school based supervision. In addition to this one of the Woreda supervisors coordinators interviewed that majority of teachers and school based supervisor don't understand about the activities of school based supervision with the absence of manual. It is possible to conclude that orientations of teachers towards school based supervision were not implemented in the schools. The (P-Value) is 0.50 greater than 0.05 shows there is not significance difference between the two groups.

In item 2 table 6, the question raised whether or not aware the significance of school based supervision, teachers with the  $(X = 2.52$ ,  $SD = 1.003)$  and school based supervisors with the  $(X = 2.54$ ,  $SD = 1.169)$  were asked about well ware of significance of school based supervision. The grand mean 2.53 shows the moderate awareness on the issue. Therefore based on the of teachers and school based respondents, it can be conclude that teachers and school based supervisors were not well aware of the significance of school based supervision in the study area. The significance value (P-value) is 0.92 is greater than 0.05 shows there is no significance differences between the ideas of the two groups. In addition to the document analysis identified the school based supervision (inbuilt supervision) documents had not well organized based on the necessities of instructional improvements of academic performance of students.

As item 3 indicate that respondents were asked whether or not teacher considers school based supervision contributed for their continuous professional development teachers with the  $(X = 2.57$ ,  $SD = 0.961)$  and school based supervisors with the  $(X= 2.34$ ,  $SD = 1.095)$  were asked about the contribution of the issue that teachers consider that school based supervision contributed for their continuous professional improvement. The grand mean 2.46 shows that the responsible bodies of school based supervision were not aware about the contribution of school based supervision help for continues professional development. For the support of this study one of the cluster supervisory interviewed that majority of teacher reflect their opinions about continuous professional development with upgrade in higher institution. From this one can

conclude that teachers in the study area were not satisfied with the school based supervision that contributed for the continuous professional development. The P – value is 0.12 greater than 0.05 shows there is no significance difference between the ideas of the two groups regarding school based supervision for their continuous professional improvement.

As indicated item 4 table 6, the respondents were whether or not the implementing school based supervisions need the collaboration of the stakeholders, teacher with the ( $X=2.83$ ,  $SD=1.082$ ) and school based supervisors with the ( $X=3.14$ ,  $SD=1.268$ ) mean scores respectively reported that stakeholders were moderate in the implementing of the schools. The grand mean 2.99 shows that the majority of respondents aware for implementing school based supervision to need the collaboration of stakeholders. The majority of interviewer that responses about this issues for implementation of school based supervision in the school need the collaboration of principal, vice principal and department heads and seniors teachers. As teaching learning process is a day to day and continuous process the function of the school based supervision at the school level should be a continuous responsibility of principal, vice principal, the department heads and the senior teachers (MOE, 2002). Therefore, one can conclude that the necessity of group effort for school based supervision is not well practiced in the study area. The P- value is 0.08 is greater than 0.05 shows there is no significance difference between the ideas of the two groups regarding the necessity of group effort for school based supervision.

As indicated item 5 Table 6, respondents was asked to rate their agreement levels whether or not classroom observation enabled teacher to use variety of teaching techniques. Accordingly, teachers with the ( $X=2.53$ ,  $SD=1.003$ ) were disagreed that the classroom observation enable teachers to use variety of teaching techniques and school based supervisors with the ( $X=2.58$ ,  $SD=1.191$ ) were uncertainty on the classroom observation enabled teachers to use variety of teaching techniques. Classroom observation is a valuable means to obtain first hand information and experience of the classroom atmosphere (Goldhammer, 1980). The grand mean 2.56 shows the disagreement of the issue. From this one can conclude that classroom observation were not enabled teachers to use a variety of teaching techniques. The significance value (P-value) is 0.75 is greater than 0.05 shows there is no significance difference between the ideas of the two groups regarding classroom observation enabled teacher to use a variety of teaching techniques.

## *Practices and Challenges of school based supervision*

---

As indicated item 6 table 6, respondents was asked to rate their agreement levels whether or not teachers believe that school based supervision helps to increase the improvement of student learning, teachers with the ( $X=2.73$ ,  $SD = 1.044$ ) were respectively. The data indicated that teachers and school based supervisors confirmed that uncertainty of school based results the Improvement of students learning in their school. Harris (1998) views professional development is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. The grand mean 2.66 indicated that respondent's uncertainty on with the issue. Therefore, the researcher can concluded that school based supervision were not results the improvement of students learning in their school. In addition to this during document analysis there is no any written documented materials on the issues of school based supervision helps to increase the implementing of students learning. The significance value (P- value) is 0.40 is greater than 0.05 shows there is no significance difference between the ideas of the two groups regarding school based supervision results the improvement of students learning in their school. As indicated grand mean on table 6 the respondents asked the extent to which teachers understand about the importance of school based supervision or not. Teachers and school based supervisor with the ( $x=2.6, SD, 1.018$  &  $x=2.62, SD 1.203$ ) mean scores respectively that indicates both groups uncertainty on the issues. This implies there were not clear understanding on the significance of school based supervision. Glickman (1985) stated that supervision for successful school to remove obstacles, see each other at work, receive feedback from others, and engage in professional dialogue and the opportunity to make decision about collective instruction actions. During interview cluster supervisors and woreda supervisors coordinators reported that teachers and school based supervisors have the following limitation such as absence of manual, negative understanding of teachers about continuous professional development to practicing at school teachers and school based supervisors did not practicing school based supervision for implementing continuous responsibility of teaching learning process to improve professional skills of teachers and academic achievement of students. The average mean 2.61 scores shows the two groups lack the clarity about the importance of school based supervision. The p- valve is 0.46 greater than 0.05 shows there is not significance difference between the two groups.

## *Practices and Challenges of school based supervision*

Therefore, from the results of mean scores and the data obtained from the interview one can conclude that teachers did not understand about the importance of school based supervision.

### **4.2.3. The Extent to Which School Based Supervisors Employ Procedures of Classroom Observation.**

This part deals with the discussion of data gathered from respondents with regarding to what extent school based supervisors employ procedures of classroom observation in secondary school of Gedeo zone. The respondents opinion with the ideas examine the extent that school based supervisors employs procedures of classroom observation and identify their strengths & limitation through questionnaires

**Table 7 Respondents' views to examine the extent that school based supervisors employ procedures of classroom observation on actual presentation.**

No	Item	Respondents	No	Mean	(SD) Standard Deviation	Average mean	T-Value	P-Value
1	Supervisors convince teacher as classroom visit is helping process in his/her teaching	Teachers	131	2.52	1.003	2.60	-1.597	0.29
		School based Supervisors	71	2.69	1.190			
2	Supervisors plan and make agreements on the suitable time for classroom observation with teachers.	Teachers	131	2.44	1.001	2.50	-1.065	0.48
		School based Supervisors	71	2.55	1.039			
3	Supervisors discuss with teachers on the objective of the lesson before the actual presentation	Teachers	131	2.72	0.987	2.57	1.901	0.06
		School based Supervisors	71	2.42	1.117			
4	Supervisors make discussion with teachers on the methodology of the lesson before the actual presentation.	Teachers	131	2.47	0.853	2.54	-1.446	0.34
		School based Supervisors	71	2.61	1.021			
5	Supervisors analyze the lesson plan of the supervise teachers before classroom visit.	Teachers	131	2.44	0.766	2.45	-0.329	0.83
		School based Supervisors	71	2.46	1.080			
6	Supervisors sit at the back of the classroom	Teachers	131	3.04	1.011	3.16	-1.332	0.16
		School based Supervisors	71	3.27	1.207			
7	Supervisors record important data on the teaching learning process what the teachers and students are performing.	Teachers	131	2.50	0.987	2.65	-1.093	0.06
		School based Supervisors	71	2.80	1.103			

## *Practices and Challenges of school based supervision*

8	Supervisors followed up the lesson attentively from the beginning to the end.	Teachers	131	2.49	1.026	2.49	0.064	0.95
		School based Supervisors	71	2.48	1.026			
9	Supervisors give immediate feedback to the teachers.	Teachers	131	2.71	0.996	2.51	2.687	0.00
		School based Supervisors	71	2.32	0.953			
10	Supervisors discuss with supervised teacher on the data collected during the classroom observation.	Teacher s	131	2.72	0.978	2.61	1.445	0.15
		School based Supervisors	71	2.51	0.998			
11	the Supervisors discussion more emphasizes on the improvement of teaching lesson process	Teacher s	131	2.38	0.907	2.43	-0.983	0.51
		School based Supervisors	71	2.48	1.119			
12	Supervisors give teacher comments for the supervises teachers to read rather than discussing face to face.	Teachers	131	2.69	1.022	2.70	-0.094	0.95
		School based Supervisors	71	2.70	1.061			
	Grand mean	Teachers	131	2.59	0.961	2.60		0.39
		School based Supervisors	71	2.60	1.076			

*Scales :1.0-1.49 strongly disagree,1.5-2.49disagree,2.5-3.49 undecided,3.5-4.49 agree & 4,5-5.0 strongly agree*

As indicated item 1 of table 7, teachers and school based supervisors convince teachers that a classroom visit is to assist teachers in their teaching learning process with the ( $x= 2.52$ ,  $SD= 1.00$  and  $X=2.69$ ,  $SD =1.19$ ) mean scores and standard deviation respectively. This indicate both teachers and school based supervisors moderate on the issues. The grand mean 2.6 shows that half of the respondents had not understand the awareness about the issues. As the result supervisors did not make an attempt to convince teachers before the classroom visit.

