

**EFFECTIVENESS OF SCHOOL BASED-SUPERVISION IN IMPROVING  
SCHOOL PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS  
OF JIMMA TOWN**



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**JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE  
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

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**A THESIS SUBMITTED TO JIMMA UNIVERSITY COLLEGE OF EDUCATION AND  
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FOR THE DEGREE OF MASTER OF ARTS IN EDUCATIONAL LEADERSHIP**

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**2023 G.C  
JIMMA, ETHIOPIA**

## DECLARATION

I declare that, this thesis is my original work and has not been presented for a degree in any other university and that all sources or materials used for the thesis have been clearly acknowledged. This thesis, Effectiveness of School Based-Supervision in Improving School Performance in Government Secondary Schools of Jimma Town is approved as the original work of Zerihun Asfaw Tegegn.

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FINAL THESIS APPROVAL FORM

As a member of the examining board of the final thesis of the MA open defense, we certify that we have read and evaluated the thesis prepared by Zerihun Asfaw Tegeng under the title "Effectiveness of School Based Supervision in Improving School Performane in Jimma Town Government Secondary Schools" and recommended that the thesis be accepted as fulfilling the thesis requirement for the degree of Master of Arts in Educational Leadership.

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**Final Approval and Acceptance**

I certify that all the modifications and recommendations recommended by the Board of Examiners are incorporated into the final thesis entitled “Effectiveness of School Based Supervision in Improving School Performane in Jimma Town Government Secondary Schools” by Zerihun Asfaw Teegn.

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## Table of Content

<b>Contents</b>	<b>Page</b>
ACKNOWLEDGEMENTS .....	i
Table of Content .....	ii
LIST OF TABLES .....	v
LIST OF ACRONYMS/ABBREVIATION .....	vi
ABSTRACT .....	vii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	4
1.3. Objectives of the Study .....	7
1.3.1. General Objective .....	7
1.3.2. Specific Objectives .....	8
1.4. Significance of the Study .....	8
1.5. Delimitation of the Study .....	9
1.6. Limitation of the Study .....	10
1.7. Operational Definitions of Key Terms .....	10
1.8. Organization of the Study .....	11
CHAPTER TWO: .....	12
REVIEW OF RELATED LITERATURE .....	12
2.1. Concept of Supervision .....	12
2.2. Concepts and Definitions of Educational Supervision .....	13
2.3. Historical Development of Educational Supervision in Ethiopia .....	16
2.4. Current practices of School Based supervision .....	17
2.5. Principles of School Based Supervision .....	17
2.6. Importance of School Based Supervision .....	18
2.7. School Based Supervisory Options for Teachers .....	19
2.7.1. Clinical Supervision .....	20
2.7.2. Collegial Supervision .....	20
2.7.3. Self-Directed Supervision .....	21

2.7.4. Informal Supervision .....	22
2.7.5. Inquiry-Based Supervision .....	22
2.8. Technique of School Based supervision .....	22
2.9. Practices of Educational Supervision in Ethiopia .....	25
2.9.1. Supervision at School Level (School Based Supervision) .....	25
2.9.2. Roles of School-Based Supervision .....	25
2.9.3. The Roles of School Principal in School Based Supervision .....	26
2.9.4. The Roles of Deputy Principals in School Based Supervision.....	26
2.9.5. The Roles of Department Heads in School Based Supervision.....	26
2.9.6. The Roles of Senior Teachers in School Based Supervision.....	27
2.9.7. School Based Supervisors' Responsibility .....	27
2.10. Factors Affecting School-based Supervision .....	28
2.10.1. Perception of Teachers towards school based Supervision .....	28
2.10.2. Teacher-Supervisory Relationship .....	29
2.10.3. Lack of Adequate Training and Support .....	30
2.10.4. Excessive Workload .....	30
2.10.5. Inadequate Educational Resources .....	31
2.11. Attitude of teacher's towards supervision.....	31
2.12. Qualities of a good School Based Supervisor .....	32
2.13. Relationship in School Based supervision and school Performance.....	32
CHAPTER THREE: .....	36
RESEARCH DESIGN AND METHODOLOGY .....	36
3.1. Description of the Study area .....	36
3.2. Research Design.....	36
3.3. Research Methodology.....	36
3.4. The Study Site and Population.....	37
3.5. Sources of Data .....	37
3.6. Target and Sampling Technique .....	38
3.7. Instruments of data collection.....	38
3.8. Methods and Procedure of Data Collection .....	40
3.9. Method of Data Analysis.....	40

3.10. Pilot Testing .....	41
3.11. Ethical Consideration .....	42
CHAPTER FOUR.....	44
DATA PRESENTATION, ANALYSIS AND INTERPRETATION .....	44
4.1 Characteristics of Respondents .....	45
4.2 Presentation, Analysis and Discussion of the Findings of the Study .....	47
4.2.1. Items related to guidance and support in school based supervision practices .....	48
4.2.2. Continuous Assessment in school based supervision practices.....	52
4.2.3. Empowering teachers and students in school based supervision practices .....	54
4.2.4. Creating awareness about the methodological changes in the teaching .....	58
learning in school based supervision practices.....	58
4.2.5. Action Research in school based supervision practices .....	61
4.2.6. Student Achievement.....	63
4.2.7. Discipline Referrals .....	66
4.2.8. Attendance Rates .....	69
4.2.9. Graduation Rate.....	71
4.2.10. Teacher’s Satisfaction.....	73
4.2.11. The major challenges that affect the implementation of school based.....	76
Supervision to school performance .....	76
CHAPTER FIVE .....	84
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	84
5.1.Summary of the Findings .....	84
5.2Conclusions .....	86
5.3Recommendation.....	87
References.....	89
APPENDIX-A This Questionnaire will be filled by Teachers. ....	93
Appendix –B Guidelines to conduct interview with secondary school main principals .....	100
Appendix –C Guidelines to conduct FGD with CRC Supervisors .....	103
Appendix -D Document Observation Guideline.....	105

## LIST OF TABLES

Pages

<b>Table 1:</b> The Cronbach's Coefficient of Alpha for the questionnaires of pilot test.....	41
<b>Table 2:</b> Characteristics of respondents. ....	43
<b>Table 3:</b> Views on guidance and support in school based supervision practices.....	47
<b>Table 4:</b> Views on the continuous assessment in school based supervision practices.....	51
<b>Table 5:</b> Views towards empowerment in school based supervision practices.....	54
<b>Table 6:</b> Views towards creating awareness about the methodological changes in the teaching learning in school based supervision practices .....	58
<b>Table 7:</b> Views towards action research in school based supervision practices.....	60
<b>Table 8:</b> Views towards student achievement.....	62
<b>Table 9:</b> Views towards discipline referrals.....	65
<b>Table 10:</b> Views towards attendance rates.....	68
<b>Table 11:</b> Views towards graduation rate.....	70
<b>Table 12:</b> The respondents' view towards teacher's satisfaction.....	72
<b>Table 13:</b> The respondents' view towards the major challenges that affect the effective implementation of school based supervision in improving school performance.....	75
<b>Table 14:</b> Correlation B/N School Based Supervision and School Performance.....	81

## **LIST OF ABBREVIATIONS**

SBS: School Based Supervision

SP: School Performance

ETP: Education and Training Policy

FGD: Focus Group Discussion

MOE: Ministry of Education

PTAs: Parent Teacher Associations

KETBs: Kebele Education and Training Board

NGOs: Non-Governmental Organizations

## **LIST OF ACRONYMS**

UNESCO: United Nations Educational, Scientific and Cultural Organization

## ABSTRACT

*This study was conducted to assess Effectiveness of School Based-Supervision in Improving School Performance in Government Secondary Schools of Jimma Town. A descriptive survey design was employed and purposive sampling and simple random sampling techniques were employed to select 7 government secondary schools with 3 cluster supervisors, 7 school principals, 47 school based supervisors and 50 teachers who were included in this study. Questionnaire was the main quantitative data gathering tool in which 47 school based supervisors and 50 teachers filled the questionnaires. An interview was also conducted with 7 school principals and FGD with 3 cluster supervisors. Totally 107 respondents were participated in this research. The quantitative data was analyzed by using mean scores and T-test for teachers and school based supervisor's respondents by using SPSS v.26.o. The main findings come out from this study were: shows the effectiveness of school based supervision in improving school performance was very poor (the mean score was less than 3.00); school based supervisors did not prepare clear and well-organized plan for school based supervision and with the deficiency of implementing properly and efficiently to improve school performance, because the mean score shows less than 3.00; the actual school based supervisory practices were not aligned with the expected standards of school based supervision in improving school performance (the mean score shows low performance/ less than 3.00); the teachers' attitude towards school based supervisory activities was negative and school based supervision activities faced several challenges that hinder its effectiveness in school performance improvement. Based on the findings, it is concluded that school based supervision activities were not implemented according to their principle to the expected level to improve school performance and the school based supervision practice encountered many challenges; It is recommended that school based supervisors need to give due attention for each and every school based supervision activities to improve school performance, exert their effort to change the teachers' negative perception towards school based supervision activities through open discussions to convince them and overcome the encountered challenges by providing training programs, by reducing the workload of school based supervisors and by selection of school based supervisors in collaboration with the concerned bodies of education sector ( MoE, Regional Education Bureau, ZEO, WEO, CRC, and schools) and with other stakeholders.*

**Key Words:** - Effectiveness, School Based Supervision, Improvement, School performance, secondary schools

# CHAPTER ONE

## 1. INTRODUCTION

This part of the study was presenting the background of the study, statement of the problem, background of the Study, statement of the problem, objectives of the study (general objective and specific objectives), significance of the study, delimitation of the study, limitation of the study, operational definitions of key terms and organization of the study.

### 1.1. Background of the Study

Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. This can be affected with the involvement of the principal or any other top management members (vice-principal, cluster supervisor and head of department) interacting with teachers and students in the classroom regularly to monitor the teaching and learning process (Nwagwu, 2004 p. 217),. According to Nwagwu (2004), the supervisor has the responsibility of monitoring and evaluating all staff activities and programs of their organization. The major reason for this is to ensure dutiful compliance of all teachers with established laws and declared goals through quality assurance, maintenance of standards and quality control.

The goals of the school can be achieved through continuous school based supervision of the teaching staff and the non-teaching staff. According to Peretomode (2007), school based supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning process better for the learner.

The lack of school based supervision in schools results in the bane of educational policies. A system not supervised and evaluated will not yield the desired result. It is the duty of the school managers to supervise and monitor classroom instructions regularly, thereby reducing inequalities within horizontal and vertical instructional delivery system of the school Peretomode (2007). When school based supervision is absent, it leads to ineffective curriculum delivery which often causes poor academic performance of students in schools.

Teaching and learning are the ultimate goal of educational industry all efforts of a school administrator gears towards the achievement of effective teaching and learning Peretomode (2007). Many research studies on effective school-based supervision have been conducted in the recent years, on what constitutes effective school-based supervision and how to identify characteristics of effective school-based supervision. Such steps that constitute effective school-based supervision are set clear goals for the class, hold high expectation of students, focus on the academics, maintain an orderly classroom, use suitable material for instruction, monitors student performance etc. It is according to Oliva and Pawlas (2004) are indeed correct and practices geared towards what makes a difference in school performance.

Effective school-based supervision leads to effective learning. Medley in Oliva and Pawlas (2004) stated that teacher effectiveness positively related to students achievement which is learning. Effective school based supervision is characterized by a permanent positive change in school performance on the part of the school. Effective school-based supervision is applicable to all teachers at all levels. More importantly for teachers at the school level, Inyamah (2011) states that in this time and age, education is aiming to produce human beings that are intelligent, knowledgeable and hopefully leaders in their field of endeavors.

According to Tesfaw (2012), in Ethiopia, the supervisory services began to be carried out since 1941, with constant shift of its names inspection and supervision. In order to effectively and efficiently achieve the intended objectives of school-based supervision, in Ethiopia there are two approaches of organization of supervision: the out of school (external) supervision and school-based (in- school) supervision in which the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is done by school principals, department heads and senior teachers.

School-based supervision is carried out by the school staff (principals, department heads, senior teachers, and assigned supervisors) aimed at providing guidance, support, and continuous assessment to teachers for their professional development and improvement in the teaching-learning process(Beach & Reinhartz, 2000). School based supervision is characterized by share decision making and shared governance that involves empowering teachers, students, parents and other members of the school community.

School based supervision aims at promoting growth, development, interaction, fault -free problem solving, and a commitment to build a capacity in teachers. It has been in equipping teachers with the necessary knowledge and skills to solve educational problems by creating awareness about the methodological changes in the teaching-learning process (Zepeda, 2003). Through school based supervision, the supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parent are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard; hence in the long run, the goal of education is achieved.” (Ebele & Olofu, 2017, p. 80) Various authors have stated that school based supervision has an implicit connection with school performance (Zepeda, 2007). Because this important role, it should not be fashioned to control teachers but to work co-operatively with them (Dollansky by Kiptum, 2015) if it has to achieve the desirable end.

It should be noted with great concern that the way teachers gain professional support from school based supervisors and the way they view and think about school based supervision is very important in determining the outcomes of the school based supervision process. Stark McGhee, and Jimerson (2017) advocate for a collaborative, strength-based approach that promotes teacher growth rather than the one that conditions teachers to wait for the administrator’s directive and approval. It is the one that inspires the teacher to be an active and innovative problem-solver and meet the challenges involved in learning.

School-based supervisors are responsible for creating and articulating a vision of high standards for learning at schools that can be shared by the school and the surrounding community. School based supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practices, appropriate data, and other contextual information. School based supervisors identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations (MoE, 2012)..

In principle, effective school-based supervision services rendered in schools ought to comply with the roles teachers expect of school based supervisors in their academic deficiencies and other personal as well as human relations inadequacies (Million, 2010).

They include help in making adjustment to a new situation through planned orientation procedures, backing in social disciplinary problems, helping in planning, organizing and instructing, helping in planning for their continued professional growth, consideration for personal problems and getting equal treatment.

The effectiveness of school based supervisory role is greatly influenced by the extent to which the supervisors are able to understand and match with these expectations (Million, 2010). The structure of school based supervision support services are relatively complex and most probably are related to instructional development, curriculum development and staff development affairs. Each of those domains includes several specific functions as coordination, consultation, group leadership and evaluation that need to perform. In addition to assessing the current practices the second concern of the study will be finding out the effectiveness of school based supervision in improving school performance (Million, 2010).

School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. School-based supervision is a qualified support provided to teachers so as to improve school performance. However, according to the annual report of Jimma Town Education office the actual movement in support of it seems not good enough in government secondary schools of Jimma Town (2014 E.C Jimma town Education Office report).

Thus researcher focuses on **Effectiveness of School Based Supervision in Improving School Performance** because firstly, school based supervision, although, long existing in our country has been ignored; secondly, the weakening of these services has a lot to do with the decline of quality of education and school performance. However, it is school based supervising that such issues are given little attention in most situations of the secondary schools of Jimma Town. So, the study attempted to seek for ways of alleviating the challenges and establishing an improved system in the implementation of school based supervision so as to enhance the overall school performance.

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

Effective school-based supervision is thus vital if the government is to achieve the overall education goal. To build school-based supervision more effective, collaboration should be made with various groups.

The school principals, vice principals, department heads, and senior teachers should take major responsibility in school based supervisory practices within their school (MoE, 1994). These responsible partners involve themselves in the regular observation of teachers, and the organizing of short-term training and experience sharing to make best use of the professional competence of teachers, and thus contribute for the quality of education.

School-based supervision in secondary schools of many parts of Ethiopia have shown that, there was a lack of awareness on utilizing various supervisory options, a lack of relevant continuous trainings for department heads and senior teachers who are supposed to carry out school based supervisory activities at school level, and also there is inadequate classroom observation to monitor teachers instructional improvement (Million, 2010).

In addition to this the practices of school based supervision in the current school based supervision practices has exposed to multiple problems such as; lack of adequate professional support to newly deployed teachers; less frequent classroom visits to enrich teachers instructionally and peer coaching by school based supervisor; focus of school based supervisors on administrative matters than on academic issues and less mutual professional trust between school based supervisors and teachers (Gashaw, 2008).

Based on the wish of the Ministry of Education in modernization and development, taking up with the world scientific, technological and educational developments, as well as the contemporary trends of the school based supervision in all its domains and areas, and making use of these domains as far as possible, in a manner that suits the scientific, technological and educational developments which decrease its effectiveness and impedes its desired educational goals.

Researchers find that it is essential to reveal and examine these difficulties and their places, and deal with them in fruitful manner in order to get the educational reform process become fruitful. Built on such feeling, this study come to handle the difficulties that the school based supervision processes face and develop all its possible aspects: In Ethiopia, attention is currently given to the provision and quality of education at all levels. The utilization of educational facility, technologies and materials so as to strengthen the teaching-learning process and the expansion of education is given due attention (ETP, 1994).

The Ministry of Education (MOE, 1994), stated that the school principals, vice-principals, department heads, and teachers should take major responsibility in school based supervisory practices with in their school. These responsible partners involve themselves in the regular observation of teachers, and the organizing of short term training and experience sharing to maximize the professional competence of teachers, and thus contribute for the quality of education. But now a days there is a gap of knowledge, implementation and commitment on school based supervision in Jimma town government secondary schools.

On the practice of school based supervision in secondary schools a research conducted in different Regions and zones the finding shows that, there was lack of awareness on utilizing various supervisory activities; The findings of different researches conducted on the practice of school based supervision in secondary schools of different regions and zones of Ethiopia such as Chanyalew Woldegebriel. (2005); “The Practice and Problems of Instructional Supervision in Secondary Schools of Hadya zone”: Unpublished Master’s thesis, AAU. Addis Ababa, Getachew Gezahegn (2001); School Based Instructional supervision in selected secondary schools of Addis Ababa”, AAU (Unpublished MA Thesis) and Million Morki. (2010); “An assessment of the status of school based instructional supervision in secondary schools of west Arisi zone of Oromia region. Unpublished Master’s Thesis, Addis Ababa indicted the following problems including: - lack of awareness on utilizing various school based supervisory activities, lack of relevant skills for proper implementations of school based supervision, and inadequate classroom observation to monitor teachers’ instructional improvement.

Although the afore-mentioned and other related problems were studied in other areas of the country, the practices and its effectiveness in improving school performance have not been studied in secondary schools of Jimma Town.

The major problems that hampered the realization of effective implementation of school based supervision in Jimma Town secondary schools are identified and they are mainly problems (like work load, problem of attention, lacks of awareness, problem of attitude, other challenges and etc) related to the school itself, the school based supervisors and the clients (2014 E.C Jimma Town Education Office annual report).

Basically school based supervision is the main tool to insure quality of education and to improve school performance. My research was different from the earlier researches because of its objectives, focuses, areas of study, attentions and especially in its characteristics.

The above research gap ( knowledge and implementation gap) and specially the problems on quality of education, the lack of attention, lack of commitment, problem of implementation of school based supervision and etc in Jimma town secondary schools are attracted the researcher to carry out a study on the **Effectiveness of School Based Supervision in Improving School Performance in Government Secondary Schools of Jimma Town Administration**. The said problems motivated the researcher to raise the following research questions:

1. To what extent school based supervision is effectively practiced to improve the school performance in Jimma Town secondary schools?
2. What is the current status of school performance corresponded with school based supervision in Jimma Town secondary schools?
3. Is there relationship between school based supervision and school performance in secondary schools of Jimma Town?
4. Which school based supervision practices predict school performance in Jimma Town secondary schools?
5. What are the major challenges that affect the effective implementation of school based supervision in improving school performance in secondary schools of Jimma Town?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The overall objective of this study is to examine the relationship between SBS and SP and the extent SBS is important to improve SP, to investigate the extent to which school based supervision is being implemented effectively, and to identify the challenges that affect the school based supervision to improve the school performance in government secondary schools of Jimma Town Administration.

