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PRACTICE CHALLENGES AND IMPACTS OF COLLEGIAL SUPERVISION ON TEACHERS' PERFORMANCE IN BOLE SUB-CITY GOVERNMENT HIGH SCHOOLS

BY:

DEREJE DEMEKE

ADDIS ABABA, ETHIOPIA

SEPTEMBER, 2025

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**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
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ADVISER: TEMESGEN SHEGA (PHD)

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SEPTEMBER, 2025

ADDIS ABABA

DECLARATION

I HERE DECLARE THAT THIS IS A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF KOTEBE UNIVERSITY OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

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ACRONYMS

GSDG- Global Sustainable Development Goal

UNESCO- United Nation Education Scientific and culture Organization

CPD- Continuous Professional Development

EOF- Educating Our Future

TQM- Top Quality Management

ABSTRACT

This research investigates the practices, challenges, and impacts of collegial supervision on teacher performance in government high schools located in Addis Ababa's Bole Sub-City. Collegial supervision, understood as a collaborative and non-hierarchical process in which teachers observe, reflect on, and provide constructive feedback to one another, has been widely recognized as a critical strategy for enhancing professional growth and improving the quality of teaching and learning. Despite its potential, its application in Ethiopian high schools remains underexplored and often inconsistent. The general objective of the study was to evaluate the practice and challenges of collegial supervision and its contribution to teacher performance. Specifically, the research sought to determine how collegial supervision supports staff development, identify practices that enhance instructional performance, assess challenges affecting its implementation, and explore ways it can be enriched to better serve the professional development of teachers. To address these objectives, the study employed a mixed-methods research approach, using a descriptive survey design. Data were collected from a total of 359 participants, including teachers, deputy principals, and school supervisors, selected through both purposive and random sampling techniques. Instruments included semi-structured questionnaires and interviews, ensuring the triangulation of perspectives. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages, while qualitative responses were thematically analyzed to capture deeper insights into perceptions and experiences. The findings revealed that while collegial supervision fosters collaboration, reflection, and continuous professional development, its effectiveness is often constrained by systemic, institutional, and attitudinal barriers. Key challenges identified include inadequate training for supervisors, lack of sufficient time allocation, limited financial and material resources, and negative teacher perceptions that often reduce collegial supervision to a routine or fault-finding exercise. Despite these challenges, teachers acknowledged the potential of collegial supervision to enhance instructional quality, promote professional dialogue, and improve student learning outcomes when implemented effectively. The study concludes that to maximize the benefits of collegial supervision, it must be given adequate institutional support, integrated into school culture, and aligned with professional development goals. It recommends continuous capacity-building for supervisors and teachers, allocation of sufficient resources, encouragement of collaborative school environments, and the establishment of effective feedback mechanisms. Strengthening collegial supervision practices is crucial not only for improving teacher performance but also for advancing the broader goal of delivering quality education in Ethiopia's government high schools.

Keywords: collegial supervision, teacher performance, professional development, supervision challenges

CHAPTER ONE

INTRODUCTION

This chapter elaborates on the foundational ideas, significance, and current issues surrounding collegial supervision, particularly within the context of teacher performance in government high schools. It seeks to frame collegial supervision as a dynamic and evolving professional practice that holds promise for enhancing instructional quality when effectively implemented. The content below outlines its definition, principles, methods, benefits, and the challenges impeding its practical application in public school settings.

1.1 Background of the Study

Education, which involves the transfer of knowledge and skills to a learner, is a tool for personal and national growth. The government's objective for education is to provide high-quality education to promote national development. The fourth Global Sustainable Development Goal (GSDG) aims to ensure inclusive and high-quality education for all, as well as to promote lifelong learning. The Ethiopian education system focuses on the development of individual personalities in order for students to blend in with society and contribute to the country's output. Collegial supervision is critical in high schools for achieving the appropriate level of instruction.

Globally, school-based monitoring is a crucial component of education. Assuring that educational activities are conducted in compliance with established policies, educational goals, and objectives is the primary goal of school-based supervision. Therefore, despite its historical evolution in many places of the world, monitoring has continued to serve the same goal. One tactic that focuses on providing expert assistance to enhance instruction and raise students' learning outcomes is education supervision.

Education and Teacher Performance

Education is universally regarded as a cornerstone for socio-economic development and societal transformation. It equips individuals with the knowledge, skills, and values indispensable for individual growth and national progress. The quality of education, however, is closely tied to the effectiveness of teachers, as they are the primary agents of curriculum delivery and classroom instruction. Studies have consistently shown that teacher quality is the most significant school-based factor influencing student achievement (Young Lives Ethiopia, 2021). For this reason, improving teacher performance has become a central concern in educational reforms worldwide.

Supervision has long been considered one of the main instruments for promoting teacher effectiveness. Historically, supervision was primarily inspection-oriented, focusing on compliance and fault-finding. Over time, however, educational systems have shifted toward more developmental approaches, where supervision serves as a supportive mechanism for continuous professional growth (Carroll, 2007). This transition reflects a broader global recognition that teachers thrive when supervision emphasizes collaboration, mentorship, and reflection rather than authoritarian control.

The Concept and Evolution of Collegial Supervision

Collegial supervision is a modern supervisory approach that emphasizes collaboration, trust, and mutual learning among teachers. Unlike traditional hierarchical models, collegial supervision is based on equality, where teachers observe one another, exchange constructive feedback, and reflect jointly on classroom practices (Tesfaw & Hofman, 2012). This peer-centered process is grounded in social constructivist theory, which posits that learning is most effective when individuals interact and build meaning collectively (Vygotsky, 1978). It also aligns with Schön's reflective practice theory, which highlights the importance of professionals analyzing their own actions to improve practice.

Globally collegial supervision has been implemented in different contexts with positive results. Research from Europe and North America shows that it fosters teacher collaboration, increases instructional innovation, and enhances student learning outcomes (Sullivan & Glanz, 2013). Similarly, in Sub-Saharan Africa, peer-based supervision has been linked to higher teacher motivation and professional growth, even in resource-constrained environments (Dlamini, 2016). These findings suggest that collegial supervision can serve as an effective model for teacher professional development across diverse educational systems.

The Ethiopian Context

In Ethiopia the transformation of education quality has been a national priority since the introduction of the 1994 Education and Training Policy, which emphasized access, equity, and quality. More recently, the Ethiopian Education Development Roadmap (2018–2030) stressed the value of teacher professional development and supervision as key strategies to achieve Sustainable Development Goal 4 (SDG 4) on comprehensive and just quality education (MoE,

2018). Continuous Professional Development (CPD) frameworks were introduced to encourage teachers to engage in reflective learning, peer collaboration, and capacity building.

Despite these policy efforts, the education sector continues to face challenges. Ethiopian high schools are often characterized by overcrowded classrooms, shortages of instructional resources, and underqualified supervisors (Birru, 2016). Supervision practices are frequently irregular and overly administrative, limiting their impact on teacher growth. Many supervisors lack formal training in mentorship and coaching, which reduces the effectiveness of their support (Tufa, 2020). Furthermore, teachers often perceive supervision as punitive or fault-finding rather than supportive, which diminishes their willingness to engage in the process (Berhanu, 2024). These systemic challenges highlight a gap between policy intentions and actual classroom practices.

Collegial Supervision in Addis Ababa

Addis Ababa as the capital city represents both opportunities and challenges in implementing collegial supervision. Government high schools in Bole Sub-City, for instance, have adopted peer-learning activities such as lesson study, cluster meetings, and peer coaching. These practices were introduced to create professional learning communities among teachers and improve instructional practices. Some evidence suggests that these initiatives foster teacher collaboration and knowledge-sharing (Adamie, Geleta, & Ferede, 2019).

However, the implementation of collegial supervision remains inconsistent. In many schools, activities are poorly structured, irregularly conducted, or regarded as routine administrative tasks rather than genuine professional development exercises (Mesfin, 2021). Supervisors and peer coaches often struggle with limited budgets, heavy workloads, and insufficient time, making it difficult to sustain meaningful supervision practices (Ashagre & Furi, 2020). Moreover, the absence of strong monitoring and evaluation mechanisms has led to fragmented implementation across schools, resulting in uneven outcomes for teachers and students.

The Rationale for the Study

Collegial supervision holds significant potential for improving teaching quality and, by extension, student learning outcomes. However, in the Ethiopian context, and particularly in Addis Ababa, little is known about how collegial supervision is practiced, what challenges it faces, and how these challenges affect teacher performance. Existing studies have primarily focused on

instructional supervision in general, with limited attention given to the collegial dimension (Tesfaw & Hofman, 2012; Tufa, 2020).

This gap in knowledge makes it difficult for policymakers, school leaders, and educators to design evidence-based interventions that can strengthen collegial supervision. Given the centrality of teacher performance to achieving national education goals, it is critical to investigate how collegial supervision is functioning in government high schools of Bole Sub-City. By doing so, this study will not only contribute to improving local practice but also add to the broader literature on effective supervisory models in developing countries.

1.2. STATEMENT OF THE PROBLEM

The quality of education in government high schools remains a pressing concern, and teacher performance plays a central role in addressing this issue (Young Lives Ethiopia, 2021). Collegial supervision, a collaborative and non-hierarchical approach where teachers support one another through observation, feedback, and shared reflection, has been widely recognized as an effective model for enhancing professional growth (Tesfaw & Hofman, 2012; Carroll, 2007). However, despite its potential, the practice of collegial supervision in many government high schools in Addis Ababa, particularly in Bole Sub-City, faces significant challenges that undermine its effectiveness (Tufa, 2020; Birru, 2016).

Teachers frequently report uncertainty in implementing the revised curriculum and lack sufficient professional support to address classroom challenges (Birru, 2016). Although peer activities such as lesson study, cluster meetings, and peer coaching are practiced, their impact on teacher performance and student outcomes have been limited (Adamie, Geleta, & Ferede, 2019). In many instances, collegial supervision is poorly structured, irregular, or treated as a bureaucratic obligation rather than a genuine developmental process. This has created a mismatch between the intended goals of collegial supervision and its actual practice in schools (Mesfin, 2021).

Several factors contribute to this problem. First, supervisors and peer coaches often lack adequate training in facilitation, feedback delivery, and collaborative strategies, resulting in superficial supervision and ineffective guidance (Berhanu, 2024). Second, systemic constraints—such as limited budgets, heavy workloads, and insufficient time allocations—prevent schools from sustaining meaningful supervision practices (Ashagre & Furi, 2020). Third, teachers themselves sometimes view collegial supervision negatively, perceiving it as fault-finding rather than

supportive, which discourages their active participation (Berhanu, 2024). These challenges collectively diminish teacher motivation, hinder professional growth, and contribute to declining instructional quality. As a result, some students progress to higher education without mastering basic competencies, leading to dropout, poor performance, and increased youth unemployment (Young Lives Ethiopia, 2021).

Despite the acknowledged importance of teacher supervision for educational quality, there is a scarcity of theoretical and empirical research in Ethiopia that analyse how collegial supervision is practiced in government high schools and the challenges it faces (Tesfaw & Hofman, 2012; Tufa, 2020). This knowledge gap makes it difficult for policymakers, school leaders, and educators to design interventions that align supervision practices with their intended goals.

Therefore, the central problem of this study is the limited understanding of how collegial supervision is currently practiced in government high schools of Bole Sub-City, the challenges impeding its effectiveness, and the extent to which these challenges affect teacher performance. Without addressing these issues, government schools risk perpetuating ineffective supervisory practices that fail to improve instructional quality, weaken teacher development, and ultimately compromise student achievement (Mesfin, 2021; Berhanu, 2024). This study seeks to bridge this gap by systematically investigating the practices, challenges, and impacts of collegial supervision on teacher performance in government high schools.

1.3 General Objective of Study

The General objective of the study was to evaluate the practice challenges of collegial supervision on teacher's performance in Government High Schools of Addis Ababa Bole Sub-city.

1.3.1 Specific Objectives of the Study

The research was guided by the following specific objectives:

1. To establish how collegial supervision activity among teachers in Government high Schools focused on contributing to staff development.
2. To determine how collegial practices were enhancing teacher performance in Government high Schools
3. To consider the challenges faced by teachers in collegial supervision in Government high Schools.

4. To solicit proposal on how collegial supervision could be enriched to support staff development in Government high Schools.

1.4 Research Questions

This study sought to answer the following questions which were derived from the research objectives.

1. How collegial supervision activities in Government High Schools contributes to staff development?
2. What are the practices that facilitate improvement in teacher performance in Government High Schools?
3. What are the challenges tackled by teachers in collegial supervision in Government High Schools?
4. How can collegial supervisions be enriched to support staff development in Government High Schools?

1.5 Significance of the Study

Studying the challenges of collegial supervision in schools is significant for several key reasons, as it can inform strategies for professional development, improve teacher satisfaction, and ultimately lead to better educational outcomes for students. Understanding these hurdles helps schools create a supportive and effective environment for teachers and leaders.

For educators and school administrators

Enhance instructional quality by addressing the barriers to effective peer collaboration like personality conflicts or communication breakdowns schools can improve the teaching-learning process. When teachers receive timely and descriptive feedback, they are better equipped to overcome weaknesses and implement successful teaching strategies.

Reduces teacher stress and burnout Collegial supervision can be an added source of stress if roles are unclear or expectations are misaligned. Studying these challenges allows administrators to develop clearer guidelines, manage workloads, and foster a culture of trust and support, which can reduce teacher stress and improve morale.

Optimizes resource allocation Understanding where supervision efforts are failing helps schools better allocate resources. For example, if a lack of qualified supervisors is a challenge, schools can invest in training for experienced teachers to step into peer mentoring roles.

109 Guides policy and decision-making the collection of such a study can inform school principals and other educational leaders about performance gaps in the implementation of collegial supervision. This can be used to make data-driven judgement about reforms and improve the overall management of supervision.

88 For researchers and the academic community contributes to the body of cognition: Academic research focused on the challenges of collegial supervision enhances the current understanding of school-based supervision. It lays the groundwork for more comprehensive or context-specific studies in the future. Identifies specific, contextual issues: Investigating challenges within a particular school environment aids in recognizing distinct, localized problems. For example, a study conducted in a rural district may uncover different challenges related to travel and resource accessibility compared to one in an urban area with a high student enrollment.

Serves as a foundation for further research the findings can act as a beginning for other researchers interested in examining specific elements of supervision such as the long-term effects of various supervision models.

For students and the wider community Improves student outcomes: A teaching staff that is better supported and more engaged results in enhanced teaching practices, which subsequently leads to improved academic performance among students. Effective supervision guarantees that teachers are addressing the needs of learners and facilitating their success.

A well-functioning collegial supervision system strengthens the school culture by promoting robust, healthy, and collaborative relationships among educators. This collective sense of purpose can enhance the overall school environment, yielding benefits for both faculty and students. Enhances accountability Examining challenges brings underlying issues to the forefront, enabling all parties involved teachers, administrators, and parents to tackle them. This approach guarantees that supervision practices serve more than just administrative functions; they actively contribute to the enhancement of the school. Rationale for the study In light of these challenges, a thorough investigation is essential to comprehend how the identified deficiencies in collegial supervision practices specifically influence teacher performance in government high schools. By pinpointing

the fundamental causes of these issues and their direct effects on teaching efficacy, this study aims to guide targeted interventions and offer recommendations for a more supportive and effective supervisory framework within public education.

This study is projected to inform school supervisors and standard officers about the impracticability of collegial supervision in high schools as well as motivate high school teachers to grasp collegial supervision towards accomplishment of quality teaching through better teacher's performance and to avoid the challenges as much as possible. It is also hoped that the acquired cognition from this study will fundamentally contribute to the field of coaches and add to the body of knowledge for researchers and bear on further research.

1.6 Delimitation of the study

This study was delimited both geographically and conceptually to ensure manageability and focus. Geographically, the research was confined to six government high schools in Bole Sub-City, Addis Ababa. Although Addis Ababa has several sub-cities, Bole Sub-City was purposively selected because of its relatively large number of government high schools and its diverse teacher population, which provided a rich context for investigating collegial supervision.

Conceptually, the study was delimited to the practices, challenges, and impacts of collegial supervision on teacher performance. Other forms of supervision—such as clinical, developmental, or traditional inspection—were not the focus, except when they directly intersected with collegial supervision practices.

In terms of participants, the study was limited to classroom teachers, deputy head teachers, and school supervisors. While principals, students, and parents may also influence supervision practices and outcomes, they were excluded to maintain the study's focus on those directly engaged in collegial supervision activities.

The timeframe was delimited to the 2025 academic year, meaning that supervision practices and challenges were analyzed within this specific academic period. Findings may therefore not fully capture changes in supervision practices over longer time spans.

1.7 Limitations of the Study

Price & Murnan (2004) define limitations as “characteristics inherent in the research methodology or design that affect the meaning and interpretation of the results; specifically, constraints on

generalizability, utility of the findings, etc.” The researcher for this study experienced a barrier in obtaining data from specific groups of respondents because they were frequently engaged on teaching and preparing for their lessons and lesson observations, particularly those who were interviewed separately. This prompted the researcher to extend the projected time of data gathering.

1.8. Operational Definitions of Terms

Collegial Supervision: educational method where equal colleagues reciprocally observe and talk together about each other’s work in a systematic and agreed. Sullivan, S. & Glanz, J. 2013)

Effectiveness: The degree to which an organization achieves its goals. Imenda, S. (2014)

Government school: school which is reinforced and supported by the state in terms of infrastructure and resource. Ministry of Education (1996)

High School: third level of education after Elementary – school. Ministry of Education (1996)

Monitoring: is a process that helps to improve performance and assists to achieve the end results.

Quality Performance: The execution of the governing body in relation to its goals which includes outcomes achieved or accomplished.

School based supervision: developmental activity between teacher and supervisor that requires support, feedback and ideas for growth and improved teaching ability. Mohanty, J (2008)

Supervision: act of observing and regulating processes or an activity to secure that everything is done right. Mohanty, J (2008)

Supervisor: person who monitors and work with the teacher towards efficient accomplishment of curricular goals. O’Neil, S. (2010)

Summary of Chapter One

This Chapter has presented the background information for this research study it has also unveiled the problem statement the objectives, research questions, the purpose of the study and the significance of this study. Additionally, the chapter has also provided a theory linked to the study and operationally defined the key words. The next chapter will go further to review the literature relating to this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept of Supervision

The term supervision is a mix of the Latin words 'super' and 'video'. Super denotes 'above', whereas video means 'to watch'. As a result, taken combined, super-video simply means 'to see from above' or 'oversee' (Marecho, 2012). Supervision can be defined as "to oversee, superintend, or guide and stimulate the activities of others, with the goal of improving them" (Beach and Reinhartz, 2000). Mohanty (2008) observes that supervision is used for both academic and administrative duties.