The significance level (p-value) is 0.29 is greater than 0.05, this indicates that there is no significance difference between the opinion of supervisors and teachers. Therefore, the one can concluded that supervisors did not make much efforts to convince teachers to understand the merits of classroom observation before visiting their classrooms.

As indicated item 2 table 7, teachers and supervisors asked whether supervisors plan and make agreements with teachers on the suitable time for classroom observation with the ( $x=2.44$ ,  $SD = 1.00$  and  $X= 2.53$ ,  $SD = 1.03$ ) mean scores value disagreement on the points. As the result

majority of teachers and supervisors did not plan and agreement with teachers on the suitable time for classroom observation. The grand mean 2.5 scores half of school based supervisors did not plan and make mutual agreements with the individual supervisee teacher on a suitable time for his/ her classroom observation. During interview woreda supervisors coordinator and cluster supervisors reported that school based supervisors did not plan for classroom observation but they seek external influence of cluster supervisors and woreda education office. The significance value (P- value) is 0.48 is greater than 0.05, indicates that there is no significance difference between the two ideas of supervisors and teachers. Therefore, the one conclude that supervisors did not pay attention to make agreements. With the supervisee teacher on scheduled time for classroom observation.

In item 3 of table 7, the respondents asked whether supervisors discuss with teachers on the objective of the lesson before the actual presentation or not. Teachers and supervisors with the ( $X=2.72$ ,  $SD = 0.98$  and  $X= 2.42$ ,  $SD = 1.117$ ) mean scores respectively. Based on above mean scores majority of teachers moderate on the ideas of school based supervisors discuss on the objective of the lesson before the actual presentation. The majority of school based supervisors disagreement on the issue. During document analysis in the sample school there is no actual organized supervision plan and related documents in the school. The overall mean 2.57 indicated the moderate performance for organizing and implemented the school based supervision in the study area. Therefore, it indicates that school based supervisors did not make discussion with the supervision teachers on the appropriateness of the objective of the lesson before the actual presentation has been taken place. The significance value (P-Value) is 0.34 greater than 0.05, indicates there is no significance difference between the opinions of supervisors and teachers.

As indicated in item 4 of table 7, teachers and school based supervisors were asked whether or not the supervisors discussed with supervisee teachers on the suitable methodology of the lesson before the actual presentation with the ( $X=2.47$ ,  $SD = 0.853$  and  $X= 2.61$ ,  $SD= 1.021$ ) mean scores and standard deviations respectively. This implies the majority of respondents uncertainty on the issue. As the result supervisors did not sufficient discussion with supervisee teachers on the suitable methodologies before classroom presentation. During interview cluster supervisors reported that before classroom observation school based supervisors did not facilitate lesson

plan, teaching methodology and preparation of instructional media for improving the teachers professional development and the good teaching- learning activities of students. The grand mean 2.54 scores that reported for less preparation of teacher seen the supervisors and supervisee teacher discuss with each other before actual presentation. The significance value (P-Value) is 0.34 greater than 0.05, this indicates that there is no significance difference between the ideas of the two groups. Based on the above points, one can conclude that school based supervisors were not effective in discussing and agreeing with the supervisee teacher on the metrologies of the lesson before classroom presentation.

As indicated item 5 of table7, teachers and school based supervisors were asked regarding the analysis of the lesson plan before classroom visit with the ( $x=2.44$ ,  $SD= 0.766$  and  $X= 2.46$ ,  $SD= 1.080$ ) mean scores respectively this indicate both the teachers and school based supervisors disagreement on the point. This implies school based supervisors' did not analyzes of the lesson plan before classroom. During interview cluster supervisors reported that school based supervisors to write feed back of the lesson plan analyses during classroom observation. This indicate there is not well awareness about the procedures of classroom observation and supervision process at all. The grand mean 2.45 reported that the result is below the average that means the analyses of lesson plan before classroom visit were unknown. The significance value (P-Value) is 0.83 greater than 0.05 is indicate that there is no significance difference between the two groups. Therefore, one can concluded that school based supervisors did not analyze the lesson plan of the supervisee teachers before classroom visits.

As indicated item 6 of table 7, teacher and school based supervisors asked whether school based supervisors sit at the back of the classroom when the teacher presenting his/her lesson with the ( $X= 3.04$ ,  $SD = 1.01$  and  $X= 3.27$ ,  $SD = 1.20$ ) mean scores respectively.

The grand mean 3.16 scores the school based supervisors sat at the back of classroom for evaluating the actual presentation of the teachers. The significance level, (P-Value) is 0.16 greater than 0.5 this indicate that there is no significance difference between the teachers and school based supervisors. Therefore one can concluded that most supervisors choose the strategic location which enabled them to observe the activities performed in the classroom while conducting classroom observation.

## *Practices and Challenges of school based supervision*

---

In item 7 of the table 7, respondents asked whether supervisors record important data on the teaching- learning process what the teacher and student performing. Teachers and supervisors with the ( $X= 2.50$ ,  $SD = 0.987$  and  $X= 2.80$ ,  $SD = 1.103$ ) mean scores respectively. The grand mean 2.65 scores indicates respondents uncertainty awareness on this issues. This implies most school based supervisors didn't sufficiently recorded the important data during teachers' presenting in the classroom. The significance value (P- Value) is 0.06 is greater than 0.05 this indicate there is no significance difference between the ideas of the two groups.. During interview four cluster supervisors reported that limited number of school based supervisors during classroom observation respect each other more than actual reality. As a result so many teachers to give feed back out of the reality. At that time the implementation of classroom observation implemented out of the goal of teaching learning. Generally, one can conclude that most supervisors didn't recorded important data what the teachers and student performing in the classroom.

As item 8 of table 7, teachers and school based supervisors were asked school based supervisors follow up the lesson attentively from the beginning to the end or not. Teachers and school based supervisors with the ( $X=2.49$ ,  $SD= 1.026$  and  $X= 2.48$ ,  $SD = 1.026$ ) mean scores and standard deviation disagreed on the issue. This implies majority of respondents did not implemented classroom observation from the beginning to the end. As the result the necessary information that improved from the teacher did not illuminated in the actual presentation.

The grand mean 2.49 shows respondents that school based supervisors did not follow up the lesson attentively from the beginning to the end of the period when the classroom observation taking place. The significance level (P-value) is 0.95 is greater than 0.05, this indicates that there is no significance difference between the ideas of supervisors and teachers. MOE( 1994), the supervision manual indicated that the continuous classroom observation is enabling teachers to evaluate their routine tasks and helps to improve their performance. During interview woreda supervisors coordinators conclude that the classroom observation in their study areas are limited with different problems such as continuous follow up of woreda education office experts, the limited number of cluster supervisors & the load of work in few numbers of cluster supervisors, the lack of commitment of school principals, and the negative attitudes of teachers on classroom observation process. Therefore, the mean scores, significance value and

interviews indicates school- based supervisors did not follow up the lesson attentively from the beginning to the end during classroom observation.