### **1.3.2. Specific Objectives**

Specifically, the study attempted;

- i. To assess the effectiveness of the practice of school based supervision activities to improve the school performance in Jimma town secondary schools.
- ii. To identify the current states of school performance corresponded with school based supervision in Jimma town secondary schools.
- iii. To assess the relationship between school-based supervision and school performance in Jimma town secondary schools.
- iv. To investigate which school based supervision practices significantly predict school performance in Jimma town secondary schools.
- v. To identify the major problems and challenges of school based supervision activities in improving school performance in eight Jimma town secondary schools.

### **1.4. Significance of the Study**

The significance of this study is based on the critical importance of the school based supervision and its vital role in improving the school performance and takes some corrective measures to overcome the difficulties facing the school based supervision processes. From this study, supervisors, school principals, internal supervisors, department heads and teachers will be the beneficiaries on getting the information about the current status of school based supervisory activities and helped them to solve problems faced before, during and after the school based supervision practice. Thus, all concerned bodies (MoE, Regional Education Bureau, Zonal/town education office and woreda education office) are expected to have implementing the school based supervision principles and the recommendations suggesting by the researcher including them in their annual and daily work plan. In addition to this, all policy implementers and program designers (MoE, Regional Education Bureau, Zonal/town education office and woreda education office) are also the beneficiaries of this study as they would further revise and develop appropriate programs and students are advantageous on getting improved teaching-learning process as well as quality education at all grade level. In light of the above, this study is expected to have the following benefits:

- I. It may enable the concerned bodies (Zonal/town education office, woreda education office, cluster supervisors, schools, department heads, senior teachers and assigned

- supervisors) those who had involved in school based supervisory practice to assess further the effectiveness of school based supervision in improving the school performance.
- II. It may help all educational leaders (department heads, school principals and cluster supervisors; as well as teachers) to identify the challenges, strengths and weaknesses of school based supervision activities to take corrective measures as recommended against the challenges that secondary schools faced in implementing school based supervision.
  - III. It may contribute as a source of additional information and a starting point for further research of the subject and created awareness among concerned members (MoE, Regional Education Bureau, Zonal/town education office, woreda education office, schools, department heads) of the educational society about the current status of school based supervision.
  - IV. It may provide important information and a better understanding into about the current status of effectiveness of school based supervision in improving school performance to the national and local policy makers and program designers so that they would further revise and develop appropriate programs.
  - V. It may help teachers, department heads, school principals, cluster supervisors and other responsible educational officers to be aware of the extent to which school based supervision is effectively improved school performance.

### **1.5. Delimitation of the Study**

The study examined effectiveness of school based supervision in improving school performance in Government secondary schools of Jimma Town Administration. As regard to the schools, the study was delimited to government secondary schools. The study was conducted during the academic year of 2022/23 G.C. The government secondary schools in Jimma Town Administration were eight. Then, the researcher was forced to conduct this research on all government secondary schools and these were selected because of the existence of problems on the practices of educational supervision in all secondary schools highly observed.

## **1.6. Limitation of the Study**

Uncooperativeness of respondents in filling the questionnaires and returning on time was one of the problems the researcher encountered while conducting this study. Initially it was difficult to collect all the distributed questionnaires as planned due to internal and external factors. During the process of collecting data; the researcher faced the limitation of meeting with the study participants, mainly cluster supervisors, school principals and teachers. When the researcher distributed the questionnaires to teachers, he realized that a large and unmanageable number of teachers were working in the selected government secondary schools of the study. In addition, most sampled schools were at far distant of proximal location for transportation in order to address them equally. Furthermore, cluster supervisors and school principals were always too busy for conducting interview with them. So, the researcher had to minimize some of these problems. The other serious problem that the researcher encountered was delay for meeting the deadline which was scheduled by the advisor and the department due to the time constraint that resulted from the researcher was working at one of the secondary schools as a school principal and he had more responsibility to manage the whole activities of the school.

## **1.7. Operational Definitions of Key Terms**

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

**School based supervision:** refers to the supervision service in school by principals, department heads, assigned supervisors and senior teachers by which secondary schools try to achieve acceptable standards of performance and results.

**School Performance:** Getting the desired student achievement, discipline referrals, attendance rates, graduation rates and teachers' satisfaction.

**Secondary Schools:** Schools that provide Secondary education for four years (9-12).

## **1.8. Organization of the Study**

This study is organizing in five chapters. In the first chapter, background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, Operational Definition of Terms and organization of the study are included. In the second chapter, review of the related literature is presented.

The third chapter presents design and methodology which includes design of the study, data sources, samples and sampling techniques, instruments and procedures of data collection. The fourth chapter dealt about data interpretation and analysis. The last chapter presented summary, conclusions and recommendations of the study. List of references and appendices also attached to this paper.

## **CHAPTER TWO:**

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

This part of the study was presenting the existing international, national and regional literatures related to school-based supervision. It begins with briefing the concept of supervision, historical development of supervision, principles of supervision, supervisory options for teachers, practices of supervision in Ethiopia, factors affecting school-based supervision and the relationship between school based supervision and school performance is included in this chapter.

#### **2.1. Concept of Supervision**

Supervision is process which provides an individual with the opportunity to clarity and resolve issue and dilemmas presented by their clients and were place it is widely used by human service works and teams (Harvey, c and Williams, c. (1991).

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

Supervision is the process of overseeing the work of teachers with the aim of assisting them to solve their instructional problems so that students can benefit maximally from classroom activities. This can be affected with the involvement of the principal or any other top management members (vice-principal, cluster supervisor and head of department) interacting with teachers and students in the classroom regularly to monitor the teaching and learning process. The supervisor has the responsibility of monitoring and evaluating all staff activities and programs of their organization.

The major reason for this is to ensure dutiful compliance of all teachers with established laws and declared goals through quality assurance, maintenance of standards and quality control.

Instructional supervision is a process that focuses on instruction and provides teachers with information about their teaching so as to develop instructional skills to improve performance (Beach and Reinhartz, 2000). On the other hand, Igwe (cited in enaigbe, 2009) indicated that to supervise means to direct, oversee; guide to make sure that expected standards are met. Therefore, from the concepts of different scholars that makes related is under the education context supervision possibly focused mainly on activities that will help teachers and other school personnel to achieve educational goal and objectives.

In summary, the definition of supervision highlighted above imply that the focus of supervision in school is mainly related with providing professional assistance for teachers, the improvement of instruction and increasing of students learning performance. Based on the above writers supervision pass different stages and got today's new achievement and definition.

## **2.2. Concepts and Definitions of Educational Supervision**

In whatever context, supervision is meant for improvement of work performance. Today, different people view supervision in different lenses. In a broad sense (Pierce and Rowell, 2005) define supervision as a developmental process designed to support and enhance the individuals' motivation, autonomy, awareness, and skills necessary to effectively accomplish the job at hand. Basically in education sector, the main purposes of supervision are to improve classroom instruction and to promote professional growth and development of teachers. Many scholars have defined the term Educational supervision in various ways because Supervision may be seen as a positive for program improvement.

Sergiovanni and Starrat, (1983) define Educational supervision as a set of activities and role specifications specially designed to influence instruction. Glathorn, (1992) verified that Educational supervision is "... a process of facilitating the professional growth of teacher interaction and helping the teacher to make use of the feedback in order to make more effective as desired". Other scholars like Gothrie and Reed, (1991) considered educational supervision as the function of leadership concerned with improving, enhancing and reinforcing teaching effectiveness.

Educational supervision has the long history undergoing various changes. Under these changes “supervision subjects mainly to the political environment and to the wider reforms in education management system” (Carron, 1997: P: 12). Supervision as a subject to the political environment has become of increasing interest in all spheres of life in many countries. It also appears in carrongberl (1997: P: 12). School and teacher supervision has indeed been a political and politicized issue in quite a number of countries. While school inspectors are once played a political role, to studies such subject in wider reformer. In vast, education management system is potentially confusing.

In Carron, (1997: P: 19) therefore, history of supervision in some countries purely cosmetic in other mainly attitudinal and others more profoundly structure. This implies that there is the operational difference in supervision and/or inspection. Because supervision is represents in different ways of different countries. Likely in material presented for training of trainers workshop by Haileselassie (2001: P: 1) describes as great changes observed over several decades in philosophy. Objectives, functions, techniques and in the outcomes “supervisory behaviors, and practices are affected by; political, social, religious and industrial forces extent at the time. Therefore, in general reforms of socio economic,

Supervision is greatly determined and guide by this socio- economic reformation. In order to provide the analysis with a focus and clear boundaries, it may be useful there to identify the operational definition of supervision. According to Haileselassie, (2002; P: 2) the term supervision and inspection as well as the principle was borrowed from Industrial enterprises and military establishment. There exists a strong argument that inspections and supervision have in their objectives and in practice.

Accordingly some people may consider as two different terminologies, which practices. Accordingly some people may consider as two different terminologies, which doesn't have any similarities. Here one may be confused in understanding, the term supervision with that of inspection. However, in many countries including Ethiopia both are used interchangeably and functions of the two terms are more less the same.

“Inspection is the oldest strongly bent on control mechanism in the history of enterprises” that is an administrative accessory role, i.e. exhibiting authority (line function and supervision regarded as a professional advisory role staff function). A staff function role distinctly different from a purely

authoritative, administrative control, i.e. line function role control which is not intended as means of exercising. Haileselassie, (2001:P: 1) stated that the existed periods from colonial time in American till the civic war in the country it was handled by laymen for the sake of control and enforcing rule.

The period emerged during the 19<sup>th</sup> century when untrained and unskilled laymen people replaced by largely the trained professionals. The second one can be considered with the establishment of supervision in Europe. Carron, ( 1997:2) pointed that the duration related with the most European countries set up their school supervision systems generally known as inspectorate the 19th century.

The third stage of supervision or inspection was from 1910 to 1935. During this period direct classroom observation and demonstration was the activities of supervision. This is when which focus of attention was pleased on teacher's weakness which in effect was fault finding. In the issue of teaching as numbers of problems are surrounded inspectors which are follow old system inspection. It is which has no place in efforts to improved quality was practiced. The forth one is the significant development of supervision towards a democratic educational leadership was observed during 1935. It has directly historical relationship with establishment of supervision in England. This type of inspection and/or supervision is not intended a means of exercising control but affording assistance.

Those modern time supervision towards a fundamental shift to pedagogical and professional assistance i.e. staff functions. Such supervisory program was center in co-operation Endeavour that the ultimate objective was to improve quality and old education. Supervision conceptually as well as in particle evolved to become a democratic educational leadership with the responsibility of assisting professionally. To this end supervision has always an integral part of educational activities ensuring has always an integral part of educational activities ensuring the good functioning of education program. As regards to the function: maintain system level norms and promote change is accepted in theory, the actual functioning of the supervision system often present a one sided position of control and monitoring.

The History of supervisions as a formal activities exercised by educational administration within a systems of schools did not begin until the formation of the common school in the late 1830's. During the first half, the United States necessitated the formation of city school systems. While superintendents initially inspected schools to see the teachers were following prescribed curriculum and that students were able to recite their lessens, the multiplication of schools soon made this an

impossible task for superintendents and the job was delegates to the school principal. (Glanzand Gobrt f. 1995).

On the other hand, Alphenso, Robert J. (2011) in his book supervision as a field of educational practice with clearly delineated roles and responsibilities did not fall from the sky formed. Rather, supervision emerged slowly as distinct practice, always in relation to the institutional, academic cultural and professional dynamics that have historically generated the complex agenda of schooling. Based on the above writers supervision pass different stages and got today's new achievement and definition.

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

The need to improve the quality of and quantity of education in Ethiopia is vital for the overall development of the country. The task of this study is based on the improvement of rests on supervision. It was long ago that our country practiced. Supervision and/or inspection in the educational system beginning the late 19<sup>th</sup> century and the 19<sup>th</sup> century a successful push to modern educational system in Ethiopia emerged. The force behind this push gradually built up the number of school, student enrollment and teachers population. This situation advised the need of educational inspection order to enhance the grow thing demands of educational system as well as to improve teacher's performance.

As more and more schools were opened, the number of teachers increased and student population grew up, the educational activities become more complicated and so it become necessary to train certain number of inspectors.

The educational inspection under the control of the ministry of education was then initiated in the early years of 1940s. This however, systematic school inspection activities began in the mid of 1940s after the independence of the country from the Italian fascist invention. This is after the introduction of modern (western) type of education in to the country. The establishment of educational inspection system was actually initiated on the basis of suggestion submitted to the emperor Hailesslassie on august 1, 1945 by Mr. Litter who was a member of the British council to Ethiopia. Activities such as school administration in instructional standards, curricula, conformity, disciplines, health and sanitation, building facilities were studied. These studies were reported to the merely appointed inspectorate General, which was the combination of British and Ethiopia inspector.

## **2.4. Current practices of School Based supervision**

Main features of the education and training policy: The systems of management of School Based supervision and organization have aimed at greater decentralization and flexibility .This has provided the government at grass root (school) levels with more power to take new initiatives and form close links with the community. The education policy of Ethiopia has been targeted at relevance quality, accessibility and equity this direction could help to design the appropriate goal. This goal enhances social and economic development .

For the proper implementation of policy objectives an overall strategy is in place and the elements are defined .Generally, it aimed precisely at schools and the teachers, the job description and working methods of school based supervision would be modified and working methods supervisors would be modified and supervision structures undergo more or less significance revisions (Haileselasse, 2002, Nordos Abebe, 1998, P: 21-22).

The second prominent features of the Ethiopia a training policy pertaining to is the development of a professional career structure and professional development. This has cleared avenue for meritorious and active participants of teachers to grow professionally .The remunerations that go along with the career structure should, however, be revisited and adjusted periodically, so as to maintain competent teachers in the profession.

School-based supervision is carried out by principals, the department heads and senior teachers. Their duties include guiding and supporting teachers in their duties and responsibilities. To discharge their responsibilities, they need to have technical skills, conceptual skills, and human relations skills.

## **2.5. Principles of School Based Supervision**

There are general guideline that individual members know very well are convince to practice principles of school based supervision guide of the thinking and action of school based supervision towards the desired of fruitful end. So, based on Teshome Tsige (2014: P: 7-8) the principle of school based supervision are;

### **A. Supervision is co-operative**

The main purpose of supervision is professional and curriculum development for creating better learning situation for students instead of directing attention solely to the improvement of individual

teachers and demined the cooperative work of supervisors, senior teacher and department head, unit leaders, vice directors and others at the school level.

### **B. Supervision is Creative**

Supervision should create situation where a favorable attitude prevails mining participations supervisor should be able to give advice to teachers when needed as well as receive comments from teachers.

### **C. Supervision is Evaluative and Activity**

This will indicate that supervisor should travel and observe what is going on in the school system they will take teachers, students, parents and principals together, they will plan for improvement in co-operative with school personnel.

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

## **2.6. Importance of School Based Supervision**

School based supervision is important component of the school management and plays an important role in the improvement of the education system. Signal et, al (1996: P: 94) mention of instruction supervision system has to viewed as an important means to improve the efficiency of the system of education. Thus, adequate and sufficient supervisory activities should provide to school to encourage teaching learning process in the school.

The school system, one of the main impute and important component in teaching, who needs the element of effective professional growth and development of a teacher, thus work towards the solution of instructional problems describe by Alebachew (1996: P: 42) that no educational system can develop well without the help of transmitted complement teacher .Thus, school based supervision is recognized as the major vehicle for promoting and improving the status of educational processes.

Many researchers believe that school based supervision has the potential to improve classroom practices, and contribute to students' success through the professional growth and improvement of teachers (Sullivan and Glanz, 2007). School based supervision is viewed as a cooperative venture in

which supervisors and teachers to engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni and Starratt, 2007; Sullivan and Glanz, 2007). Secondary schools are the bases for the next levels of education, and their improvement plays an important role in creating wide accesses to high quality education, which is central to the national development for developing countries, like Ethiopia.

Regarding this, Glickman, Gordon, & Ross-Gordon (2004) and Hammock and Robert (2005) have described that the progress of secondary education is one index of the general, social and economic development of a country as a whole. Therefore, for the effectiveness of the teaching learning process in the school, the school based supervision plays indispensable role, and it is the best academic tools that should be practiced continuously.

Supervision, as a technical service cooperatively done, is incorporated all levels of education system. A comprehensive and coordinated approach needs to be established between all those educational sectors (i.e. Educational institution and offices from central to woreda and school level). To efficiently and effectively achieve the intended objectives of educational supervision in Ethiopia, there are two approaches of organization of supervision: out of school organization of supervision and school based organization of supervision. Out of school organization, supervision is combined with department of educational programs and supervision at federal MoE level; Regional Education Bureau level, town education office and Woreda Education Office level.

## **2.7. School Based Supervisory Options for Teachers**

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

By supporting the necessity of alternative supervisory options for teachers, Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teachers. Professional development and improve instructional efficiency. In the same way, it is noted in Kwong (1992), as successful matching of options to teachers“ results in enhanced professional development, increased work motivation, and more effective teaching and learning. As Sergiovanni

and Starratt (2002) mentioned, there are at least five supervisory options: clinical, collegial, self-directed, informal and inquiry-based supervision.

### **2.7.1. Clinical Supervision**

Clinical supervision refers to face-to-face contact with teachers with the intent of improving instruction and increasing professional growth (Sergiovanni & Starratt, 2002). Supervisors working with teachers in a collaborative way, and providing expert assistance to teacher with the view of improving instruction, utilize clinical supervision. Cogan (1973) defines this model for conducting the observation of a teacher as: the rationale and practice designed to improve the teacher's classroom performance. Cogan also believed that for the improvement of instruction, data must be collected from the teacher in the classroom, and both the supervisor and teacher need to plan programs collaboratively aimed at improving the teacher's classroom behavior.

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

The purpose of clinical supervision is to help teachers to modify existing patterns of teaching in ways that make sense to them and in ways that support agreed up on content or teaching standards (Sergiovanni & Starratt, 2002). Here, the role of the supervisor is to help the teacher select goals to be implemented and teaching issues to be illuminated and to understand better his or her practice. In doing this, i.e.; as teacher instruction improves, students will become more motivated, classroom management will be improved and better atmosphere for promoting learning will exist.

### **2.7.2. Collegial Supervision**

Partnerships, collegial and collaborative relationships, coaching and mentoring are names that are given to the supervision process in which learning, growing and changing are the mutual focus for supervisors and teachers (Beach & Reinhartz, 2000).

Teachers engage in supervisory functions when they visit each other's classes to learn and to provide help, to critique each other's planning, to examine together samples of student work, to pour over the most recent test scores together, to puzzle together over whether assignments they are giving students are appropriate or whether student performance levels meet important standards, to share portfolios and to engage in other activities that increase their learning, the learning of their colleagues and the quality of teaching and learning that students receive (Sergiovanni & Starratt, 2007).

When teachers supervise themselves, principals stay involved by helping them in finding time for them to help each other, arranging schedule to allow them to work together, and participating in conversation about what is going on, how effective it is, and what do we do now? By supporting this, MoE (2002) indicated that, the school is responsible to create conducive environment for the competent and exemplary teachers in order to give professional support for their colleagues to improve teaching learning activities.

### **2.7.3. Self-Directed Supervision**

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

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

#### **2.7.4. Informal Supervision**

Informal supervision takes place when one practitioner approaches another without any predetermined format, to discuss aspects of their work (Ben, Sally & Penny, 1997). Sergiovanni and Starratt (2002) suggested that, informal supervision is comprised of the causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teachers' classrooms, conversations with teachers about their work, and other informal activities. According to Blase (cited in Zepeda, 2003), informal observations can assist supervisors in motivating teachers, monitoring instruction and keeping informed about instruction in the school.