Administrative functions of supervision include providing physical facilities to teachers, ensuring the safety and security of the school plant, maintaining proper service conditions and promptly resolving teacher grievances, reviewing the school's accounts and records, and ensuring proper workload distribution. Many academic jobs include monitoring instruction, providing recommendations to teachers on how to improve their teaching, and evaluating and assessing students' success. A few important responsibilities of supervision include giving expert technical assistance, assisting teachers in preparing for teaching, keeping them current, and offering professional democratic leadership.

Over the last two decades, there has been a revived interest in supervising and evaluating educational quality. Many scholars feel that instructional supervision has the ability to improve classroom practices and contribute to student performance by promoting teacher professional development and improvement

(Blasé 1998; Sergiovanni & Starratt, 2002; Sullivan & Glanz, 2000). "Supervision is a school-based activity that focuses on assessing academic components of the institution in order to promote ongoing school improvement through improved teaching-learning methods."

The ministry of Education (1996) states that supervision encompasses monitoring policy implementation, supporting teacher development, selecting learning goals and materials, choosing instructional methods, and evaluating teaching effectively.

Tyagi (2010) argues that falling educational standards, even with substantial funding, are largely due to poor administrative management and weak supervision systems particularly an inadequate and inefficient inspection and supervision system, which, as a key aspect of educational administration, is unable to provide academic leadership and support.

Thus, an examination of the literature and research papers on supervision in India indicates that the primary cause of India's inadequate supervision system is the maintenance of the traditional inspectional paradigm of supervision.

According to Tiagi (2010), collegial supervision is positively and significantly associated with teacher performance, especially when executed effectively. However, this relationship is not always straightforward or assured, as various factors can influence its effects. The quality of supervision, the teachers' attitudes, and the supportive atmosphere of the school play crucial roles in this relationship. Research indicates that collegial supervision can greatly enhance a teacher's professional skills. Through peer observation, collaborative planning, and reflective discussions, educators can learn new instructional techniques, improve their existing abilities, and become more effective in their teaching roles. When supervision is both collaborative and constructive, it can enhance a teacher's motivation and dedication to their work. This uplifted morale subsequently has a beneficial impact on the quality of teaching and overall performance. The practical, performance-oriented learning that takes place during collegial supervision directly affects classroom instruction. Teachers are more inclined to implement effective, student-centered learning approaches after engaging in peer-led professional development initiatives such as lesson study and peer coaching. Although the connection between collegial supervision and student learning outcomes is often indirect, it remains significant. Effective supervision enhances teacher competence and commitment, which ultimately results in improved student learning.

The manner of supervision has a considerable influence on its effectiveness. A collaborative and non-directive method, wherein educators establish their own professional objectives, proves to be more beneficial in fostering growth and enhancing confidence compared to a directive or inspection-oriented approach. The perception of supervision by teachers plays a vital role. When educators regard supervision as critical and centered on errors rather than on development, they are likely to experience anxiety and resistance, which can undermine the entire process. An appropriate supervisory strategy is essential to alter this viewpoint. The overall culture within the school significantly affects the success of collegial supervision. In a nurturing atmosphere characterized by a robust sense of community, teachers feel more secure when participating in peer feedback. In contrast, an unsupportive or distrustful environment can obstruct this process. In practice, collegial supervision often falls short of the ideal model. Obstacles such as insufficient time, inadequate training, and excessive workloads can result in supervision methods not being applied with the necessary intensity to influence teacher performance effectively.

In certain situations, especially within conventional hierarchical educational environments, there may be a gap between the potential benefits of collegial supervision and its actual effects. In the absence of robust, collaborative leadership and a well-defined understanding of its developmental objectives, collegial supervision may not enhance teacher performance. To ensure a fruitful relationship, the emphasis should be on professional development instead of assessment and critique.

2.2 Modern Supervision and Traditional Inspection

Inspection is often considered a critical evaluative process used to assess learning in schools. However, recent approaches emphasize modern supervision, which is viewed as objective, systematic, democratic, developmental, and constructive. According to Bhatnagar and Aggarwal (2006), the key difference between the two lies in orientation: modern supervision encourages growth, collaboration, and supportive practices, while traditional inspection tends to focus on fault-finding and bureaucratic control.

Modern supervision emphasizes principles of Total Quality Management (TQM), unlike traditional inspection which concentrates mainly on classroom observation and financial audits. While inspection is typically a top-down, individual-centered process, supervision is participatory and continuous, engaging both **teachers and students in improving the teaching-learning environment**. **In** contrast to the short-term and rigid nature of inspection, supervision is ongoing, flexible, and encouraging.

Furthermore, supervision is scientific, promoting coordination and integration among educational activities, whereas traditional inspection often lacks these qualities. Modern supervision utilizes diverse techniques such as seminars, meetings, workshops, conferences, school and classroom visits, panel reviews, and evidence-based evaluation tools to assess progress and enhance quality.

2.3 Types of Supervision

Recent academics have found two major kinds of supervision that have proven to be quite effective in recent years: **differentiated and developmental supervision (Glatthorn, 1984, 1990).**

2.3.1 Differentiated Supervision

(Glatthorn, 1984, 1990) “**Differentiated supervision is a method of supervision that gives teachers choices regarding the types of supervisory services they get. It assumes that all instructors, regardless of experience or ability, will participate in three connected instructional improvement**

processes: teacher assessment, staff development, and informal observations.” (Glatthorn, 1990)

“The differentiated system builds upon...intensive development (or clinical supervision), cooperative development, and self-directed development.”

2.3.2 Developmental Supervision

According to Glickman et al. (1998), developmental supervision views teachers as professionals who progress through different stages of growth, requiring supervision tailored to their level of development. This model applies three supervisory strategies: directive, collaborative, and non-directive (Tanner et al., 1987). The approach prioritizes continuous professional development for all individuals involved in the teaching and learning process.

Sergiovanni and Starratt (1998) further proposed a framework for structuring supervisory practices, highlighting the need for flexibility in supervision plans. They suggested that teachers should play a central role in choosing supervisory methods that best suit their professional needs.

Within the developmental model, five options are emphasized: clinical supervision, collegial supervision, self-directed supervision, informal supervision, and inquiry-based supervision.

2.3.3 Clinical Supervision

Clinical supervision is defined as a systematic and cyclical process involving direct interaction between supervisors and teachers. Goldhammer et al. (1993) note that unlike earlier models that lacked personal engagement, clinical supervision emphasizes face-to-face communication and collaborative reflection. This process may involve one supervisor working with a teacher, a group of supervisors with one teacher, or a supervisor working with multiple teachers. Cogan (1973), a pioneer in this field, described clinical supervision as an intentional strategy aimed at improving teachers’ instructional performance, with classroom activities serving as the primary data source.

These data, along with teacher-supervisor dialogue, form the basis for strategies designed to enhance teaching effectiveness and student learning outcomes.

Glatthorn (1990) also defined clinical supervision as a supervisory practice centered on direct classroom observation, followed by structured discussions to refine instructional techniques.

Typically, this model is an intensive, skill-oriented process that follows a five-phase cycle: pre-observation planning, classroom observation, analysis and preparation, post-observation conference, and follow-up review (Goldhammer et al., 1980, 1993; Tanner, 1987).

The main focus of clinical supervision is professional growth rather than bureaucratic control, with teachers actively shaping the process. It evolves into a collaborative and reflective exercise in which teachers' insight self-evaluations, peer feedback, and student input play vital roles. Goldhammer et al. (1993) emphasize that effective clinical supervision depends on trust, mutual respect, shared objectives, professional autonomy, and open communication between teachers and supervisors.

For this approach to succeed, several principles must be observed: building collegial relationships based on trust and reciprocity, allowing teachers to influence decisions affecting their practice, ensuring continuity of supervision over time, and providing constructive, nonjudgmental feedback. Beach and Reinhartz (2000) further stress that teachers prefer supervision that is individualized, supportive, and responsive to their needs. They generally accept constructive feedback from clinical supervision because it directly relates to their classroom practice. Tanner and Tanner (1987) argue that by focusing on real classroom activities, clinical supervision ensures relevance, enhances self-direction, and builds teachers' confidence in instructional decision-making.

2.3.4 Collaborative Supervision

In contemporary classrooms, collaboration and teamwork have become essential. Burke and Fessler (1983, as cited in Tesfaw & Hofman, 2012) highlight that the supervisory process should prioritize collaboration with teachers, especially to support novice instructors in adapting to both the school environment and classroom practices. Experienced teachers, therefore, carry both professional and ethical responsibility to provide necessary supervision for beginners. Kutsyuruba (2003) adds that a collaborative culture within schools enhances professional development and accelerates teacher growth.

Hosack-Curlin (1993, as cited in Kutsyuruba, 2003) explains that cooperative efforts between supervisors and teachers can significantly improve classroom management skills. Such collaboration allows teachers to exchange feedback and support each other with the aim of improving practice (Burke & Starratt, 1983). The primary objective of collaborative supervision is to assist new teachers through approaches such as peer coaching, cognitive coaching, and mentoring (Sullivan & Glanz, 2002; Sergiovanni & Starratt, 2007; Kutsyuruba, 2003).

2.3.5 Collegial Supervision

Collegial supervision provides a platform for teachers to reflect on, review, and support each other's work as part of continuous professional development (Carroll, 2007). This form of supervision is built on mutual respect, shared values, and cooperation, creating an environment that fosters growth in teaching skills and professional competencies. It emphasizes teachers' ability to evaluate and learn from each other's instructional methods.

Goldhammer et al. (1993) argue that collegial supervision encourages quality teaching because teachers often perform better when observed by their peers, while also gaining new ideas by watching colleagues employ different instructional strategies. Maphosa and Ndamba (2012) note that observing and evaluating peers helps teachers strengthen reflective practice, deepen self-understanding, and refine their teaching approaches. Sternberg (2001) adds that this process encourages teamwork, as teachers recognize that collaborative professional communities are more effective than working in isolation.

According to Sergiovanni and Starratt (1993), collegial supervision can involve joint lesson planning, development of teaching materials, peer observation, providing feedback on lessons, and professional coaching. Carroll (2007) emphasizes its value in promoting reflective practice, while Harvey and Green (1993) and Smout (2005) highlight its role in fostering self-awareness and continuous improvement.

Collegial supervision is especially beneficial for trainee teachers, as it reduces anxiety and provides a non-threatening environment for feedback, ultimately increasing satisfaction and professional confidence (Mowah & Scann, 1997). In Zambia, for instance, collegial supervision is incorporated into Continuing Professional Development (CPD) programs through peer mentoring, coaching, teacher cluster groups, and school-based meetings. In these contexts, in-service coordinators often serve as mentors for novice teachers and student-teachers undergoing practicum.

2.3.6 Informal Supervision

Informal supervision is characterized by unplanned, casual interactions between supervisors and teachers. It often includes unscheduled classroom visits, informal conversations about teaching practices, and other spontaneous activities. Since these interactions are unstructured,

supervisors typically respect teachers' preferences when offering guidance or support. Informal supervision is widely practiced in schools, though it rarely includes formal feedback sessions.

2.3.7 Peer coaching

Beach and Reinhartz (2000) describe peer coaching as a form of collaborative supervision that fosters collegiality and enhances teaching. It is a confidential process in which teachers share experiences, exchange feedback, and provide mutual support to improve skills and address classroom challenges. They note that when structured programs provide accountability, guidance, and consistent feedback, teachers demonstrate noticeable improvements in their practices.

Similarly, Benshoff (1992) defines peer coaching as a private, cooperative arrangement where colleagues critically examine current practices, expand skills, conduct action research, and engage in mutual learning. Glatthorn (1990) further argues that peer coaching is among the most demanding forms of collaborative professional growth, often involving group-based activities and sometimes supported by clinical supervision. Teachers working together in this model engage in dialogue that sharpens their understanding of teaching and learning.

Peer coaching provides opportunities for immediate feedback, experimentation with new teaching strategies, and collective professional development (Glickman et al., 2004). It can involve both out-of-class activities such as co-planning, curriculum design, study groups, and problem-solving, and in-class coaching where teachers observe each other's lessons. Benshoff (1989) highlights key advantages of this approach, including regular supervisory support, shared learning experiences, stronger self-assessment skills, and reduced dependence on traditional, hierarchical supervision. However, some critics argue that peer coaching lacks the authority and credibility associated with expert-led supervision.

2.3.8 Self-Directive Supervision

Sergiovanni and Starratt (1993) identify self-directed supervision as a model in which teachers take responsibility for their own professional growth. Teachers establish personal goals, design plans for achieving them, and later meet with supervisors to evaluate progress and set new objectives. For this reason, it is often referred to as a goal-setting or performance-objective approach.

Glatthorn (1990) observes that this model can be especially effective for teachers who value independence or face time and scheduling constraints that limit collaboration. Glickman et al.

(2004) emphasize that self-directed supervision is based on the assumption that teachers are best positioned to identify areas needing change and are capable of implementing improvements themselves. In this model, supervisors act as facilitators, helping teachers reflect on their practices rather than directing them.

2.3.9 Reflective Supervision

Reflective supervision is considered one of the most modern approaches to teacher support and professional development (Renihan, 2002). Tracy (1998) describes it as a blend of collaborative supervision, self-reflection, and inquiry-based approaches. It provides teachers with opportunities, resources, and support to engage in critical reflection on their instructional practices.

Sergiovanni and Starratt (1998) argue that schools must adopt supervisory models that address the diverse needs of both novice and experienced teachers. These models emphasize direct, interactive processes that promote professional learning and instructional improvement. They view supervision not as evaluation but as a means of helping teachers and supervisors gain deeper insights into practice, collaborate with parents and communities, and build stronger learning environments.

Alternative supervisory models such as mentoring, peer coaching, peer review, action research, and portfolio use (Sullivan & Glanz, 2000) have emerged in response to changing professional needs. When applied effectively, these models enhance teacher development, encourage professional autonomy, and improve the quality of instruction.

2.4 Techniques of Supervision

Supervisors need technical skills to apply supervision effectively and achieve its purposes. Sergiovanni and Starratt (2007) explain that supervisory methods can be applied either individually or in groups, in face-to-face interactions or using communication technologies.

2.4.1 Individual Supervision

Individual supervision involves direct, one-on-one engagement between the supervisor and the teacher. It is especially useful for addressing personal or sensitive issues that affect teaching quality. This method can include classroom observations, individual meetings, interclass visits, and teacher self-assessment (Sergiovanni & Starratt, 2007).

2.4.2 Classroom Visitation

In this approach, the supervisor (principal, inspector, or designated supervisor) makes visits to classrooms, often unannounced, to observe the teaching-learning process. The main objective is to collect data that can be used for follow-up, problem-solving, and teacher development. These visits aim to improve instructional practices and guide teachers toward professional growth.

2.4.3 Classroom Observation

Observation is a structured technique used during classroom visits to collect detailed data on teaching and learning practices. Supervisors observe teacher and student activities, use of teaching materials, student responses, and the classroom environment. To ensure objectivity, supervisors often employ checklists or observation tools. The goal is to identify strengths, determine areas needing support, and design programs that enhance instructional quality and overall school improvement.

2.4.4 Individual Conference

An individual conference is a strategy whereby supervisors and teachers hold one-on-one discussions to address professional challenges faced by educators. The primary objective is to strengthen teaching effectiveness, enhance learning outcomes, and assist teachers in addressing weaknesses or gaps in their instructional practices. These conferences may take different forms:

Classroom conferences, conducted after lesson observations to discuss strengths and areas for improvement. Office conferences, which take place in a formal setting and often focus on professional issues such as curriculum delivery, lesson planning, and record-keeping.

Casual conferences which are informal interactions between teachers and supervisors, allowing open dialogue on immediate concerns or emerging classroom challenges.

2 This approach enables personalized feedback and creates opportunities for teachers to refine their methods in a supportive, non-threatening environment.

2.4.5 Inter-visitation

79 Inter-visitation is a professional development strategy that allows teachers to observe colleagues during instructional activities. By doing so, they gain exposure to different pedagogical approaches, classroom management strategies, and innovative teaching methods. Such visits not only motivate teachers to improve their own practice but also create a culture of fairness and collaboration, as teachers openly discuss problems and share solutions in an informal setting.

Inter-visitation can be organized in two ways: Internal visits, where teachers observe one another within the same school. external visits, which involve visiting teachers in other schools to broaden experiences and exchange best practices.

2.4.6 Self-Evaluation

One of the most challenging tasks that leaders, particularly teachers, must perform is to appraise themselves by examining their own competence to communicate the lesson material. To assess teaching competence, we can look at the abilities of the students, and self-assessment is approaches that can assist teachers maximize their teaching.

2.4.7 Group Supervision

Robbins (2002) defines group supervision as a collaborative approach to professional development in which supervisors work with groups of teachers through collective activities such as seminars, workshops, meetings, and discussion sessions. Unlike individual supervision, this method emphasizes shared learning and problem-solving among teachers who face similar challenges.

- Group supervision strategies may include:
- Teacher meetings for discussing common issues.
- Debates and symposiums to explore various perspectives on instructional methods.
- Workshops and seminars for skill development and sharing innovative practices.
- Experience-sharing sessions, where teachers exchange successful strategies and challenges encountered in classrooms.

2.5 Management Styles

School managers adopt different styles of leadership depending on the context, their personality, and the challenges they encounter. Cole (2000) defines a management style as the overall method of leadership employed by a manager, while Sindhu (2012) emphasizes it as a consistent pattern of behavior shaped by values and organizational orientation. Hote and Terry (2012) identify three common leadership styles in educational management: authoritarian, laissez-faire, and democratic.

2.5.1 Authoritarian Management Style

Mondy et al. (1983) describe authoritarian or autocratic management as a style strongly associated with bureaucratic structures. In this system, the manager sets objectives, assigns tasks,

and makes decisions independently, expecting subordinates to obey without question. Teachers or staff have little or no input in decision-making processes.

Critics argue that this approach undermines motivation and innovation. Elton Mayo, for example, suggests that authoritarian leadership may reduce employee morale and engagement. Similarly, Robbins and Boulter (2002) contend that authoritarian managers often treat workers as replaceable units, motivated mainly by fear or financial incentives. While this style may ensure order and efficiency in certain situations, it often results in low job satisfaction and weak professional relationships.