In item 9 of the table 7, respondents asked whether school based supervisors give immediate feedback to the supervisee teachers or not. Teachers and supervisors with the ( $X=2.71$ ,  $SD = 0.996$  and  $X= 2.32$ ,  $SD = 0.953$ ) means scores respectively. The grand mean 2.51 shows half of respondents supervisors did not give immediate feedback to supervisee teachers. Glickman, Gordon, & Ross- Gardon (2007) stated that school based supervision is designed to supervise, support and influence instructions of teachers in the classroom activities to develop students performance. During interview four cluster supervisors reported that most school based supervisors to give feedback immediately before classroom observation by verbal and written checklists. But the document analysis that did not indicate the reality of the data based on the number of teachers and the written recorded files were not appropriate. Generally, one can concluded that majority of school based supervisors to give immediate feedback to the supervisee teacher. The significance value (P-Value) is 0.00 is less than 0.05, it indicates there is significance difference between the two groups. Generally, one can conclude that supervisee teachers & school based supervisors did not have mutual understanding on feedback.

In item 10 of table 7, teachers and school based supervisors were asked school based supervisors discuss with supervised teachers on the data collected during the classroom observation or not. Teachers and school based supervisors with the ( $X=2.72$ ,  $SD = 0.978$  and  $X= 2.51$ ,  $SD=0.998$ ) mean scores respectively. This indicates teachers moderately agree on the issue and below the average. This implies before classroom observation there is no discussion on the data collected during the classroom observation. As the result there is not evaluated the limitation and strength of teachers during classroom presentation. The mean 2.61 sores shows the majority of respondents uncertainty on the issues. Therefore one can conclude that before classroom observation the supervisors did not discussed on the data collected during the classroom observation.

In item 11 of table 7, the respondents asked whether were school based supervisors discusses more emphasizes on the improvement of teaching lesson process or not. Teachers and school based supervisors with ( $x=2.38$ ,  $SD=0.908$  and  $X = 2.48$ ,  $SD= 1.119$ ) mean scores respectively. The grand mean 2.43 scores shows respondents disagreement on school based

supervisors did not discussed on the improvement of teaching lesson process used on the improvement of teaching lesson process. Glickman( 1993), Stated that professional development is the major function of school supervision. Harris (1998) stated that professional development is promoting effective teaching practices, providing for continuous personal and professional growth as well as changing the character of the school and teaching. During interview cluster supervisors and woreda supervisors coordinators reported that before classroom observation the school based supervisors did not discussed on how the supervision activities done in our school. Beside to this in sample school there are no organized document around these issues. Therefore, one can conclude that school based supervisors did not discussed on the improvement of teaching lesson process.

In item 12 table 7, the respondents asked school based supervisors give comments for the supersite teacher's to read rather than discussing face to face or not. Teachers and school based supervisors with the ( $x=2.69$ ,  $SD = 1.022$  and  $X=2.70$ ,  $SD = 1.061$ ) means score respectively. The grand mean 2.70 shows that respondents uncertainty on understand supervisors give comments for supervisee teachers to read rather than face to face discussion. During interview cluster supervisors reported that most school based supervises to give comments for teacher by oral interaction.

The significance value (P-value) is 0.95is greater than 0.05, it indicate that there is no significance difference between the ideas of teachers and school based supervisors.

As indicated grand mean on table 7, the respondents asked to what extent school based supervisors employed procedures of classroom observation or not. Teachers and school based supervisors with the grand mean ( $x=2.59$ ,  $SD=0.961$  &  $x=2.6$   $SD=1.076$  score respectively. This indicate there were uncertainty on understanding about the procedures of classroom observation which means school based supervisors did not clear understanding to follow pre- observation, observation and post observation conferences to improve teachers professional efficiency and students academic performance. The average mean 2.6 shows uncertainty of respondents about the issue. The p- value is 0.39 is greater than 0.05, this indicates there is no significance difference between the two groups. cutcliffe et al ... (2005) defined clinical supervision focused up on the improvement of instruction by means of systematic cycles of planning, observation and

intensive intellectual analysis of actual teaching performance in the interest of rational modification. Hailelassie

(1997) stated that clinical supervision refer to face-to-face contacts with the supervisor and the teacher intent of improving instructions an increasing professional growth. During interview cluster supervisors and woreda supervisors' coordinators school based supervisors did not plan for classroom observation but they seek external influence of cluster supervisors and woreda education office. In addition to the interviewer reported that before classroom observation school based supervisors did not facilitate lesson plan, teaching methodology and preparation of instructional materials for improving the teachers' professional development and the good teaching learning activities of students. In other ways the interviewer reported that during classroom observation limited number of school based supervisors respect each other more than actual reality. As the result so many teachers to give feed back out of the reality. At the time the implementation of classroom observation implemented out of the goal of teaching learning. Before classroom observation the school based supervisor's did not discussed on how the supervision activities done at school and there are not organized document around these issues based on the interviewer. Therefore, from results of grand mean and data gathered from the interview, one can conclude that school based supervisors did not employed procedures of classroom observation

#### **4.2.4. What Are The Major Challenges Of School Based Supervision In Secondary School?**

This part deals with the discussion of the data gathered from respondents with regarding to the challenges that affect secondary school based supervisors while implementing supervisory activity was presented to respondents through questionnaires. The respondents ideas to identify the major challenges that affect the implementation of school based supervision in secondary school by the basis of liker scale.

***Practices and Challenges of school based supervision***

---

**Table 8. Respondents view Asses the challenges of school based supervision.**

No	Item	Respondents	No	Mean	(SD) Standard Deviation	Average mean	T- Value	P- Value
1	Lack of adequate training system on the practices of school based supervision.	Teachers	131	3.52	1.098	3.40	1.59	0.11
		School based Supervisors	71	3.27	1.041			
2	Inadequate preserve and in service training	Teachers	131	3.41	1.080	3.25	1.72	0.05
		School based Supervisors	71	3.08	1.143			
3	Teachers are resistant against the supervisory activities	Teachers	131	2.39	0.997	2.77	4.99	0.00
		School based Supervisors	71	3.14	1.046			
4	Lack of relevant supervisory manual in the school	Teachers	131	3.27	1.073	3.20	0.95	0.34
		School based Supervisors	71	3.11	1.115			
5	In adequate attention given to supervision service	Teachers	131	3.25	1.132	3.07	2.19	0.03
		School based Supervisors	71	2.89	1.128			
6	Insufficient allocated budget for the supervisory program in the school	Teachers	131	3.31	1.209	3.23	0.90	0.37
		School based Supervisors	71	3.15	1.154			
7	Lack of follow up the activities of teachers by the supervisors	Teachers	131	3.09	1.099	3.00	1.08	0.28
		School based Supervisors	71	2.92	1.105			
8	The supervisors are overloaded with classroom activities	Teachers	131	3.04	1.146	3.16	1.38	0.17
		School based Supervisors	71	3.27	1.108			
9	Supervisors are incompetent enough to help other teachers.	Teachers	131	2.97	1.157	2.90	0.90	0.37
		School based Supervisors	71	2.82	1.125			
10	Supervisors are overloaded with administrative tasks.	Teachers	131	3.15	1.053	2.96	1.26	0.19
		School based Supervisors	71	2.77	1.058			
	Grand Mean	Teachers	131	3.14	1.104	3.09		0.19
		School based Supervisors	71	3.04	1.102			

**Scales :**1.0-1.49 strongly disagree,1.5-2.49disagree,2.5-3.49 undecided,3.5-4.49 agree 4.5-5.0 strongly agree

## *Practices and Challenges of school based supervision*

---

As indicated in item 1 table 8 lack of adequate training is the problem of school based supervision or not. Teachers with the ( $x=3.52$ ,  $SD = 1.098$ ) and school based supervisors with the ( $X=3.27$ ,  $SD = 1.041$ ) agreed that school based supervisors had lack of adequate training system concerning internal supervision. The grand mean  $X = 3.4$  shows both teachers and school based supervisors had agreed on the majority of respondents accepted lack of adequate training was the challenges of school based supervision. The T-Test revealed that the significance level (P-value) is 0.11 is greater than 0.05. This is indicated that there is no statically significance difference of response. For supported the data collected from interview that indicate school based supervisors had no adequate training system in the school. Merger (2007), pointed out that lack of continuous training system for supervisors to up – data their educational knowledge and skills are obstacle of the proactive of supervision.