#### **2.7.5. Inquiry-Based Supervision**

Inquiry based supervision in the form of action research is an option that can represent an individual initiative or a collaborative effort as pairs or teams of teachers work together to solve problems. Florence et al. (cited in Sergiovanni & Starratt, 2002) describe action research as a process aimed at discovering new ideas or practices as well as testing old ones, exploring or establishing relationships between cause and effects, or of systematically gaining evidence about the nature of a particular problem.

#### **2.8. Technique of School Based supervision**

Techniques of school based supervision is a method that supervisors to give professional assistance to teachers in their work. And also they are guideline to direct the work of supervises. Supervisors need to use supervisory technique to coordinate and help school personnel in the teaching and learning process. They gather information identify its and they solve the problems with in the schools. Hence, supervisory techniques are the main for ensuring the better running of schools.

There are various kinds of supervisory techniques. The supervisory is required to be wise in selecting relevant and up to date ones which fit the existing circumstance. The writer has chosen the following techniques which are believed to be very important. Those are classroom observation, supervisory conference, staff meeting and educational workshop.

## **Classroom observation**

Classroom observation is the main important technique of a school based supervision by which the actual and practical work in the classroom context is assessed. According to Douglas (1961: P. 151) Classroom observation is a procedure by which educational leaders, who possessed wisdom and vision, can be of great assistance in the aiding of the teachers to improve both his instructional techniques and learning of students.

## **Procedures of classroom observation**

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

## **Pre-observation conference**

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

In order to implement the classroom observation, supervisors should be having good knowledge for the activities to be carried out. Fisher (cited in Gunam & Chan. 2010) suggested that to enhance the professional effectiveness of the teaching staff, supervisors must be skilled in the following area; what to evaluate, how to observe and analyze classroom observation and information and how to translate the result of observation and the summary of data in to meaningful conference feedback that guide and encourages teachers to improve instructions.

At the time of pre-observation supervisors and teachers discuss on the lesson plan by stressing on the lesson objective, relevance and appropriateness of content, time allocation, availability of teaching aid, and the evaluation (ADEA.1998).

## **Observation phase**

The observation phase is a process in which supervisors observe and record the activities of teachers' teaching and learning process. During the classroom observation supervisor is not only focuses on the recording teachers' performance, but also records what the students are doing. While the class observation is going on, the supervisor must follow the lesson in detail from the beginning to the end (Abongo, 1998; Gurnam&chan, 2010).

## **Post-observation conference**

The post-observation conference is an opportunity and setting for teacher and supervisor to exchange information about what was intended in a given lesson/ unit and what actually happened (Sergiovanni&Starrrt, 2002).

This conference helps the teacher and the supervisor to measure strength and weaknesses and further identify any gaps when measured an ideal particularly the needs of the learners and the teachers (ADEA.1998).

## **Supervisory Conference**

Supervisory conference is a discussion between teachers and supervisors on the teaching and learning process. It gives an opportunity to the teacher's face to face communication with the supervisor. To be of great value classroom observation should be followed by conference to analyze matters related to teaching problems and other educational issue. According to Dull (1981) in supervisory conference attention should be given on preparation, scheduling and instructions individuals' conference between the supervisors and teachers. Each will always have a unique contribution to share with the other. Particularly, supervisor should make use of his unique abilities in leading the conference with teacher toward a successful resolution of the problem under deliberation in conducting conference as Dull forwarded the supervisor and teachers must prepare of a conference so that is may be of value to both. Both should be aware of the problem, should agree on the time place for the meeting and scheduling properly in advance. During the conference the supervisors should be flexible.

## **Staff Meeting**

Staff meeting or teachers meeting are believed to bring an important of professional growth of teachers. Wiles (1996) states that staff meeting are the valuable means of exchanging information and improving the teaching learning process. The teaching staff comes together to discuss matters related to the teaching problems and their solutions. To make meeting easier and effective one should know the purpose, time and length, meeting agenda and place of meeting. Thus, when the staff meeting is intended the supervisor must think about the agenda to be discussed. And it must be recognized and made available in staff members in advance. Its purpose should mention such basic requirements during the teachers meeting enable the teachers to contribute and release fully their potential.

## **Educational Workshop**

A workshop is one of the techniques of school based supervision that improves instructional programs. It is an experience centered study under taken by a group of professionally mature persons. A series of orientation, lectures, and discussion and meeting does not mean workshop on this part, Dull (1981: P. 52) states as “two or three day group conferences during which no participants hardly be called workshop.”

## **2.9. Practices of Educational Supervision in Ethiopia**

### **2.9.1. Supervision at School Level (School Based Supervision)**

As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. The educational programs supervision manual of Ministry of Education (MOE, 1994) has sufficiently listed the roles of supervision at the school level as follows:

### **2.9.2. Roles of School-Based Supervision**

Supervision for successful schools attempts to remove the obstacles in the work environment so that teachers can see each other at work, receive feedback from others, engage in professional dialogue, and have the opportunity to make decisions about collective instruction actions (Glickman, 2004).

As it is indicated in Jacklyn (2008), there are five essential tasks of supervision. As teaching learning process is a day-to-day and continuous process, the function of the supervision at the school level should also be a continuous responsibility. Within the school system, the supervisors are the school principal & vice-principal, the department heads and the senior teachers. Thus, the educational programs supervision manual of Ministry of Education has sufficiently listed the roles of supervisors at the school level as follows (MOE, 2002).

### **2.9.3. The Roles of School Principal in School Based Supervision**

The school principal in his/her capacity as instructional leader, his/her responsibilities would be; creating a conducive environment to facilitate supervisory activities in the school by organizing all necessary resources; giving the professional assistance and guidance to teachers to enable them to realize instructional objectives; and supervise classes when and deemed necessary; coordinating evaluation of teaching-learning process and the outcome through initiation of active participation of staff members and local community at large; coordinating the staff members and other professional educators to review and strengthen supervisory activities and cause the evaluation of the school community relations and on the basis of evaluation results strive to improve and strengthen such relations (MOE, 2002).

### **2.9.4. The Roles of Deputy Principals in School Based Supervision**

Besides assisting the principal of the school in carrying out the above responsibilities, the school vice-principal is expected to handle the following responsibilities: giving overall instructional leadership to staff members; evaluating lesson plans of teachers and conducting the classroom supervision to ensure the application of lesson plans and; ensuring that the curriculum of the school addresses the needs of the local community (MOE, 2002).

### **2.9.5. The Roles of Department Heads in School Based Supervision**

Because of their accumulated knowledge, skills and abilities in the particular subject as well as in the overall educational system acquired through long services; the department heads have the competence to supervise educational activities.

Therefore, the supervisory functions to be undertaken by the department heads are: regularly identify any instructional limitations of teachers in the classrooms and indicate solutions; identify the lack of abilities to manage students in the classroom during teaching learning in the respective departments; identify the student evaluation skill gaps of teachers; facilitate the availability of instructional materials and encourage teachers to use it appropriately; encouraging teachers to conduct action research so as to improve and develop subjects they teach and methods of teaching such subjects; advice teachers to use active learning in the classroom; facilitate experience sharing programs; coordinating evaluation to the department curriculum and organize workshops, conferences, seminars, etc, to tackle identified problems of the curriculum and; encouraging staff members to conduct meetings regularly to make periodic evaluations of their activities and to seek solutions to instructional problems (MOE, 2002).

### **2.9.6. The Roles of Senior Teachers in School Based Supervision**

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

### **2.9.7. School Based Supervisors' Responsibility**

A school based supervisor is an expert who supports teachers and other educational experts for the improvement of teaching learning activities and also who motivates teachers for their professional growth. Moreover, a school based supervisor is responsible to act as a coordinator and expected to work intimately with teachers and school community for the improvement of school performance. Based on this, a school based supervisor monitors the curriculum development, facilitates in-service training, and provides professional support for teachers particularly on the basis of improvement of school performance and quality education (MoE, 2006). In addition to the roles and responsibilities of school based supervisors mentioned by Ministry of Education (MoE, 2002) are the following: Prepare the discussion and training programs for the selected PTAs and KETBs members of the school, Provide professional support for schools and teachers, Collect and compile necessary data of

the school, Organize discussion programs with school teachers and Level the school based on the formulated and relevant data they have.

## **2.10. Factors Affecting School-based Supervision**

Greg Allen (2014) answers about the challenges of supervision in education that faced by supervision and inspection as; there are number of challengers that school and colleges faces, because of educational supervision and inspection these are: School and colleges inspectors face challenge of their own as they are responsible for producing figures that will include; how the school is run, how will the teachers are doing and how will classes of pupils and learns are doing. School performance isn't simply based on the academic performance, but also takes in to account the improvements made since the previous resist the social inclusion with in the school and the way that teacher's performance is managed.

It is clear that the main purpose of supervision is to work collaboratively with teachers, and provide them with the necessary assistance and guidance to improve instruction. Some assistance systems in education delivery, as well supervisors' characteristics and practices and challenge within which supervisors work pose challenges to the smooth performance of their duties. Among the challenges, the following can be mentioned.

### **2.10.1. Perception of Teachers towards school based Supervision**

School-based supervision aims at improving the quality of children's education by improving the teacher's effectiveness. The improvement of the teacher learning process is dependent upon teacher attitudes towards supervision. Supervision of instruction involves motivating the teacher to explore new instructional strategies. The teacher must be made aware of the educational goals and standards to be implemented. Similarly Research has revealed on the area of instructional supervision in secondary schools of different regions and zones of our country have shown that, all of the studies examine supervisors' techniques, supervisory procedure, supervisory leadership style and skill, and major functions of supervision. The studies found that supervisory techniques, procedures and skill of supervisors are inefficient to improve the quality of teachers and the achievement of learners.

Furthermore, supervisors are not putting the necessary effort in providing in-service training to enhance teachers' effectiveness (Million, 2010; and Desalegn, 2012).

The observer must be objective during the observation process and maintain confidentiality. It is also important for the observer to provide positive feedback and appropriate resources for the teacher to utilize. Classroom observation or supervision is seen as a way of gathering information for appraisal purposes. In this way, classroom supervision also improves the quality of children's education by improving the teacher's effectiveness. Teachers also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

Various activities push teachers to perceive supervision in negative aspect. In line with this, researches pointed that, bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough time spent in the classrooms and irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers were also strongly dislike the classic fault finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice.

### **2.10.2. Teacher-Supervisory Relationship**

It is believed that the beginning teachers are to be closely supervised and helped by senior teachers. In line with this (Pajak, 2002) indicated that a good supervisor is one which is capable of communicating with his subordinate in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors better to make supervisory activities professional and they well communicate with teachers about the objective of instructional supervision to improve the teaching learning activities.

To sum up, the impeding factors of supervisory activities believed to be reduced by making supervisory activities professional, well financed and communicated by creating awareness on teachers and supervisors about the objective of school based supervision which is a device to help teachers to improve the teaching learning activities.

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

De Grauwe (2001) as cited in Ahmed Rage (2016) stated that another issue of concern is whether supervisors are given enough training to provide the supervisory services properly. De Grauwe expressed little doubt that advisers, supervisors and other such staff need regular training, but they seldom receive it. De Grauwe added that whatever pattern of recruitment and promotion procedures, supervisors (advisers, supervisors or other such staff) needs regular training but they are seldom provided with pre-service or in-service training. De Grauwe note that throughout the history of supervision, training of supervisors has been considered important.

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs of supervisors aimed at providing their job. As it is summarized in Alhammad study (cited in Rashid, 2001), lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school.

In line with this, Merga (2007) pointed out, lack of continuous training system for supervisors to update their educational knowledge and skills is obstacle of the practice of supervision. To conclude, training helps to improve the supervisor's performance by teaching the basic knowledge and technique demanded to do it. It also helps to develop the supervisor's capacity to fulfill new responsibilities arising from technical and other changes which might affect his job.

### **2.10.4. Excessive Workload**

The school level supervisors (principals, vice-principals department heads and senior teachers) are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. Most of researches revealed in shows that secondary school principals are so weighed down by routine administrative burden that they hardly find time to visit classrooms and

observe how the teachers are teaching. Supporting the above idea, Rashid, 2001 suggests that in his study showed that, the supervisor's high workload, lack of cooperation from principals negatively affects the practice of supervision. Harris (1998) as cited in Habtamu Member(2016 ) stated that School-based supervisors such as principals, vice-principals, department heads and senior teachers are responsible to carry out the in-built supervision in addition to their own classes and routine administrative tasks. School-based supervisors are so weighed down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching. This negatively affects the practice of supervision (Harris, 1998).

### **2.10.5. Inadequate Educational Resources**

Materials like supervision guides and manuals have their own impact on supervision work. As it is indicated in UNESCO (2007), these materials are undoubtedly helpful to the supervisors themselves and to the schools; they can turn the inspection visit into a more objective exercise and by informing schools and teachers of the issues on which supervisors focus they lead to a more transparent process. On the other hand, the absence of a specific budget for supervision and support is another critical problem that negatively affects the quality of supervision. Lack of enough budget results the incapability to run supervisory activities effectively such as in-service training programs for teachers and visiting other schools for experience sharing (Merga, 2007).

### **2.11. Attitude of teacher's towards supervision**

Supervision is not always met with a happy handclasp by the teachers. The better teachers realize that supervision is important to both pupil and the teacher. However, those who look up on supervision as an injury to their professional attainments and their intelligence, they resent the instruction of anyone who seeks to look over their method or teaching a schemes, no matter how beneficial it is (Fensh&Wison,1966). One of the causes that may arouse negative feeling of teachers towards supervision seems to be the poor approach of supervisors to teachers. Inadequate planning of supervisors affects the attitude of teachers (Boardman 1953). Also the authors continued to illustrate that the reason for the lack of confidence of teachers upon supervisory procedure depends on the type of procedure used or failure to give the help which is expected by teachers.

This often justifies the feeling that supervisor is not able to assist teachers in finding the solution to their problems. The solutions teachers to have positive attitude toward supervision are the important of the supervisory method and activities. Teachers must be regarded by supervisors not as his subordinates but as his professional colleague.

## **2.12. Qualities of a good School Based Supervisor**

The most important indicator for the quality of education is the quality of the teaching and learning taking place in the classroom. However, this cannot materialize without having regular supervision of teachers' activities (MoE, 2006). The supervisor needs to have some qualities to handle well his/her responsibility. Claude (1992) indicates that supervising people, teachers in particular, both a skill and an art. It is a skill because the basic theories about motivation, communication, conflict resolution, performance counseling, and so on can be learned. According to Stadan (2000) a good school-based supervisor should be approachable, good listener, very patient, and should be a strong leader.

Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationships between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers and between school departments.

## **2.13. Relationship in School Based supervision and school Performance**

The responsibility of school based supervisors in improvement of school performance as Glickman et al, (2004) explained domains of school based supervision are: Direct assistance, Curriculum development, Group development, professional development and Action research. School based supervision is important component of the school management and plays an important role in the improvement of the education system. Signal et, al (1996: P. 94) mention of school based supervision system has to viewed as an important means to improve the efficiency of the system of education. Thus, adequate and sufficient school based supervisory activities should provide to school to encourage teaching learning process in the school.

The school system, one of the main impetus and important component in teaching, who needs the element of effective professional growth and development of a teacher, thus work towards the solution of instructional problems describe by Alebachew (1996:42) that no educational system can develop well without the help of transmitted complement teacher .Thus, school based supervision is recognized as the major vehicle for promoting and improving the status of educational processes. Many researchers believe that school based supervision has the potential to improve classroom practices, and contribute to students' success through the professional growth and improvement of teachers (Sullivan and Glanz, 2007). School based supervision is viewed as a cooperative venture in which supervisors and teachers to engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success (Sergiovanni and Starratt, 2007; Sullivan and Glanz, 2007).

Secondary schools are the bases for the next levels of education, and their improvement plays an important role in creating wide accesses to high quality education, which is central to the national development for developing countries, like Ethiopia. Regarding this, Glickman, Gordon, & Ross-Gordon (2004) and Hammock and Robert (2005) have described that the progress of secondary education is one index of the general, social and economic development of a country as a whole. Therefore, for the effectiveness of the teaching learning process in the school, the school based supervision plays indispensable role, and it is the best academic tools that should be practiced continuously.

School based supervision aims at promoting growth, development, interaction, fault -free problem solving, and a commitment to build a capacity in teachers. It has been in equipping teachers with the necessary knowledge and skills to solve educational problems by creating awareness about the methodological changes in the teaching-learning process (Zepeda, 2003). Through school based supervision, the supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parent are satisfied with the performance of their children, children are motivated to work harder in order to achieve the required standard; hence in the long run, the goal of education is achieved.” (Ebele & Olofu, 2017, p. 80). A lot of researchers have taken interest in understanding the relationship between school based supervision and school performance improvement in the past decades (Beach & Reinhartz as cited by Kiptum, 2015) and various authors have stated that school based supervision has an implicit connection with school performance

(Zepeda, 2007). Because this important role, it should not be fashioned to control teachers but to work co-operatively with them (Dollansky by Kiptum, 2015) if it has to achieve the desirable end. It should be noted with great concern that the way teachers gain professional support from school based supervisors and the way they view and think about school based supervision is very important in determining the outcomes of the school based supervision process. Stark McGhee, and Jimerson (2017) advocate for a collaborative, strength-based approach that promotes teacher growth rather than the one that conditions teachers to wait for the administrator's directive and approval. It is the one that inspires the teacher to be an active and innovative problem-solver and meet the challenges involved in learning.

School-based supervisors are responsible for creating and articulating a vision of high standards for learning at schools that can be shared by the school and the surrounding community. School based supervisors are responsible for ensuring that decisions about curriculum, instructional strategies, assessment, and professional development are based on sound research, best practices, appropriate data, and other contextual information. School based supervisors identify, clarify and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations (MoE, 2012).

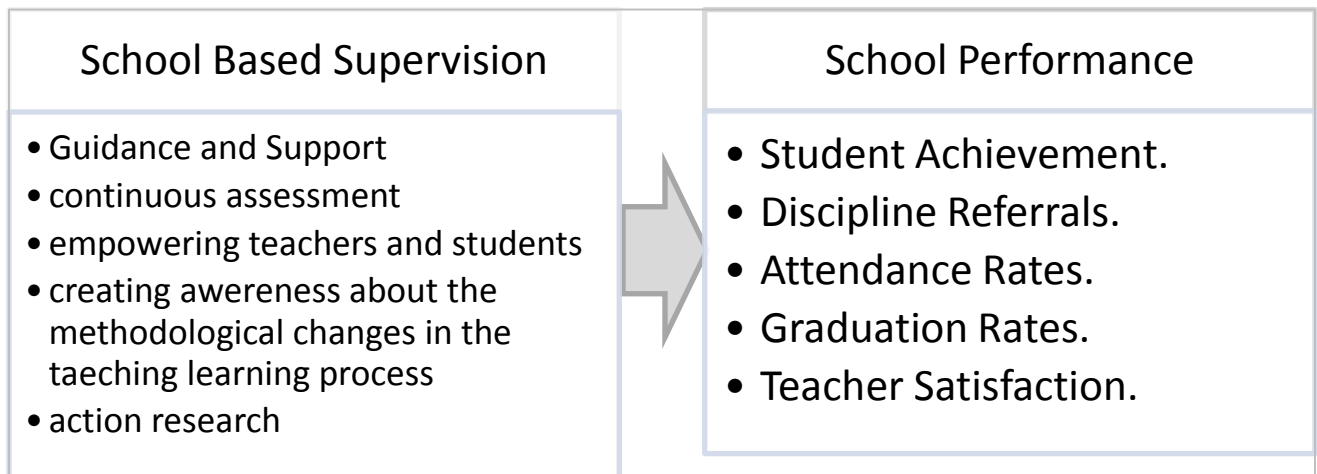
In principle, effective school-based supervision services rendered in schools ought to comply with the roles teachers expect of school based supervisors in their academic deficiencies and other personal as well as human relations inadequacies (Million, 2010). They include help in making adjustment to a new situation through planned orientation procedures, backing in social disciplinary problems, helping in planning, organizing and instructing, helping in planning for their continued professional growth, consideration for personal problems and getting equal treatment. The effectiveness of school based supervisory role is greatly influenced by the extent to which the supervisors are able to understand and match with these expectations (Million, 2010). The structure of school based supervision support services are relatively complex and most probably are related to instructional development, curriculum development and staff development affairs.