2.5.2 Laissez-Faire Management Style

Robbins and Boulter (2002) describe the laissez-faire, or free-rein, management style as one in which decision-making is largely delegated to employees. The manager provides minimal guidance, allowing staff significant autonomy in their work. While this style can encourage independence and creativity, it carries risks when overused.

Although managers remain accountable for the decisions made, excessive reliance on this approach can lead to lack of focus, poor coordination, employee dissatisfaction, and even damage to the school's reputation. In educational settings, laissez-faire leadership may result in inconsistent teaching standards if not properly balanced with supervisory oversight.

2.5.3 Democratic Management Style

The democratic or participative style involves engaging staff in decision-making processes, with outcomes often determined by consensus or majority agreement. Managers using this style encourage teachers to set objectives, delegate authority where appropriate, and provide clear explanations for directives. Employees are also given access to relevant information to enable informed participation in decision-making.

According to Stonner et al. (2000) emphasize that this approach is built on trust, viewing employees as responsible individuals who can be relied upon to commit fully to their tasks. Research by Cole (2000) indicates that democratic management often leads to higher productivity, job satisfaction, stronger interpersonal relationships, and a sense of involvement among staff. Robbins and Coulter (2002) further note that most employees view democratic leadership as the most favorable style.

However, this approach requires managers to possess strong communication skills and to dedicate time to consultation, which can slow down decision-making processes. Importantly, no single management style is universally ideal; successful managers adapt their style depending on the situation and the needs of their staff.

3. Conceptual Framework

A conceptual framework is a presentation model in which a researcher depicts and diagrams the link between variable in the study. A conceptual framework contributes to research by identifying research variables and clarifying their relationships. It is also useful in that it prepares the groundwork for the presentation of the research questions that drive the investigation. In this circumstance, a conceptual framework will help the researcher gain awareness and comprehension of the condition under investigation. When well described, a conceptual framework can help the researcher make sense of later findings.

It is part of the negotiation agenda, which will be inspected and tested, reviewed, and modified as a result of the investigation. The conceptual basis for this study is as follows:

Conceptual Framework on Collegial Supervision

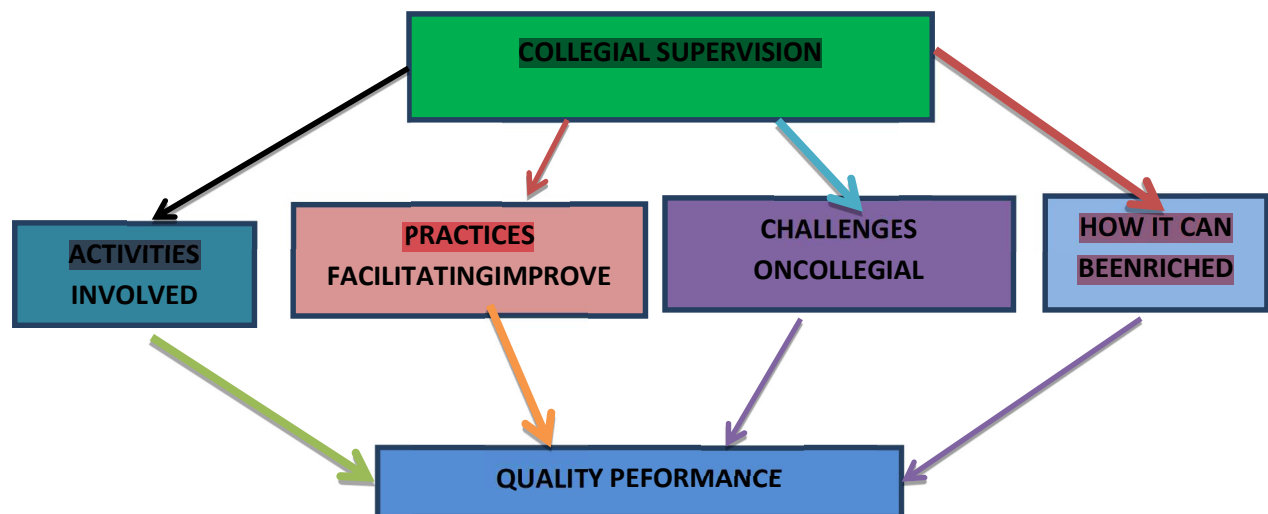


Figure 1.1 Sources: Researcher (2025)

The diagram illustrates the relationship between the study's dependent and independent variables.

4. Theoretical Framework

The study was tied to a key theoretical idea that attempted to explain how collegial supervision may be improved intrinsically. This is the goal-setting theory of motivation.

Mondy et al,(1983). Edwin A. Locke, an American psychologist, established Goal Setting Theory in the 1960s. The idea is widely regarded as one of the most valid and effective motivator theories in industrial and organizational management. The study discovered that there is an inductive link between goal setting and enhanced production performance. Goal setting theory links the rewards system with outcomes.

Goal Setting Theory

The Goal forming Theory promoted by Edwin Locke was linked to this study in the sense that creating objectives for people motivates them to accomplish the desired results. Goal setting theory is a motivation theory that claims that people who establish goals work harder to accomplish them and do better than those who do not (Boone and Kurtz, 1992). Supervisors' goals should describe and measure what inspires instructor performances. The idea emphasizes feedback as a key component for improving teacher performance. Supervisors are responsible for periodically advising teachers on their progress toward target attainment. The demanding and detailed goals adopted by the teachers, combined with input from supervisors, result in greater performance.

Teachers create goals and objectives for their teacher groups and clusters to attain. As a result, people work hard to achieve their goals. Feedback, incentives, promotion, and performance-related remuneration can all help to improve performance and quality. In collegial supervision, teachers set precise objectives as peers, which are complemented by group feedback and incentives that encourage outstanding performance. The group tasks are clearly specified and understood by all members.

When people are committed to a work, results are achieved because group members listen to one another, ideas are freely and openly communicated, and the majority of decisions are reached by broad consensus. The group evaluates its own performance and behavior. Furthermore, leadership is not constantly with the chairperson, but rather shared as needed; each member of the group is given the opportunity to chair the meeting (cole, 1996).

Historical Development of Educational Supervision in Ethiopia

Educational inspection was integrated into Ethiopia's educational system approximately 35 years after the introduction of modern (Western) education in the country. According to the Ministry of Education's supervision manual (MoE,1994), the first instance of inspection in Ethiopia commenced in 1941/2. The growing number of schools and teachers, the necessity for curriculum

coordination, and the support for teachers in their instructional roles were among the factors that necessitated school inspection. Starting in 1944/5, the inspectorate office was established centrally at the Ministry's headquarters, led by a British national, Lt. Commander John Miller. He was appointed as Inspector General, with the assistance of two Ethiopian colleagues. The primary duties of the inspectors included gathering and compiling statistical data regarding the number of students and teachers, the availability of classrooms, and class sizes, conducting school visits both in the capital and the provinces, and ultimately producing reports for submission to the Ministry of Education and the emperor, who at that time held the portfolio of the Ministry of Education (BGREB, 2006).

As the number of schools increased, so did the number of teachers and the student population, leading to more complex educational activities. Consequently, it became essential to train a specific number of inspectors. Therefore, in the academic year 1950/1, a training program was initiated at the then Addis Ababa Teacher Training School, which accepted 13 selected trainees. By the year 1961/2, the number of inspector graduates had reached 124. However, in 1962/3, inspection was replaced by supervision. This transition was deemed necessary to enhance the efficiency and effectiveness of the teaching and learning process through improved supervision (MoE, 1994). Under the socialist principles, following the political system changes in the country, there was a need for strict control over educational policies, plans, and programs. As a result, a shift from supervision back to inspection occurred in 1980/1 (MoE, 1994). Again, after another political system change in 1994, a transition from inspection to supervision was implemented. According to the Education and Training Policy of 1994, educational administration is now decentralized. In this context, the aim is to establish democratic practices and address the challenges of school-based supervision, which seeks the involvement of all stakeholders in decision-making, planning, and the development of objectives and teaching strategies to enhance the teaching and learning process (MoE, 1994).

In previous political systems, the oversight of the Ethiopian education system was confined to national, regional, and zonal levels. Consequently, supervisory activities were unable to provide consistent and effective support to school principals and teachers. The roles of supervisors were not clearly defined, which diminished their effectiveness in executing their responsibilities. Furthermore, the historical approach to supervision prioritized administrative duties over the facilitation of teaching and learning processes. Supervisors lacked the necessary skills to assist teachers and principals adequately. As a result, supervision has played a minimal role in

maintaining quality education and fostering the professional development of principals. Therefore, addressing the longstanding supervisory issues in schools by creating a supportive educational environment is essential for enhancing the professional growth of principals and teachers, ultimately leading to improved learning outcomes (MoE, 2002).

Principles of Educational Supervision

According to Sumaiya (2010) Supervision focuses on the overall enhancement of the teaching and learning environment. In this context, articulated that supervision encompasses the following principles.

1. There necessity be short-term, medium-term, and long-term planning for supervisions.
2. Supervision functions as a sub-system within the school organization.
3. Every teacher holds both the right and the necessity for supervision.
4. Supervision ought to be carried out regularly to address the individual needs of teachers and other staff members.
5. Supervision must assist in clarifying educational objectives and goals for both the principal and the teachers.
6. Supervision should aid in the organization and execution of curriculum programs for the students.

Challenges in collegial supervision,

Where colleagues work together to enhance teaching and research, are extensively documented across various educational settings. Literature reviews emphasize issues ranging from relational and motivational factors to systemic and resource-related constraints. Relational and interpersonal challenges collegial supervision, particularly within a closely-knit department or team, depends on robust interpersonal dynamics. This gives rise to a distinct set of challenges: Balancing autonomy and dependence: A tension exists between the supervisee's wish for intellectual independence and their reliance on the supervisor for academic direction. If not managed carefully, this can result in an unhealthy power dynamic or a collapse in collaboration. Personality clashes and conflict: The close-contact nature of peer-to-peer supervision implies that personal disagreements or differing working styles can hinder the process. Unresolved conflicts and concealed grievances can become major barriers. Building trust and psychological safety: Supervisors and supervisees must cultivate a secure, trusting environment to facilitate honest and constructive feedback. A failure to achieve this can result in fear, discomfort, and negative

perceptions of the process. Difficulty transitioning from peer to supervisor: In certain models, a new supervisor must navigate the shift from being a colleague to an authority figure. This transition can be awkward and may induce feelings of isolation for the new supervisor and resentment among former peers.

Institutional and systemic challenges despite having the best intentions, systemic problems within an organization can undermine collegial supervision efforts. Heavy workload: Supervisors frequently bear numerous responsibilities, which include teaching, administration, and overseeing multiple students or staff members. This substantial workload results in insufficient or infrequent supervision, leaving minimal time to adequately guide and develop colleagues. Lack of training for supervisors: Academics and senior staff members are not always provided with the essential supervisory skills. A deficiency in training in areas such as mentorship, feedback provision, and effective communication can result in inadequate supervision and adverse perceptions from students or colleagues. Resource constraints: Limited institutional support, which includes insufficient funding for research, outdated technology, and a deficient research culture, can obstruct the supervision process. In disciplines such as medical education, a shortage of equipment or staff can present direct challenges to effective clinical supervision. Conflicting expectations: Varied expectations among supervisors, supervisees, and the institution itself regarding roles, responsibilities, and outcomes can lead to conflicts. For example, a university's emphasis on a "publish or perish" culture may compel supervisors to prioritize publication metrics over student learning.

Communication and Feedback Challenges Effective communication is fundamental to successful collegial supervision. When it breaks down, problems can emerge rapidly.

Lack of Communication: Inconsistent and open communication is essential; its absence can lead to misunderstandings and oversights. Some supervisors may be difficult to approach or hesitant to engage in dialogue, while certain students may withdraw from communication entirely, at times disappearing altogether. **Ineffective Feedback:** Feedback is vital for development, yet it can sometimes be disheartening, confrontational, or ambiguous. Supervisors may struggle to provide feedback that is both constructive and actionable, leaving the supervisee feeling confused or demotivated. **Misaligned Interpretations:** A supervisee may misinterpret or misunderstand a supervisor's written feedback, leading to revisions that do not address the core issues. Without sufficient verbal and non-verbal cues, this can create significant challenges in remote or online

supervision. Challenges with Motivation and Engagement For collegial supervision to be effective, both parties must be committed and motivated. However, various factors can undermine this dedication.

Student or supervisee commitment: Certain students or supervisees may exhibit a lack of dedication, display inadequate research abilities, or neglect the supervision process. In extreme instances, this can result in delays or inferior work. Burnout and low motivation: The demands and pressures associated with academia can cause burnout for both supervisors and supervisees. This may present as diminished motivation, engagement, and emotional vitality, adversely affecting the quality of supervision. "Collaborative overload": In various team-oriented or collegial frameworks, continuous coordination and communication can result in "collaboration overload." This diverts focus from essential tasks and can detrimentally influence productivity. Collegial supervision enhances student outcomes by directly improving the quality of teaching and indirectly cultivating a more positive and effective learning atmosphere. When educators collaborate to enhance their instructional capabilities, the advantages extend throughout the classroom to the students. Here is how collegial supervision leads to improved student results: Enhances teacher performance and instructional quality. Promotes research-based practices through peer observation and feedback, allowing teachers to exchange and acquire best practices, including innovative, evidence-based teaching methods. This results in more effective and engaging lessons for students. Cultivates a culture of collaboration; when educators convene in professional learning communities, they can share resources, address challenges, and co-develop lessons. This collective expertise yields richer and more varied learning experiences for students.

Improves teaching techniques by enabling peer oversight to focus on specific educational issues such as the application of student-centered learning approaches this Focused development enables teachers to customize their approaches to accommodate the diverse learning needs of students, which can lead to increased student engagement and comprehension. Improves teacher skills and competence through regular observation and constructive feedback; peers assist one another in enhancing their abilities in lesson delivery, classroom management, and content knowledge. A more proficient teacher is better prepared to facilitate student learning. Creates a more favorable school and classroom environment Builds a supportive culture.

A school culture characterized by trust and shared ownership fosters an atmosphere where teachers feel secure in seeking assistance and reflecting on their practices openly. This nurturing

environment results in a more positive and respectful classroom where students are encouraged to take risks and pose questions. Develops student life skills research indicates that collegial management can enhance student life skills and help mitigate disruptive behavior in the classroom. This fosters a more concentrated learning environment in which students can excel.

Encourages higher-order thinking Collaborative professional development motivates educators to create more demanding lessons that drive students towards critical thinking and problem-solving. This approach aids students in transcending mere rote memorization, leading to a more profound understanding.

Enhances accountability and alignment Connects professional advancement to school objectives. In effective collegial supervision, the development of teachers is linked to the overarching goals and objectives of the school. This alignment ensures that initiatives for professional growth are in harmony with the school's vision for enhancing student outcomes. Facilitates ongoing monitoring and evaluation Supervision serves as a framework for the continuous monitoring, evaluation, and analysis of student achievement targets. This enables educators and leaders to evaluate the effectiveness of instructional methods and make timely modifications to better address student needs. The case for collegial supervision as a method for enhancing teacher performance development is bolstered by extensive research that underscores its collaborative essence, its emphasis on professional growth, and its beneficial impact on teacher proficiency and instructional quality. Nevertheless, researchers also warn that these advantages are significantly influenced by the quality of implementation and the prevailing school culture.

Arguments in Favor of Collegial Supervision

1. Promotes a Collaborative and Non-Hierarchical Approach Research shows that transitioning from conventional, top-down supervision to a collaborative, school-centered process is more effective in enhancing instruction. Collegial supervision prioritizes peer-to-peer interaction, coaching, and collaboration, fostering a more democratic and less intimidating environment for educators. Positive Communication: Research has demonstrated that supervisors who adopt collaborative and non-directive communication styles significantly enhance teachers' skills. This approach encourages teamwork and strengthens relationships among staff, enabling an open exchange of ideas. Reduced Anxiety: The informal, peer-oriented nature of collegial supervision can alleviate the anxiety and stress commonly linked to top-down evaluations. Educators feel more at ease when being observed and receiving feedback from trusted colleagues.

Empowerment: When educators are involved in establishing professional objectives and assessing their own and their peers' progress, they experience a greater sense of empowerment and take increased responsibility for their professional growth.

2. **Improves Teacher Skills and Practices** Collegial supervision is closely associated with the improvement of teachers' professional competencies and instructional methods.

Enhanced Instructional Skills: By observing one another's classes, educators can pinpoint areas needing enhancement, implement more effective strategies, and obtain constructive feedback regarding their lesson execution and classroom management.

Performance-Oriented Learning: Research indicates that collegial supervision is closely linked to teachers' application of performance-oriented learning within the classroom. This approach fosters self-reflection and emphasizes quantifiable advancements in student learning outcomes.

Contextualized Development: Educators can obtain feedback and assistance tailored to their specific subject area and teaching environment, as supervision is frequently carried out by a colleague with comparable expertise.

3. **Fosters a culture of ongoing learning** collegial supervision promotes the professional development of all educators by cultivating a community of learners.

Knowledge Exchange: This process encourages the sharing of ideas, innovations, and experiences among teachers, including implicit knowledge that may not be documented in formal professional development programs.

Mutual Advancement: In optimal scenarios, both the supervising and the supervised educators gain from the experience. The observer acquires new insights and viewpoints, while the observed educator receives essential feedback for enhancement.

Higher-Order Thinking: The collaborative and reflective essence of collegial supervision stimulates critical thinking regarding teaching and learning, aiding educators in developing more profound insights into their practice.

Arguments recognizing the challenges of implementation

While research substantiates the theoretical advantages of collegial supervision, it also underscores notable practical difficulties.

Dependence on Implementation Quality: The success of collegial supervision is not assured and is significantly contingent upon the quality of its implementation. Ineffectively executed programs, where supervisors are inadequately trained or lack sufficient time, may result in mixed or even adverse outcomes.

Relational Barriers: The effectiveness of collegial supervision is contingent upon the establishment of strong, trusting relationships among educators. Factors such as personality conflicts or perceived power disparities can foster reluctance and compromise the process. **Perceptual Issues:** Certain educators still regard supervision, even from colleagues, with skepticism and apprehension, especially if the prevailing culture within the school has historically been hierarchical. **Resource Constraints:** In numerous government schools, elements such as excessive workloads, insufficient funding, and inadequate training for supervisors pose significant obstacles to effective implementation.

Core principles and characteristics of collegial supervision

Collaborative and peer-oriented: The essence of collegial supervision is characterized by teachers or colleagues engaging with one another in a manner that promotes mutual support. This approach nurtures teamwork, fosters dialogue, and cultivates a collective dedication to reaching instructional objectives. **Emphasis on growth and introspection:** The primary aim is not to enforce compliance or conduct evaluations, but to facilitate the professional growth and advancement of the participating teachers. It promotes self-evaluation and reflection through constructive yet supportive feedback from peers.