As indicated item 2 in table 8, Inadequate pre-service and in-service training is the challenges of school based supervision or not. Teachers with the ( $X=3.41$ ,  $SD = 1.080$ ) and school based supervisors with the ( $X= 3.08$ ,  $SD = 1.143$ ) that agreed the absence of pre- service and in service training was a challenge to supervisors in school based supervision. The qualitative data gathered from cluster supervisors indicated that in most secondary schools applied teachers were required for the shortage of teachers in the school. So that the applied teachers had not known about the pedagogical knowledge, inspire to this experienced teacher had not supported by short term training about school based supervision. This confirms the views of De Grauwe (1997) that advisers, supervisors and other staff need regular training, but they seldom receive it. They believe that whether pattern of recruitment and promotion procedures, supervisors (advisers, inspectors or other such staff) need regular training but they were seldom provided with pre- service or in-service training. The T-Test revealed that the significance level (P- valve) is 0.05 is equal to 0.05. This indicated that there is no statically significance differences of responses. The response collected from the interviewed cluster supervisors and worda supervisors' coordinator confirmed that there were no organized training program given for school based supervisors due to financial constraints and lack of commitments from school leaders.

## *Practices and Challenges of school based supervision*

---

In item 3, table 8 indicates that teachers are resistant against the supervisors activities is the challenges of school based supervisors or not. Teachers and school based supervisors revealed that teachers were against the supervisors activities, respondents were asked their opinion with ( $X=2.39$ ,  $SD= 0.97$  and  $X = 3.14$ ,  $SD = 1.046$ ) shows disagreement between teachers and school based supervisors. This indicated that teachers and school based supervisors had not clear awareness about school based activities in the school. The data collected from cluster supervisors and woreda supervisors coordinators indicated that teachers had not committed for giving supervisor activities in the school. UNESCO (2007) pointed out that teachers do not recognize the positive effects of supervisory work but the problem with supervisors is mainly an attitudinal one. The grand mean 2.77 shows school based supervisors and supervisee teachers' uncertainty between the two groups. These indicated that teachers need continuous discussion about school based supervision activities and its effects.

In item 4 table 8 indicated that lack of relevant supervisory manual in the school is the challenge of school based – supervision or not. Teachers and school based supervisors with ( $X=3.27$ ,  $SD = 1.0132$  and  $X=3.11$ ,  $SD = 1.115$ ) mean scores respectively that shows the agreement of the total respondents with the grand mean scores of  $X=3.07$ . Therefore, based on the grand mean scores value there was lack of supervision manuals in their schools. Form the qualitative data three of woreda supervisory coordinators interviewed that, by the absence of in-service training program in the school, School based supervision limited and many teachers and school based supervisors had not known about the issue.

The significance level (P-value) is 0.34 is greater than 0.05, this indicates that there is no significance difference between the opinion of teachers and school based supervisors

As item 5 in table 8, inadequate attention given to supervision service is the challenges of school based supervision or not. Teachers and school based supervisors with ( $X=3.25$ ,  $SD= 1.132$  and  $X=2.89$ ,  $SD = 1.128$ ) mean scores respectively indicated that the teachers and school based supervisors disagreement with the two groups. The grand mean 3.07 reported that school based supervision activities were not give enough attention. The T-Test revealed that the significance level ( P-value) is 0.03 less than 0.05. During interview cluster supervisors responded informed that in adequate attention given to towards supervision service was a challenge to school based supervision.

---

## *Practices and Challenges of school based supervision*

---

As item 6 in table 8, Insufficient allocated budget for the supervisory program in the school is the challenges of school based supervision or not. Teachers and school based supervisors with the ( $X= 3.31$ ,  $SD = 1.09$  and  $X= 3.15$ ,  $SD = 1.154$ ) mean scores respectively and the grand mean  $x= 3.23$  scores shows the agreement of the total respondents with the idea. Lack of enough budget results the capability to run supervisory activities effectively such as in service training programs for teachers and visiting other schools for experience sharing (Merga, 2007: UNICEF, 2007). Therefore, based on the grand mean score value that sufficient budget has not been allocated for supervisory activities in the school. During interview all woreda Supervisors coordinators & cluster supervisors reported that there was not sufficient budget allocated for instructional activities. Some times from allocated budget especially Block grant fifty percent removed in woreda finance and development office by the limitation of cash money. Due to this one can conclude that lack of adequate allocated budget adversely influence the proper implementation of school based supervision in secondary school of study area.

As indicated item 7 table 8, lack of following up the activities of teachers by the supervisors is the challenges of school based supervision or not. Teachers and school based supervisors with the ( $X= 3.09$ ,  $SD = 1.099$  and  $X= 2.92$ ,  $SD = 1.105$ ) mean scores respectively and the grand mean  $X =3.00$  scores shows the agreement of the total respondents with the idea was lack of follow up teachers activities by the supervisors in their school. The significance level (P- value) is 0.28 greater than 0.05, this indicates that is no significance difference between the opinions of teachers and supervisors.

As indicated item 8 in table 8, the supervisors are over loaded with classroom activities is the challenges of school based supervision or not. Teachers and school based supervisors with the ( $x=3.04$ ,  $SD = 1.146$  and  $X = 3.27$ ,  $SD = 1.108$ ) respectively. The grand mean  $X= 3.16$  score shows the moderate respondents with school based supervisors are over burden with many tasks. The result reached that school based supervisors were overloaded with day to day tasks. Alhammad (Cited in Rashid, 2001), Shows the supervisor's high work load, lack of cooperation from principals negatively affects the practice of supervision. Based on the grand mean score value and the researcher views school based supervisors were over loaded with various tasks.

As indicated item 9 table 8, respondents were asked whether their school supervisors are incompetent enough to help other teachers or not. Teachers and school based supervisors with

---

## *Practices and Challenges of school based supervision*

---

the ( $X= 2.97$ ,  $SD = 1.157$  and  $X= 2.82$ ,  $SD = 1.125$ ) scores means and standard deviation respectively. The grandee mean  $X= 2.89$  shows uncertainty between the two groups. During interview woreda supervisors coordinators and cluster supervisors informed in built supervision done due to assigned teacher without considering the experience and skill. As the result many teacher to feel unhappiness on the activities of supervision and to feel negatively on this issue. Therefore, based on the overall score value, school supervisors were not capable enough to assist teachers.

Halland (2004) believes that supervisors have the necessary knowledge and skills to make important decisions about instructions. De Grauwe (2001) expected that supervisors have higher qualifications than their supervisee teachers be able to provide them with the necessary guidance and support. Based on concerning this issue for implementing school based supervision activities had not assign responsible and competent stakeholders in the study area.

In item 10 table 8 supervisors are over loaded with administrative tasks or not. Teachers and school based supervisors with the ( $X= 3.153$ ,  $SD = 1.05$  and  $X= 2.77$ ,  $SD = 1.058$ ) mean scores values respectively. This indicate that there were disagreement between teachers and school based supervisors activities were not done well by the clarity of teachers & school based supervisors. Ogunu (cited in Enrage, 2009), raveled that secondary school principals are so weighted down by routine administrative burden hat they hardly find time to visit classrooms and observe how the teachers are teaching. Therefore, the grandma score value informed that the majority of respondents were the supervisors are over loaded with administrative tasks.

As indicated grand mean on table 8, the respondents asked whether school based supervision negatively affected by many problems or not. Accordingly, teachers and school based supervisors with the ( $x=3.14$ ,  $SD=1.104$ &  $X=3.04$ ,  $SD= 1.102$ ) mean scores respectively which implies both groups limitation of clarity on the major challenges of school based supervision. In addition to the average mean 3.09 reported that during actual practice of teaching and learning school based supervision addressed so many problems such as absence of pre-service and in service training to update supervisors, negative perception of teachers to supervisory activities, absence of supervision manuals, insufficient allocation of budget to implement supervisors activities in the school, limitation of commitment and unwanted heavy

work load of school based supervisors. During interview cluster supervisors and woreda supervisors coordinators supported the above listed problems are the major challenges of school based supervision in actual presentation. Merga (2007) & UNICEF (2007) stated that lack of enough budget results the capability to run supervisory activities effectively such as in service training programs for teachers and visiting other schools for experience sharing. The p- value is 0.19 is greater than 0.05 shows there is no significance difference between the two groups. Therefore, from grand mean scores, the data collected from the interview and the authors stated information one can conclude that school based supervisors was affected by so many problems.