Each of those domains includes several specific functions as coordination, consultation, group leadership and evaluation that need to perform. In addition to assessing the current practices the second concern of the study will be finding out the effectiveness of school based supervision in improving school performance (Million, 2010).

School-based supervision plays a crucial role in achieving the overall objectives and goals of education in the strategy of attaining quality education. School-based supervision is a qualified support provided to teachers so as to improve school performance. However, according to the annual report of Jimma Town Education office the actual movement in support of it seems not good enough in government secondary schools of Jimma Town (2014 E.C Jimma town Education Office report).

### Conceptual-Framework

Researchers have suggested that school based supervisors should possess some working knowledge and skills to be able to provide the necessary assistance, guidance, and support services to teachers for improved classroom practices (Glickman, et al., 2004; Holland, 2004). Holland (2004) believes that educators (supervisors) must offer evidence that they have the necessary knowledge and skills to make important decisions about instruction, and credentials in the form of degrees and diplomas are a form of evidence, but acknowledges that credentials alone do not inspire trust. When school based supervision activities (guidance and support, continuous assessment, empowering teachers and students, creating awareness about the methodological changes in the teaching learning process and action research) were implemented properly in schools; school performance (Student Achievement, Discipline Referrals, Attendance Rates, .Graduation Rates and .Teacher Satisfaction) were improved. And school based supervision is important to ensure quality of education. When school based supervision strongly implemented in schools the schools performance is improved but it is not the only means to improve school performance.



## **CHAPTER THREE:**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.1. Description of the Study area**

The study would be conducted the case of Jimma Town Administration Oromia National Regional State South Western Region of Ethiopia the case effectiveness of school based supervision in improving school performance in Government secondary schools of Jimma Town. Jimma town is the largest city in southwestern Ethiopia located in Oromia National Regional State, Jimma zone, in Jimma district at a distance 346 Km from Addis Ababa. The town of Jimma evolved as a hometown of the Kingdom of Abba Jifar I (from 1830–1855) with relatively homogenous society and culture. It gradually developed to a place of residence for a diverse and increasingly cosmopolitan population (Jimma Town Culture and Truism Office Document, 2014).

The period of Italian occupation (1936-1941) was socially and economically significant because it saw the first major influx of people into the town of Jimma from beyond the borders of the former Kingdom of Jimma. The Italians made the town the chief center of their activities in the whole of south western Ethiopia (Jimma Town Culture and Truism Office Document, 2014).

#### **3.2. Research Design**

For this study a descriptive survey research design would employed because of it was helpful to analyze effectiveness of school based supervision in improving school performance and those prevailing factors and challenges in implementing school based supervision to improve school performance. It also would help the researcher to draw generalization on effectiveness of school based supervision in improving school performance to implement in the study area.

#### **3.3. Research Methodology**

The study would employ both qualitative and quantitative methods to answer basic research question and fill the study gap. Quantitative methods would be employed to quantify or numerical

explanation of variables whereas qualitative method would be used for narration or qualitative discussion. This method was consistent to Creswell (2012:22) which notifies the use of mixed methods involves the combination of both forms of data that provides a better understanding of a research problem than either quantitative or qualitative data alone.

So that the researcher preferred to use the mixed (both quantitative and qualitative) research method on the basis of providing a better understanding of the research problem than either type by itself, addressing the research problem or answering the research questions in the extended, elaborated or explained manner, providing an alternative perspective in the study.

### **3.4. The Study Site and Population**

The study was conducted in Jimma Town, which was one of the 19 Administrative-towns of Oromiya Region, consists of 17 kebeles and in these kebekes there are eight (8) government secondary schools. In these government secondary schools of Jimma Town, 8 main and 16 vice school principals, 3 cluster supervisors and 182 teachers are working. Jimma Town was bordered by Mana woreda in North, Mana and Seka woreda in the West, Dedo in the south and Kersa woreda in the East (Jimma Town Municipality Office Document, 2014).

No	Participants	Population	Sample	Sampling Techniques
1	CRC supervisors	3	3	Purposive sampling
2	Principals	7	7	Purposive sampling
3	Vice principals	14	14	Purposive sampling
4	Department heads	35	33	Simple random sampling
5	Teachers	182	50	Simple random sampling
6	Total	241	107	Purposive and Simple random sampling

### **3.5. Sources of Data**

Data for this research were collected from both primary and secondary sources. The primary sources of data were secondary school cluster supervisors, secondary school principals, secondary school supervisors (vice principals and secondary school senior teachers). The secondary sources were school internal supervision recorded documents, action researches, feedbacks and reports.

### 3.6. Target and Sampling Technique

Target population for this study would be supervisors, principals, department heads and senior teachers selected from secondary schools of Jimma Town Administration.

Therefore the study would employ multistage sampling technique. At first stage schools stratified (grouped) as teachers and school based supervisors' in public secondary schools. At second stage by using purposive sampling techniques seven government secondary schools, all cluster supervisors (3) and all main (7) would be used because of their number lower than 30 or for observations less than thirty no need of taking sample. At third stage using simple random sampling techniques sample vice principals, department heads and senior teachers would selected at 95% confidence level using proportional to probability size (PPS) using Yamane (1967) simplified formula:

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

Whereas N= total numbers of school based supervisors and teachers, n= sample size at 95% confidence level and e= error term at 5% precision level. All supervisors and directors would be interviewed purposively because of they would expected to give essential information for the study.

$$n = \frac{N}{1 + N(e\%)^2} = \frac{182}{1 + 342(0.05)^2} = \frac{182}{1 + 342(0.0025)} = \frac{182}{1 + 0.855} = \frac{182}{1.855} = 97$$

### 3.7. Instruments of data collection

Questionnaire, interview and focus group discussion were used as data gathering instruments.

#### Questionnaires

The researcher use questionnaires to collect data from senior teacher respondents. It was believed that questionnaires were better to get large amount of data from large number of respondents in a relatively shorter time with minimum cost.

Hence, questionnaires were prepared in English language and administrated to all teacher participants who were involved in the sample size with the assumption that they could understand the language.

In this study, two sets of questionnaire items were used. The first set of items dealt with the general background of the respondents. The second set of questionnaire focused on issues related to the effectiveness and challenges of school based supervision in improving school performance.

Therefore, for structured question items, Likert scales would be employed, because Likert scale mostly used in survey research and easy to construct, simplest way to describe opinion, suggestion and frequency of respondents and also provide more freedom to respondents.

### **Interview**

The interview was conducted in local language and was designed to gather data from school main principals of the government secondary schools of Jimma Town. They were selected on the basis of their position to effectively describe the reality in the study area and they could have detailed information about the effectiveness and challenges of school based supervision in improving school performance. The interview guide questions set for respondents had one part, which were targeted to obtain information related to the basic research questions. Finally, interview notes were taking, summarizing and analyzing narratively.

### **Focus Group Discussion**

Items for focus group discussion were developed by the researcher for obtaining data and information from 3 CRC supervisors in order to take the advantage of collecting variety of shared understanding from these interacting individuals.

Focus group discussion was conducted within CRC (3) supervisors who were working in government secondary schools of Jimma Town because of the reasons that among those CRC supervisors the researcher helping to understand the situation from the facial expression of the participants in addition to questionnaire. Discussions were planned in order to give more opportunities for the participants to collect detailed and richer information from those who provide information needed for the study. The source of items was literature on the area. In order to establish content validity, the items were examined by the advisors and then after making some correction, the discussion items were delivered to the participants who were involved in the focus group discussions.

## **Document Analysis**

The necessary school based supervision records of all schools, school based supervision plans, and portfolio documents of the school based supervision practice, written reports on school based supervision and feedback were assessed.

### **3.8. Methods and Procedure of Data Collection**

To answer the basic research questions raised earlier, the researcher was goes through series of data gathering procedures. The expected relevant data were gathered by using questionnaires, interviews, focus group discussions and document analysis.

After making agreement with the concerning participants, the researcher introduced his objective and purposes. Then the questionnaires were administered to the selected sample teachers who were worked within the schools. The participants were allowed to give their own answers to each item independently as needed by the researcher. They were closely assisted and supervised by the researcher himself.

Finally, the questionnaires were collected back at the right appointment. The interview was conducted with school principals and after their consent was proved to lesson communication barriers during in depth discussion. The focus group discussions were carried out among CRC supervisors. The document analysis was also done as well.

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

On the basis and types of data gathering and the instrument used, both quantitative and qualitative techniques of data analysis were employed. To get the collected data ready for analysis, the questionnaires were checked for completion, and then they were classified and tallied by the researcher himself. The characteristics of respondents were analyzed by using frequency and percentage whereas the quantitative data are analyzed by using mean scores with standard deviation. The scores of each item were statistically organized and imported into SPSS V.26.0 to obtain Sum, Mean value and Standard deviation. The mean scores were used to interpret data gathered through questionnaire. To compare and test whether the mean scores of variables was statistically significant or not, T-Test (for teacher respondents and for school based supervisor respondents) was used. On

the other hand qualitative data were analyzed by narration and description. And correlation was used to analysis the relationship of school based supervision and school performance.

Item scores for each category of the questionnaire were arranged under five rates of Likert scale: 5 = Strongly Agree (SA), 4 = Agree (A), 3= Undecided (U), 2 =Disagree (D), 1 = Strongly Disagree (SD).

In categorizing the rating scales, the frequency, percentage, mean scores and standard deviation were also calculated for all responses. As a result, the effectiveness of school based supervision in improving school performance in government secondary schools of Jimma Town Administration with a mean values below the actual mean 3.00 were rated as lower performance in their level of application, mean values at 3.00 were rated as moderate performance and mean values above 3.00 were labeled in the category of high performance (De Grauwe A. 2005).

### **3.10. Pilot Testing**

Pilot study was conducted in Aba Buna Secondary school to check the reliability of items prior to the final administration of the questionnaires to all respondents. The pilot test was conducted to secure the validity and reliability of the instruments with the objective of checking whether or not the items included in the instrument could enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make necessary amendment so as to correct confusing and ambiguous questions. The result of the pilot testing was statistically computed by the SPSS computer program. The Cronbach's Alpha model was used for analysis. The internal consistency reliability estimate was calculated by using Cronbach's Coefficient of Alpha for the questionnaires. According to the result of the pilot test the items were valid and reliable.

Table 1: The Cronbach's Coefficient of Alpha for the questionnaires of pilot test

Items	Corrected Item Total Correlation	Cronbach's Alpha (validity/reliability test)
<b>School based supervision practices</b>		.916
Guidance and support	.801	
Continuous assessment	.940	
Empowerment	.863	
Creating awareness	.883	
Action research	.912	
<b>School Performance Key Indicators</b>		
Student achievement	.805	
Discipline referrals	.940	
Attendance rates	.930	
Graduation rates	.961	
Teacher's satisfaction	.913	
The major challenges	.917	
Aggregate result	.946	

\* There were no items that omitted from questionnaire prepared for pilot test. So the items are valid and reliable to collect data use as an instrument.

### 3.11. Ethical Consideration

In doing so, having letter of authorization from Jimma University and Jimma Town education office for getting permission, the researcher was directly goes to seven government secondary schools as well as cluster supervisors, school principals and teachers of respective/individual schools for consent/approval.

The purpose of the study was explained to the participants and the researcher has asked their permission to answer questions in the questionnaires or interview guide. He also informed the participants that the information they provided was only for the study purpose. Accordingly, the researcher used the information from his participants only for the study purpose.

Taking this reality in mind, any communication with the concerned bodies were accomplished at their voluntarily agreement without harming and threatening the personal and institutional wellbeing. In addition, the researcher ensuring confidentiality by making the participants unnamed.

## **CHAPTER FOUR**

### **4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter has two parts: the first part deals with the characteristics of the respondents and the second part presents the analysis and interpretation of the data. The objective of this study was to assess the effectiveness of school based supervision in improving school performance in government secondary schools of Jimma Town Administration. To this end, both quantitative and qualitative data were gathered by using questionnaire, interview, document analysis and focus group discussion. The data gathered through interview and focus group discussion were supposed to complement the quantitative data. Moreover, document analysis was conducted by observing the comments and suggestions written on the instructional supervision book.

Questionnaires were distributed to 98 respondents and 97 copies of questionnaires were returned back to the researcher from teachers and the rest 1 copy of questionnaire was not returned. In addition, 7 school principals were interviewed and 3 cluster supervisors were focus group discussions were conducted successfully. Then after, the information obtained through interview and focus group discussions were analyzed narratively.

## 4.1 Characteristics of Respondents

Table 2: Characteristics of respondents

S. No	Items	Category	Respondents (Teachers & school Based supervisors)		interviewees (School principals)		FGD (Cluster supervisors)		Interviewees and FGD (Total)	
			No	%	No	%	No	%	No	%
1	Sex	Male	69	71.1	7	100	2	66.77	9	90
		Female	28	28.9	0	0	1	33.33	1	10
		Total	97	100	7	100	3	100	10	100
2	Age	20-25	6	6.2	-	-	-	-	-	-
		26-30	11	11.3	-	-	-	-	-	-
		31-35	18	18.6	1	14.8	-	-	1	10
		36-40	20	20.6	1	14.8	1	33.33	2	20
		41-45	21	21.6	1	14.8	2	66.67	3	30
		46 & above	21	21.6	4	57.1	-	-	4	40
		Total	97	100.0	7	100	3	100	10	100
3	Work Experience	1-5 years	12	12.4	-	-	-	-	-	-
		6-10 years	10	10.3	-	-	-	-	-	-
		11-15 years	15	15.5	-	-	-	-	-	-
		16-20 years	17	17.5	1	14.29	0	0	1	10.0
		21-25 years	17	17.5	2	28.57	2	66.67	4	40.0
		26-30 years	12	12.4	1	14.29	1	33.33	2	20.0
		Above 30 years	14	14.4	3	42.86	0	0	3	30.0
		Total	97	100.0	7	100	3	100	10	100
4	Level of Education	Diploma	2	2.1	-	-	-	-	-	-
		BA/BSc	52	53.6	-	-	-	-	-	-
		MA/MSc	42	43.3	7	100	3	100	10	100
		Other	1	1.0	-	-	-	-	-	-
		Total	97	100.0	7	100	3	100	10	100

As presented in item 1 of the above Table 2, from the respondents those who fill the questionnaire, 69 (71.1%) and 28 (28.9 %) of teachers were males and females respectively. Similarly, out of the interviewees who were interviewed, 9 (90%) and 1(10%) were males and females in their order.

In item 2 of Table 2, regarding to the ages of teachers in teaching profession, the 6 (6.2%), of respondent teachers had 20-25 years, 11(11.3%) of them had age between the range of 26-30 and 18(18.6 %) of them had age between the range of 31-35 years and 20 (20.6%) of the respondent teachers had age between 36-40. So above 39% of respondents were matured.

Those, 21 (21.6%) of respondent teachers had age in between 41-45, and 21 (21.6%) of the respondent teachers were aged above 46 years. This shows majority of teachers in Jimma Town were well matured.

In item 3 of Table 2, regarding to the experience (service years) of teachers in teaching profession, the majority 12 (12.4%), of respondent teachers had work experience between 1-5years, 10 (10.3%) of them had experience between the range of 6-10 and 15(15.5 %) of them had experience between the range of 11-15 years and 17 (17.5%) of the respondent teachers had working experience between 16-20. Those, 17 (17.5%) of respondent teachers had service years in teaching profession between 21 & 25, and 12 (12.4%) of the respondent teachers had the experience of 26-30 years. The rest 14 (14.4%) of the respondent teachers had the experience in teaching above 30 years of service. This implies that the teachers in Jimma Town were much experienced.

Furthermore, regarding to the experience (service years) of interviewees and FGD group in teaching and supervision profession, 0 (0%) of interviewees had work experience between 1-5 years, 0 (0%) of them had experience between the range of 6-10 years, 0(0%) of them had experience between the range of 11-15 years and 1 (10%) of the respondent teachers had working experience between 16-20, 4 (40%)'s are 21-25 years of work experience, from 26-30 years of experience are 2 (20%) and 3 (30%) of them are above 30 years' experience. This shows that the interviewees and FGD participants were highly experienced in their position. Unfortunately, the researcher did find interviewees with 7 school principals and FGD with 3 cluster supervisors those who had working in government secondary schools in teaching and supervision profession.

In item 4 of the same Table concerning to the educational level of respondents, 0(0%) of teachers were certificate holders, 0(0%) of teachers were diploma holders, 0(0%) of teachers had first degree

(Bachelor of Science, B.Sc. or Bachelor of Art, B.A) and the rest 10(100%) of respondent teachers had got second degree (Master of Science, M.Sc. or Master of Art, M.A).

This indicates that there was not a gap in educational levels among teachers and the school based supervisors in the secondary schools of Jimma Town. Due to this, among respondents, they all could possess the necessary information which the researcher seeks. Because 90% and above of respondents were ten years and above work experience, mature and at least first degree in their education.

So the researcher was gain full and necessary information about effectiveness of school based supervision in improving school performance in government secondary schools of Jimma Town Administration.

## **4.2 Presentation, Analysis and Discussion of the Findings of the Study**

This part of the study was devoted to the presentation, analysis and discussion of the data obtained from various groups of respondents in relation to the effectiveness of school based supervision in improving school performance in government secondary schools of Jimma Town Administration. Questionnaires were filled by the respondents and resulting answers were interpreted in terms of frequency, percentage, mean scores and standard deviation. T-test was also computed to test the validity of items stated in questionnaire which was distributed to the respondent teachers and school based supervisors who were filled questionnaire.

After data are collected, they will be checked, classified, arranged, organized and discussed according to their characteristics. Then after, they will be presented, analyzed and interpreted by using quantitative and qualitative research analysis techniques. The data obtained through questionnaires from teachers, will be analyzed and interpreted quantitatively by using percentages. Qualitative data obtained using interviews and FGDs, from school principals and CRC supervisors and information gathered from document analysis will be analyzed and interpreted qualitatively using descriptive narration.

### 4.2.1. Items related to guidance and support in school based supervision practices

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of guidance and support were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table.

**Table 3:** The respondents view on guidance and support in school based supervision practices

SN		Respondents	N	Mean	Std. Dev.	t-value	p-value
1	Prepare clear plan	Teachers	50	2.52	.707	2.93	.004
		Sch. Based Supervisors	47	2.02	.944		
2	Have Well-organized plan	Teachers	50	2.40	.782	1.54	.127
		Sch. Based Supervisors	47	2.13	.947		
3	Announce the schedule before conducting Supervision	Teachers	50	2.44	.837	2.07	.042
		Sch. Based Supervisors	47	2.09	.855		
4	Guiding teachers on the classroom Instructions	Teachers	50	2.38	.830	.722	.047
		Sch. Based Supervisors	47	2.26	.871		
5	Provides constructive feedback to teachers.	Teachers	50	2.26	.876	.734	.046
		Sch. Based Supervisors	47	2.13	.900		
6	Set strategies for future improvement of school performance with supervisees.	Teachers	50	2.36	.875	1.14	.025
		Sch. Based Supervisors	47	2.15	.955		
7	are basic knowledge about school based supervision	Teachers	50	2.32	.844	-.123	.029
		Sch. Based Supervisors	47	2.34	.788		
8	are committed to support teachers	Teachers	50	2.18	.919	-.179	.053
		Sch. Based Supervisors	47	2.21	.883		
9	gives enough support	Teachers	50	2.14	.904	.641	.043
		Sch. Based Supervisors	47	2.02	.921		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviation

As can be seen from Table 3 Item 1 respondents were asked to rate their level of agreement on the item whether the school based supervision prepare clear plan for the school or not. Accordingly, the mean scores of teachers ( $M=2.52$ ,  $SD=.707$ ), School based supervisors ( $M=2.02$ ,  $SD=.944$ ) respectively suggesting that respondents undecided about the item. Furthermore, the calculated t-test result  $t(95) = 2.93$ ,  $p=.004$  implies that there was statistically significant mean difference between the two groups. It can be said that there was not clear plan of school based supervision plan in schools. Because the school based supervisors were holds as the same credit hours with teachers and they were not any benefits they can gain for the additional work. So they were not time and they were not committed to prepare clear plan.