Equal standing: Within this framework, both the 'supervisor' and the 'supervisee' hold equal status, creating a partnership dynamic rather than one of authority and control. Expertise in a specific subject area is recognized, and authority is granted to those knowledgeable in that field, rather than being confined to a principal or manager. **Customized and participatory:** The focus and agenda of supervision are frequently determined by the individual teacher or group, reflecting their specific needs. This methodology respects the professional independence of the teacher and their personal evaluation of their growth. **Trust and psychological safety:** The effectiveness of collegial supervision relies on establishing a trustworthy, respectful, and secure atmosphere where peers can candidly share their strengths and weaknesses without the fear of being judged.

Collegial supervision can be executed through a variety of methods, which may be either formal or informal, as well as individual or group-oriented. **Peer observation:** A colleague observes a teaching session or class and delivers structured, constructive feedback based on a mutually agreed focus. **Peer coaching:** Colleagues engage in one-on-one interactions to assist each other in honing their skills, providing support and guidance in a coaching role. **Lesson study:** A group of educators collaboratively plans, observes, and reflects on a class lesson to enhance teaching

practices and student learning outcomes. Virtual communities: Technology can facilitate the creation of online communities where educators exchange ideas, provide feedback, and support one another's professional development. Consultation: Teachers offer feedback and guidance to each other on specific subjects or challenges, sharing resources and strategies.

Conclusion of Chapter Two

The research findings strongly indicate that collegial supervision has the capacity to greatly enhance teacher performance and foster professional development. Nevertheless, it also presents a compelling case that this potential can only be realized when the model is executed with careful consideration, adequate training, resources, and a nurturing school environment. A significant observation is that the advantages of collegial supervision are frequently indirect, initially enhancing teachers' skills and dedication, which subsequently leads to better student outcomes. The data implies that although collegial supervision serves as a formidable instrument for teacher advancement, its effectiveness is not guaranteed and requires active nurturing by both school leadership and the educators themselves.

CHAPTER THREE

RESEARCH METHODOLOGY

According to Orodho (2003), methodology bear on to the structured plan employed to elicit outcome to research inquiries, whereas methods consist of the specific process that outline how the research will be conducted. The methodology for this investigation emphasized both qualitative and quantitative paradigms. This chapter underscores the components of the research methodology applied in this study. These components encompass research design, population, sample size, sampling procedure, data collection procedure, data collection instruments, and data analysis techniques.

3.1 Study Area

The investigation was approved out in Ethiopia's Addis Ababa bole sub-city province. This district was purposefully sampled because it contained a definite quantity of schools where collegial supervision was carried-out and implemented through a variety of action. The sample for this study came from Government High Schools. The study targeted schools that employed collegial supervision.

3.2 Research Design

This study made use of a Concurrent Triangulation Mixed-Methods Research Design, which combines both qualitative and quantitative approaches within a single phase of data collection and analysis. In this design, the two data strands are collected simultaneously, analyzed independently, and then compared or combined during the interpretation stage to validate findings and provide a more extensive understanding of the research problem (Creswell & Plano Clark, 2018).

The choice of this design was guided by the study's objectives, which required both quantitative evidence such as the extent of teacher participation in collegial supervision and its relationship with performance and qualitative insights—such as teacher perceptions, challenges, and contextual explanations. By combining the two approaches, the researcher sought to capture both the measurable outcomes and the lived experiences of participants, thereby enhancing the credibility, dependability, and richness of the findings (Johnson, Onwuegbuzie, & Turner, 2007).

In this study, quantitative data were gathered through semi-structured questionnaires administered to teachers, while qualitative data were gathered through interviews with deputy head teachers

and school supervisors. The two forms of data were analyzed separately quantitative data using descriptive statistics and qualitative data using thematic analysis and then integrated at the interpretation stage to identify areas of convergence, divergence, or complementarity (Tashakkori & Teddlie, 2010). This approach ensured that the weaknesses of one method were compensated by the strengths of the other, resulting in a more holistic representation of the challenges and practices of collegial supervision in Bole Sub-City high schools.

Thus, the concurrent triangulation design was well thought out the most suitable for addressing the research questions, as it aligned with the study's aim of examining not only the extent and practices of collegial supervision but also the perceptions, attitudes, and contextual barriers that shape its effectiveness.

Population: Deputy head teachers, school supervisors, and teachers in Bole Sub-City government high schools. Sample size: 102 (6 deputy head teachers, 6 supervisors, 90 teachers). Sampling procedure: Purposive sampling for deputy head teachers and supervisors, random sampling for teachers. Six schools selected purposively.

3.3 Research Population

The research population consisted of all deputy teachers, school supervisors (or in-service coordinators), and classroom teachers working in government high schools of Bole Sub-City, Addis Ababa. These groups were selected because of their direct involvement in collegial supervision practices such as peer coaching, lesson study, cluster meetings, and professional development workshops. Their shared responsibility for both organizing and implementing supervision activities made them essential for investigating the study problem (Creswell, 2014).

3.3.1 Sample Size

The target population was 359 individuals, comprising 334 classroom teachers, 12 deputy head teachers, and 6 school supervisors across seven government high schools. Using both purposive and random sampling, the study selected an overall 102 respondents: 90 teachers, 6 deputy head teachers, and 6 supervisors. This size was considered adequate to capture diverse perspectives while ensuring manageability of data collection and analysis (Cohen, Manion, & Morrison, 2018).

3.3.2 Sampling Procedure

A combination of purposive and random sampling techniques was applied in line with mixed-method research principles (Onwuegbuzie & Collins, 2007). Purposive sampling was used to include all supervisors and deputy head teachers because of their unique roles in planning, coordinating, and overseeing collegial supervision activities. Classroom teachers were selected through simple random sampling, ensuring representativeness and minimizing researcher bias.

Furthermore, six high schools were chosen purposively from the seven in Bole Sub-City. The selection was based on the standard that these schools had active collegial supervision programs, making them information-rich cases for the study (Patton, 2015).

This sampling strategy was consistent with the concurrent triangulation design, as it ensured inclusion of both quantitative breadth (via random teacher selection) and qualitative depth (via purposively selected supervisors and deputy head teachers), thereby strengthening the credibility of the findings (Creswell & Plano Clark, 2018). Questionnaires were distributed to 90 teachers (15 per school). Interviews conducted with 6 deputy head teachers, 6 supervisors, and 90 teachers.

No	Respondents	Total population	Sample size	sex		Sampling technique
				M	F	
1	Teachers	334	90	61	29	Random sampling
2	Deputy Head teachers	12	6	5	1	Purposive sampling
3	School supervisors	6	6	6	-	Purposive sampling
4	School	7	6			Purposive sampling
	Total	359	102	72	30	

Table 3.1 Sampling and Sample Size

3.4 Data Collection Procedure

To gather data for this research project, questionnaires were delivered to 90 class teachers (15 from each of the six sampled schools). One to one interviews were done with 6 deputy teachers, 6 school in-service coordinators, and 90 class teachers from each of the six sampled schools. To collect data from 102 respondents, the researcher in person distributed questionnaires and conducted interviews.

According to Ong'anya and Ododa (2009), respondents are given questionnaires; however the researcher is accessible to provide minor explanations. He does not, however, interpret the questions for the respondents because this could raise interviewer bias.

The researcher also collected all completed questionnaires from respondents where they were distributed in-person. The researcher used semi-structured interviews with the aforesaid respondents who were interviewed separately. White (2003, cited in Chiyongo, 2010) explains that semi-structured interviews permit interviewers to look for clarification and rephrase questions when associate appear to have misunderstood them. Interview outcomes were taped using a recorder.

Data for this study were gathered through a combination of questionnaires and semi-structured interviews, consistent with the simultaneous triangulation mixed-method design. This approach allowed quantitative breadth and qualitative depth to be captured simultaneously, thereby ensuring a richer understanding of the practices and challenges of collegial supervision (Creswell & Plano Clark, 2018).

Quantitative strand: Structured questionnaires were administered to 90 classroom teachers, selected randomly from six government high schools (15 per school). The questionnaires included both closed-ended items (to generate quantifiable data) and open-ended items (to allow teachers to provide elaborated responses). The instruments were self-administered, with the researcher present to clarify instructions without influencing responses, minimizing interviewer bias (Ong'anya & Ododa, 2009).

Qualitative strand: Semi-structured interviews were conducted with 6 deputy head teachers and 6 school supervisors, purposively selected for their supervisory roles. In addition, a smaller subset of teachers (n = 12, two from each sampled school) participated in interviews to provide deeper insights into their lived experiences of collegial supervision. This avoided duplication with the questionnaire group while still ensuring teacher voices were included in both strands. Interviews followed a guiding protocol but allowed flexibility for probing and clarification (Kvale & Brinkmann, 2015). With participant consent, interviews were audio-recorded to ensure accuracy and completeness.

Procedure: The researcher personally distributed the questionnaires and conducted the interviews to maintain consistency. Completed questionnaires were collected on-site immediately after administration to minimize data loss. Interviews were conducted in Amharic, the working

language of the schools, and later transcribed into English for analysis. To ensure clarity and cultural relevance, the instruments were pre-tested in one government school outside the study sample. This multi-instrument approach ensured complementarity: while the questionnaires quantified the prevalence and frequency of collegial supervision practices, the interviews provided nuanced explanations of challenges, perceptions, and contextual factors. Integration of both strands occurred at the interpretation stage, strengthening the validity of the findings (Johnson, Onwuegbuzie, & Turner, 2007).

3.5 Data Collection Instruments

The main device that this study used was a Semi-structured questionnaire and a semi-structured interview guide.

3.5.1 Questionnaires

This study use semi-structured questionnaires for class teachers. This was due to the fact that this study was based on a mixed method research design, which required the collection of both qualitative and quantitative data

According to Dawson (2002) it is for this account that, the questionnaires to be dispensed started with a series of closed questions, with circles to mark or scales to rank, and then ended with a section of open questions for more detailed response. The researcher y distributed the self-managed or directed questionnaires in-person to all of the sampled class teachers who could read and write Amharic.

3.5.2 Interview guide

A semi-structured interview guide was utilizes to obtain information's from assistant head teachers and school supervisor's orcoordinators. According to Berg (1989:17), semi-structured interviews includes the use of a number of planned questions and/or special topics, which are typically asked of each interviewee in organized and consistent order but allow the interviewees sufficient freedom to digress; that is, interviewers are allowed to probe far beyond the answers to their prepare and standardized questions.

3.6 Data Analysis

Given that this study employed concurrent triangulation mixed-methods design, data analysis was conducted in both qualitative and quantitative strands, followed by integration during

interpretation. This ensured that the strengths of each approach complemented the other, thereby improve the validity of findings (Creswell & Plano Clark, 2018).

3.6.1 Qualitative Data Analysis

57 Qualitative data were drawn from semi-structured interviews with deputy head teachers, supervisors, and a subset of teachers, as well as open-ended questionnaire items. Analysis followed the thematic approach (Braun & Clarke, 2006). The steps included:

1. Written text of all interview recordings.
2. Familiarization with the data through recurrent reading.
3. Writing relevant responses manually and using class labels.
4. Developing themes by grouping similar codes into broader categories such as training gaps, resource constraints, and teacher attitudes.
5. Reviewing and refining message in relation to the inquiry questions.

Themes were supported by representative quotes to preserve participant voices and illustrate key patterns. This process ensured that the findings reflected the lived experiences of participants while maintaining methodological rigor.

3.6.2 Quantitative Data Analysis

Numerical data were generated from structured questionnaire items administered to 90 teachers.

49 The data were coded, come in, and analyzed employing the Statistical Package for the Social Sciences (SPSS) version 25. Analysis employed descriptive statistics frequencies and percentages, to summarize teacher responses and identify trends across schools. In addition, cross-tabulations were used to compare responses across demographic groups (e.g., sex, teaching experience).

3.6.3 Data Integration

Following separate analyses, the findings from both strands were compared and integrated during the interpretation stage in line with the principles of triangulation (Tashakkori & Teddlie, 2010). Convergent results (where qualitative and quantitative outcomes supported each other) were highlighted to strengthen conclusions, while divergent results were analyzed to uncover contextual explanations. This integrative strategy allowed for a more comprehensive understanding of the practices and challenges of collegial supervision in Bole Sub-City.

3.7 Credibility and Trustworthiness

Ensuring the quality and trustworthiness of findings was a central concern in this study, particularly given its concurrent triangulation mixed-methods design. The study followed the four established criteria of qualitative rigor, credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985) while also applying strategies for enhancing reliability and validity in the quantitative strand.

3.7.1 Credibility

Credibility was enhanced through methodological triangulation, whereby data were collected using both questionnaires and interviews. The convergence of these two sources strengthened confidence in the accuracy of the findings (Creswell & Plano Clark, 2018). Member checking was also employed: preliminary findings were shared with a small group of teachers, supervisors, and deputy head teachers to confirm that interpretations accurately reflected their perspectives (Birt et al., 2016). In addition, prolonged engagement in the schools during data collection allowed the researcher to build rapport and reduce response bias.

3.7.2 Transferability

To enhance transferability, the researcher provided a thick statement of the research context, considering details of the sampled schools, participant demographics, and the broader educational setting of Addis Ababa. This level of contextualization enables readers and policymakers to decide the pertinence of findings to other settings (Shenton, 2004).

3.7.3 Dependability

Dependability was addressed by keeping a clear audit course of the research process, including detailed documentation of sampling, data collection, transcription, coding, and analysis procedures. Interview recordings were transcribed verbatim and cross-checked against field notes for consistency. Where appropriate, peer debriefing was conducted with academic supervisors to review analytic decisions and ensure logical alignment with the research objectives (Nowell et al., 2017).

3.7.4 Conformability

To minimize researcher bias, findings were grounded in direct quotations from participants, and interpretations were cross-validated with quantitative data trends. Reflexive notes were kept during the research process to acknowledge the researcher's positionality and potential influence on data collection and analysis (Moser & Korstjens, 2018).

By systematically applying these strategies across both qualitative and quantitative strands, the study ensured methodological rigor and strengthened the validity and reliability of its conclusions.

3.8 Ethical Considerations

Before the beginning data collection, the researcher acquired an prefatorily letter from Kotebe University of Education's College of Educational Planning and Leadership (KUE) in addition to this the researcher told all associate that their involvement in the research process was optional and that they had the right to draw back at any time during the study process if they felt the need to do so. To ensure secrecy, individuals were not pressured into disclosing their identities.

CHAPTER FOUR

RESEARCH ANALYSIS

This chapter offers a thorough presentation of the research findings concerning collegial supervision and its impact on teacher performance, based on the data gathered throughout the study. It methodically details the process of data presentation, comprehensive analysis, and interpretation, ensuring that the results are clearly comprehended within the study's context. The findings are rooted in both quantitative and qualitative research methodologies, facilitating a more complete understanding of the research issue. Quantitative data were examined using suitable statistical methods, primarily utilizing descriptive statistics to summarize and illustrate the trends, patterns, and distributions identified in the data. These statistics provide a clear depiction of the key variables and responses, allowing for a meaningful interpretation of the numerical outcomes.

The chapter commences by outlining the demographic and professional traits of the participants involved in the study, thereby offering a glimpse into the sample population. Subsequently, it provides descriptive statistical analyses of the essential items incorporated in the data collection tools, along with the findings pertaining to the primary variables under investigation. These findings are examined in relation to the research objectives and questions to maintain coherence and relevance.

The analysis is structured around the fundamental objectives of the study, which were formulated to investigate different aspects of collegial supervision in Government high schools. In particular, the study sought to:

1. Investigate the role of collegial supervision activities among educators in fostering staff development within public high schools, emphasizing methods that promote ongoing professional advancement.
2. Evaluate the degree to which collegial practices improve teacher performance, pinpointing particular supervisory techniques that positively influence instructional quality and student achievement.
3. Recognize the primary obstacles faced by teachers when participating in collegial supervision, illuminating both systemic and contextual challenges that may impede its effectiveness.

4. Collect insights and recommendations from teachers on how to enhance collegial supervision to better facilitate teacher development and performance improvement in public high schools.

Based on the data gathered, this chapter discusses the research findings on the practices and difficulties of collegial supervision and how it relates to teacher performance. The presentation, analysis, and interpretation of the gathered data are covered in this chapter. The research findings were presented using descriptive statistics to illustrate the statistical conclusions which were based on statistical procedures. Descriptive statistics for the items, regression findings for the variables being studied and sample characteristics of the respondents are displayed in this chapter. A combination of qualitative and quantitative research methods served as a foundation for the study. Additionally the results were presented in accordance with the goals of the study. The opinions of educators, administrators, and the schools in service coordinators regarding collaborative supervision and teacher effectiveness are represented in this chapter.

4.1 Demographic Background Information of the Respondents

Name of School	Frequency	%
Bulbulla High School	17	16.6
Bole Medhaniyalem High School	17	16.6
Bole Community High School	17	16.6
Haddis Alemayehu High School	17	16.6
Lem High School	17	16.6
Ayer Amba High School	17	16.6
Total	102	100.0

Table 4.1 Name of Schools

The table above shows the distribution of the response rate from the six schools that were considered in this survey. These were Bulbulla High School, Bole Medhaniyalem High School, Bole Community High School, Hadis Alemayehu High School, Lem High School and Ayer Amba High School. It can be observed that the response rate was 100% and that all the three schools were given equal opportunities in terms of respondents, 17 respondents from each school. The distribution of response rates from the six schools that were taken into consideration for this survey is displayed in the table above. These were Hadis Alemayehu High School, Lem high School, Ayer Amba High School, Bulbulla High School, Bole Medhaniyalem High School, and Bole Community High School can be seen, all three schools received equal opportunity in terms of responders (17 from each school), and the response rate was 100%.