## **CHAPTER FIVE**

### **5- SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

The major purpose of this study was to investigate the practice and challenges of school based supervision in government secondary school of Gedeo Zone. With this regards, this part deals with the summary of findings, the conclusions reached at and the recommendations forwarded on the basis on findings.

#### **5.1. SUMMARIES OF FINDINGS**

The findings reported in the chapter four summarized along the following themes that reflect the research questions. The practices of school based supervisions was important provide pedagogical and professional support to teachers by bringing school based supervision. The purpose of school based supervision are to help teachers in teaching learning profession, promoting the professional improvement of teachers and development cooperative staff relations, to guild effective team to achieve the goal of education, to develop greater competences in teaching, to eliminate the learning difficulties during instruction and promote schools community relations.

Generally schools based supervision is to import the academic achievement of student. Thus, school based supervisors are not performing as expected. Therefore, the purpose of this study was to investigate the practices and challenges of school based supervision in government secondary school of Gedeo Zone and recommending possible solutions.

This study also tried to answer the following basic research questions.

1. How stakeholders perceive the effectiveness of supervisions management in secondary school of Gedeo Zone?
2. The extent to which teachers have the awareness about the importance of school based supervision?
3. The extent to which school based supervisors employed procedures of classroom observation?
4. What are the major challenges existing in the implementation of school based supervision?

To this effect the study was conducted in Gedeo zone government secondary schools. Accordingly, there are 25 secondary school found in Gedeo Zone. For this study 7 secondary

## *Practices and Challenges of school based supervision*

---

schools, 136 teachers, 15 principal & vice principal, 5 cluster supervisors and 5 woreda supervisor coordinators were included using simple random sampling and availability. Questionnaire was the main data gathering tool.

An interview was conducted to support the quantitative data. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean scores and standard deviation. The homogeneity of the response was checked by comparing the mean scores of the two groups of the respondents. For this, the t-test value was computed by using independent sample t-test percentage was also used during the analysis of the demographic and educational back ground information of the respondents

The qualitative data collected through interview was analyzed qualitatively by narration in line with quantitative data. According to the results of data analysis, the following major finding were identified. Therefore, the findings of the study summarized as follows:

1. Based on the findings of the study, the of teachers and school based supervisors responded that the stockholders managements of supervisors was ineffective with the grand mean (2.44) respectively. This indicated that school based supervisors did not well known about the supervision activities for improving professional development of teachers and for improving academic achievement of students. The supervisory practices are carried out by school principals vice principals, department heads & senior teachers that the grand mean scores failed 2.63 respectively. This indicate that the practices of school based supervision was the stakeholders' participation inefficient this implies the practices of classroom observation were not observed by responsible body of the activities. As the result the professional skills of teachers and the academic results of student were not improved, so that the supervisory practices of stakeholders of school based management were not effective. The majority of respondents responded that school based supervisions did not evaluate current educational practices to improve teaching learning process with the grand mean 2.56 respectively. With the grand mean 2.38 school based supervisor did not plan. This indicated that, the professional skill of teacher did not gave constructive feedback to the teachers on daily lesson improved and students did not scores better results with teaching learning process.

Teachers and supervisor with the grand mean 2.48 indicate that the school did not organized collegial supervision to conduct peer observation. From the results of grand mean 2.43 scores school based supervisors did not prepare peer to peer observation programs for experience sharing among teachers. With the grand mean 2.37 scores school based supervisors did not informal visit to classroom observation when the teacher are teaching. In general the compelled result indicated that the stakeholders of school based supervisors management did not effective. As the result, only clinical supervision practicing on the study areas, the collegial, informal & self-irected supervision did not practiced. This shows all stakeholders' limited knowledge on school based supervision. Beside to this the commitment of teachers for improving their skills and the performance of students were not adequate. Thus, this might reduce the effectiveness of students, teachers' initiation as well as the school goal achievement.

2. The finding of the study confirmed that the understanding of teachers and school based supervisors about the importance of school based supervision were poor and the total mean score failed ( $M= 2.46-2.99$ ). They are not well oriented about the activities of school based supervision ( $M= 2.48$ ); they didn't well aware of the significance of school based supervision ( $M= 2.53$ ) : they didn't contributed for continuous professional development of teachers ( $2.46$ ); they didn't believe that implementing school based supervision needs the collaboration of the stakeholders of the schools ( $M= 2.99$ ): they didn't enabled teacher to use variety of teachings techniques ( $M= 2.56$ ) and school based supervision did not helps to increase the implementation of students learning with the total mean scores of ( $M= 2.66$ ).
3. The finding of the study demonstrated that school based supervisors did not employ procedures of classroom observation for improving teachers professional development and to increasing students academic achievements with the total mean scores failed ( $M= 2.43-M= 3.16$ ). The study revealed that the school based supervisors did not convinced teacher for helping teacher improving teaching learning with the total mean ( $M= 2.59$ ).

The study demonstrated that, during pre-class observation the school based supervisors did not make agreement of plan and suitable time for class observation with teachers; do not discuss with teachers on the object of the lesson on the methodology of the lesson and do not analyzed the lesson plan of the supervisee teachers.

The findings of the study revealed that the school based supervisors, during classroom observation the supervisors sat at the back of the class room. The supervisors did not recorded important data on the teaching learning process that students & teacher performing do not follow up the lesson attentively from beginning to the end with the grand mean ( $M= 3.16, 2.64$  and  $2.49$ ) score respectively. The findings of the study raveled that majority of teachers and school based supervisors after classroom observation moderately to gave feed back to the teacher to understand the strengths and limitations about teaching learning process on actual presentation, do not gave more emphasis on the improvement of teaching learning process, the school based supervisors to gave comment with written record rather than face to face discussion. Therefore, the of respondents conclude that the school based supervisors did not employ the procedures of classroom observation which improve the teachers' professional skill and increasing academic achievements of students.

4. The findings of the study revealed that school based supervisors have many challenges in school based supervision with the total mean scores failed on ( $M= 2.77$ - $M= 3.40$ ). School based supervisors were inadequate training system on the practices of school based supervision with grand mean( $M=3.25$ ). teachers resistant against the supervisory activities with the grand mean score( $M= 2.77$ ), lack of relevant supervisory manual in the school with the grand mean score ( $M= 3.20$ ) inadequate attention given to supervision service in the school with the grand mean score ( $M= 3.07$ ), insufficient allocated budget for the supervision program in the school with the grand mean score ( $M= 3.23$ ), lack of follow up the activities of teachers by the supervisor with the grand mean score score ( $M=3.16$ ), school based supervisors are incompetent enough to help other teachers with the ground mean score ( $M= 2.90$ ), and school based supervisors over loaded with administrative tasks with the grand mean score ( $M= 2.96$ ) respectively.

## **5.2. Conclusion**

Based on the findings of the study, the following conclusions were drawn.

1. The evidences allow the researcher to conclude that, the school based supervisors management of supervisory activity was ineffective. This implies that in the school the teachers' of supervisory practices on classroom observation were poor Regular. evaluation of educational practices and giving constructive feedback for supervisee teacher on daily lesson plan are limited. Therefore, one may conclude that school based supervision practices in the participation of responsible bodies in supervisory practices were ignored from classroom observation process, and organizing and follow up daily practices of teaching learning process and preparing different supervisory options and giving constructive feedback for supervisee teachers. This indicated that school based supervisors ineffective on the management of school based supervision in secondary school of study area.
2. Based on the findings, the awareness of teacher in the significance of school based supervision were insufficient and teachers do not oriented about its activities. There were not to show the positive attitude of teachers towards school based supervision. This implies teacher presentation lack awareness of school based supervision and the teaching learning process lead without evaluating and improving their performance of teachers and students. Therefore, one can conclude that teachers in secondary school of Gedeo zone have limited understanding about the significance and purpose of school based supervision.
3. Clinical supervision on formative evaluation, which is intended to increase the effectiveness of ongoing educational programs clinical supervision have five stages for implementing clinical supervision. In the study finding clinical supervision procedures did not implemented. This indicated, that they were not employ the class observation procedures effectively and efficiently as the result teacher were less supported by school based supervisors for effectiveness of classroom performance.
4. There are several factors which tend to militate against effective supervision of instruction in school such as negative perception of teachers, lack of training and support, Excessive work load, Limitation of resource, and knowledge and experience. As the result school based supervisors getting supervision activity by resisting the above mentioned problems. Therefore, the woreda education office and Gedeo Zone educational departments to take

account the problems faced to school based supervisors and trying to solve and create conducive working situations and environment school based supervisors have many challenges to properly practice instructional supervision in the school.