In table 3 item 2 respondents were asked to rate their level of agreement on the item whether the school based supervisors prepare a well-organized plan or not. Accordingly the mean scores of teachers ( $M= 2.4$ ,  $SD= .782$ ), school based supervisors ( $M=2.13$ ,  $SD=.947$ ) respectively suggesting that respondents undecided about the item. In addition, the calculated t-test result  $t(95) = 1.54$ ,  $p= .127$  implies that there was statistically significant mean difference between the two groups. And the result of the mean is less than 3.00. This shows there was not well organized plan for school based supervision. It was possible to conclude school based supervision were not efficient in Jimma Town secondary schools. When there is not clear supervision plan there is not efficient supervision.

As shown in item 3 of table 3, teachers were asked to express their agreement levels on school supervisors were announce the schedule before conducting supervision or not. Accordingly, teachers with the ( $M=2.44$ ,  $SD=.837$ ) were disagree about the issue; however SBS ( $M=2.09$ ,  $SD=.855$ ) were not sure about teachers were announced the schedule before conducting supervision. Furthermore; ( $p\text{-value} = .042$ ) which was less than 0.05; has shown that there was statistically significant difference between the opinions of the two groups of respondents. Thus, it can be said that teachers were not announced the schedule before conducting school based supervision, it is possible to conclude that school-based supervision were not inefficient due to this reason teachers were not fully announced the schedule before conducting supervision.

*On the other hand; data that had been gathered from interview held with school based supervisors confirmed that most of the time teachers are not clearly announced the schedule before conducting supervisions (p1 said 29/08/2015).*

With regards to item 4 of table 3, the other questions raised to teachers was school based supervisors were guiding teachers on the classroom instructions or not, teachers with the ( $M=2.38$ ,  $SD=.830$ ) were disagree about the issue, SBS ( $M=2.26$ ,  $SD=.871$ ) undecided on the item.

The significance value (p-value is 0.047) is less than 0.05 shows there is significance difference between the opinions of the two groups. Therefore based on the majority of teachers respondents; it can be conclude that school based supervisors were not guiding teachers on the classroom instructions in the study area. Thus, it can be said that school based supervisors were not guiding teachers on the classroom instructions properly.

*Data gathered from CRC supervisors FGD also reveal school based supervisors were not guiding teachers on the classroom instructions in the study area. P1 said that; SBS were not guiding teachers properly on the classroom instruction; they focus on fault finding (08/09/2015).*

In the same table item5, respondents' requested was to forward their opinion regarding school based supervisors provides constructive feedback to teachers or not. Accordingly; teachers respondents ( $M=2.26$ ,  $SD=.876$ ) were agree about the issue, the SBSs' respondents with the ( $M=2.13$ ,  $SD=.900$ ) they were undecided on the point. However; the significance t-test (p-value = 0.046) which was less than 0.05 shows there is significance difference between the opinions of the two groups of respondents. These we can conclude two group respondents were not sure about school based supervisors provide constructive feedback to teachers. From this it is possible to conclude that the school-based supervision tasks in the study area not properly improve the professional development of teachers and school performance.

As shown in the same table item 6, respondents were asked whether or school-based supervisors set strategies for future improvement of school performance or not. Accordingly, it was found that the teachers respondents ( $M=2.36$ ,  $SD=.875$ ) disagree on the issue and the SBS ( $M=2.34$ ,  $SD=.955$ ) were undecided with the issues. However; (p-value= 0.025) which was less than 0.05 revealed there was significant difference on respondents' opinions of two groups. From this finding it is possible to say school-based supervisors were set strategies for future improvement of school performance and SBS are not sure about school-based supervisors set strategies for future improvement of school performance. From this one can concluded that teachers in the study area were not satisfied with school based supervision that contributed for the improvement of school performance.

The other question item 7 respondents were asked school based supervisors were basic knowledge about school based supervision or not. Accordingly, the teachers respondents (M=2.32, SD=.844) indicates that they were disagree with concerning the issue under discussion. While respondents from SBS (M=2.34, SD=.788) were undecided on the issues. However; (p-value= 0.029) which was less than 0.05 revealed there was significant difference on respondents' opinions of two groups. The result implies school based supervisors were not basic knowledge about school based supervision which implies the extent of its utilization in schools has potential impact on the effectiveness of school based supervision and eventually on realizing the desired change is weak.

In the same table item 8, respondents were asked whether or not school-based supervisors were committed to support teachers or not. The computed data reveals that teachers (M=2.18, SD=.919) undecided on the issues and SBS (M=2.21, SD=.883) also the same to teachers and supervisors respectively confirmed that, uncertainty of school-based supervisors are committed to support teachers. The significance value (p-value) is 0.053 is greater than 0.053 shows there is no significance difference between the opinions of the two groups regarding school-based supervision results the improvement of school performance. From this one can concluded that teachers' perceived school-based supervision is insignificant in the improvement of school performance.

As shown above item 9, respondents were asked whether school based supervisor's gives enough support or not. Accordingly, teachers (M=2.14, SD=.905) which indicates undecided on the issues; whereas SBS (M=2.02, SD=.921) disagree on the issues. The significance level (p-value=.0.043) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and school based supervisors. This shows that there was not enough support given in the study area by SBS. From this one can concluded that the practice of school based supervision was inefficient in improving school performance in the study area.

*From the FGDs held in each sample school, the participants have confirmed that the supervisory practices are carried out by the school principal, vice principal departments' heads and senior teachers were conducting the classroom observation which was made unlimited per a semester. According to them, it is difficult to say this there is a supervisory practice in their schools. From this, one can conclude that there is no collaborative supervisory practice among school principal, vice principal, department heads, senior teachers. A CRC supervisor of the study area reveals that school-based supervisors were not*

*gives enough support. From this finding one can conclude that school-based supervisors were failed to communicating the supervisee teachers which is necessary for their professional development.*

#### **4.2.2. Continuous Assessment in school based supervision practices**

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of the continuous assessment in school based supervision practices were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table.

Table 4: The respondents view on the continuous assessment in school based supervision practices  
Response rate on items related to continuous assessment

<b>SN</b>	<b>Items</b>	<b>Respondents</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>t-value</b>	<b>p-value</b>
1	Evaluate school performance to give feedback for the improvement in all aspects of the school.	Teachers	50	2.30	.863	.598	.048
		Sch. Based Supervisors	47	2.19	.924		
2	Evaluate teacher performance to give feedback for the improvement in all aspects of the teachers.	Teachers	50	2.32	.891	.827	.041
		Sch. Based Supervisors	47	2.17	.892		
3	Attend changes comes after Supervision	Teachers	50	2.18	.873	.054	.047
		Sch. Based Supervisors	47	2.17	.916		
4	Take corrective measurements on time when they saw problems	Teachers	50	2.24	.894	.485	.049
		Sch. Based Supervisors	47	2.15	.955		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key X= Mean SD= Standard Deviations

On table 4 item 1 respondents were requested on whether there is school-base supervisors evaluate school performance to give feedback for the improvement in all aspects of the school or not. Accordingly their response of teachers were (M=2.30, SD=.863) disagree on the issues; SBS (M=2.19, SD=.924) undecided on the point. The t-test result (p-value=0.048) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisors not evaluate school performance to give feedback for the improvement in all aspects of the school. The continuous assessment of the change was important to give necessary support for the school.

*One of the CRC supervisor said that; Teachers haven't got consistently giving constructive feedback to improve teaching and learning process (P1; 08/09/2015). On the other hand; data that have been collected through interview from P1 (29/08/2015) revealed that school-base supervisors not evaluate school performance to give feedback for the improvement in all aspects of the school.*

Thus, the result implies school-based supervision in Jimma Town administration secondary schools hadn't carried on appropriately to evaluate school performance to give feedback for the improvement in all aspects of the school. From this it is possible to conclude that the school-based supervision tasks were not well-implemented.

In the same table item 2, respondents' were asked whether school-based supervisors evaluate teacher performance to give feedback for the improvement in all aspects of the teachers or not. The computed data result shown teachers (M=2.32, SD=.891) agree on the issues and SBS (M=2.17 SD=.892) undecided on the issues. The t-test result (p-value=0.041) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisors were not evaluating teacher performance to give feedback for the improvement in all aspects of the teachers. The continuous assessment of the change was important to give necessary support for the teachers

*Moreover, the FGD conducted with CRC supervisors also confirmed that school-based supervisors have not evaluated teacher performance to give feedback for the improvement in all aspects of the teachers. School based supervision is used for administrative and evaluation purposes only in their schools (P1 said; 08/09/2015).*

From this finding one can conclude that most of school-based supervision conducted in the study area not evaluates teacher performance to give feedback for the improvement in all aspects of the teachers. They use school based supervision for evaluation only.

As shown above item 3, respondents were asked whether school-based supervisors attend change comes after supervision or not. Accordingly; teachers ( $M=2.18$ ,  $SD=.873$ ) disagree on the point and SBS ( $M=2.171$ ,  $SD=.916$ ) disagree too on the point. Moreover; ( $p\text{-value}= .047$ ) which was less than 0.05 has revealed that there was a significant difference between the opinions of two groups of respondents'. School based supervisors cannot attend changes after supervision properly. Because, the school based supervisors were overburdened workloads. So this shows that school based supervision practice was weak in the study area to improve school performance.

*Furthermore, interview and FGD conducted with school principals and CRC supervisors revealed that school based supervisors were not attend change comes after supervision for the improvement of school performance (Interview on 30/08/2015 & FGD on 08/09/2015).*

As it can be observed from the above table for item 4, teachers and school-based supervisors were asked whether or not school-based supervisors attend change comes after supervision with the teachers ( $M=2.244$ ,  $SD=.894$ ) disagree and SBS and ( $M=2.151$ ,  $SD=.955$ ) disagree on the issues. The significance value ( $p\text{-value}$ ) is 0.049 is less than 0.05 shows there is a significance difference between the opinions of the two groups regarding school-based supervisors attend change comes after supervision. This implies SBS were not attend change comes after supervision. Therefore it can be conclude that the school-based supervisors were not attend change comes after supervision in the study area. The result shows that school-based supervision was less effective in the improvement of school performance.

#### **4.2.3. Empowering teachers and students in school based supervision practices**

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of the perception of teachers towards the supervisory activities were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table.

**Table 5:** The respondents view towards empowerment in school based supervision practices

No	Items	Work Position	N	Mean	SD		
						t-value	p-value
1	Arrange inter-schools (among schools) visitation to share good practices.	Teachers	50	2.22	.910	.973	.037
		Sch. Based Supervisors	47	2.04	.884		
2	Arrange intra-schools (within schools among teachers) visitation to share good practices.	Teachers	50	2.20	.926	.501	.041
		Sch. Based Supervisors	47	2.11	.914		
3	Take ideas from teachers to improve the instructional activities	Teachers	50	2.28	.834	.741	.046
		Sch. Based Supervisors	47	2.15	.908		
4	Helps to prepare best experiences and practices sharing programs.	Teachers	50	2.28	.834	.618	.038
		Sch. Based Supervisors	47	2.17	.916		
5	Helps to provide best experiences and practices sharing programs.	Teachers	50	2.36	.802	1.087	.028
		Sch. Based Supervisors	47	2.17	.916		
6	Gives the appropriate feedback for teachers immediately.	Teachers	50	2.18	.896	.519	.065
		Sch. Based Supervisors	47	2.09	.905		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

On table 5 item 1 respondents were requested on whether there is school-based supervisors were arrange inter-schools (among schools) visitation to share good practices or not. Accordingly their response of teachers were (M=2.22, SD=.910) disagree on the issues; SBS (M=2.04, SD=.884) undecided on the point. The t-test result (p-value=0.037) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisors not arrange inter-schools (among schools) visitation to share good practices.

*On the other hand; data that have been collected through FGD from CRC supervisors revealed that most of school-based supervision were not arrange inter-schools (among schools) visitation to share good practices (P3 said 08/09/2015).*

Thus, the result implies school-based supervision in Jimma Town administration secondary schools hadn't carried on appropriately to arrange inter-schools (among schools) visitation to share good practices. From this it is possible to conclude that the school-based supervision tasks were not implemented properly.

In the same table item 2, respondents' were asked whether school-based supervisors were arrange intra-schools (within schools among teachers) visitation to share good practices or not. The computed data result shown teachers ( $M=2.20$ ,  $SD=.926$ ) disagree on the issues and SBS ( $X=.2.11$   $SD=.914$ ) undecided on the issues. The t-test result ( $p\text{-value}=0.041$ ) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervision were not arrange intra-schools (within schools among teachers) visitation to share good practices.

*Moreover, the interview conducted with school principals also confirmed that school-based supervision has not arrange intra-schools (within schools among teachers) visitation to share good practices (according to P4; 29/08/2015).*

From this finding one can conclude that most of school-based supervision conducted in the study area not arrange intra-schools (within schools among teachers) visitation to share good practices.

As shown above item 3, respondents were asked whether school-based supervisors take ideas from teachers to improve the instructional activities or not. Accordingly; teachers ( $M=2.28$ ,  $SD=.834$ ) disagree on the point and SBS ( $M=2.15$ ,  $SD=.908$ ) disagree too on the point. Moreover; ( $p\text{-value}=.046$ ) which was less than 0.05 has revealed that there was a significant difference between the opinions of two groups of respondents'. The result shown school based supervisors were not take ideas from teachers to improve school performance.

*Furthermore, interview conducted with school principals revealed that there were not school-based supervisors practiced take ideas from teachers to improve the instructional*

*activities because school based supervision were not implemented properly in secondary schools by many reasons (P7 said on 29/08/2015).*

As it can be observed from the above table for item 4, teachers and school-based supervisors were asked whether or not school-based supervisors helps to prepare best experiences and practices sharing programs with the teachers (M=2.28, SD=.834) disagree and SBS (M=2.17, SD=.916) disagree on the issues. The significance value (p-value) is 0.038 is less than 0.05 shows there is a significance difference between the opinions of the two groups regarding supervisors helps to prepare best experiences and practices sharing programs. This implies SBS were not helps to prepare best experiences and practices sharing programs. Therefore it can be concluding that the supervisors did not help to prepare best experiences and practices sharing programs in the study area. The result shows that school-based supervisors were less effective to help to prepare best experiences and practices sharing programs.

*Moreover, the FGD held with CRC supervisors confirmed that the efforts of school-based supervisors to organize experience sharing among teachers in improving the school performance were not that much effectively implemented due to various reasons. Therefore, it is possible to conclude school-based supervisors are not capable enough to discharge their responsibilities. However, various literatures show that in the schools where teachers have the exposure to new ideas and share experiences more readily, there is a greater potential for school and classroom improvement. Improving schools performance in the development of their staff creates opportunities for teachers to collaborate and to share best practices. Evidences also suggest that attention in such experience sharing can impact directly upon improvements in student learning and achievement (Day, 1999).*

In the same table item 5 respondents were asked whether school based supervisors helps to provide best experiences and practices sharing programs or not. According the computed indicates teachers (M=2.36, SD=.802) disagree on the issues and SBS (M=2.17, SD=.916) undecided on the point. The significance level (p-value=0.028) is less than 0.05, this indicates that there is significance difference between the opinions of SBS and teachers. Therefore, based on it can be said that school-based supervisors didn't helps to provide best experiences and practices sharing programs.

*The data obtained from FGD with CRC supervisors support the above finding. Most of the time school-based supervisors did not pay attention to helps to provide best experiences and practices sharing programs. One of the school principal said that school-based supervisors did not make mutual agreements with each supervisee teachers on the helps to provide best experiences and practices sharing programs (08/09/2015).*

As shown on the above table item 6 respondents were asked concerning school-based supervisors gives the appropriate feedback for teachers immediately or not. The computed data shown that teachers (M=2.18, SD=.896) disagree on the issues and SBS respondents (M=2.09, SD=.905) also disagree on the point. The significance level (p-value=.065) is greater than 0.05, this indicates that there is no significance difference between the opinions of SBS and teachers. From this one can conclude that the effort of school based supervisors in practicing gives the appropriate feedback for teachers immediately which improve to teaching learning activities of teachers were ineffective in the study area.

*One of the CRC supervisor said that; Teachers haven't got consistently giving appropriate feedback to improve teaching and learning process to achieve school goal.*

#### **4.2.4. Creating awareness about the methodological changes in the teaching**

##### **Learning in school based supervision practices**

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of creating awareness about the methodological changes in the teaching learning in school based supervision practices were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table.

**Table 6:** The respondents' view towards creating awareness about the methodological changes in the teaching learning in school based supervision practices

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervisors						
1	Enhances teachers to employ modern (student-centered) teaching methodologies.	Teachers	50	2.36	.827	.848	.399
		Sch. Based Supervisors	47	2.21	.883		
2	Enhances teachers to employ active (student-centered) teaching methodologies.	Teachers	50	2.32	.819	.371	.711
		Sch. Based Supervisors	47	2.26	.896		
3	Helps to apply appropriate modern technologies in order to make the instructional process more easy and smooth.	Teachers	50	2.26	.828	.744	.459
		Sch. Based Supervisors	47	2.13	.924		
4	Helps to fulfill different educational inputs	Teachers	50	2.30	.839	1.342	.183
		Sch. Based Supervisors	47	2.06	.895		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

On table 6 item 1 respondents were requested on whether there is school-based supervisors were enhances teachers to employ modern (student-centered) teaching methodologies or not. Accordingly their response of teachers were (M=2.36, SD=.827) disagree on the issues; SBS (M=2.12, SD=.883) undecided on the point. The t-test result (p-value=0.039) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisors not enhance teachers to employ modern (student-centered) teaching methodologies.

Thus, the result implies school-based supervision in Jimma Town administration secondary schools hadn't carried on appropriately as per the principles of school based supervision. From this it is possible to conclude that the school-based supervision tasks were not implemented as the principles of school based supervision to improve school performance.

In the same table item 2, respondents were asked whether school-based supervisors were enhances teachers to employ active (student-centered) teaching methodologies or not. The computed data result shown teachers (M=2.32, SD=.819) disagree on the issues and SBS (M=.2.26 SD=.896) undecided on the issues. The t-test result (p-value=0.047) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervision was not enhances teachers to employ active (student-centered) teaching methodologies.

*On the other hand; data that have been collected through interview from school principals and FGD from CRC supervisors revealed that most of school-based supervisors were not enhances teachers to employ modern (student-centered) teaching methodologies as the principles of school based supervision (P5 interview on 29/08/2015 and P2 FGD on 08/09/2015).*

From this finding one can conclude that most of school-based supervision conducted in the study area not enhances teachers to employ active (student-centered) teaching methodologies to improve school performance as the principle of school based supervision.

As shown above item 3, respondents were asked whether school-based supervisors helps to apply appropriate modern technologies in order to make the instructional process more easy and smooth or not. Accordingly; teachers (M=2.26, SD=.828) disagree on the point and SBS (M=2.13, SD=.924) disagree too on the point. Moreover; (p-value= .045) which was less than 0.05 has revealed that there was a significant difference between the opinions of two groups of respondents.