4.1.1 Sex of the Respondents

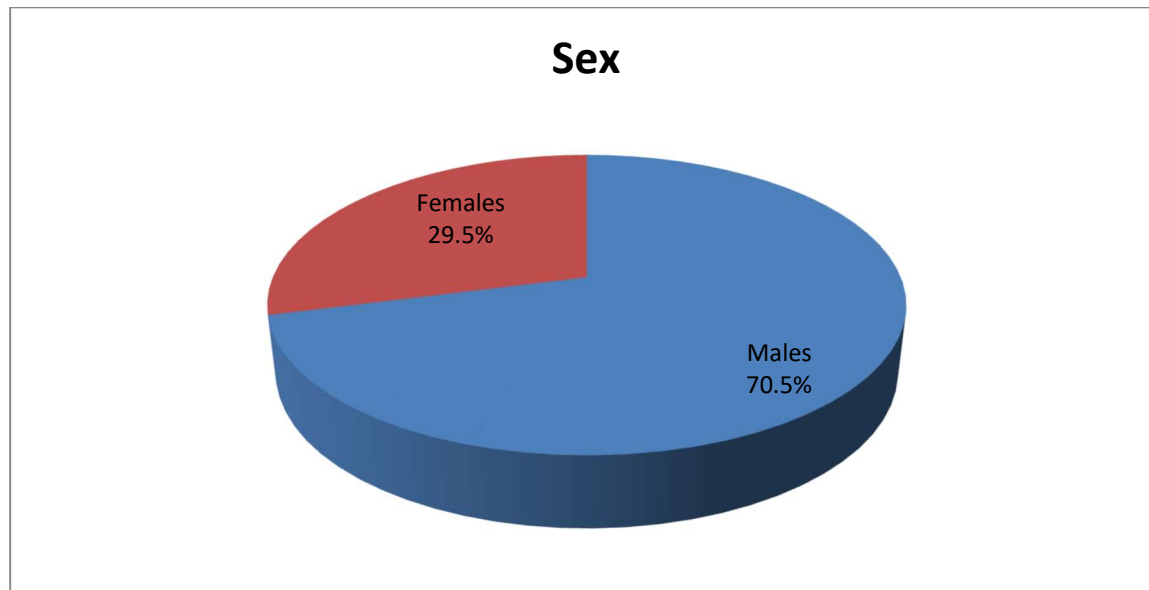


Figure 4.1.1: sex of Sample Respondents

In the figure above, 72 (70.5%) of the respondents were male, while 30 (29.5%) were Female. This simply shows that in Government high Schools there are more male teachers than Females.

4.1.2 Level of Education

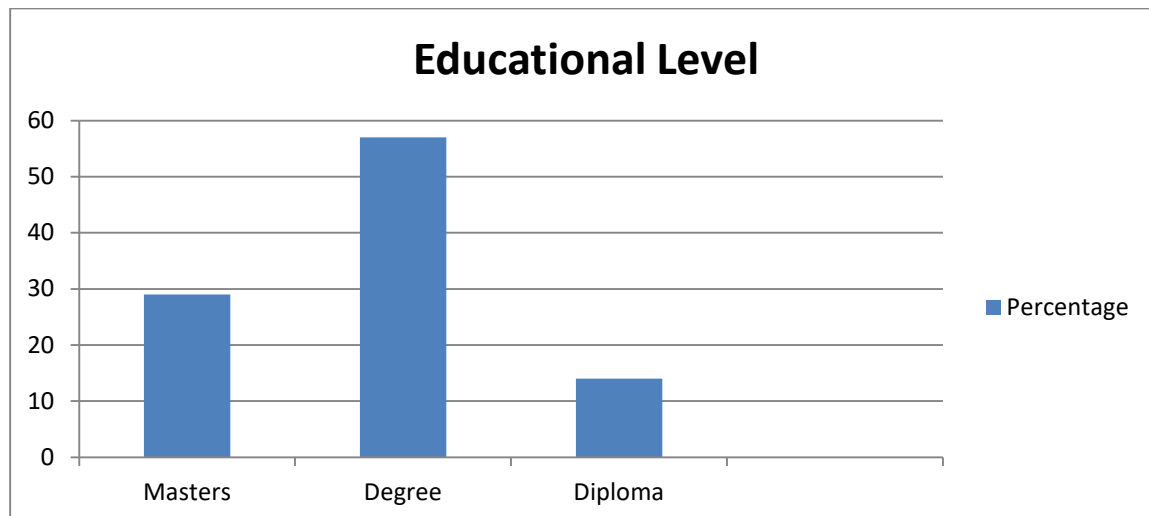


Figure 4.2 Education Levels of Sample Respondents

According to the above figure, 58 (57%) of the respondents had a degree, 30 (29%) had a master's degree, and 14 (14%) had a diploma. It is clear that first-degree holders make up the bulk of high school teachers but because to the Ministry's goal of enhancing teachers' abilities, the majority of them have progressed from bachelor's degrees to master's degrees. This is in line with the Ministry of Education's Educating Our Future Policy, (MOE, 1996). Which states that all

educators should advance their professional competencies, knowledge, and abilities in order to provide high quality instruction?

4.1.3 Age of the Respondents

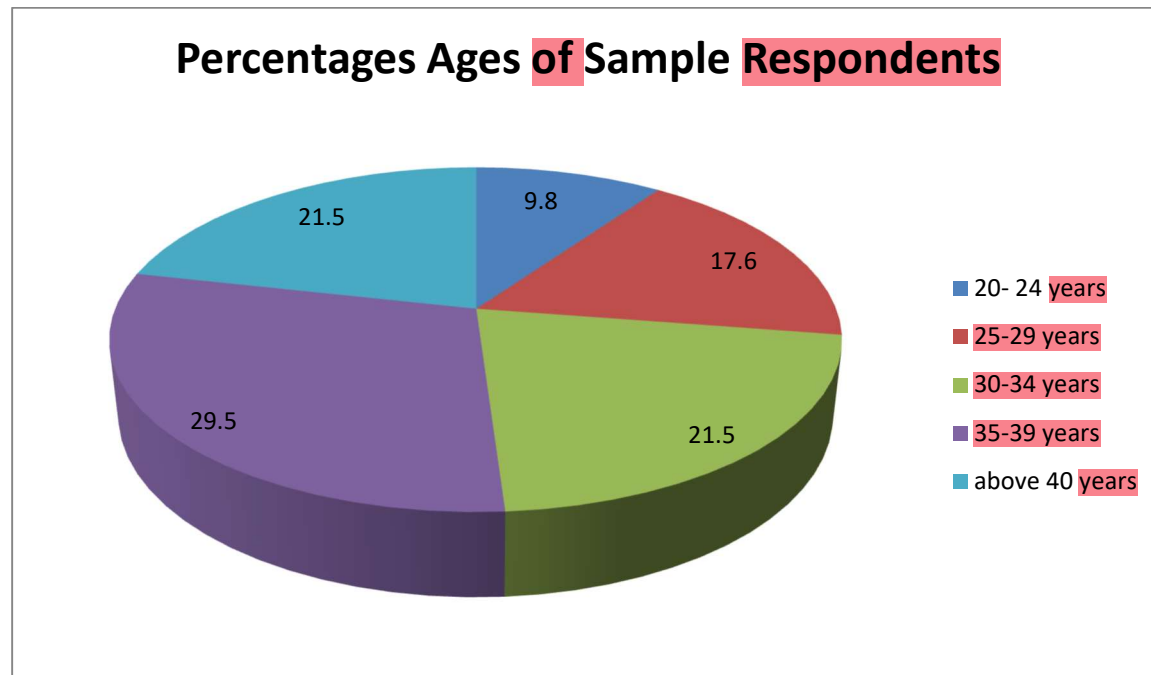


Figure 4.3 Ages of sample respondents

The figure above shows the age distribution of the respondents. It can be observed that 30 (29.5%) of the respondents were aged between 35-39 years, 22 (21.5%) were above 40 years of age, 22 (21%) between 30-34 years, 18 (18%) between 25-29 years, while 10 (9.8%) of the respondents were age between 20-24 years.

This indicates that 9.8% of instructors under the age of twenty hour avoid using supervision services because they are unfamiliar with the policies governing education and because they are graduates of colleges or universities. Teacher understands of the function and importance of supervision in schools increases with length of service. Those over the age of 35 had prior experience with monitoring, evaluation, and the school policies that related to these procedures. The respondents' age distribution is depicted in the above figure.30 (29.5%) of the respondents were between the ages of 35 and 39, 22 (21.5%) were over 40, 22 (21%) were between the ages of 30 and 34, 18 (18%) were between the ages of 25 and 29, and 10 (9.8%) were between the ages of 20 and 24.This indicates that 9.8% of instructors under the age of twenty-four avoid using supervision services because they are unfamiliar with the policies governing education and because they are graduates of colleges or universities teacher's understanding of the function and

importance of supervision in schools increases with length of service. Those who were 35 years of age or older and had knowledge of school policy, evaluation, and supervision.

4.1.4 Years of Service in Teaching

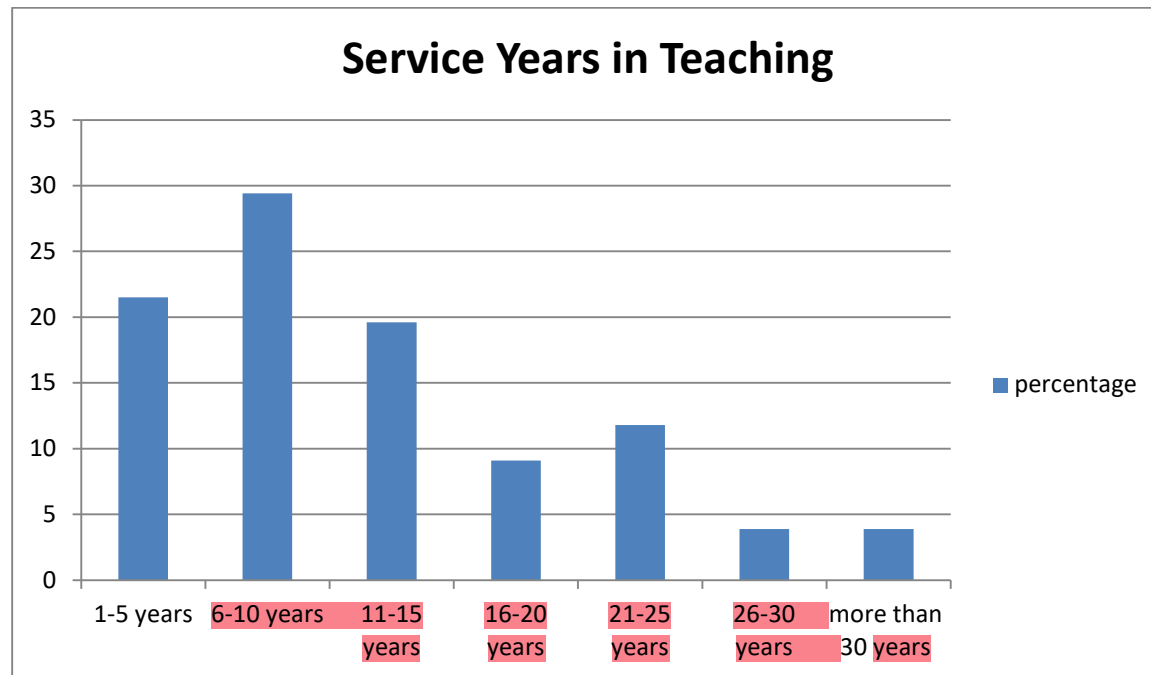


Figure 4.4 Teaching Experience

In the figure above, 30 (29%) of the respondents had served the teaching service between 6-10 years, 22 (22%) between 1-5 years, 20 (20%) between 11-15 years, 12 (12%) between 21-25 years, 9 (8.8%) between 16 and 20 years while 4 (4%) of the respondents 26-30 years, and more than 31 years each. It is also adequate to mention that, according to the experience number, just 4% of those who have served for 31 years or more are represented. According to the Ministry of Education's policy of educating our future, this may indicate that the majority of teachers have improved their academic performance. As a result, they depart for high-level positions at colleges or universities or transfer to other ministries after earning more credentials. If the government wants to effectively retain teachers at the high school level, it must enhance the terms of service. It is also adequate to mention that, according to the experience number, just 4% of those who have served for 31 years or more are represented. According to the Ministry of Education's policy of educating our future, this may indicate that the majority of teachers have improved their academic performance. As a result, they depart for high-level positions at colleges or universities or transfer to other ministries after earning more credentials, if the government wants to effectively retain teachers at the high school level, it must enhance the terms of service.

4.2 Teachers perception about collegial supervision

Variables	Expected responses	Count/ Frequencies	Column %
I have a clear understanding of how collegial supervision works.	Agree	62	60.80%
	Disagree	24	23.50%
	Not sure	16	15.70%
I fully recognize the importance of collegial supervision	Agree	86	84.30%
	Disagree	4	3.90%
	Not sure	12	11.80%
Collegial supervision supports ongoing professional growth.	Agree	86	84.30%
	Disagree	8	7.80%
	Not sure	8	7.80%
It helps enhance the effectiveness of knowledge sharing and instruction	Agree	84	82.40%
	Disagree	14	13.70%
	Not sure	4	3.90%
Observing classroom practices has helped me enhance my teaching skills.	Agree	100	98.00%
	Disagree	2	2.00%
	Not sure	0	0.00%
Effective collegial supervision requires the involvement of all school stakeholders	Agree	92	92.20%
	Disagree	4	3.90%
	Not sure	4	3.90%
It strengthens educators' teaching abilities.	Agree	86	84.30%
	Disagree	8	7.80%
	Not sure	8	7.80%
It plays a vital role in teacher training programs.	Agree	86	84.30%
	Disagree	6	5.90%
	Not sure	10	9.80%
It fosters personal development and boosts confidence in teaching.	Agree	92	90.20%
	Disagree	2	2.00%
	Not sure	8	7.80%

Table 4.2 Teachers perception about collegial supervision

The respondents' opinions on collegial supervision are displayed in the above table. Of the teacher respondents, 92 (90.2%) had favorable opinions of collegial supervision. While 86 (34.2%) were aware of the need of collegial supervision, 100 (98%) agreed that it enhances instruction. Several of the participants stated that: It improves teacher performance because you are told where you are not doing well. It upholds the codes of the school and keeps teachers updated with policies being implemented by the government.

4.3 Supervisory Activities Practiced in Schools

Variables	Expected responses	Count/ Frequencies	Column %
The school facilitates peer observation among teachers.	Very good	56	54.90%
	Good	38	37.30%
	Not sure	8	7.80%
Face-to-face interactions are arranged to help teachers enhance their classroom teaching.	Very good	40	39.20%
	Good	58	56.90%
	Not sure	4	3.90%
Skilled and experienced teachers are encouraged to engage in self-guided supervision.	Very good	36	35.30%
In-school supervision is carried out to enhance teaching and promote instructional quality.	Good	32	31.40%
	Not sure	34	33.30%
	Very good	60	58.80%
	Good	36	35.30%
	Not sure	6	5.90%

Table 4.3 Supervisory activities practiced in schools

The supervisory activities used in schools are displayed in the above table. While other activities are represented by smaller percentages; peer supervision is represented by 54.9%, clinical supervision by 39.2%, and self-restricted supervision by 35.3%.the most popular supervision approach is often peer supervision, which is followed by clinical supervision. Self-directed supervision is the least popular way, and none of the other forms of supervision are utilized at all.

4.4 The Extent to which Supervisors discharges their responsibilities

Variables	Expected responses	Counts/Frequency	Column %
Teachers are encouraged by the school to observe each other's classes for mutual learning.	Agree	72	70.60%
	Disagree	14	13.70%
	Not sure	16	15.70%
Direct interactions among teachers are implemented to enhance classroom effectiveness	Agree	80	78.40%
	Disagree	10	9.80%
	Not sure	12	11.80%
An enabling environment is established to support supervision activities within the school.	Agree	84	82.40%
	Disagree	6	5.90%
	Not sure	12	11.80%
Teachers are motivated to utilize suitable instructional resources in their teaching.	Agree	98	96.10%
	Disagree	0	0.00%
	Not sure	4	3.90%

Workshops, seminars, and conferences are held to address instructional challenges identified by the section leader	Agree	74	72.50%
	Disagree	18	17.60%
	Not sure	10	9.80%
School-based training programs are arranged to promote the professional growth of teachers.	Agree	86	84.30%
	Disagree	14	13.70%
	Not sure	2	2.00%
Classroom observations are carried out to verify the effective implementation of lesson plans.	Agree	92	90.20%
	Disagree	0	0.00%
	Not sure	10	9.80%
Teachers are supported in undertaking action research to address classroom-related issues.	Agree	78	76.50%
	Disagree	12	11.80%
	Not sure	12	11.80%
A supportive atmosphere is created to promote effective supervision in the school.	Agree	82	80.40%
	Disagree	10	9.80%
	Not sure	10	9.80%
Encourage more visits between schools to exchange ideas and best practices.	Agree	44	43.10%
	Disagree	36	35.30%
	Not sure	22	21.60%

Table 4.4 the extent to which school-based supervisors discharge their responsibilities

The responses from the respondents regarding how well supervisors carry out their duties are displayed in Table 7 above. It is evident that 74 (72.5%) of those surveyed concurred that supervisors carry out their duties in educational institutions. Among the supervisory activities that were highlighted were workshops, conferences, seminars, appraisals, classroom monitoring, and teacher group meetings.

4.5. Challenges in the Implementation of Collegial Supervision in Schools

Variables	Expected responses	Count/ Frequency	Column %
Teachers hold negative perceptions about supervision practices.	Agree	42	41.20%
	Disagree	56	54.90%
	Not sure	4	3.90%
Supervisors often fail to provide adequate feedback and follow-up on teachers' work.	Agree	52	52.90%
	Disagree	46	45.10%
	Not sure	2	2.00%
Some teachers demonstrate limited dedication to	Agree	34	33.30%

supervision and improvement efforts.	Disagree	66	64.70%
	Not sure	2	2.00%
Supervisors have not received professional development through in-service training.	Agree	52	51.00%
	Disagree	44	43.10%
	Not sure	6	5.90%
Some supervisors lack the necessary skills to effectively support and guide teachers.	Agree	86	84.30%
	Disagree	14	13.70%
	Not sure	2	2.00%
Instead of offering constructive support, some supervisors focus primarily on criticizing teachers.	Agree	68	66.70%
	Disagree	26	25.50%
	Not sure	8	7.80%
The school does not allocate enough financial resources for effective supervision programs.	Agree	16	15.70%
	Disagree	66	64.70%
	Not sure	20	19.60%
Supervisors are burdened with too many teaching and administrative responsibilities, limiting their ability to supervise.	Agree	36	35.30%
	Disagree	60	58.80%
	Not sure	6	5.90%
Other potential challenges may include a lack of clear supervision guidelines, limited time for peer collaboration, or insufficient stakeholder involvement.	Agree	34	33.30%
	Disagree	68	66.70%
	Not sure	0	0.00%

Table 4.5: Difficulties with Collegial Supervision Implementation in Schools

The instructors' answers about the difficulties they encountered when putting collegial supervision into practice are shown in the above table. 86 (84.3%) people said that supervisors lacked sufficient supervision skills. 52 (52.9%) said they didn't receive enough input from their supervisors, 66 (64.7%) said there wasn't enough money set aside for supervisory programs, and 66 (64.7%) said some teachers weren't committed. Numerous opinions were put out regarding ways to improve collegial supervision in elementary schools. Teachers expressed those certain supervisors lacked the supervisory abilities necessary to help them advance their careers, as shown below: Mondy (1983) “Some supervisors are competent while others are no Incompetent supervisors have no skills to offer.”