Therefore, it can be conclude that the respondent were still lacking clarity on the goals, objectives and advantages of instructional supervision at the school level. This leads to additional efforts to exert on communicating the rationales and benefits of instructional supervision to the people who are likely to affect.

### **4.3 Recommendation**

Based on the finding of the study, the following recommendations were drawn to minimize and solve the problems that faced the practices of school based supervision in government secondary school of Gedeo Zone

1. The findings of the study revealed that the stakeholders management school based supervisors were not organized continuous and to follow regular procedures during classroom observation /classroom visits/. Beside to this school based supervisors did not used different options of supervisory practices to improve professional skills of teachers and to increase students academic performance. Different researchers suggested that supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support service to teachers for improved classroom practice (Glickman,et.al ....2004 Holland, 2004). Therefore, it is recommended that Gedeo Zone educational department should give priority select need for to continues professional development to teacher on improving the practices of school based supervision in secondary school and disseminate to all secondary school found in Gedeo Zone woreda education office and Gedeo zone educational department discuss with different NGOs to make on job training for school based supervisors on the topic of how to implement school based supervisions in the school.
2. As the findings of the study revealed that the understanding of teachers on significance of school based supervision were inefficient. This implies teacher suitable needs the collaboration of the stakeholders of the schools, lack of abilities of variety of teaching learning techniques and lack of knowledge about the contribution of supervision, to improve the students learning are the limitation of teachers. Therefore, it recommended that it is good

if the supervisee teachers and school based supervisors to create mutual understanding on the importance and the purpose of school based supervision activities from planning to classroom observation activities for improving, professional skills of teachers and students learning.

3. The findings revealed that school based supervisors did not follow the classroom observation procedures effectively. This indicated, that mutual agreements of teachers and superiors were weak. The supervisors did not effectively support on lesson plan preparation, teaching methodology, designing of lesson plan, objects. Generally, the school based supervisors did not evaluate and discussed on the strengths and limitations of classroom observation practices. Therefore, it should make discussion between schools and woreda education office to make dual agreement on enforcing cluster supervisors to improve the capacity of school based supervisors, by conducting regular discussion with school principal and teachers organizing school based supervisors and to give training for school based supervisors on basic skills of supervision practices, and cluster supervisors attentively follow up and giving constructive feedback for school based supervisors on the implementation of classroom observation.
4. The finding indicated that school based supervisors were affected by many problems during classroom observation such as shortage of knowledge and experience, negative attitudes of teachers on supervisory activities, absence of supervision manual in school and insufficient allocated budget for implementing supervisory activities. As the result school based supervision was not organized and implemented. They must effectively support teachers and had high responsibility teachers to support instructionally.

It is recommended that, teachers expect a lot of professional support from school based supervisors, as they had great experience and better skill, they must be committed to help and support teachers rather reasoning out many challenges as they mentions of course, the zone educational department take parts the problems faced to instructional supervisors and trying to solve and create conducive working situations and environment.

Generally, the researcher recommended the following points such as:-

**Improving implementation continuous professional development of teacher's and designing training programs in the school.**

The woreda education office experts especially teacher development program coordinators and supervisors coordinators to select the need of teachers and school based supervisors related teachers professional development and to increase academic achievements of students, It is possible to advice the school continuous professional development implementing for teacher professional growth & improving students academic results.

Beside to this school, woreda education office and zone educational department in cooperation with each other facilitate the training programs for the effectiveness of supervision at the school level.

Finally, cluster supervisors' continuously follow up the activities of school based supervision to identify their strengths and limitation of teachers & students performance to give active solution for the stakeholders.

❖ **To raising the commitment of school based supervisors.**

The result of the study revealed that school pratizing school based supervision, negative understanding of teachers about supervision, less awareness about contribution of supervision to improve instruction. So that the commitment of teachers and school based supervisors are decline. Therefore, it advice a real feedback for stakeholders of school based supervisors and teachers. That means if the school based supervisors or teachers scores better result it gives prise or if the school based supervisors or teachers do not fulfill their duties it gives punishment. Finally, the school illiminate careless implementation of teaching – learning process and to plan for improving academic success

❖ **Improving the instructional activities of the school.**

The result of the study revealed that the school based supervisors are incompetent, ineffective and limited understanding about the significance and importance of school based supervision. It is really that CPD and classroom observation practices pratizing at minimum level so that it advice continuous professional development and classroom observation practices relate with improving the instructional activities in school

❖ **The recruitment and selection of supervisors based on the standard of principles of MOE.**

The study revealed that most of school based supervisors especially school principals have first degree holders which means they were not fulfil the standard of secondary school. In addition to most of cluster supervisors have first degree holders, so that for supporting and follow up of supervisors are below the level of teachers. Therefore, the researcher, recommended that

It should the recruitment of cluster supervisors and principals based on the principle of MOE to fulfill the standard of secondary school which is well professional knowledge and experience. The other criteria must include the individual commitment and how to achieve their responsibility during the follow up and evaluation of their activities to improve the stakeholders' capacity to address quality education.

❖ **To assess different funds from national and interntional donours**

The worda education office, zone educational departments and the schools in cooperation to develop proposal for assessing different funds for improving the financial constraints took in school based supervision activates. In addition it advice the school mobilizing the community to raise the finance from the community and the school to use the money for classroom interaction specially classroom observation programs and capacity building of teachers

## REFERENCES

- Abebe Tessema (2014). *The Practice and Challenges school based supervision in the government secondary school of kamashi zone of Benshangul Gumuzi region* unpublished MA Thesis, Jimma University
- Acheson K. A. & Gall, M. D. (1997). *Techniques in the clinical supervision of teachers*: Longman Publisher
- Beach, D. M., & Reinhartz, J. (2000). *Supervisory leadership: Focus on instruction*. Boston: Allyn and Bacon.
- Benjamin, K. (2003). *Instructional supervision: Perceptions of Canadian and Ukraine beginning high school teachers*. Unpublished Master of Arts thesis, Saskatchewan University at Saskatoon
- Bernard, J. M., & Goodyear, R. K. (1992). *Fundamental of clinical supervision* Boston, MA: Allyn & Bacon.
- Bernard, M. L. M. (2015). Barriers to clinical supervision practices in Botswana. *Schools Journal of Education and Training Studies*, 3(6), 11-23. University London: Pitman
- Blasé, J. R. & Blasé, J. (1998). *Handbook of instructional leadership: How really good*
- Chanyalew, Woldegebriel. (2005). *The practice and problems of instructional supervision in for secondary schools of Hadya Zone*. Unpublished Masters of Arts thesis, Addis Ababa University, at Addis Ababa
- Chery F. Fischer (2010). Educational codes of California MN. West
- Cohen, L. (2007). *Statistical power analysis for the Behavioral Sciences (2<sup>nd</sup> ed)*. Hillsdale NJ: Lawrence Erlbaum Associates
- Cresswell and Plano Lark (2007). *Qualitative inquiry and Research design choosing among five approaches (2<sup>nd</sup> ed)*. Thousand Oaks CA: Sage
- Cresswell, J. (2011) Educational Research planning conducting and evaluating qualitative research (4<sup>th</sup> ed). Boston, USA
- Dawson, C. (2002). *Practical research method*, Megdalena Road, Oxford OX4 2DQ. United Kingdom.
- Dittmar F., Mendelsohn J., and Ward V., (2002). *School Cluster System in Namibia*. Windhoek: Research and Information Service of Namibia (RAISON)
- D. Grawe (2001). *Methodology of an Educational Research*. Vikas Publishing, India
- Fanselow (1990). *Self Directive Supervision in Primary Schools*. The New Zealand experience Paris: UNESCO/International Institute for Educational Planning