*Furthermore, interview conducted with school principals and FGD conducted with CRC supervisors revealed that school based supervisors were not helps to apply appropriate modern technologies in order to make the instructional process more easy and smooth to made supervision in planned way (P6 interview on 29/08/2015 and P3 FGD on 08/09/2015).*

As it can be observed from the above table for item 4, teachers and school-based supervisors were asked whether or not school-based supervisors helps to fulfill different educational inputs with the teachers (M=2.30, SD=.839) disagree and SBS and (M=2.03, SD=.895) disagree on the issues. The significance value (p-value= .048) is less than 0.05 shows there is a significance difference between the opinions of the two groups regarding school based supervisors helps to fulfill different educational inputs. This implies SBS were not helps to fulfill different educational inputs. Therefore it can be concluding that the school based supervisors did not help to fulfill different educational inputs in the study area. The result shows that school-based supervisors were less effective to help to fulfill different educational inputs to improve school performance.

#### 4.2.5. Action Research in school based supervision practices

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of action research in school based supervision practices were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table.

**Table 7:** The respondents' view towards action research in school based supervision practices

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervisory practice						
1	encourages conducting action research on solving instructional problems	Teachers	50	2.22	.887	.732	.046
		Sch. Based Supervisors	47	2.09	.929		
2	Encourages reflecting the findings of the research to the concerned bodies.	Teachers	50	2.26	.853	.724	.047
		Sch. Based Supervisors	47	2.13	.947		
3	Gives support to implement the findings of the research in the school	Teachers	50	2.16	.817	.546	.045
		Sch. Based Supervisors	47	2.06	.919		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

On table 7 item 1 respondents were requested on whether there is school-based supervisory practice were encourages conducting action research on solving instructional problems or not. Accordingly their response of teachers were (M=2.22, SD=.887) disagree on the issues; SBS (M=2.09, SD=.929) undecided on the point. The t-test result (p-value=0.046) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisory practice were not encourages conducting action research on solving instructional problems.

*On the other hand; data that have been collected through interview and FGD from school principals and CRC supervisors revealed that most of school-based supervisory practice were not encourages conducting action research on solving instructional problems as the principles of school based supervision to improve school performance. As P6 said in the interview; action research needs budget but we were lacks of budget to do action research in our school.*

Thus, the result implies school-based supervisory practices in Jimma Town administration secondary schools hadn't encourages conducting action research on solving instructional problems as per the principles of school based supervision. From this it is possible to conclude that the school-based supervision tasks were not implemented as the principles of school based supervision to improve school performance.

In the same table item 2, respondents were asked whether school-based supervisory practices were encourages reflecting the findings of the research to the concerned bodies or not. The computed data result shown teachers (M=2.26, SD=.853) disagree on the issues and SBS (M=.2.13, SD=.947) undecided on the issues. The t-test result (p-value=0.047) is less than 0.05, which indicates that there was significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisory practices were not encourages reflecting the findings of the research to the concerned bodies.

*Moreover, the FGD conducted with CRC supervisors also confirmed that school-based supervisory practices have not encourages reflecting the findings of the research to the concerned bodies. As P2 said in the FGD; there was not commitment behind school*

*principals encouraging reflecting the findings of the research and teachers need extra benefits from schools (08/09/2015).*

From this finding one can conclude that most of school-based supervisory practices conducted in the study area not encourage reflecting the findings of the research to the concerned bodies to improve school performance as the principle of school based supervision.

As shown above item 3, respondents were asked whether a school-based supervisory practice gives support to implement the findings of the research in the school or not. Accordingly; teachers (M=2.16, SD=.817) disagree on the point and SBS (M=2.06, SD=.919) disagree too on the point. Moreover; (p-value= .045) which was less than 0.05 has revealed that there was a significant difference between the opinions of two groups of respondents.

*Furthermore, interview conducted with school principals revealed that school based supervisory practices were not gives support to implement the findings of the research in the school to improve school performance (P4 said on 29/08/2015).*

#### **4.2.6. Student Achievement**

The mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of student achievement were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. In this part the researcher needs to assess the opinions of the respondents about the contribution of school based supervision to improve student achievement.

**Table 8:** The respondents' view towards student achievement

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervision						
1	Contributes positively to the improvement of the students' result.	Teachers	50	2.54	.788	1.534	.028
		Sch. Based Supervisors	47	2.28	.902		
2	Contributes positively to the	Teachers	50	2.44	.837	1.515	.049

	improvement of the students' learning performance.	Sch. Based Supervisors	47	2.17	.916		
3	Minimizes repetition rate of students.	Teachers	50	2.24	.847	.270	.063
		Sch. Based Supervisors	47	2.19	.924		
4	Supports the learning opportunities of special need students	Teachers	50	2.30	.863	1.519	.132
		Sch. Based Supervisors	47	2.02	.944		
5	Supports the learning opportunities of female students.	Teachers	50	2.44	.861	1.371	.174
		Sch. Based Supervisors	47	2.19	.924		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

Table 8 item 1, respondents were requested to rate their level of agreements regarding school-based supervision contributes positively to the improvement of the students' result. According to the computed data teachers (M=2.54, SD=.788) disagree and SBS (M=2.28, SD=.902) also disagree on the point. The significance level (p-value=0.028) is less than 0.05, this indicates that there is a significance difference between the opinions of teachers and supervisors. Moreover the data obtained from school principals interview and FGD also confirmed that due to improper implementation school based supervision was not contributes positively to the improvement of the students' result in the study area. From this point it can conclude that school based supervision was not contributes positively to the improvement of the students' result.

Item 2 in table 8 asked respondents whether school-based supervision contributes positively to the improvement of the students' learning performance or not. Accordingly; teachers respondents (M=2.44, SD=.837) disagree on the issues and SBS respondents (M=2.17, SD=.916) undecided on the issues. The significance level (p-value=0.049) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and supervisors. The response of SBS showed they are disagreeing school-based supervision contributes positively to the improvement of the students' learning performance. The result implies there is no positive contribution of school based contribution in the improvement of the students' learning performance in the study area because of improper implementation of school based supervision.

In the same table item 3 respondents were asked whether school based supervision minimizes repetition rate of students or not. The computed data reveals that teachers ( $M=2.24$ ,  $SD=.847$ ) and SBS ( $M=2.19$ ,  $SD=.924$ ) respectively disagree on the issues. The significance level ( $p\text{-value}=0.063$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. The result implies there is no positive contribution of school based contribution in the minimizing of repetition rate of students in the study area because of improper implementation of school based supervision.

*The interview and FGD data obtained from school principals and CRC supervisors support the above finding; school based supervision was not minimizes repetition rate of students because of the absence of proper implementation of school based supervision. Due to these reason school based supervisory activities in the study area was adversely affected (P7; in interview on 29/08/2015 and P1; in FGD on 08/09/2015).*

As shown in the above table item 4 respondents were asked school-based supervision supports the learning opportunities of special need students or not. According to the computed data ( $M=2.30$ ,  $SD=.863$  and ( $M=2.02$ ,  $SD=.944$ ) of teachers and SBS respectively which indicated their disagreement on the issues. The significance level ( $p\text{-value}=.132$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. The finding result confirms that school-based supervision were not supports the learning opportunities of special need students.

*On the other hand data obtained from interview of school principals (P6; on 29/08/2015) also strengthen the above finding. School-based supervision was not supports the learning opportunities of special need students by itself in the study area.*

In the same table item 5 respondents were asked school-based supervision supports the learning opportunities of female students or not. According to the computed data teachers ( $M=2.44$ ,  $SD=.861$ ) and SBS ( $M=2.19$ ,  $SD=.924$ ) respectively undecided on the issues. The significance level ( $p\text{-value}=.174$ ) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. From this finding one can conclude that both groups of respondents were unsure about the issues.

The data obtained from FGD of CRC supervisors (P2; on 08/09/1015) shown that school-based supervision was not supports the learning opportunities of female students exceptionally in the study area.

#### 4.2.7. Discipline Referrals

The frequency, percentage, mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of discipline referrals were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. The responses of the two groups were analyzed by t-test.

**Table 9:** The respondents' view towards discipline referrals

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervision						
1	Creates safe school environment which is free from any disturbing issues.	Teachers	50	2.50	.763	1.248	.215
		Sch. Based Supervisors	47	2.30	.832		
2	Creates peaceful school environment which is free from any disturbing issues.	Teachers	50	2.48	.762	.857	.394
		Sch. Based Supervisors	47	2.34	.841		
3	Minimizes late coming	Teachers	50	2.28	.882	.865	.389
		Sch. Based Supervisors	47	2.13	.850		
4	Reduces lifting the school out of time	Teachers	50	2.32	.868	1.249	.215
		Sch. Based Supervisors	47	2.11	.814		
5	Develop the respecting of school members (respect their teachers, their collegial...)	Teachers	50	2.30	.863	.012	.991
		Sch. Based Supervisors	47	2.30	.907		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

As shown in item 1 of table 9. Teachers and school based supervisors were asked to express their agreement levels on school based supervision creates safe school environment which is free from any disturbing issues or not. Accordingly, teachers with the (M=2.50, SD=.763) were disagree about the issue; however SBS (M=2.30, SD=.832) were disagree about school based supervision creates safe school environment which is free from any disturbing issues. Furthermore; (p-value = 0.215) which was greater than 0.05; has shown that there was statistically no significant difference between the opinions of the two groups of respondents. Thus, it can be said that school based supervision not individually creates safe school environment which is free from any disturbing issues, it is possible to conclude that school based supervision were not playing its role according to school based supervision principle to improve school performance in the study area.

*On the other hand; data that had been gathered from interview and FGD held with school principals (P5; on 29/08/2015) and CRC supervisors (P1; on 08/09/2015) confirmed that “school based supervision were not creates safe school environment which is free from any disturbing issues; because still now there are discipline problems in secondary schools of the study area”.*

With regards to item 2 of table 9, the other questions raised to teachers was school based supervision creates peaceful school environment which is free from any disturbing issues or not, teachers with the (M=2.48, SD=.762) were disagree about the issue, SBS (M=2.34, SD= .841) disagree on the item. The significance value (p-value is 0.394) is greater than 0.05 shows there is no a significance difference between the opinions of the two groups. Therefore based on the majority of teachers respondents; it can be conclude that school based supervision were not properly creates peaceful school environment which is free from any disturbing issues in the study area. Thus, it can be said that respondents were not disagree about the significances of school-based supervision.

*Data gathered from school principals interview also reveal school based supervision were not properly creates peaceful school environment which is free from any disturbing issues in the study area. P2 (29/08/2015) said that; around the school compound many chat shops, alcohol groceries and bar barriers were opened to gat students into bad habits.*

In the same table item 3, respondents' requested was to forward their opinion regarding school based supervision contributed for minimizes late coming or not. Accordingly; teachers respondents (M=2.28, SD=.882) were disagree about the issue, the SBSs' respondents with the (M=2.13, SD=.850) they were disagree on the point.

However; the significance t-test (p-value = 0.389) which was greater than 0.05 shows there is no a significance difference between the opinions of the two groups of respondents. These we can conclude two group respondents were not agree about school based supervision plays important role in minimizing late coming. From this it is possible to conclude that the school-based supervision tasks in the study area not properly plays its role.

As shown in the same table item 4, respondents were asked whether or school-based supervision reduces lifting the school out of time or not. Accordingly, it was found that the teachers respondents (M=2.32, SD=.868) disagree on the issue and the SBS (M=2.11, SD=.814) were disagree too with the issues. However; (p-value= 0.215) which was greater than 0.05 revealed there was no a significant difference on respondents' opinions of two groups. From this finding it is possible to said teachers perceived school-based supervision as value less to reduces lifting the school out of time and SBS are not sure about school-based supervision reduces lifting the school out of time to improve school performance and student achievements. From this one can concluded that teachers in the study area were not satisfied with school based supervision that contributed to reduces lifting the school out of time.

The other question item 5 respondents were asked whether teachers perceived school-based supervision develop the respecting of school members (respect their teachers, their collegial...) or not. Accordingly, the teachers respondents (M=2.30, SD=.863) indicates that they were disagree with concerning the issue under discussion. While respondents from SBS (M=2.30, SD=.907) were undecided on the issues. However; (p-value= 0.991) which was greater than 0.05 revealed there was no a significant difference on respondents' opinions of two groups. The result implies school-based supervision was not developing the respecting of school members (respect their teachers, their collegial...) which implies the extent of its utilization in schools has potential impact on the effectiveness of school based supervision and eventually on realizing the desired change is weak.

#### 4.2.8. Attendance Rates

The frequency, percentage, mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of attendance rates were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. In this section the researcher needs to know the opinion of the respondents how much school based supervision was contributed to the change of attendance rates in their schools.

**Table 10:** The respondents' view towards attendance rates

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervision	Teachers					
1	Minimizes educational wastage of students.	Teachers	50	2.38	.878	.863	.496
		Sch. Based Supervisors	47	2.26	.920		
2	Minimizes dropout rate of students.	Teachers	50	2.44	.837	1.797	.076
		Sch. Based Supervisors	47	2.13	.875		
3	Minimizes absentees	Teachers	50	2.30	.839	.990	.325
		Sch. Based Supervisors	47	2.13	.875		
4	Reduces lifting the school out of time	Teachers	50	2.38	.780	1.776	.079
		Sch. Based Supervisors	47	2.09	.855		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

On table 10 item 1 respondents were requested on whether there is school-based supervision minimizes educational wastage of students or not. Accordingly their response of teachers were (M=2.38, SD=.878) disagree on the issues; SBS (M=2.26, SD=.920) undecided on the point. The t-test result (p-value=0.496) is greater than 0.05, which indicates that there was no a significant

difference between the opinions of respondents of two groups. This result shown most of school-based supervision not minimizes educational wastage of students.

*On the other hand; data that have been collected through document analysis revealed that most of school-based supervisors were not minimizes educational wastage of students as the principles of school based supervision and can't contribute to the effective improvement of school performance. Stile absenteeism and late coming was very high in government secondary schools of the study area.*

Thus, the result implies school-based supervision in Jimma Town administration secondary schools hadn't carried on appropriately per the principles of school based supervision. From this it is possible to conclude that the school-based supervision tasks were not implemented as the principles of school based supervision to improve school performance.

In the same table item 2, respondents were asked whether school-based supervisors were minimizes dropout rate of students or not. The computed data result shown teachers ( $M=2.44$ ,  $SD=.837$ ) disagree on the issues and SBS ( $M=.2.13$   $SD=.875$ ) undecided on the issues. The t-test result ( $p\text{-value}=0.076$ ) is greater than 0.05, which indicates that there was no a significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervision was not minimizes dropout rate of students.

*Moreover, the interview conducted with school principals (P1; on 29/08/2015) and FGD with CRC supervisors (P3; on 08/09/2015) also confirmed that school-based supervision have not minimizes dropout rate of students.*

From this finding one can conclude that most of school-based supervision conducted in the study area not minimizes dropout rate of students to improve school performance as the principle of school based supervision.

As shown above item 3, respondents were asked whether school-based supervision helps to minimizes absentees or not. Accordingly; teachers ( $M=2.30$ ,  $SD=.839$ ) disagree on the point and SBS ( $M=2.13$ ,  $SD=.875$ ) disagree too on the point. Moreover; ( $p\text{-value}= .325$ ) which was greater than 0.05 has revealed that there was no a significant difference between the opinions of two groups of respondents.

Furthermore, FGD conducted with CRC supervisors (P2; on 08/09/2015) revealed that school based supervision were not helps to minimizes absentees. Stile absenteeism was very high in government secondary schools of the study area. Data analyzed from document again showing there is a high absenteeism in government secondary schools of the study area.

As it can be observed from the above table for item 4, teachers and school-based supervisors were asked whether or not school-based supervision helps to reduces lifting the school out of time with the teachers (M=2.38, SD=.780) disagree and SBS and (M=2.09, SD=.855) disagree on the issues.

The significance value (p-value= .079) is greater than 0.05 shows there is no a significance difference between the opinions of the two groups regarding school based supervisors helps to reduces lifting the school out of time. This implies SBS were not helps to reduces lifting the school out of time. Therefore it can be concluding that the school based supervision did not help to reduces lifting the school out of time in the study area. The result shows that school-based supervisors were less effective to help to reduces lifting the school out of time to improve school performance.

#### 4.2.9. Graduation Rate

The frequency, percentage, mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of graduation rate were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. In this part the researcher needs to assess the contribution of school based supervision on the graduation rate by the opinion of the respondents' in addition to document analysis.

**Table 11:** The respondents' view towards graduation rate

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervision						
1	Minimizes repetition rate of students.	Teachers	50	2.32	.794	.875	.384
		Sch. Based Supervisors	47	2.17	.892		
2	Minimizes dropout rate of students.	Teachers	50	2.24	.847	.155	.877
		Sch. Based Supervisors	47	2.21	.883		
3	Support to reduce number of students they are out of school	Teachers	50	2.34	.745	1.289	.201
		Sch. Based Supervisors	47	2.13	.875		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

On table 11 item 1 respondents were requested on whether there is school-based supervision practice were minimizes repetition rate of students or not. Accordingly their response of teachers were (M=2.32, SD=.794) disagree on the issues; SBS (M=2.17, SD=.892) undecided on the point.

The t-test result (p-value=0.384) is greater than 0.05, which indicates that there was no a significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisory practices were not minimizes repetition rate of students.

*On the other hand; data that have been collected through interview from school principals (P4; on 29/08/2015) revealed that most of school-based supervisory practices were not minimizes repetition rate of students to improve school performance. Documents showing there was high number of repetition rate now a days in government secondary schools of Jimma Town Administration.*

Thus, the result implies school-based supervisory practices in Jimma Town administration secondary schools hadn't minimizes repetition rate of students as per the principles of school based supervision. From this it is possible to conclude that the school-based supervision tasks were not implemented as the principles of school based supervision to improve school performance.

In the same table item 2, respondents were asked whether school-based supervisory practices were minimizes dropout rate of students or not. The computed data result shown teachers (M=2.24, SD=.847) disagree on the issues and SBS (M=.2.21, SD=.883) undecided on the issues. The t-test result (p-value=0.877) is greater than 0.05, which indicates that there was no a significant difference between the opinions of respondents of two groups. This result shown that most of school-based supervisory practices were not minimizes dropout rate of students.

*Moreover, the FGD conducted with CRC supervisors (P1; on 08/09/2015) also confirmed that school-based supervisory practices have not minimizes dropout rate of students at the standard level.*

From this finding one can conclude that most of school-based supervisory practices conducted in the study area not minimizes dropout rate of students to improve school performance as the principle of school based supervision.

As shown above item 3, respondents were asked whether school-based supervisory practices were support to reduce number of students they are out of school or not. Accordingly; teachers (M=2.34, SD=.747) disagree on the point and SBS (M=2.13, SD=.875) disagree too on the point. Moreover; (p-value= .201) which was greater than 0.05 has revealed that there was no a significant difference between the opinions of two groups of respondents. This shows school based supervision was not support to reduce number of students they are out of school system.

*Furthermore, interview conducted with school principals (on 29/08/2015) and FGD conducted with CRC supervisors (on 08/09/2015) revealed that school based supervisory practices were not support to reduce number of students they are out of school to improve school performance.*

#### 4.2.10. Teacher's Satisfaction

The frequency, percentage, mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of teacher's satisfaction were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. In this the researcher needs to assess how much the teachers were satisfied in their work and by the supervision services in their school?