The responses also indicated that some teachers have negative attitude towards collegial supervision because teachers are not encourage to participate in collegial supervision as observed by some respondent.

According to Orodho,(2009) “Teachers are not encouraged to do collegial supervision”

Other views from teacher respondents indicated that there were too many policies to be implemented making it sometimes difficult for teachers to implement collegial supervision and that collegial supervision was not allocated enough time as expressed by one teacher

“Inability to fully implement collegial supervision due to lack of adequate time allocation”

The most serious challenges revealed was lack of feedback by the supervisors which has contributed to the negative attitude towards collegial supervision as stated below.

According to Tanne D, (1987) “Supervisors do not provide feedback after class supervision because of so much work load for them”

Extra the respondents indicated that there was poor organization of supervising activities, for instance a teacher is informed about the supervision on the very day it is supposed to be conducted.

4.6. Proposals on how collegial supervision could be enriched in Schools

Items	Frequency	Percent
Supervisors should receive proper training to enhance their effectiveness.	8	7.8
Regular feedback and follow-up should be given to monitor and improve teachers' performance.	6	5.9
This item does not apply in the current context	58	56.9
Teachers should be motivated through incentives and recognition.	6	5.9
Collegial supervision should be organized based on grade level or subject area for greater relevance.	14	13.7
Additional time should be set aside specifically for collegial supervision activities	10	9.8

Table 4.6 Proposals on how collegial supervision could be enriched in schools

Teacher respondents' suggestions for improving collegial supervision in schools are shown in Table 6 above. Training supervisors is indicated by 7.8%, giving feedback and incentives by 5.9%, allocating enough time for collegial supervision by 9.8%, and collegial supervision at the

grade or subject level by 13.7%. In general, instructors who responded said that managers ought to reward teachers, particularly those who are dependable and diligent.

According to Hanson W, (2005) “By motivating teachers where supervision is concerned incentives to be offered to teachers for motivation”

Other opinions said that in order for instructors to understand the value of this supervision when they perform better, supervisors should be giving them feedback and conducting follow up activities. Additionally, as mentioned below, collegial supervision needs to be carried out at the grade or subject level rather than as a sum of all grades.

Glanz J, (1991) “By using teacher group meetings because tgm are held in sections like grade 1-4 teachers of which they can freely discuss the challenges they face and find solution.”

Finally, some respondents suggested that the supervisors should be trained in supervising practices.

5 Respondents analysis

The findings indicate that while collegial practices are improving teacher performance in Government high schools, the overriding influence of collegial monitoring activities among instructors is on staff development. Nearly every month that has a positive value sign indicates that staff performance is not significantly impacted by the difficulties teachers confront in collegial supervision or by strategies to improve Collegial supervision to support staff growth this demonstrates how instructors see collegial supervision favourably.

5.1 Demographic Background Information of the Respondents

As shown in Table 4, there were the same number of respondents (17 from each of the six chosen schools that were taken into consideration for the survey), indicating a 100% response rate. Both males and females were included in this. Bulbulla School, Bole Medhaniyalem School, Bole Community School, Hadis Alemayehu School, Lem School, and Ayer Amba High Schools were the six schools shown in Figure 1 there were more male teachers than female teachers in Government High Schools, as evidenced by the fact that thirty respondents, or 29% of the sample, were female and seventy two respondents, or 71% of the sample, were male..

5.2. Perception of Teachers about Collegial Supervision in Government High Schools in Bole sub-city

Collegial supervision activities among instructors at Government high schools were centered on supporting staff development, according to the research findings and the outcomes in relation to Regression Coefficients, as shown in Table 4. Teacher performance was being improved by collegial procedures. It also showed that the difficulties teachers encounter in collegial supervision may be improved to aid in the staff development of Government high schools. Collegial methods improved teacher performance, and collegial supervision among instructors in Government high schools was centered on supporting staff development. It is evident that practically every month has a positive value. This demonstrates how instructors see collegial supervision favorably. Table 5: Teacher Perception of Collegial Supervision supports this, showing that 90.2% and that the need of collegial supervision was recognized by 84.3% of teacher respondents. However, 11.8% of respondents were unsure about collegial supervision, and 3.9% argued that they were not fully aware of its importance. The importance of collegial supervision was questioned of both long serving educators and those with less than ten years of experience. The findings indicated that while experienced instructors viewed monitoring as usually vital, new teachers viewed it as less significant. The behavior of some supervisors who lacked supervisory skills and the inability of supervisors to let inexperienced teachers select their own supervisory options may be the cause of this attitude among inexperienced teachers.

Sullivan and Glanz (2000) argue that offering teachers a range of supervisory choices allows them to select methods that best suit their professional requirements and preferences. Moreover, the result of this study shows that teachers who are experienced and competent are given opportunities to practice self – directed supervision.

5.3 Establish how collegial supervision activities among teachers in Government High Schools focus to contributing on staff development.

The common of respondents claimed that collegial supervision enhanced teacher performance because it informed them of their areas of weakness, sustained the school's ongoing professional growth, and kept them informed about government regulations. It was found that a teacher who participated in collegial supervision outperformed one who did not, since it enhanced their classroom delivery competencies and skills. Teachers had better performance results, according to research on how much teacher collaboration enhances practices in relation to teacher achievement

(Goddard et al., 2007). Furthermore, the study found that supervisors established professional development training programs at the school level and established a supportive atmosphere for teachers to carry out supervisory tasks in the school.

5.4. Practices that facilitates improvement in teacher performance in Government High Schools.

Research findings suggest that rewarding compliant teachers with incentives can encourage participation in collegial supervision. Teachers also recommend organizing collaborative meetings by subject or grade, and Sergiovanni and Starratt (2007) emphasize tailoring supervisory approaches to match teachers' specific needs and experiences. The results unequivocally demonstrate that, except from class visits, supervisory options are not used in high schools. In order to avoid coming off as blame finders and to have a good attitude toward collegial supervision, supervisors should prepare ahead of time for the class visitation with the supervisee.

5.5 Challenges faced by teachers in collegial supervision

Teachers reported a variety of difficulties they were having; some supervisors were competent, while others lacked supervisory abilities and were incompetent. According to other respondents, some instructors had unfavorable opinions about supervision because their supervisors weren't motivated, and there were too many rules for schools to follow, which made it occasionally challenging for teachers to carry out collegial supervision. Another difficulty identified was the supervisee's incapacity to carry out collegial supervision to the fullest extent possible because of insufficient supervision time and a lack of encouragement and support from their supervisors. Teachers also observed that supervisors typically failed to provide prompt feedback and follow-up to enhance the classroom.

5.6 Attitude/Perception of teachers on collegial supervision

All instructors were aware of collegial supervision and its significance in relation to high schools according to the results of their perceptions of the supervisory process. Professional development was directly related to the majority of the supervision. It was proposed that teachers should have supervisory options based on their classroom requirements. Teachers could have changed their perspectives on collegial supervision and been open to accepting the observations made by their supervisors. According to research, teachers gained more knowledge by watching their peers teach (Carroll, 2007). Additionally, the institution might have spent more effort implementing collegial oversight. Teachers also offered advice on how certain supervisors should behave,

stating that they should be cordial and cooperative with the teachers and free from bias and blame, as well as identifying faults. They believed that while collegial supervision was a process of fostering professional development and student learning, novice teachers were not afforded supervisory alternatives. Respondents' impression that classroom observation had enhanced their instruction was another noteworthy finding and identifying faults. They believed that while collegial supervision was a process of fostering professional development and student learning, novice teachers were not afforded supervisory alternatives. Respondents' impression that classroom observation had enhanced their instruction was another noteworthy finding.

5.7 Views of Administrators on measures to mitigate challenges

Including supervisory activities in the school budget and holding a workshop to train school supervisors who lacked supervision skills, such as the deputy head teacher, senior teachers, department heads, and school in service coordinators who had never received training, were among the suggestions made by administrators to address the difficulties teachers faced in collegial supervision. It was necessary to construct a space at the school level that would serve as a resource center where educators could gather to discuss and find solutions to their issues.

5.8. Suggested proposal on how collegial supervision can be enriched to support staff development in Government high Schools

The respondents' responses were as follows: supervision should be carried out by professionals with the necessary knowledge and skills. This was because the majority of the people conducting supervision in the school were local appointed senior teachers, department heads, and school-in-service coordinators, who were neither qualified nor trained in supervisory courses. Enhancing teaching and learning as well as the professional development of teachers should be the goals of collaborative supervision that focuses on assisting and supporting educators. Furthermore, it was proposed that teachers receive instant feedback following classroom observation; additionally, it was recommended that supervisors devote enough time to implement collegial monitoring rather than administrative difficulties, and that teachers be open to accepting and improving upon the feedback they receive from their supervisor's observations.

5.9 General analysis

In order to address each teacher's unique needs for improving instruction, high schools are required to have school supervision. In regard to teachers' personal growth, a range of supervised options must be made available to them. To avoid coming across as blame finders, supervisors

should prepare with the supervisee before the class visitation to raise knowledge of the aim of supervision. It is recommended that head teachers schedule a meeting with supervisors to discuss ways to enhance supervisees' abilities. According to the investigation, the majority of high schools in Bole Sub City appear to be ineffective at applying collegial supervision since their employees lack desire at work. It can be concluded that a number of issues have had a negative impact on collegial supervision, including the incapacity of school based supervisors due to a lack of knowledge and skills, the lack of in-service programs to update newly appointed supervisors, the lack of supervisory manuals, the lack of funding to carry out supervisory activities, the lack of experienced supervisors in schools, and the supervisors' heavy workload, particularly that of the administrators. Teachers' support for an efficient teaching and learning process has decreased as result. Collegial supervision will not produce the desired results unless instructors view it as a process that promotes both teacher effectiveness and learner accomplishment. Effective collegial supervision necessitates positive attitudes from teachers toward improved teacher performance.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

In Bole government high schools, the implementation of collegial supervision, while theoretically advantageous for enhancing teacher performance, encounters considerable obstacles that frequently hinder its ability to achieve optimal effectiveness.

Rather than fostering a collaborative and non-hierarchical approach, it may occasionally regress into a top-down, compliance-driven activity, which adversely affects teacher morale and their professional development.

Common methods encompass classroom observations, feedback sessions, and professional learning communities, where educators convene to exchange insights. In certain instances, technology, such as video recording, is employed to facilitate reflective practice. In numerous government high schools, a hierarchical structure remains, with principals, vice-principals, and department heads acting as supervisors. Although the optimal model promotes peer collaboration, the actual situation may reflect an evaluative rather than a cooperative dynamic. Some institutions have assigned supervision to senior teachers to utilize their expertise. The frequency and intensity of supervisory activities frequently differ. While some schools may have organized programs, others execute them sporadically, prioritizing administrative compliance over the enhancement of instructional quality. Supervisors often do not receive sufficient training in effective, collaborative supervisory techniques, instead concentrating on conventional, evaluative methods. This can result in unproductive feedback and strained relationships with educators.

Principals and supervisors frequently find themselves overwhelmed by administrative responsibilities, which results in a lack of adequate time to offer substantial instructional support. Similarly, teachers face significant workloads that restrict their participation in collaborative efforts. Additionally, schools often do not possess the essential resources, such as funding, materials, and manuals, required to efficiently operate and sustain supervision programs. The focus on collecting statistical data and maintaining administrative compliance frequently overshadows the need to foster teachers' development of instructional skills.

5.2 FINDINGS

- Teachers have positive attitude or perception on the uses of peer supervision all instructors were aware of collegial supervision and its significance in relation to high schools according to the results of their perceptions of the supervisory process. Professional development was directly related to the majority of the supervision.
- Supervisors often fail to provide adequate feedback and follow-up on teachers' work.
- Supervisors have not received professional development through in-service training.
- Some supervisors lack the necessary skills to effectively support and guide teachers.
- Instead of offering constructive support, some supervisors focus primarily on criticizing teachers.
- The school allocates enough financial resources for effective supervision programs.
- The findings indicate that while collegial practices are improving teacher performance in Government high schools,
- The majority of respondents claimed that collegial supervision enhanced teacher performance because it informed them of their areas of weakness, supported the school's ongoing professional growth, and kept them informed about government regulations. It was found that a teacher who participated in collegial supervision outperformed one who did not, since it enhanced their classroom delivery competencies and skills. Teachers had better performance results, according to research on how much teacher collaboration
- The study found that supervisors established professional development training programs at the school level and established a supportive atmosphere for teachers to carry out supervisory tasks in the school.
- These findings suggest that rewarding compliant teachers with incentives can encourage participation in collegial supervision. Teachers also recommend organizing collaborative meetings by subject or grade,
- Teachers reported a variety of difficulties they were having; some supervisors were competent, while others lacked supervisory abilities and were incompetent.
- According to other respondents, some instructors had unfavorable opinions about supervision because their supervisors weren't motivated, and there were too many rules for schools to follow, which made it occasionally challenging for teachers to carry out collegial supervision.

- Another difficulty identified was the supervisee's incapacity to carry out collegial supervision to the fullest extent possible because of insufficient supervision time and a lack of encouragement and support from their supervisors.
- Teachers could have changed their perspectives on collegial supervision and been open to accepting the observations made by their supervisors. According to research, teachers gained more knowledge by watching their peers teach

5.3 Conclusion

The study concentrated on practice, challenges of collegial supervision and teacher performance in Bole Government high Schools. It can be concluded that collegial supervision has a number of advantages in terms of teacher performance.

- According to Carrol R, (2007) Collegial supervision activities' effects on teachers in Government high schools, their stress on staff development, how collegial practices improve academic performance in Government high schools, the problems teachers face in Collegial supervision in Government high schools, and how Collegial supervision can be improved to support staff development in Government high schools have all been found to have a negligible impact on staff performance. Therefore, it was necessary to provide teachers with incentives in order to inspire them.
- There is evidence of the positive perception of teachers about collegial supervision. Findings revealed that there was only a unit increase in supervisory activities practiced. Collegial supervision leads to staff performance decrease
- According to Cousins et al. (1992), the most key of the many advantages of collegiality is the enrichment of teacher professionalism, professional development, school quality, and organizational effectiveness. One way to improve teacher expertise is through collegiality. The joint development of ideas and suggestions, greater communication, openness to ask for and provide assistance, practice, and expanded technique repertoires are all very beneficial to teachers, Therefore we may sum up by saying that good collegial supervision in schools is a key factor in improving student learning, organizational effectiveness, and staff professional development. Teachers in government schools should therefore embrace collegial supervision since it is a useful tool for reflection and a foundation for practice-based learning.
- Numerous problems were raised, including inexperienced and incompetent supervisors, an excessive number of policies that needed to be implemented, supervisors' increased workload,

inadequate time management, delayed feedback, noncompliance from certain teachers, and a reorientation of the implementation of collegial supervision.

- Teachers and supervisors should embrace and have a good attitude toward collegial supervision in order to improve it in Government high schools. In order to be competent and skilled in supervisory services, the majority of supervisors should receive training.

Poor school practices for implementing collegial supervision undermine its collaborative nature and prevent it from effectively supporting teacher performance. Instead of fostering professional growth, these practices reinforce a traditional, top-down approach that can erode trust, demotivate teachers, and fail to address instructional needs.

5.3.1 Relational and cultural failures

Lack of trust and psychological safety: A poor school culture, where trust is low and feedback is viewed as criticism, prevents honest and open professional dialogue. Teachers become fearful and hesitant to share their weaknesses or take risks in their practice, defeating the developmental purpose of collegial supervision.

Delegating without proper support: In cases where supervision is delegated to senior teachers, a lack of institutional support or training can leave these peer supervisors ill-equipped. This can create tension and confusion, with teachers reluctant to accept authority from a colleague.

5.3.2 Systemic and procedural failures

Inadequate training for supervisors: One of the most significant failures is the lack of training for individuals tasked with supervision. These supervisors often lack the skills to provide constructive, non-threatening feedback and may fall back on a purely administrative approach.

Excessive workload and lack of time: Supervisors are frequently overburdened with administrative tasks, leaving them with little time for dedicated, meaningful supervision. This leads to superficial observations and insufficient follow-up, devaluing the entire process.

Focus on compliance over growth: Rather than using supervision to identify and address teachers' skill gaps, schools often use it as a compliance tool for monitoring curriculum implementation.

and collecting statistical data. This shifts the focus away from instructional improvement toward administrative reporting.

Lack of clear guidelines and follow-up: Ineffective implementation often lacks clear objectives, criteria, and a structured framework. Follow-up after observations is often poor, leaving teachers without the guidance needed to act on feedback and improve their performance.

Insufficient resources: Some schools lack the necessary budget, manuals, and materials to conduct effective supervision. This resource scarcity limits the quality and consistency of supervisory practices.

5.3.3 Failures related to the feedback process

Vague or non-existent feedback: Teachers receive little to no professional support from supervisors in improving their instructional skills. Feedback, when given, can be ambiguous, overly critical, or focused only on weaknesses, which demotivates teachers.

Lack of self-reflection: Some teachers resist self-evaluation, which is a crucial component of effective peer feedback. This reluctance can hinder personal growth and prevent a full understanding of one's own strengths and weaknesses.

Inconsistent data collection: Supervision activities may lack a consistent methodology for data collection, such as structured observation forms or clear checklists. This inconsistency can lead to biased feedback and invalidate the results

6. RECOMMENDATIONS

Key Recommendations to Improve Collegial Supervision in Bole Government High Schools

1. Promote a culture of trust and openness

- Promote transparency and respect between teachers.
- Promote non-judgmental feedback based on growth, not evaluation.
- Establish clear confidentiality rules to build trust.

2. Provide adequate training

- Train teachers in the competences of college supervision (e.g., constructive feedback, peer training).
- Organize workshops to strengthen collaboration and observation techniques.