---

## *Practices and Challenges of school based supervision*

---

- Glaz, J. (2000). *Paradigm Debates in Curriculum and Supervision*
- Glathorn, A. A. (1990). *Supervisory Leadership: Introduction to Instructional Supervision*. Glenview, IC: Scott, Fores man, Brown Higher Education
- Glickman, C. D. (1985). *Development as the aim of instructional supervision*. Retrieved from www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED263655, November, 20/2006
- Glickman, C. D., Gordon, S. P., & Ross-Gordon, J. M. (2004). *Supervision and instructional Leadership: A developmental approach*. USA: Pearson Education, Inc
- Glickman C.D. Gordon, S.P. and Ross Gordon, J.M (2007). *Supervision of Instruction. A development Approach*.(4th ed.) Boston: allyn and Bacon
- Goldhammer, R., Anderson, R. H., and Krajewski R. J. 1996. *Clinical Supervision: Special Methods for the Supervision of Teachers, 3th Edition*. Toronto, ON: Harcourt Brace Jovanovich College Publishers.
- Grauwe, H. (2007). Transforming School Supervision into a Tool for quality Improvement. *International Review of Education, 53, 709 –714*
- Hailesilasse Fishea. (2007). *The status of professional development programmes in Addis Ababa city administration*: Unpublished MA Thesis AAU
- Haileselasse Woldeegerima. (1997). *Educational supervision*. Department of Educational Planning and Management College of Education. Addis Ababa University.
- Hammock, T. and Robert, C. (2005). *Supervising instruction in secondary schools*. New York: McGraw-Hill Company Ltd. IIEP-UNESCO. (2007). *Reforming School Supervision for Quality Improvement*. Module 1- 5.paris.UNESCO/International Institute for Educational Planning
- Harris, B. M. (1998). *Paradigms and parameters of supervision in education*. Englewood Cliffs: Prentice Hall
- Holland, P. E, and Garman, N. (2004). Toward a resolution of the crisis of legitimacy in the field of supervision. *Journal of Curriculum and Supervision, 16(2), 95-111*
- Jacklyn, R. (2008). *Supervision for instructional improvement*. Retrieved from January 30, 2006 at www.docstoc.com>Education>Teachers
- Kalule, L., & Bouchamma, Y. (2013). Teacher supervision practices: *What do teachers think?* *International Studies in Educational Administration (ISEA), 40(3), 91–104*
- Kebede Debebe & Tadesse Regassa (2019). *An assessment of the current status of school based instructional supervision in west shoa zone Oromiya Region*: Jimma University. <http://Journalsunnes.ac.ed/ju/indey:php/jed>

- Kothari.C.R. (2004) *Research methodology: Methods & Techniques (2<sup>nd</sup> reviled ed,)*  
New Delhi, New Age International (P) Lt.
- Kutsyuruba, B. (2003). *Instructional Supervision: Perceptions of Canadian and Ukrainian  
Beginning High-School Teachers (Master's thesis)*. Saskatoon: University of Saskatchewan.  
Retrieved on November 21, 2010.
- Lilian, C. M. (2007). *Perception of classroom supervision by secondary school teachers in the  
Harare region*. Unpublished Masters of Arts'' thesis, Tshwane University of technology
- Lindlof, T,R & Taylor B.C (2002). *Qualitative communicative research method (2<sup>nd</sup>, ed.)*, Thousands  
aaks, CA: Sega publications.
- Louis, K S,etal. (2010). *Learning from Leadership: Investigating the Links to Improved Student*
- Nyamba, A, (2016) *The practice and challenges of instructional supervision in public basic  
schools in west circuit of Bongo District in the upper east region of Ghana*. University  
of education Winneba [http://ir, uew.ed.gh](http://ir.uew.edu.gh)
- Merga,Feyisa.(2007). *Approaches to educational supervision*. Unpublished training  
Manuscript, Oromia REB: Finfine
- Million Morki. (2010). *An assessment on the status of school-based instructional supervision. In  
Secondary schools of West Arsi Zone*. Unpublished Masters of Arts'' thesis, Addis Ababa  
University at Addis Ababa.
- MoE (1994). *Educational supervision manual*. Addis Ababa: EMPDA.
- MoE (2002). *Educational leadership and administration community participation and financial  
directive*. Addis Ababa: EMPDA.
- MoE (2006). *Decentralized management of education in Ethiopia: A reference manual*.  
Addis Ababa: Ged Printing and Packaging Plant.
- MoE (2006). *School improvement program*. Addis Ababa: EMPDA.
- MoE (2009). *Continuous professional development for primary and secondary school  
teachers, Leaders and supervisors in Ethiopia*. Unpublished framework, Addis Ababa.
- MoE (2010). *ESDP IV Version 1 for internal discussion*. Unpublished educational sector  
Development program document, Addis Ababa
- Muijis, J,O (2006). *Educational administration & Management in Ghana (2<sup>nd</sup>,ed.)*. Kumasi Payless  
publication limited.

- Neagley, R. L. and Evans, N. D., (2008). ***Handbook for Effective Supervision of Instruction, 3th Edition***. Englewood Cliffs, New Jersey: Prentice-Hall Inc
- Oliva, P. F., & Pawlas, (1997). ***Supervision for today's schools. (5th ed.)***. New York: On Students Academic Achievement In Public Secondary Schools In Nandi North District Nandi County Kenya. Unpublished MA Thesis, Catholic university, Eastern Africa
- Oliva, P. F. (2001). ***Developing the curriculum***. Retrieved from [media.wiley.com/product data/excerpt/53/04711516/0471151653.pdf](http://media.wiley.com/product_data/excerpt/53/04711516/0471151653.pdf) February 4.2006
- Ross, L. N., & Dean, N. E. (1980). ***Handbook for effective supervision of instruction (3rd ed.)***.NJ: Englewood Prentice-Hall
- Samuel, C. C. (2006). ***Supervision***: New York: McGraw-Hill Company
- Sergiovanni, T. J. (1995). ***The principal ship***: Boston: Allyn and Beacon
- Sergiovanni, T. J. and Starratt, R. J. (1998). ***Supervision: A redefinition (6th Ed.)***. New York: McGraw-Hill Companies Inc
- Sergiovanni, T. J., & Starratt, R. J. (2002). ***Supervision: (7th ed.)***. New York: McGraw-Hill Companies Inc.
- Sergiovanni, T. J., & Starratt, R. J. (2007). ***Supervision: (8th ed)***. New York: McGraw-Hill Companies Inc.
- Stadan, V. E. (2000). ***Human resource management (2<sup>nd</sup> ed)***. Pretoria: SACTE
- Sullivan, S., & Glanz, J. (2005). ***Supervision that improves teaching (2<sup>nd</sup> ed.)***. London: Corwin Press
- Sumaiya.Q. (2010): ***Educational supervision***. Retried a from [ww.dostoc.com/42102783/](http://ww.dostoc.com/42102783/) Supervision October 12.2006.
- Tsedeke Haile (2016). Practices and problems related to educational supervision in SNNPR, Ethiopia wachamo university. ***International journals of Africa and Asian Studies***. ISSN 2409-6938 -Vol. 27,2016. Satisfaction in the Malaysian : The mediating effect of love of money Asian Academy of management Journal,vol.16,No.1,73-94
- UNESCO (1999). ***Quality education through school-based supervision and support***. Retrieved from [unesdoc.unesco.org/images/0011/001174/117472e.pdf](http://unesdoc.unesco.org/images/0011/001174/117472e.pdf) January 5, 2006.
- UNESCO (2006). ***Teachers and educational quality***: Monitoring global needs for 2015. Montreal: Succursale Center-Ville.
- UNESCO (2007). ***Reforming school supervision for quality improvement***. Retrieved from [www.iiep.unesco.org/fileadmin/.../Supervision/SUP\\_Mod8.pdf](http://www.iiep.unesco.org/fileadmin/.../Supervision/SUP_Mod8.pdf) October 16, 2006.
- Unruh A., & Turner, H. E. (1970). Supervision for change and innovation. Boston: Mifflin.
- William, G. C. (1977). ***Sampling techniques (3rd ed.)***. Canada: John Willey & Sons Inc

- World Bank. 2011. Education in Ghana: Improving Equity, Efficiency and Accountability of Education Delivery. Washington, DC: World Bank
- Yalew Endaweke Mulu. (1998). *Fundamental principles of research and its implementation*. Bahir Dar: Alpha printing enterprise.
- Zepeda,(1997). *Instructional Improvement in four African Countries*. McGraw-Hill Companies Inc
- Zepeda, S. J. (2003). *Instructional supervision*. New York: Eye on Education Inc
- Zewude Negash (2018). *The practice and challenges of school Based supervision in government secondary school of East Wollega Zone*: Unpublished MA Thesis AAU.