**Table 12:** The respondents' view towards teacher's satisfaction

No	Items	Work	N	Mean	SD	t-value	p-value
	School Based Supervision	Position					
1	strengthens the relationship of school with the local community	Teachers	50	2.48	.707	1.761	.081
		Sch. Based Supervisors	47	2.19	.900		
2	Enhances assessing the teachers' satisfaction of school based supervision services.	Teachers	50	2.28	.904	1.186	.246
		Sch. Based Supervisors	47	2.06	.919		
3	Enhances evaluating the teachers' satisfaction of school based supervision services.	Teachers	50	2.24	.870	1.108	.270
		Sch. Based Supervisors	47	2.04	.884		

4	Enhances the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps	Teachers	50	2.44	.812	2.243	.027
		Sch. Based	47	2.04	.932		
		Supervisors					
5	Support teachers' accordingly.	Teachers	50	2.34	.848	1.856	.067
		Sch. Based	47	2.00	.956		
		Supervisors					

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

As shown in item 1 of table 12, teachers were asked to express their agreement levels on school based supervision strengthens the relationship of school with the local community or not. Accordingly, teachers with the (M=2.48, SD=.707) were disagree about the issue; however SBS (M=2.19, SD=.900) were disagree too about school based supervision strengthens the relationship of school with the local community. Furthermore; (p-value = 0.081) which was greater than 0.05; has shown that there was no statistically significant difference between the opinions of the two groups of respondents. Thus, it can be said that school based supervision were not strengthens the relationship of school with the local community, it is possible to conclude that the implementation of school-based supervision were not inefficient, due to this reason the relationship of school with the local community is weak.

*On the other hand; data that had been gathered from FGD held with school supervisors confirmed that school based supervision were not strengthens the relationship of school with the local community. Only the principals were working on these (P2; said on 08/09/2015).*

With regards to item 2 of table 12, the other questions raised to teachers was school based supervision enhances assessing the teachers' satisfaction of school based supervision services or not, teachers with the (M=2.28, SD=.904) were disagree about the issue, SBS (M=2.06, SD= .919) undecided on the item. The significance value (p-value is 0.246) is greater than 0.05 shows there is no a significance difference between the opinions of the two groups. Therefore based on the majority of teachers respondents; it can be conclude that school based supervision were not enhances assessing the teachers' satisfaction of school based supervision services in the study area.

*Data gathered from school principals interview also reveal school based supervision were not enhances assessing the teachers' satisfaction of school based supervision services as the principle of school based supervision in the study area (As P4; said on 29/08/2015).*

In the same table item 3, respondents' requested was to forward their opinion regarding school-based supervision enhances evaluating the teachers' satisfaction of school based supervision services or not. Accordingly; teachers respondents (M=2.24, SD=.870) were disagree about the issue, the SBSs' respondents with the (M=2.04, SD=.884) they were undecided on the point. However; the significance t-test (p-value = 0.270) which was greater than 0.05 shows there is no a significance difference between the opinions of the two groups of respondents.

These we can conclude two group respondents were not sure about school based supervision plays important role in enhances evaluating the teachers' satisfaction of school based supervision services. From this it is possible to conclude that the school-based supervision tasks in the study area not properly improve the school performance by enhancing teacher satisfaction.

As shown in the same table item 4, respondents were asked whether or school-based supervision enhances the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps or not. Accordingly, it was found that the teachers respondents (M=2.44, SD=.812) disagree on the issue and the SBS (M=2.04, SD=.932) were undecided with the issues. However; (p-value= 0.025) which was less than 0.05 revealed there was significant difference on respondents' opinions of two groups. From this finding it is possible to said teachers perceived school-based supervision as value less to enhances the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps and SBS are not sure about school-based supervision improve teachers effectiveness which help to achieve the school goals. From this one can concluded that teachers in the study area were not satisfied with school based supervision that contributed for their continuous professional improvement.

The other question item 5 respondents were asked whether school based supervisors support teachers' accordingly or not. Accordingly, the teachers respondents (M=2.34, SD=.848) indicates that they were disagree with concerning the issue under discussion. While respondents from SBS (M=2.00, SD=.956) were undecided on the issues. However; (p-value= 0.062) which was greater than 0.05 revealed there was no a significant difference on respondents' opinions of two groups.

The result implies school based supervisors were not support teachers' accordingly; which implies the extent of its utilization in schools has potential impact on the effectiveness of school based supervision and eventually on realizing the desired school performance.

#### 4.2.11. The major challenges that affect the implementation of school based Supervision to school performance

The frequency, percentage, mean and standard deviation of respondents' responses on the items of questionnaire under the subtitle of the major problems and challenges of educational supervision were presented in the table and followed by analyzing and interpreting the quantitative data statistically and qualitative data narratively below the table. Table 7: The respondents view on the major challenges of school based supervisors

**Table 13:** The respondents' view towards the major challenges that affect the effective implementation of school based supervision in improving school performance

No	Items	Work Position	N	Mean	SD	t-value	p-value
	School Based Supervisors						
1	Are overburdened credit hours with many administrative tasks?	Teachers	50	2.44	.812	-1.854	.067
		Sch. Based Supervisors	47	2.70	.548		
2	Have lack of supervisory skills to apply different techniques of school based supervision.	Teachers	50	2.42	.810	-2.269	.026
		Sch. Based Supervisors	47	2.74	.570		
3	Feel that teachers have no readiness to accept their instructional limitations	Teachers	50	2.24	.847	-2.031	.045
		Sch. Based Supervisors	47	2.55	.653		
4	Feel that teachers have lack of knowledge about the concept and importance of school based supervision.	Teachers	50	2.26	.853	-1.127	.263
		Sch. Based Supervisors	47	2.45	.775		
5	Have less commitment for their school based supervisory activities.	Teachers	50	2.32	.868	-1.328	.187
		Sch. Based Supervisors	47	2.53	.687		

6	Use less participatory approach in their school based supervisory practices.	Teachers	50	2.44	.787	-1.330	.187
		Sch. Based Supervisors	47	2.64	.673		
7	have financial incentives in their additional positions	Teachers	50	2.44	.812	-1.625	.107
		Sch. Based Supervisors	47	2.68	.629		
8	are authorized to take remedial actions	Teachers	50	2.36	.802	-1.110	.270
		Sch. Based Supervisors	47	2.53	.718		
9	are not getting any financial and technical support from schools as well as Town Education Office	Teachers	50	2.40	.728	-2.074	.041
		Sch. Based Supervisors	47	2.68	.594		
10	have no their own:- offices, furniture necessary and stationary materials	Teachers	50	2.48	.789	-.327	.745
		Sch. Based Supervisors	47	2.53	.776		
11	have no enough time to support all teachers equally	Teachers	50	2.32	.868	-.746	.457
		Sch. Based Supervisors	47	2.45	.802		
12	have no enough instructional guidelines	Teachers	50	2.28	.834	-1.862	.066
		Sch. Based Supervisors	47	2.57	.715		
13	The turnover of school based supervisors is high	Teachers	50	2.10	.814	-1.060	.292
		Sch. Based Supervisors	47	2.28	.826		

**Mean < 3.00 low performance, = 3.00 moderate and >3.00 high performance**

Key M= Mean SD= Standard Deviations

Table 13 presented the major challenges that affect the effective implementation of school based supervision in improving school performance. The above table item 1, respondents were requested to rate their level of agreements regarding school-based supervisors are overburdened credit hours with many administrative tasks. According to the computed data teachers (M=2.44, SD=.812) agree and SBS (M=2.70, SD=.548) also disagree on the point. The significance level (p-value=0.067) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and school based supervisors. We concluded that school based supervisors are overburdened workloads and administrative tasks.

*Moreover the data obtained from school principals' interview also confirmed that school-based supervisors are overburdened credit hours with many administrative tasks in the study area. From this point it can conclude that there is not continues and sufficient school based supervisory services are given effectively in secondary schools of Jimma Town. P5; on 29/08/2015 said that school based supervisors are holds the same credit hours as other teachers in our school, because there is not enough teachers in our school.*

Item 2 in table 13 asked respondents whether school-based supervisors have lack of supervisory skills to apply different techniques of school based supervision or not. Accordingly; teachers respondents (M=2.42, SD=.810) agree on the issues and SBS respondents (M=2.74, SD=.570) undecided on the issues. The significance level (p-value=0.026) is less than 0.05, this indicates that there is significance difference between the opinions of teachers and school based supervisors. *From this point it can conclude that there is not continues and sufficient school based supervisory services are given effectively in secondary schools of Jimma Town.*

*The response of SBS shown they are unsure that school-based supervisors have lack of supervisory skills to apply different techniques of school based supervision. The result implies there are not good supervisors which capable of apply different techniques of school based supervision in the study area. They use school based supervision as a means of control and evaluation only (P4 in interview on 29/08/2015 and P1 in FGD on 08/09/2015).*

In the same table item 3 respondents were asked whether school based supervisors feel that teachers have no readiness to accept their instructional limitations or not. The computed data reveals that teachers (M=2.24, SD=.847) and SBS (M=2.55, SD=.653) respectively disagree on the issues. The significance level (p-value=0.045) is less than 0.05, this indicates that there is a significance difference between the opinions of teachers and supervisors. The result implies school based supervisory activities in the study area was adversely affected and it is not effective in improving school performance.

*The interview and FGD data obtained from school principals and CRC supervisors shows school based supervisors feel that teachers have no readiness to accept their instructional limitations which aimed to improve their performance tasks; due to this reason school based supervisory activities in the study area was adversely affected and it is not effective in improving school performance. P6 in interview said that most of the time teachers' are*

*prepared differently on the day of classroom observation this hadn't shows the real performance of our teachers (29/08/2015).*

As shown in the above table item 4 respondents were asked school-based supervisors had feel teachers have lack of knowledge about the concept and importance of school based supervision or not. According to the computed data (M=2.26, SD=.853) and (M=2.45, SD= .775) of teachers and SBS respectively which indicated undecided on the issues. The significance level (p-value=.263) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. The finding result confirms that school based supervisors were feel that teachers have lack of knowledge about the concept and importance of school based supervision.

*On the other hand data obtained from interview and FGD of school principals and CRC supervisors also strengthen the above finding. "School based supervisors were feeling that teachers have lack of knowledge about the concept and importance of school based supervision, due to this reason the SBS are not support teachers effectively to improve school performance" (P3;in FGD on 08/09/2015).*

In the same table item 5 respondents were asked school based supervisors have less commitment on their school based supervisory activities or not. According to the computed data teachers (M=2.32, SD=.868) and SBS (M=2.53, SD=.687) respectively undecided on the issues. The significance level (p-value=.187) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and school based supervisors. From this finding one can conclude that both groups of respondents were unsure about the issues.

In item 6 of table 13 asked whether school-based supervisors are used less participatory approach in their school based supervisory practices or not. Accordingly (M= 2.44, SD=.787) and (M=2.64, SD=.673) teachers and SBS respectively which shown as they are undecided on the issues. The significance level (p-value=0.187) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. Based on the above finding one can conclude that school-based supervisors are used less participatory approach in their school based supervisory practices in the study area.

*The data obtained from interview and FGD of school principals and school supervisors shown that school-based supervisors are used less participatory approach in their school*

*based supervisory practices. P2; said in FGD (08/09/2015) most of teachers were not interested to participate in school based supervision tasks.*

In table 13 item 7, respondents were requested to rate their level of agreements regarding school-based supervisors have financial incentives in their additional positions. According to the computed data teachers (M=2.44, SD=.812) disagree and SBS (M=2.64, SD=.629) also disagree on the point. The significance level (p-value=0.107) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. These shows there were not financial support for school based supervisors; because of this teachers are no need to participate in the activity.

*Moreover the data obtained from school principals (p; 6) and CRC supervisor's interview and FGD (p;1) also confirmed that "school-based supervisors have no financial incentives in their additional positions in the study area". From this point it can conclude that there is not continues and sufficient school based supervision services were provided to teachers which motivated them to carry out their responsibility effectively.*

Item 8 in table 13 asked respondents whether school-based supervisors are authorized to take remedial actions or not. Accordingly; teachers respondents (M=2.36, SD=.802) disagree on the issues and SBS respondents (M=2.53, SD=.718) undecided on the issues. The significance level (p-value=0.270) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. The result implies that there is not school-based supervisors are authorized to take remedial actions in the study area.

In the same table item 9 respondents were asked whether school based supervisors are not getting any financial and technical support from schools as well as Town Education Office or not. The computed data reveals that teachers (M=2.40, SD=.728) and SBS (M=2.68, SD=.594) respectively undecided on the issue. The significance level (p-value=0.041) is less than 0.05, this indicates that there is a significance difference between the opinions of teachers and school based supervisors. The result implies that there were not any financial and technical supports from any concerned bodies.

*The interview data obtained from school principals support the above finding; school based supervisors are not getting any financial and technical support from schools as well as Town Education Office; due to this reason supervisory activities in the study area was not effective in the improvement of school performance (P7; on 29/08/2015).*

As shown in the above table item 10 respondents were asked school-based supervisors have no their own:- offices, furniture necessary and stationary materials or not. According to the computed data (M=2.48, SD=.789) and (M=2.53, SD= .759) of teachers and SBS respectively which indicated undecided on the issues. The significance level (p-value=.745) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and supervisors. The finding result confirms that school based supervisors have no their own: - offices, furniture necessary and stationary materials.

*On the other hand data obtained from FGD of CRC supervisors also strengthen the above finding. School based supervisors have no their own: - offices, furniture necessary and stationary materials due to this reason the SBS are not support teachers effectively (P2; on 08/09/2015).*

In the same table item 11 respondents were asked school based supervisors have no enough time to support all teachers equally or not. According to the computed data teachers (M=2.32, SD=.868) and SBS (M=2.45, SD=.802) respectively undecided on the issues. The significance level (p-value=.457) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and school based supervisors. From this finding one can conclude that both groups of respondents were unsure about the issues.

The last item 12 of table 13 asked whether school-based supervisors have no enough instructional guidelines or not. Accordingly (M= 2.28, SD=.834) and (M=2.57, SD= .715) teachers and SBS respectively which shown as disagree on the issues. The significance level (p-value=0.066) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and school based supervisors. Based on the above finding one can conclude that teachers perceived school-based supervisors have no enough instructional guidelines in the study area.

*The data obtained from interview of school principals shown that school based supervisors have no enough instructional guidelines (P2; on 29/08/2015). Thus, from the above analysis, it could be concluded that school based supervisors have no enough instructional guidelines to implement school based supervision to improve school performance. These was adversely affects the practice of school based supervision in the study area.*

The last item 13 of table 13 asked whether the turnover of school based supervisors is high or not. Accordingly (M= 2.10, SD=.814) and (M=2.28, SD= .826) teachers and SBS respectively which shown as they are undecided on the issues. The significance level (p-value=0.292) is greater than 0.05, this indicates that there is no significance difference between the opinions of teachers and school based supervisors. Based on the above finding one can conclude that the turnover of school based supervisors is high in the study area.

*The data obtained from interview and FGD of school principals and CRC supervisors shown that the turnover of school based supervisors is high. Thus, from the above analysis, it could be concluded that the turnover of school based supervisors is high. These was adversely affects the practice of school based supervision in the study area (P1; in interview on 29/08/2015 and P1 in FGD on 08/09/2015).*

Table 14: Correlation B/N School Based Supervision and School Performance

		Guidance And Support	Continuous Assessment	Empowerment	Creating Awareness	Action Research	School Performance
Guidance And Support	Pearson Correlation	1	.900**	.851**	.865**	.827**	.866**
	Sig. (2-Tailed)		.000	.000	.000	.000	.000
	N	97	97	97	97	97	97
Continuous Assessment	Pearson Correlation	.900**	1	.895**	.900**	.823**	.873**
	Sig. (2-Tailed)	.000		.000	.000	.000	.000
	N	97	97	97	97	97	97
Empowerment	Pearson Correlation	.851**	.895**	1	.857**	.826**	.860**
	Sig. (2Tailed)	.000	.000		.000	.000	.000
	N	97	97	97	97	97	97

Creating Awareness	Pearson Correlation	.865**	.900**	.857**	1	.856**	.910**
	Sig. (2Tailed)	.000	.000	.000		.000	.000
	N	97	97	97	97	97	97
Action Research	Pearson Correlation	.827**	.823**	.826**	.856**	1	.849**
	Sig. (2-Tailed)	.000	.000	.000	.000		.000
	N	97	97	97	97	97	97
School Performance	Pearson Correlation	.866**	.873**	.860**	.910**	.849**	1
	Sig. (2-Tailed)	.000	.000	.000	.000	.000	
	N	97	97	97	97	97	97
**. Correlation is significant at the 0.01 Level (2-Tailed).							

When we see the above correlation, guidance and support is important as 86.6% for the improvements of school performance. Continuous assessment is important for the improvement of school performance as 87.3%.

Empowerment is important at 86.0% for the improvement of school performance. Awareness creation at 91.0% and action research at 84.9% were important in the improvement of school performance.

In general awareness creation was holds high importance for the improvement of school performance and school based supervision activities and improvement of school performance are correlated at the 0.01 level. And when school based supervision was implemented properly according to the principle school performance was improved. But in Jimma town government secondary schools the effectiveness of school based supervision in improving school performance was low performance (less than 3.00 of mean score).

## **CHAPTER FIVE**

### **5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

The major purpose of this study was to assess the effectiveness of school based supervision in improving school performance in Government secondary schools of Jimma Town Administration. This part deals with the summary of findings, the conclusions drawn and the recommendations forwarded on the basis of findings.

#### **5.1. Summary of the Findings**

The findings reported in chapter four summarized along the following themes that reflect the research questions. The practice of school based supervision was important to provide pedagogical and professional support to teachers in particular and to schools in general by conducting it effectively. Thus, school based supervisors are responsible to provide appropriate supervision service to supervisees in order to improve the students' academic achievement as well as the teachers' performance and the schools performance to be the center of excellence along with standardized educational institutions. However, the findings indicated that school based supervisors were not performing as expected and actually there was a big difference between the principles of school based supervision and its implementation in practice. Therefore, the purpose of this study was assessing the effectiveness of school based supervision in improving school performance in Government secondary schools of Jimma Town Administration and recommending the possible solutions. The study also tried to answer the following basic research questions:

1. To what extent school based supervision is effectively practiced to improve the school performance in Jimma Town secondary schools?
2. What is the current status of school performance corresponded with school based supervision in Jimma Town secondary schools?
3. Is there relationship between school based supervision and school performance in secondary schools of Jimma Town?
4. Which school based supervision practices predict school performance in Jimma Town secondary schools?

5. What are the major challenges that affect the effective implementation of school based supervision in improving school performance in secondary schools of Jimma Town?

According to the result of data analysis, the following major findings were identified. Therefore, based on the analysis of data, the findings of the study were summarized as follows:

1. School based supervisors did not effectively practice to improve the school performance in Jimma Town secondary schools, because the mean scores are shows less than 3.00 performances. This implies the practice of school based supervision were low performance. School based supervision did not set strategies for future improvement of instructional activities with supervisees, lost the opportunity of arranging inter-and-intra schools visitation program to share good practices, did not evaluate the schools' performance in its all aspects and unable to provide constructive feedback to teachers.
2. The school based supervisory practice did not contribute positively to the improvement of students' result and learning performance, did not minimize educational wastage, did not support the learning opportunities of special need students as well as female students, hinder teachers to employ modern teaching methodologies supported by recent technologies, did not help to fulfill necessary educational inputs, did not strengthen the relationship of schools with the local community, did not help to organize the necessary school based supervisory documents, hinder evaluating the teachers' satisfaction in school based supervision services, did not help to prepare and provide best experience sharing programs, did not encourage conducting action research. Because the current status of school performance corresponded with school based supervision in Jimma Town secondary schools results were shows low performance (less than 3.00 mean score).
3. School based supervision activities mainly focused on weaknesses of teachers, were considered as means of controlling teachers, concentrated on and done for administrative purpose, created negative relationship between school based supervisors and supervisees (teachers) and were not directly related with the principles and concepts of school based supervision. The relationship between schools based supervision and school performance in secondary schools of Jimma Town as the mean score shows (less than 3.00) negative.
4. School based supervisors failed to achieve the following major tasks expected from them: conduct the study on the effectiveness of school based supervision, collect and organize the

strengths and weaknesses of teachers on instructional activities, follow up the progress of teachers' performance, prepare an organized supervisees' profile and analyzed them scientifically. According to the correlation shows awareness creation was more predicts school performance in Jimma Town secondary schools (91.0%).