3. Ensure administrative support

- School leaders should support collegial supervision by evaluating it in the school improvement plan.
 - Avoid using collegial supervision as a tool for assessment - continue to develop.
4. Allocate time and resources
- Allocate time for peer observation and discussion.
 - Reduce work load pressure during supervision cycles to avoid conflicts with teaching responsibilities.
5. Clarify Purpose and Procedures
- Define the objectives of collegial supervision clearly (professional growth, not fault-finding).
 - Standardize processes (planning, observation, reflection) to minimize confusion.
6. Promote Collaboration over Competition
- Encourage teamwork and shared goals instead of ranking or comparing teachers.
 - Celebrate improvements collectively.
7. Balance Power Relations
- Pair teachers fairly to avoid dominance by senior or more experienced staff.
 - Rotate pairs regularly to broaden learning opportunities.
8. Use Reflective Practices
- Encourage teachers to self-reflect after peer sessions.
 - Keep supervision discussions focused on teaching strategies, student engagement, and outcomes.
9. Build a Positive Attitude
- Recognize and appreciate teachers' efforts in supervision.
 - Share success stories to motivate others to participate willingly.
10. Continuous Monitoring and Improvement
- Collect feedback from participants to identify challenges early.
 - Adjust strategies regularly to maintain effectiveness and inclusiveness.

Additional recommendations

Enhancing collegial supervision in Bole government high schools requires not just procedural changes but a shift in culture, mindset, and resource allocation. The following recommendations address key challenges and promote a more supportive, collaborative, and growth-oriented professional environment.

➤ Prioritize Supervisor Training

To ensure effective supervision, all personnel with supervisory roles including principals, department heads, and senior teachers should undergo structured training focused on modern supervisory practices. The emphasis should be on building coaching skills rather than enforcing top-down oversight. Training must also develop essential communication abilities such as active listening, constructive feedback, and guiding dialogue. Moreover, supervisors should be introduced to solution-focused strategies that help teachers identify and build upon their existing strengths, encouraging confidence and receptiveness to guidance.

➤ Foster a Culture of Trust and Shared Responsibility

A strong culture of collaboration and trust is essential for successful collegial supervision. School leadership should actively create an environment where teachers feel safe to engage in honest, peer-based discussions about their practice. This can be supported through team-building efforts and professional learning communities. Clear role definitions are also crucial—both supervisors and supervisees need to understand that the process is intended for professional growth, not evaluation or criticism. Additionally, supervision duties should be shared with experienced teachers in subject areas, ensuring the process benefits from specialized knowledge while reducing pressure on school administrators.

➤ Optimize the Supervision Process

Structured and consistent supervision processes are necessary for meaningful collaboration. Schools should implement well-defined programs such as peer observation cycles, collaborative lesson planning, and reflection groups. These frameworks provide clarity and consistency in supervision. To make this feasible, dedicated time must be allocated within the school schedule, allowing teachers to engage in supervision activities without the burden of competing responsibilities. The ultimate goal should be to enhance classroom instruction through targeted efforts like co-planning lessons, analyzing student work, and refining specific teaching strategies.

➤ Ensure Sufficient Resources and Support

For supervision to be effective, adequate resources must be made available. This includes financial investment in training programs, professional development materials, and adjusted workloads for supervisory staff. A differentiated approach is also essential while new teachers

may need structured guidance; experienced educators often benefit more from reflective, non-directive coaching. In addition, schools should supply appropriate tools and manuals that help both supervisors and teachers conduct effective, goal-oriented supervision sessions.

➤ Integrate Technology to Enhance Supervision

Technology can significantly enhance collegial supervision by facilitating greater connectivity and access to resources. Virtual platforms allow teachers across different schools to collaborate, share experiences, and support each other's growth. Recording lessons, with teacher consent, can serve as powerful tools for reflection and feedback, encouraging self-assessment in a non-threatening way.

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APPENDICES

APPENDIX 1

INTERVIEW FOR TEACHERS

Dear respondent,

APPENDICES

APPENDIX 1

INTERVIEW FOR TEACHERS

Dear respondent,

This Interviews primary goal is to collect pertinent information in order to assess the efficacy of Collegial supervision at the Addis Ababa Bole Sub City government high school. Your input will be very important to the successful completion of this study and will be constructive. Therefore, we respectfully ask that you respond honestly. Your response will be kept private and used exclusively for academic Purposes. I appreciate your cooperation in advance.

Please respond to the following inquiries.

1. What is the duration of your teaching career?
2. How important is collegial supervision for raising student and teacher performance in high school?
3. Do you believe that teachers who engage in peer supervision provide higher-quality instruction than those who don't?
4. Is there enough space and teaching/learning resources available at the institution for collegial Supervision?
5. Give a brief explanation of the ideal approach to collegial supervision in educational

APPENDIX II

Questionnaire to be filled by teachers

This questionnaire's primary goal is to collect pertinent information in order to assess the efficacy of collegial supervision at the Addis Ababa Bole Sub City government high school. Your input will be very important to the successful completion of this study and will be constructive. Therefore, we respectfully ask that you respond honestly. Your response will be kept private and used exclusively for academic purposes. I appreciate your cooperation in advance.

Dear respondent,

Instruction

1. Do not write your name on the questionnaire
2. Use a tick to show your response of each closed ended questionnaire from the rating scales.
3. Write briefly your response for open ended questionnaire
4. Give appropriate response based on your school experience/context.

PART 1 – BIO – DATA (personal information)

1. School
2. Sex male () female ()
3. Age 20 – 24 () 25 – 29 () 30 – 34 () 35 – 39 () above 40 ()
4. Service years in teaching: 1 - 5 () 6 – 10 () 11 – 15 () 16 – 20 () 21 – 25 () 26 – 30 () above 30 ()
5. Level of education: Certificate () Diploma () First Degree () Masters ()

Part 2: Teachers perception about collegial supervision. Tick the correct answer

Variables	Agree	Disagree	Not sure
I have a clear understanding of how collegial supervision works.			
I fully recognize the importance of collegial supervision			

Collegial supervision supports ongoing professional growth.			
It helps enhance the effectiveness of knowledge sharing and instruction			
Observing classroom practices has helped me enhance my teaching skills.			
Effective collegial supervision requires the involvement of all school stakeholders			
It strengthens educators' teaching abilities.			
It plays a vital role in teacher training programs.			
It fosters personal development and boosts confidence in teaching.			

Part 3: supervisory activities practiced in schools

Variables	Very Good	Good	Not Sure
The school facilitates peer observation among teachers.			
Face-to-face interactions are arranged to help teachers enhance their classroom teaching.			
Skilled and experienced teachers are encouraged to engage in self-guided supervision.			
In-school supervision is carried out to enhance teaching and promote instructional quality.			

Part 4: The extent to which school-based supervisors discharge their responsibilities

Variables	Agree	Disagree	Not sure
Teachers are encouraged by the school to observe each other's classes for mutual learning.			
Direct interactions among teachers are implemented to enhance classroom effectiveness			

An enabling environment is established to support supervision activities within the school.			
Teachers are motivated to utilize suitable instructional resources in their teaching.			
Workshops, seminars, and conferences are held to address instructional challenges identified by the section leader			
School-based training programs are arranged to promote the professional growth of teachers.			
Classroom observations are carried out to verify the effective implementation of lesson plans.			
Teachers are supported in undertaking action research to address classroom-related issues.			
A supportive atmosphere is created to promote effective supervision in the school.			
Encourage more visits between schools to exchange ideas and best practices.			

Part 5: Challenges in the implementation of collegial supervision in the school

Variables	Agree	Disagree	Not sure
Teachers hold negative perceptions about supervision practices.			
Supervisors often fail to provide adequate feedback and follow-up on teachers' work.			
Some teachers demonstrate limited dedication to supervision and improvement efforts.			
Supervisors have not received professional development through in-service training.			
Some supervisors lack the necessary skills to effectively support and guide teachers.			

Instead of offering constructive support, some supervisors focus primarily on criticizing teachers.			
The school does not allocate enough financial resources for effective supervision programs.			
Supervisors are burdened with too many teaching and administrative responsibilities, limiting their ability to supervise.			
Other potential challenges may include a lack of clear supervision guidelines, limited time for peer collaboration, or insufficient stakeholder involvement.			

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

What solution do you suggest to improve collegial supervision in the school?

APPENDIX III

Interview Questions for the Deputy Head-teacher

Part I: BIO-DATA (Personal information)

Fill in the blanks

1. School.....
2. Sex
3. Age
4. Level of education: Diploma Degree Masters
5. Qualification of subject: Major Minor
6. Years in service:
7. Working station:

Part II: Please provide a brief response to the following questions on the procedures that are currently in place in your school context.

1. What are your thoughts on your school's collegial supervision practice?
2. How frequently do your instructors get together in their clusters or teacher groups?
3. How is classroom observation conducted at your school?
4. Which types of supervision—clinical, collegial, informal, or self-supervision—are available at your school?
5. What obstacles does your school face in putting collegial supervision into practice?
6. How can the difficulties of this supervision be resolved?

APPENDIX IV

Questionnaires to be filled by Deputy Head-Teacher

This questionnaire's primary goal is to collect pertinent information in order to assess the efficacy of collegial supervision at the Addis Ababa Bole Sub City government high school. Your input will be very important to the successful completion of this study and will be constructive.

Therefore, we respectfully ask that you respond honestly. Your response will be kept private and used exclusively for academic purposes. I appreciate your cooperation in advance.

Instructions

1. Avoid writing your name on the survey.
2. Select a checkmark to indicate how you answered each closed-ended question using the provided rating scales.
3. Write a succinct response to the open-ended survey.
4. Please respond appropriately, taking into account your background and experiences at school.

PART 1 Teachers perception about collegial supervision tick the correct answer

TEACHERS PERCEPTION	AGREE	DISAGREE	NOT SURE
1. I am well concerned with about the activities of collegial supervisions.			
2. I am well aware of the significances of collegial supervision in high schools.			
3. Collegial supervision contributes to my continuous professional development.			
4. Collegial supervision contributes to better learner performance and quality education.			
5. Classroom observation has enabled me improve my teaching.			
6. Collegial supervisions operation needs 7.collaboration from the stakeholders of the school. Collegial supervision improves teaching competence.			

8. Collegial supervisions is necessary for training.			
Collegial supervision contributes to personal growth and develops teaching confidence.			

Part 2: supervisory activities practiced in schools

Question	Very good	Good	Not sure
1. The school organizes teachers to conduct peer observation among them?			
2. The implementations of face to face interaction for teachers to improve class room performance?			
3. The experiences and competent teachers are given the opportunity to practice self-directed supervision?			
4. Internal supervisions done for the sake of instruction and improvement?			

Part 3: The extent to which school-based supervisors discharge their responsibilities

	Agree	Disagree	Not sure
1. Organizing observation lessons for inexperienced teachers from the senior staff in the section?			
2. Arranging on the job orientations programme to new assigned teachers in respect of their sections?			
3. Creating conducive environments to facilitate supervisory activities in the school.			
4. Encouraging teachers to use appropriate teaching and learning materials			
5. Organizing workshops, conferences and seminars to tackle instructional problems identified by the section numbers.			
6. Organizing training programmes at school level for the			

sake of teachers' professional development.			
7. Conducting the classroom observations to ensure the application of lesson plan.			
8. Assisting teachers to conduct action research to solve problems that they encounter in the classroom.			
9. Creating conducive environments to facilitate supervisory activities in the school.			
10. Intensify inter-school visits			

Part 4: Challenges in the implementation of collegial supervision in the school

	Disagree	Agree	Not sure
1. Teachers have negative attitude towards supervision activities.			
2. Lack of feedback and follow up on the activities of the teachers by the supervisors.			
3. Lack of commitment by some teachers			
Supervisors have not undergone in-service training			
Supervisors are incompetent enough to help other teachers.			
4. Supervisors are fault finders rather than assist the teachers to teach properly			
5. There is insufficient allocated budget for the supervisory program in the school.			
6. The supervisors are overloaded with classroom activities and administrative tasks.			

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

.....

What solution do you suggest to improve collegial supervision in the school?

.....

APPENDIX V**Interview questions for the school inset supervisors (SIS)**

5 This questionnaire's primary goal is to collect pertinent information in order to assess the efficacy of collegial supervision at the Addis Ababa Bole Sub City government high school. Your input will be very important to the successful completion of this study and will be constructive.

3 Therefore, we respectfully ask that you respond honestly. Your response will be kept private and used exclusively for academic purposes. I appreciate your cooperation in advance.

Part 1 BIO DATA (Personal information)**FILL IN THE BLANKS**

1. School:
2. Sex:
3. Age:
4. Level of education
5. Years in service
6. Working station

Part 2

1. What are your thoughts on your school's collegial supervision practice?
2. How frequently do your instructors get together in their clusters or teacher groups?
3. What difficulties are you having putting collegial supervision into practice?
4. What are some ways to enhance collegial supervision?
5. How do you contribute to collegial supervision?
6. Are your professional portfolios up to date and maintained?
7. Do you keep track of all professional development activities and CPDs for teachers?
8. How frequently do you meet with educators to assess their work?
9. Do educators apply what they have learned in groups?

ለመምህራን የተዘጋጀ ቃለ መጠይቅ

እኔ ደረጃ ደመቀ የኮተቤ የትምህርት ዩኒቨርሲቲ የትምህርት አስተዳደርና አመራር የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን የዚህ የዳሰሳ ጥናት ተቀዳሚ አላማ በአዲስ አበባ ቦሌ ክፍለ ከተማ ያሉ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች የአቻ ለአቻ ሱፐርቪዥን ውጤታማነት ለመገምገም አስፈላጊ መረጃዎችን መሰብሰብ ነው።ይህ ጥናት በተሳካ ሁኔታ እንዲጠናቀቅ የእርስዎ ምላሽ እንደ ግብአት በጣም ጠቃሚ እና ገንቢ ይሆናል።ስለዚህም ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።ምላሻችሁ በምስጢር ተጠብቆ ለአካዳሚክ አገልግሎት ብቻ ይውላል።

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ።

እባክዎ ለሚከተሉት ጥያቄዎች ምላሽ ይስጡ።

1. የማስተማር ስራህ/ሽ/ ቆይታ ስንት ነው?
2. በሁለተኛ ደረጃ ትምህርት ቤት ውስጥ የተማሪን ውጤታማነት እና የአስተማሪን አቅም ለማሳደግ የአቻ ለአቻ ትግበራ ምን ያህል አስፈላጊ ነው?
3. በአቻ ለአቻ ምልክታ ውስጥ የሚሳተፉ አስተማሪዎች ከማይሳተፉት የበለጠ ጥራት ያለው ትምህርት ለተማሪዎቻቸው ለመስጠት ግብአት ያገኛሉ ብለው ያምናሉ?
4. ለአቻ ለአቻ ትግበራ ተቋሙ በቂ በቂ ጊዜና እንዲሁም ግብአቶችን ያቀርባል?
5. በእርስዎ የትምህርት ተቋማት ውስጥ የአቻ ለአቻ ትግበራ በምን መንገድ መተግበር አለበት ብለው ያስባሉ አጭር ማብራሪያ ይስጡ።

መጠይቅ በመምህራን የሚሞላ

ውድ መምህር

እኔ ደረጃ ደመቀ የኮተቤ የትምህርት ዩኒቨርሲቲ የትምህርት አስተዳደርና አመራር የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን የዚህ የዳሰሳ ጥናት ተቀዳሚ አላማ በአዲስ አበባ ቦሌ ክፍለ ከተማ ያሉ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች የአቻ ለአቻ ሱፐርሺዥን ውጤታማነት ለመገምገም አስፈላጊ መረጃዎችን መሰብሰብ ነው።ይህ ጥናት በተሳካ ሁኔታ እንዲጠናቀቅ የእርስዎ ምላሽ እንደ ግብአት በጣም ጠቃሚ እና ገንቢ ይሆናል።ስለዚህም ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።ምላሹን በምስጢር ተጠብቆ ለአካዳሚክ አገልግሎት ብቻ ይውላል።

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ።

መመሪያ

1. ስምዎን በመጠይቁ ላይ አይጻፉ
2. የእያንዳንዱን የተዘጋ መጠይቅ ከደረጃ ደረጃዎች ምላሽዎን ለማሳየት ምልክት ይጠቀሙ።
3. ክፍት ለጨረሰ መጠይቅ ምላሽዎን በአጭሩ ይጻፉ
4. በትምህርት ቤትዎ ልምድ/አውድ መሰረት ተገቢውን ምላሽ ይስጡ።

ክፍል 1 - (የግል መረጃ)

1. ትምህርት ቤት
2. ፆታ ወንድ () ሴት ()
3. እድሜ 20 - 24 () 25 - 29 () 30 - 34 () 35 - 39 () ከ 40 በላይ ()
4. የማስተማር የአገልግሎት ዓመታት: 1 - 5 () 6 - 10 () 11 - 15 () 16 - 20 () 21 - 25 () 26 - 30 () ከ 30 በላይ ()
5. የትምህርት ደረጃ: የምስክር ወረቀት () ዲፕሎማ () የመጀመሪያ ዲግሪ () ማስተርስ ()

ክፍል 2: ስለ ኮሌጅ ቁጥጥር የመምህራን ግንዛቤ።

ተ. ቁ	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
1	የአቻ ለአቻ ምልከታ እንዴት እንደሚሰራ ግልጽ ግንዛቤ አለኝ።			
2	ስለ የአቻ ለአቻ ምልከታ አስፈላጊነት ሙሉ በሙሉ			

	ተረድቻለሁ			
3	የአቻ ለአቻ ምልክታ ቁጥጥር ቀጣይነት ያለው ሙያዊ እድገትን ይደግፋል ያግዛል።			
4	የአቻ ለአቻ ምልክታ ተሞክሮዎችን ለማጋራት ውጤታማነት ለማሳደግ ይረዳል			
5	የክፍል ምልክታዎችን በማየቴ የማስተማር ችሎታዬን ለማሳደግ ረድቶኛል።			
6	ውጤታማ የአቻ ለአቻ ምልክታ የሁሉንም የትምህርት ቤት ባለድርሻ አካላት ተሳትፎ ይጠይቃል			
7	የአቻ ለአቻ ምልክታ የአስተማሪዎችን የማስተማር ችሎታና ስነ ዘዴ ያጠናክራል.			
8	የአቻ ለአቻ ምልክታ መምህራንን ለማሰልጠን በሚዘጋጁ ፕሮግራሞች ውስጥ ወሳኝ ሚና ይጫወታል.			
9	የአቻ ለአቻ ምልክታ ሙያዊ እድገትን ያሳድጋል እና በማስተማር ስራ ላይ በራስ የመተማመንን እምነትን ይጨምራል።			