**Appendix – A**

**DILLA UNIVERSITY**

**School of Graduate Studies**

**Institute of Education and Behavioral Sciences**

**Department of Educational Planning and Management.**

**Questionnaires will be filled b y teachers & school based supervisors.**

The main purpose of these questionnaires is to gather relevant data to investigate the practice and challenges of school based supervision in government secondary school of Gedeo zone. The response you provide will have a constructive and paramount importance for the successful accomplishment of the study. So, you are kindly requested to give your genuine response your response will be used only for academic purpose and remained confidential.

*Thank you in advance for your cooperation!*

**Instruction**

**Don't write your name on of the questionnaire**

**Use a thick mark <<  >> to your response of each closed –ended questionnaire from the given rating scales.**

**Write briefly your response for open- ended questionnaire.**

**School based supervisors represent to principals, vice principals and head of departments and senior teachers who are responsible to carry out supervisory activities in the school.**

**Please, give appropriate response based on your school experience /context.**

*Part One:- General I nformation and Respondents' personal Data.*

**Please. Put a thick mark <<  >> in the box for your response or give short answers on the black space.**

1 School \_\_\_\_\_

2 Sex     Male  Female

3 Age    20 – 24     25- 29     30-34     35 – 39

          Above 40

4 Service year in teaching 1- 3  4-6  7-10  11 – 15

          16 – 20     21 -25     above 25

5 Level of education     Diploma     Degree     Master s

## ***Practices and Challenges of school based supervision***

### ***How stakeholders perceives the effectiveness of supervision management?***

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

No	Items	Rating scales				
		SA 5	A 4	UD 3	D 2	SD 1
1	Supervisory practices are carried out by the school principals vice principal, department heads and senior teachers.					
2	The supervisors evaluate current educational practices to improve teaching learning practices.					
3	There is a practices of consistently giving constructive feedback on daily lesson plan.					
4	The school organize teachers to conduct peer observation					
5	Supervisors prepare a peer to peer supervision program for experience sharing among teachers.					
6	Supervisors conduct informal visits to Classroom observation while the teachers are teaching.					

1. What are the attitudes of teachers about school based supervisor?

### ***To what extent teachers have the awareness about the importance of school based supervision?***

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

No	Items	Rating Scale				
		SA 5	A 4	UD 3	D 2	SD 1
1	Teachers are well oriented about the activities of school – based supervision					
2	Teachers are well aware of the significance of school based supervision.					
3	School – based supervision contributed for teacher continuous professional development					
4	Teachers believe that implementing school based supervision needs the collaboration of the stakeholders of the schools.					

## ***Practices and Challenges of school based supervision***

5	Classroom observation has enabled teachers to use variety of teaching techniques’.					
6	Teachers believe school based supervision helps to increase the improvement of students learning.					

2- List down the importance of school supervision for improving quality education in your school

### ***To what extent school based supervisors employ procedures of classroom observation?***

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

No	Items	Rating Scale				
		SA 5	A 4	UD 3	D 2	SD 1
1	Supervisors convince teacher as classroom visit is helping process in his /her teaching					
2	Supervisors plan and make agreements on the suitable time for classroom observation with teachers					
3	Supervisors discuss with teachers on the objective of the lesson before I actual presentation					
4	Supervisors make discussions with teachers on the methodology of the lesson before the actual presentation lesson before the actual presentation					
5	Supervisors analyze the lesson plan of the supervisee teachers before classroom visit					
6	Supervisors sit at the back of the classroom					
7	Supervisors record important data on the teaching learning process what the teacher and students are performing					
8	Supervisors Follow up the lesson attentively from the beginning to the end					
9	Supervisors give immediate feedback to the teachers					
10	Supervisors discuss with the supervised teacher on the data collected during the classroom observation					
11	Supervisors discussion more emphasizes on improvement of teaching learning process					
12	Supervisors give my comments for the supervise teachers to read rather than discussing face to face					

**3- How do you conduct class room observation for each teacher?**

---



---

**4. How supervisors perceive their contribution to improve the instruction?**

Key:- 5 = Strongly Agree ( SA) , 4= Agree (A), 3= Undecided (UD),

2 = Disagree (D), 1= Strongly Disagree (SD),

	Items	Rating Scale				
		SA 5	A 4	UD 3	D 2	SD 1
1	School based supervisors regularly identify any instructional limitation of teachers in the classroom.					
2	School based supervisors identify teachers ability to manage class					
3	School based supervisor can identify teachers' skill gaps,					
4	School based supervisor encourage and facilitate teachers self evaluation on instructional matters.					
5	School based supervisors facilitate the availability of instructional materials and encourage teachers to use it appropriately.					
6	School- based supervisors support teachers in setting instructional goals and objectives					
7	School based supervisors' advice teachers to use active learning in the classroom					
8	School based supervisors design appropriate intervention to minimize the identified limitation of teachers in the class rooms					

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

---



---

**What are the major challenges existing in the implementation of school based supervision?**

## *Practices and Challenges of school based supervision*

---

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

No	Items	Rating Scale				
		SA 5	A 4	UD 3	D 2	SD 1
1	Lack of adequate training system on the practices of school based supervision					
2	Inadequate pre-service and in service training					
3	Teachers are resistant against the supervisory activities					
4	Lack of relevant supervision manual in the school.					
5	Inadequate attention given to supervision service					
6	Insufficient allocated budget for the supervisory program in the school.					
7	Lack of follow up the activities of teachers by the supervisors					
8	The supervisors are over loaded with classroom activities					
9	Supervisors are incompetent enough to help other teachers.					
10	Supervisors are over loaded with administrative tasks.					

If there are other challenges for supervisory activities in your school mention them?

---



---

What solution do you suggest to improve the school based supervision?

---



---

**Appendix B**

**DILLA UNIVERSITY**

**School of Graduate Studies**

**Institute of Education and Behavioral Sciences**

**Department of Educational Planning and Management.**

**Interview Questions will be filled by cluster supervisors and woreda supervisors' Coordinators**

**Part I:- General Information and respondents' personal data**

1. Woreda \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Age \_\_\_\_\_
4. Educational Background \_\_\_\_\_
5. Qualification of subject Major \_\_\_\_\_ Minor \_\_\_\_\_
6. Service year \_\_\_\_\_

**Part II:- Please, answer the question brief related to the current practice of your cluster and woreda context.**

1. What is your opinion regarding the practice of school-based supervision in secondary schools your cluster/woreda?

---

---

---

2. How teachers perceive school based supervision in your school?

---

---

---

3. To what extent school based supervisors design various interventions so as to assist teachers improve their profession? Can you list areas of their intervention?

---

---

---

4. What is your expectation about professional support do teachers gain from supervisors in order to improve instructional skills in their school?

---

---

---

*Practices and Challenges of school based supervision*

---

5. How far school based supervisors encourage teachers to assure quality of education?\_\_\_\_\_

\_\_\_\_\_

6. What are major challenges your clusters/ woreda faced during the implementation of supervisory activities for school?

\_\_\_\_\_

\_\_\_\_\_

7. What should be done to solve the challenges of school based supervision?

\_\_\_\_\_

\_\_\_\_\_

Appendix C

**DILLA UNIVERSITY**

**School of Graduate studies  
Institute of Education and Behavioral sciences  
Department of Educational planning and management**

**Document Review checklist**

**Part I- Answer the question briefly by referring organized and recorded documents to show past implementation of school based activities based on the following questions.**

1. How school based supervisors to organize teacher assisted record based on policy and procedures? Check details from portfolio

---

---

---

---

2. Is there any on – job- training manuals, designed plans for classroom observation, organized classroom observation feedback and teachers' experience sharing records? Check details from organized files

---

---

---

---

3. How to manage school based supervision in the school? Are there set meeting regularly (formal or informal) to plan and give immediate feedback to teachers? check details form the staff meeting records.

---

---

---

---

4. What are the major recorded problems that implement school based supervisions at the school? How to discuss with stakeholders to solve the problem faced problems? Check details form school management records

---

---

---

---