5. School based supervisors were overburdened with many administrative tasks, had lack of supervisory skills, had less commitment for their duties, use less participatory approach, were not authorized to take remedial actions, did not get enough financial and technical support from the concerned body, had no adequate offices with necessary materials, had no enough time to support all teachers equally, had no recent instructional guidelines. Furthermore, teachers had no readiness to accept their instructional limitations and they had lack of knowledge on school based supervision.

## **5.2 Conclusions**

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

1. Even though school based supervisors(principals, vice principals, department heads and senior teachers) could create a fertile ground for the supervisory activities, the researcher concluded that school based supervisors were in a difficulty condition of implementing their supervision plan according to their schedule in a systematic and scientific way rather they simply done as usual in a routine manner which leads to a problem of improving the status and performance of schools and of delivering poor quality education to the students and there was a huge gap between the expectation from school based supervisors and the reality exist on the ground regarding to the implementation of principles and theories of school based supervision. The current implementation of school based supervision were not improve school performance and not makes quality of education in general.
2. Since the perception of teachers' towards the school based supervisory activities conducted by school based supervisors was extremely far apart from the principles and theories of school based supervision and school based supervisors did not conduct any assessment, investigation and study on their contribution for the improvement and effectiveness of school

based supervision activities as well as the progress of teachers' performance in teaching and the students' achievement, the researcher forced to conclude that school based supervisors

faced many problems and encountered with a lot of challenges when they were trying to conduct school based supervision activities and to implement the principles of school based supervision. When we see the current status of school performance corresponding with school based supervision, it was very far apart from the expectation of school based supervision.

3. At the current practice of school based supervision, school based supervision and school performance were not related according to the principle. Depending on this awareness creation supervision practice was predicted school performance in secondary schools of Jimma Town administration.

### **5.3 Recommendation**

Based on the findings of the study, the following recommendations were suggested to minimize or solve the problems that impede the effectiveness of school based supervision in improving school performance in government secondary schools of Jimma Town Administration:

1. To bring the well organized and manageable school based supervision plan into actual practice and implement it effectively, the researcher recommended that school based supervisors continue their strengths by updating themselves with the recent knowledge and skills related to school based supervision service through training and reading literatures on the issue of setting strategies for improvement of school performance, arranging inter-and-intra schools visitation programs, evaluating the schools' performance in its all aspects, conducting pre-observation conference and providing constructive feedback to supervisees.
2. To make the actual school based supervisory practice correspond with the expected standards of school based supervision, it is recommended that school based supervisors do intensively by designing appropriate mechanisms to create awareness and convince teachers on the importance of school based supervision, giving due attention and be committed for their duties and responsibilities, creating healthy relationship with teachers and also to strengthening communication of schools with the local community, evaluating the teachers' satisfaction towards school based supervision services, facilitating experiences sharing programs, creating conducive situation for teachers to conduct action research.
3. To improve the teachers' perception towards the school based supervisory activities conducted by school based supervisors, the researcher suggested that school based supervisors try to convince teachers through different techniques in a friendly manner mainly

by starting discussion during post-observation conference with the strengths of teachers and continue with showing their weaknesses to be corrected, try to follow collegueship approach rather than boss-subordinate approach in order to get rid of the previous wrong thinking and negative attitude of teachers about the purpose of conducting school based supervision.

4. To maximize the contribution of school based supervision to the improvement of school performance and the teaching-learning process, the researcher recommended that school based supervisors conduct study on the effectiveness of school based supervision at least once in a year, prepare open discussion program for teachers on all issues of school based supervisory practices, follow up the progress of teachers' performance regularly based on the feedback given earlier by arranging suitable timetable.
5. To overcome the problems faced and challenges encountered during the implementation of school based supervision, school based supervisors have to perform their administrative tasks and other urgent issues by including them into their daily operational plan and let some of tasks delegated to more responsible ones, should update themselves to fill their skill gaps on applying different techniques of school based supervision through reading recent literatures, and sharing experiences from senior school based supervisors, must develop the passion to have high commitment for their school based supervisory activities, exercise the authority to take remedial actions step-by-step on supervisees who did not accept and implement the feedbacks. Furthermore, the governments at each hierarchical level have to play its great role to offer adequate technical, financial, material support in order to create conducive environment to school based supervisors.
6. In Ethiopia, attention is currently given to the provision and quality of education at all levels. At this time the MoE gives a high concern for education quality. Implementing school based supervision in all schools as the principle was non replaceable means to improve school performance. So all education stakeholders were gives high attention for the implementation of school based supervision.
7. In addition to this all, the findings of the study pointed out that the practice of school based supervision was adversely influenced by various factors. Hence, to overcome these particular challenges, the following recommendations are forwarded:-

### **Providing Training Programs:**

Appropriate and continuous training programs need to be organized and given for school based supervisors and teachers on the significance of supervision and how it can be designed and

implemented at the school level. Thus, it is advisable for the school leaders and Town Education Offices in cooperation with each other facilitate the training programs for the effectiveness of supervision at the school level.

### **Reducing the Workload of school based Supervisors:**

The result of the study revealed that the supervisors' heavy workload was among the factors that hindered school based supervisors to implement school based supervision. It is facts that school based supervisors have double responsibilities: eg. Conducting routine tasks and assisting other teachers. Thus, it is better to reduce the teaching credit loads of school based supervisors in comparison to other teachers. To overcome these challenges, the Town Education Office take parts in the problems faced to school based supervisors and try to solve and create conducive working situations and environment for the practices.

### **Selection of school based Supervisors:**

The appropriate selection of school based supervisors' needs to be given special attention. This is because the findings revealed that most of directors, vice directors, department heads were selected not based on their work experience and their qualification rather they were selected as they can achieve objectives of political affairs. Therefore, it is fact that most of them had no competent knowledge to implement the school based supervisory practices. So, the school, Town Education Office, as well as concerned bodies should give special attention for the selection of those school based supervisors depending on the principle of our country's education road map.

Finally, to better address the problems, it can be suggested that further studies need to be conducted in this area with regard to; organizing and managing school based supervision to improve school performance, the correspondence of actual school based supervisory practice with the expected school based supervision standards, the attitude of teachers towards school based supervisory activities, assessing school based supervisors' contribution to school performance improvement, the major problems and challenges of school based supervision, etc

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## **APPENDIX-A**

**JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

## **This Questionnaire will be filled by Teachers.**

Dear respondents!

The purpose of this questionnaire is to collect data for the study entitled “effectiveness of School Based Supervision in improving school performance of government secondary schools of Jimma Town”. Your responses are vital for the success of the study. So, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire.
2. Read all the questions before attempting to answer the questions.
3. There is no need to consult others to fill the questionnaire.
4. Provide appropriate responses by using "√" mark to choose one of the selected Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

### **Part One: General information and personal data**

Indicate your response by using "√" in the box provided.

1. School \_\_\_\_\_
2. Sex: - Male  Female
3. Age:- 20-25  26-30  31-35  36-40  41-45  46 & above
4. Work experience: - 1-5 years  6-10 years  11-15 years  16-20 years  21-25 years  26-30 years  31 and above years
5. Educational background: Diploma  Ba/BSc  MA/MSc  Other

**Part Two: Indicate your responses for the following Likert scale items using "√" mark to write in the box corresponding to an action.**

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

**I. Items related to guidance and support in school based supervision practices**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisors</b>					
1	Prepare clear plan					
2	Have Well-organized plan					
3	Announce the schedule before conducting supervision					
4	Guiding teachers on the classroom instructions					
5	Provides constructive feedback to teachers.					
6	Set strategies for future improvement of school performance with supervisees.					
7	are basic knowledge about school based supervision					
8	are committed to support teachers					
9	gives enough support					

**II. Items Related to Continuous Assessment in school based supervision practices**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisors</b>					
1	Evaluate school performance to give feedback for the improvement in all aspects of the school.					
2	Evaluate teacher performance to give feedback for the improvement in all aspects of the teachers.					
3	Attend changes comes after supervision					
4	Take corrective measurements on time when they saw problems					

**III. Items related to empowerment in school based supervision practices**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisors</b>					

1	Arrange inter-schools (among schools) visitation to share good practices.					
2	Arrange intra-schools (within schools among teachers) visitation to share good practices.					
3	Take ideas from teachers to improve the instructional activities					
4	Helps to prepare best experiences and practices sharing programs.					
5	Helps to provide best experiences and practices sharing programs.					
6	Gives the appropriate feedback for teachers immediately.					

**IV. Items Related to creating awareness about the methodological changes in the teaching learning in school based supervision practices**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisors</b>					
1	Enhances teachers to employ modern (student-centered) teaching methodologies.					
2	Enhances teachers to employ active (student-centered) teaching methodologies.					
3	Helps to apply appropriate modern technologies in order to make the instructional process more easy and smooth.					
4	Helps to fulfill different educational inputs					

**V. Items Related to Action Research in school based supervision practices**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisory practice</b>					
1	encourages conducting action research on solving instructional problems					
2	Encourages reflecting the findings of the research to the concerned bodies.					
3	Gives support to implement the findings of the research in the school					

**VI. Items Related to Student Achievement (School Performance )**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervision</b>					
1	Contributes positively to the improvement of the students' result.					
2	Contributes positively to the improvement of the students' learning performance.					
3	Minimizes repetition rate of students.					
4	Supports the learning opportunities of special need students					
5	Supports the learning opportunities of female students.					

**VI. Items Related to Discipline Referrals (school Performance)**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervision</b>					
1	Creates safe school environment which is free from any disturbing issues.					
2	Creates peaceful school environment which is free from any disturbing issues.					
3	Minimizes late coming					
4	Reduces lifting the school out of time					
5	Develop the respecting of school members (respect their teachers, their collegial...)					

**VII. Items Related to Attendance Rates (School Performance)**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervision</b>					
1	Minimizes educational wastage of students.					
2	Minimizes dropout rate of students.					
3	Minimizes absentees					
4	Reduces lifting the school out of time					

**IX. Items Related to Graduation Rate (school Performance)**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervision</b>					
1	Minimizes repetition rate of students.					
2	Minimizes dropout rate of students.					
3	Support to reduce number of students they are out of school					

**X. Items related to Teacher's Satisfaction (School Performance)**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervision</b>					
1	strengthens the relationship of school with the local community					
2	Enhances assessing the teachers' satisfaction of school based supervision services.					
3	Enhances evaluating the teachers' satisfaction of school based supervision services.					
4	Enhances the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps					
5	Support teachers' accordingly.					

**XI. What are the major challenges that affect the effective implementation of school based supervision in improving school performance?**

No	Items	Scales				
		SA=5	A=4	U=3	D=2	SD=1
	<b>School based supervisors</b>					
1	Are overburdened credit hours with many administrative tasks?					
2	Have lack of supervisory skills to apply different techniques of school based supervision.					
3	Feel that teachers have no readiness to accept their instructional limitations					
4	Feel that teachers have lack of knowledge about the concept and importance of school based supervision.					

5	Have less commitment for their school based supervisory activities.					
6	Use less participatory approach in their school based supervisory practices.					
7	have no financial incentives in their additional positions					
8	are not authorized to take remedial actions					
9	are not getting any financial and technical support from schools as well as Town Education Office					
10	have no their own:- offices, furniture necessary and stationary materials					
11	have no enough time to support all teachers equally					
12	have no enough instructional guidelines					
13	The turnover of school based supervisors is high					

14. If there are any other challenges faced on secondary school based supervisors, please write them briefly -----

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## Appendix –B

### JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### **Guidelines to conduct interview with secondary school main principals**

The purpose of this interview is to investigate issues related to effectiveness and challenges of School based Supervision in improving school performance of government secondary schools of Jimma Town. The information obtained from the respondents will help to improve the secondary school based supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. CRC \_\_\_\_\_
2. School \_\_\_\_\_
3. Sex \_\_\_\_\_
4. Qualification \_\_\_\_\_
5. Current position \_\_\_\_\_
6. Experiences as: Teacher \_\_\_ years; School principal \_\_\_ years; Cluster supervisor \_\_\_ years

Part II: Give your responses for the following questions.

1. Here some questions related to what extent school based supervision is effectively practiced to improve the school performance in Jimma Town secondary schools; with respect to plan, time schedule, the principle of school based supervision, the process or steps of clinical supervision, improvement of instructional activities, improvement of the students' achievement and performance are presented. So, you are kindly invited to give your response genuinely with your justification according to as I present to you.

1.1. Do you prepare clear and well-organized plan for school based supervision with appropriate time schedule for the supervisees and announce it to them before the exact time of conducting the school based supervision?

1.2. Do you conduct pre-observation conference with the supervisees; observe teachers throughout the school based supervision time allocated for classroom observation and conduct post-observation conference to teachers?

1.3. Do you provide constructive feedback to teachers? If yes, how do you present it to them?

1.4. Do you set strategies for future improvement of instructional activities with supervisees? If yes, how do you done it?

1.5. From your experience, is there any arrangement of inter schools (among schools) and intra schools (within schools among teachers) visitation to share good practices?

1.6. Do you evaluate school performance to give feedback for the improvement in all aspects of the school? What mechanism do you use for your evaluation purpose?

2. The questions listed under this section are to investigate the current status of school performance somehow related to the correspondence of the actual school based supervisory practices with the expected standards of school based supervision and their contribution to the improvement of school performance. Then, it is expected that a genuine response from you what you feel exactly and really. Do you think school based supervisory practice?

2.1. Contributes positively to the improvement of students' result and learning performance, and also supports the learning opportunities of special need students as well as female students? Please, justify it.

2.2. Minimizes educational wastage like dropout rate and repetition rate of students, and also creates safe and peaceful school environment which is free from any disturbing issues? Please, reason out it.

2.3. Enhances teachers to employ modern and active (student-centered) teaching methodologies?

2.4. Helps to fulfill different educational inputs/ materials, and also supports proper utilization of the allocated annual budget of the school? If yes, give your reason.

2.5. Strengthens the relationship of school with the local community (especially with parents and Non- governmental organizations) in order to support the school with finance and relevant materials? If yes, justify it.

2.6. Helps to organize and keep all the necessary school based supervisory documents and the supervisees' profile as well as enhances assessing and evaluating the customers' satisfaction of school based supervision services?

2.7. Encourages conducting action research on solving instructional problems and reflecting the findings of the research to the concerned bodies?

2.8. Enhances the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps and support them accordingly?

2.9. Facilitates conducting clinical supervision for teachers in the classroom and gives the appropriate feedback for them immediately?

2.10. Assures the implementation of inbuilt school based supervision among teachers?

2.11. Helps to apply appropriate modern technologies in order to make the instructional process more easy and smooth?

3. Some questions regarding to investigate is there relationship between school based supervision and school performance; the perception of teachers towards the school based supervision when you are conducting it as well as their readiness to accept the feedback and implement the recommendations that you provide to them are presented as follows:

3.1. How school based supervision activities contribute to the quality of teaching and learning? Is it positively or negatively? Please make it clear with evidences.

3.2. From your point of view, on what areas do school based supervision activities focused on? What are the main purposes of school based supervision activities? And explain it briefly.

3.3. Do you think school based supervisors are fault finders instead of supporting teachers and filling their skill gaps? And what looks like the relationship between schools based supervisors and supervisees (teachers)?

3.4. How do you relate the concepts and principles of school based supervision with its actual practice and implementation? Are they related directly or indirectly? Please put your justification.

4. Here under some questions are presented with respect to which school based supervision practices predict school performance; the mechanisms that you employ to assess the contribution of school based supervision in improvement of school performance. Now, you are requested to give your response on the questions mentioned below.

4.1. Do you conduct the study/ research on the effectiveness of school based supervision?

4.2. Do you collect and organize the strengths and weaknesses of teachers on instructional activities and then how do you follow up them based on the feedback given by you earlier?

4.3. Do you prepare an organized supervisees' profile which is related to the school based supervisory practices and analyze them scientifically? If yes, tell me how you done it do.

5. Finally, few questions are asked related to the major challenges that affect the effective implementation of school based supervision that you face and the problems that you encounter during the school based supervisory practice. Would you mind please, tell me what I asked you and what I have presented here after?

5.1. What are the major challenges that you may face and the problems you may encounter when you conduct the school based supervision?

5.2. What do you suggest to overcome these challenges and problems?

Thank you for your cooperation!

## Appendix –C

### JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

#### Guidelines to conduct FGD with CRC Supervisors

The purpose of this Focus Group Discussion, FGD is to investigate issues related to effectiveness and challenges of School based Supervision in improving school performance of government secondary schools of Jimma Town. The information obtained from the respondents will help to improve the primary school instructional supervisory practice. I would like you assure that data obtained will be used for research purpose only.

Thank you in advance for your cooperation!

Part I: General information

1. CRC \_\_\_\_\_ 2. School \_\_\_\_\_

Part II: Give your responses briefly and precisely for the following questions.

1. How the school based supervision is organized and managed in your school with respect to plan, time schedule, the principle of supervision, the process or steps of clinical supervision, improvement of instructional activities, improvement of the students' achievement and performance? -----

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How can you relate the actual school based supervisory practices with the expected standards of school based supervision? Are they correlated positively or negatively? Do you think the school based supervision practice which is conducted in the recent times has more positive contribution to the improvement of school performance? Please justify it. -----

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2. What is your perception towards the school based supervision when school based supervisors are conducting school based supervision? Are you ready to accept the feedback and implement the recommendations that the school based supervisors provide to you? -----

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3. What are the mechanisms that school based supervisors used to assess the contribution of school based supervisors in improvement of school performance? How do you measure and evaluate the effectiveness of school based supervisory practice towards school performance improvement as well as the students' achievement?-----

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4. What are the major challenges that the school based supervisor face and the problems that the school based supervisor encounters during the school based supervisory practice? -----

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5. What do you suggest to overcome these challenges and problems? -----

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Thank you for your cooperation!

## Appendix -D

### JIMMA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE DEPARTMENT OF EDUATIONAL PLANNING AND MANAGEMENT

#### Document Observation Guideline

CRC.....Name of School.....Date of observation.....

The purpose of conducting this observation of documents related to school based supervision activities is to substantiate the data obtained through questionnaire and interview by analyzed them. Thus, some questions are listed here under to gather tangible data through observation of school based supervisory documents to supplement the information gained by questionnaire and interview. So you are kindly invited to show the required documents genuinely as the researcher asked you according to the questions below. Are there any documents that show school based supervisors?

1. Organize and keep all the necessary school based supervisory documents as well as prepare well-organized the supervisees' profile which is related to the school based supervisory practices and analyze them scientifically?

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2. Assess and evaluate the supervisees' satisfaction of school based supervision services?

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2. Encourage teachers to conduct action research on solving instructional problems and reflect the findings of the research to the concerned bodies?

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3. Enhance the schools to prepare training for teachers in order to fill their knowledge, attitude and skill gaps and support them accordingly?

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5. Conduct the study on the effectiveness of school based supervision and reflects the findings of the research to the concerned bodies?

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6. Collect and organize the strengths and weaknesses of teachers on instructional activities?  
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8. Prepare and provide best experiences and practices sharing programs?  
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9. Help teachers to apply appropriate modern technologies in order to make the instructional process more easy and smooth?  
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10. Take remedial actions on supervisees?  
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11. Have enough and necessary instructional guidelines which are recently prepared?  
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Thank you for your cooperation!!