ክፍል 3: በትምህርት ቤቶች ውስጥ የሚደረጉ የክትትል ተግባራት

ተ.ቁ	መጠይቆች	በጣም ጥሩ	ጥሩ	እርግጠኛ አይደለሁም
1	ትምህርት ቤቱ በመምህራን መካከል የአቻ ምልክታዎችን ያመቻቻል።			
2	መምህራን የክፍል የትምህርት አሰጣጦቸውን እንዲያሳድጉ ለማግኘት የፊት ለፊት የግብረ መልስ መስተጋብር ተዘጋጅቷል።			
3	ችሎታ ያላቸው እና ልምድ ያካበቱ አስተማሪዎች በራስ ተነሳሽነት ሌሎችን እንዲደግፉ ይበረታታሉ።			

4	ትምህርትን ለማሻሻል እና የትምህርት ጥራትን ለማሳደግ በትምህርት ቤት ውስጥ የአቻ ለአቻ ምልከታ ቁጥጥር ይደረጋል።			
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ክፍል 4፡ ትምህርት ቤትን መሰረት ያደረጉ ተቆጣጣሪዎች ኃላፊነታቸውን የሚወጡበት መጠን

ተ.ቁ	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
1	መምህራን እርስ በርሳቸው ለጋራ ጥቅም እንዲተያዩ በትምህርት ቤቱ ይበረታታሉ።			
2	የክፍልን ውጤታማነት ለማሳደግ በመምህራን መካከል ቀጥተኛ መስተጋብር እንዲኖር እየተደረገ ነው።			
3	በትምህርት ቤት ውስጥ የአቻ ለአቻ ምልከታ የክትትል እንቅስቃሴዎችን ለመደገፍ የሚያስችል አሰራር አለ።			
4	አስተማሪዎች በሚያስተምሩት ትምህርት ውስጥ ተስማሚ የማስተማሪያ ግብዓቶችን ለመጠቀም ይነሳሳሉ።			
5	በክፍል ውስጥ የተለዩትን የማስተማር ችግሮችን ለመፍታት ወርክሾፖች፣ ሴሚናሮች እና ኮንፈረንሶች ይካሄዳሉ			
6	የመምህራንን ሙያዊ እድገት ለማሳደግ ትምህርት ቤትን መሰረት ያደረጉ የክፍል ውስጥ ምልከታን የሚያዳብሩ የሥልጠና ፕሮግራሞች ተዘጋጅተዋል።			
7	የትምህርት ዕቅዶችን ውጤታማ አፈፃፀም ለማረጋገጥ የክፍል ምልከታዎች ይከናወናሉ.			
8	ከማስተማር ጋር የተያያዙ ችግሮችን ለመፍታት መምህራን የተግባር ጥናትን ሲያደርጉ ይደገፋሉ።			
9	በትምህርት ቤት ውስጥ ውጤታማ ምልከታዎች ለማበረታታት ደጋፊ ድባብ ተፈጥሯል።			
10	ሃሳቦችን እና ምርጥ ልምዶችን ለመለወጥ በትምህርት			

	ቤቶች መካከል ተጨማሪ ጉብኝቶች ይደረጋሉ።			
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ክፍል 5፡ በትምህርት ቤት ውስጥ የአቻ ለአቻ ምልከታ ትግበራ ላይ ያሉ ተግዳሮቶች

ተ.ቁ	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
1	አስተማሪዎች ስለ የአቻ ለአቻ ምልከታ ተግባራት አሉታዊ አመለካከቶችን ይይዛሉ።			
2	ተቆጣጣሪዎች/ሀላፊዎች/ ብዙውን ጊዜ በመምህራን ስራ ላይ በቂ ሙያዊ ድጋፍና አስተያየት አይሰጡም።			
3	አንዳንድ መምህራን መምልከታ ወቅት የታዩ ችግሮችን ለማሻሻል ውስን ትጋት ያሳያሉ።			
4	ሱፐርቪዘሮች የአቻ ለአቻ ምልከታ ላይ በመሰልጠን ሙያዊ ክህሎት አላገኙም።			
5	አንዳንድ ሱፐርቪዘሮች መምህራንን በብቃት ለመደገፍ እና ለመምራት አስፈላጊው ክህሎት የላቸውም።			
6	አንዳንድ ሱፐርቪዘሮች በግብረ መልስ ላይ ገንቢ ድጋፍ ከመስጠት ይልቅ በዋናነት መምህራንን በመተችት ላይ ያተኩራሉ።			
7	ትምህርት ቤቱ ለውጤታማ የአቻ ለአቻ ምልከታ ፕሮግራሞች በቂ የገንዘብ ምንጮችን አይመድብም።			
8	ተቆጣጣሪዎች/ሀላፊዎች/ በጣም ብዙ የማስተማር እና የአስተዳደር ኃላፊነቶች ስለበዙባቸው፣ የመቆጣጠር ስራቸው የተገደበ ነው			
9	ለአቻ ለአቻ ምልከታ ግልጽ የክትትል መመሪያዎች አለመኖር፤ ለአቻ ትብብር በቂ ባለድርሻ አካላት ተሳትፎ አናሳ ነው			

- በትምህርት ቤት ውስጥ ለክትትል ተግባራት ሌሎች ተግዳሮቶች ካሉ ይጠቅሷቸው _____
- በትምህርት ቤት ውስጥ የኮሌጅ ክትትልን ለማሻሻል ምን መፍትሄ ትጠቁማላችሁ? _____

ለምክትል ዋና መምህር የቃለ መጠይቅ ጥያቄዎች

ውድ ም/ር/መ

እኔ ደረጃ ደመቀ የኮተቤ የትምህርት ዩኒቨርሲቲ የትምህርት አስተዳደርና አመራር የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን የዚህ የዳሰሳ ጥናት ተቀዳሚ አላማ በአዲስ አበባ ቦሌ ክፍለ ከተማ ያሉ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች የአቻ ለአቻ ሱፐርቪዥን ውጤታማነት ለመገምገም አስፈላጊ መረጃዎችን መሰብሰብ ነው።ይህ ጥናት በተሳካ ሁኔታ እንዲጠናቀቅ የእርስዎ ምላሽ እንደ ግብአት በጣም ጠቃሚ እና ገንቢ ይሆናል።ስለዚህም ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።ምላሻችሁ በምስጢር ተጠብቆ ለአካዳሚክ አገልግሎት ብቻ ይውላል።

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ።

ክፍል አንድ፡ (የግል መረጃ)

ባዶ ቦታዎችን ይሙሉ

1. የትምህርት ቤቱ ስም.....
2. ፆታ
3. ዕድሜ
4. የትምህርት ደረጃ፡ ዲፕሎማ ዲግሪ ማስተርስ
5. አገልግሎት፡
6. የስራ ቦታ፡

ክፍል ሁለት እባክትን ለሚከተሉት ጥያቄዎች በት/ቤትዎ አውድ ውስጥ አሁን ባሉ ሂደቶች ላይ አጭር ምላሽ ይስጡ።

1. በትምህርት ቤትዎ ያለው የአቻ ለአቻ ምልከታ ልምምድ ላይ ያለዎት ሃሳብ ምንድን ነው?
2. አስተማሪዎችዎ በቡድን ወይም በግል በልምድ ልውውጦች ውስጥ ምን ያህል ይወደዳሉ?
3. በትምህርት ቤትዎ ውስጥ የክፍል ውስጥ ምልከታ እንዴት ይከናወናል?
4. የትኛዎቹ የክፍል ምልከታ አይነቶች በብዛት በትምህርት ቤትዎ ተግባራዊ ይደረጋሉ- ክሊኒካዊ ፣ የአቻ ፣ መደበኛ ያልሆነ ወይስ /self-directed/
5. ትምህርት ቤትዎ የአቻ ለአቻ ምልከታ በተግባር ላይ ለማዋል ምን መሰናክሎች ያጋጥሟችኋል?
6. እነዚህ ችግሮች እንዴት ሊፈቱ ይችላሉ?

በምክትል ዋና ር/መ/ር የሚሞሉ መጠይቆች

ውድ ምርመራ

እኔ ደረጃ ደመቀ የኮተቤ የትምህርት ዩኒቨርሲቲ የትምህርት አስተዳደርና አመራር የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን የዚህ የዳሰሳ ጥናት ተቀዳሚ አላማ በአዲስ አበባ ቦሌ ክፍለ ከተማ ያሉ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች የአቻ ለአቻ ሱፐርቪዥን ውጤታማነት ለመገምገም አስፈላጊ መረጃዎችን መሰብሰብ ነው።ይህ ጥናት በተሳካ ሁኔታ እንዲጠናቀቅ የእርስዎ ምላሽ እንደ ግብአት በጣም ጠቃሚ እና ገንቢ ይሆናል።ስለዚህም ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።ምላሻችሁ በምስጢር ተጠብቆ ለአካዳሚክ አገልግሎት ብቻ ይውላል።

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ።

መመሪያዎች

1. በዳሰሳ ጥናቱ ላይ ስምዎን መፃፍ አይጠበቅብዎትም
2. የቀረበውን የደረጃ መለኪያ ውስጥ ✓ በመጠቀም ምልክት ያድር።
3. አጭር ምላሽ ለሚጠይቁ ጥያቄዎች አጭር መልስ ይጻፍ።
4. እባክዎን በትምህርት ቤት ውስጥ ያለዎትን መረጃ እና ልምድ ግምት ውስጥ በማስገባት ተገቢውን ምላሽ ይስጡ።

ክፍል 1 ስለ የአቻ ለአቻ ምልክታ የመምህራን ግንዛቤ።

ተ.ቁ	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
1	ስለ የአቻ ለአቻ ምልክታ ስራዎችና አተገባበር በቂ ግንዛቤ አለኝ።			
2	በሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ የአቻ ለአቻ ምልክታ ያለውን አስፈላጊነት ጠንቅቄ አውቃለሁ።			
3	የአቻ ለአቻ ምልክታ ለቀጣይ ሙያዊ እድገት አስተዋፅኦ ያደርጋል።			
4	የአቻ ለአቻ ምልክታ መኖር ለተማሪው የተሻለ ውጤት እና ጥራት ያለው ትምህርት አስተዋፅኦ ያደርጋል።			
5	የክፍል ውስጥ ምልክታ የማስተማር ክህሎትን እንዲሻሽል ያደርጋል።			

6	የአቻ ለአቻ ምልክታ ከትምህርት ቤቱ ባለድርሻ አካላት ትብብር ያስፈልገዋል።የአቻ ለአቻ ምልክታ የማስተማር ብቃትን ያሻሽላል።			
7	የአቻ ለአቻ ምልክታ ትግበራ ቁጥጥር ማድረግ አስፈላጊ ነው።			
8	የአቻ ለአቻ ምልክታ ለግል ሙያዊ እድገት አስተዋጽኦ ያደርጋል እና የማስተማር ስራን ያግዛል በራስ መተማመንንም ያዳብራል።			

ክፍል 2: በትምህርት ቤቶች ውስጥ የሚደረጉ የምልክታ የቁጥጥር ተግባራት

ተ.ቁ	መጠይቆች	በጣም ጥሩ	ጥሩ	እርግጠኛ አይደለም
1	ትምህርት ቤቱ መምህራንን በመካከላቸው የአቻ ምልክታ እንዲያደርጉ ይደራጃሉ?			
2	በክፍል ማስተማር ስራን ለማሻሻል ለመምህራን የፊት ለፊት መማማሪያ መድረክ ይዘጋጃል?			
3	ልምድ ያላቸው እና ብቁ መምህራን በራስ በራስ ተነሳሽነት ሌሎችን እንዲያበቁ እድል ተሰጥቷቸዋል?			
4	የክፍል ውስጥ ቁጥጥርና ምልክታ የሚደረገው ለመማር እና ለማሻሻል ሲባል ነው?			

ክፍል 3: ትምህርት ቤትን መሰረት ያደረጉ ተቆጣጣሪዎች ኃላፊነታቸውን የሚወጡበት መጠን

	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለም
1	በክፍል ውስጥ ልምድ ያላቸው መምህራን ሲያስተምሩ ሌሎች እንዲመለከቱ የሚደረግበት አሰራር አለ			
2	አዲስ ለተመደቡ መምህራን በአቻ ለአቻ ምልክታ መርሃ ግብር ስልጠናዎች ይዘጋጃሉ?			
3	በትምህርት ቤት ውስጥ የአቻ ምልክታን ውጤታማ			

	ለማድረግ የቁጥጥር ስራዎችን ይሰራሉ?			
4	መምህራን ተገቢውን ውጤታማ የመማር ማስተማር ሂደት እንዲጠቀሙ ይበረታታሉ።			
5	በክፍል ምልክታዎች ላይ የተለያዩ የማስተማር ችግሮችን ለመፍታት ወርክሾችን፣ ኮንፈረንሶችን እና ሴሚናሮችን ይደራጃሉ።			
6	ለመምህራን ሙያዊ እድገት ሲባል በትምህርት ቤት ደረጃ የእርስ በእርስ ምልክታ ጠቀሜታ ስልጠና ፕሮግራሞች ይዘጋጃሉ			
7	የትምህርት እቅድ በውጤታማነት ለመተግበር ለማረጋገጥ የክፍል ምልክታ ማካሄድ ወሳኝ ነው።			
8	መምህራን በክፍል ውስጥ የሚያጋጥሟቸውን ችግሮች ለመፍታት የተግባር ምርምር እንዲያደርጉ ይበረታታሉ።			
9	በትምህርት ቤት ውስጥ የትምህርት ጥራትን ለማረጋገጥ የቁጥጥር ስራዎች ተግባራዊ እየተደረጉ ይገኛሉ			
10	የትምህርት ቤት ጉብኝቶች የልምድ ልውውጦች ይደረጋሉ			

ክፍል 4: በትምህርት ቤት ውስጥ የአቻ ለአቻ ምልክታ ትግበራ ላይ ያሉ ተግዳሮቶች

	መጠይቆች	እስማማለሁ	አልስማማም	እርግጠኛ አይደለሁም
1	መምህራን ስለ የአቻ ለአቻ ምልክታ ተግባራት ላይ አሉታዊ አመለካከት አላቸው.			
2	ስለ የአቻ ለአቻ ምልክታ ግብረ መልስ አስተያየት በሰአቱ መስጠት ላይ ምልክታውን ያደረጉ መምህራንና ባለሙያዎች ውስንነት አለ			
3	በአንዳንድ አስተማሪዎች ስለ የአቻ ለአቻ ምልክታ ቁርጠኝነት ማጣት ይስተዋላል			

4	ምልከታውን የሚያደርገው መምህር ስለ የአቻ ለአቻ ምልከታ አተገባበር ላይ ስልጠና አልወሰደም			
5	ሱርሽይዘሮች ሌሎች መምህራንን ለመርዳት በቂ ብቃት የላቸውም።			
6	ሱርሽይዘሮች መምህራኑን በአግባቡ እንዲያስተምሩ ከመርዳት ይልቅ ስህተት ፈላጊዎች ናቸው።			
7	በት/ቤቱ ለክትትል ስለ የአቻ ለአቻ ምልከታ መርሃ ግብር የተመደበ በጀትና ጊዜ በቂ ያልሆነ ነው።			
8	ስለ የአቻ ለአቻ ምልከታ ስልጠና እና አተገባበር ለመከታተል ሀላፊዎች አስተዳደራዊ ተግባራት ከመጠን በላይ በዝቅባቸዋል ክትትልም ያንሳል			

➤ በትምህርት ቤትዎ ውስጥ ስለ የአቻ ለአቻ ምልከታ ሌሎች ተግዳሮቶች ካሉ ይጠቅሷቸው

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➤ በትምህርት ቤት ውስጥ የአቻ ለአቻ ምልከታን ለማሻሻል ምን መፍትሄ ይጠቁማሉ?

.....

የቃለ መጠይቅ ጥያቄዎች ለት/ቤቱ ሱርሽይዘሮች

ውድ ምላሽ ሰጪ

እኔ ደረጃ ደመቀ የኮተቤ የትምህርት ዩኒቨርሲቲ የትምህርት አስተዳደርና አመራር የሁለተኛ ዲግሪ ተመራቂ ተማሪ ስሆን የዚህ የዳሰሳ ጥናት ተቀዳሚ አላማ በአዲስ አበባ ቦሌ ክፍለ ከተማ ያሉ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች የአቻ ለአቻ ሱርሽሺዥን ውጤታማነት ለመገምገም አስፈላጊ መረጃዎችን መሰብሰብ

ነው።ይህ ጥናት በተሳካ ሁኔታ እንዲጠናቀቅ የእርስዎ ምላሽ እንደ ግብአት በጣም ጠቃሚ እና ገንቢ ይሆናል።ስለዚህም ምላሽ እንዲሰጡኝ በአክብሮት እጠይቃለሁ።ምላሻችሁ በምስጢር ተጠብቆ ለአካዳሚክ አገልግሎት ብቻ ይውላል።

ስለ ትብብርዎ አስቀድሜ አመሰግናለሁ።

ክፍል 1 (የግል መረጃ)

1. የትምህርት ቤቱ ስም
2. የምላሽ ሰጪ ፆታ:
3. ዕድሜ:
4. የትምህርት ደረጃ:
5. የአገልግሎት ዘመን
6. የስራ ቦታ:

ክፍል 2

1. በትምህርት ቤትዎ ስለ የአቻ ለአቻ ምልከታ ልምምድ ላይ ያለዎት ሃሳብ ምንድን ነው?
2. አስተማሪዎችና ባለሙያዎች ስለ የአቻ ለአቻ ምልከታ በቡድን ወይም በተናጥል ምን ያህል ጊዜ ውይይቶችን ታደርጋላችሁ?
3. የአቻ ለአቻ ምልከታ በተግባር ለማዋል ምን ችግሮች እያጋጠሙዎት ነው?
4. የአቻ ለአቻ ምልከታ ለማሻሻል ጠቃሚ ናቸው ብለው የሚያነሱት ምንድን ነው?
5. እርስዎ በትምህርት ቤቱ ውስጥ የአቻ ለአቻ ምልከታ ውጤታማ እንዲሆን ምን ያደርጋሉ?
6. እርስዎ በግል ሙያዎን በማዳበር የአቻ ለአቻ ምልከታ ውጤታማ እንዲሆን የወሰዱት ስልጠና አለ?
7. ሁሉንም የሙያ ማሻሻያዎች እንቅስቃሴዎችን ለመምህራን ሲጥሩዎችን ጨምሮ እንዲወስዱ ያበረታታሉ?
8. ስራዎችን ለመገምገምና ለመወያየት ከአስተማሪዎች ጋር በየስንት ጊዜ ይገናኛሉ?
9. አስተማሪዎች የተማሩትን ያወቁትን ለሌሎች ያስተላልፋሉ?