

**EFFECTIVE INSTRUCTIONAL SUPERVISORY PRACTICE
ENHANCES POSITIVE WORKING ENVIRONMENT IN
SECONDARY SCHOOLS OF BUNO BEDELE ZONE**

BY

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MANAGEMENT**

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JIMMA, ETHIOPIA

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**ARESEARCH PROPOSAL SUBMITTED TO DEPARTMENT
OF EDUCATIONAL PLANNING AND MANAGEMENT FOR
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DEGREE IN SCHOOL LEADERSHIP.**

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NOVEMBER .2023

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Declaration

I, the under signed, declared that the thesis in titled by effective instructional supervisory practice enhances positive working environment in secondary schools of buno bedele zone is my original work and has not been presented for a degree in any other university, that all source of materials used for the thesis have been duly acknowledged.

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Acrimony and Abbreviations

GEQIP -General Education Quality Improvement Program

SSE-safe and supportive environments

UK- United Kingdom

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Abstract

The main objective the study was to assess instructional supervisory practices and challenges in creating positive working environment in BunoBedele Zone Secondary Schools.. To achieve the intended objective of this study descriptive survey research method was used with quantitative and qualitative approaches. Quantitative approach was used for the quantitative data that were collected through questionnaire and qualitative approach was used for the qualitative data that were collected through interview and document analysis. Descriptive research design was used as the research design for the study. Quantitative data were collected from 154 sample respondents of teachers those who had been selected through simple random sampling technique through questionnaire and qualitative data were collected through interview from six principals. The collected data were analyzed in percentage mean, standard deviation and pre-season correlation. Based on the analysis made of this study the findings of this study were identified. Then the findings of this study were the current supervisory practice in creating positive working environment in the secondary schools was medium since the result the mean scores was ranged above 2.82 mean score, the extent at which the current supervisory practice is effective in creating positive working environment in the secondary schools of BunoBedele zone was medium since the result the mean scores was ranged above 3.05 mean score, the extent at which supervisors effective in supervisory practice in creating positive working environment in the secondary schools was at medium level since the result the mean scores was ranged above 3.01 mean score and challenges of supervisory practice were the un-cooperative attitudes of teachers, lack of supervisor preparation in creating positive working environment in the secondary schools, The attitude of fault-finding among supervisors in creating positive working environment in the secondary schools, Weak relationship between teachers and supervisors in creating positive working environment in the secondary schools and Lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools. The researcher concluded that supervisory practices have positive relationship with positive working environment in the secondary schools. Based on the above findings recommendations were given at the last part of the study under chapter five. Therefore, positive working environment should be created through effective supervisory practices

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Supervision is the act or function of overseeing something or somebody. A person who performs supervision is a "supervisor", but does not always have the formal title of supervisor. A person who is getting supervision is the "supervisee". However, a key purpose of supervision is to assure the quality of the service being delivered and some means of being aware of how people who use services feel about what they are receiving from the organization should be in place.

Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering. The supervisory function is best utilized as a continuous process rather than one that responds only to personnel problems. Administrators with supervisory responsibility have the opportunity to have tremendous influence on the school program and help ensure the benefits of a strong program of instruction for children.

Although several instructional supervision models and approaches were mentioned in the literature, this article is based on five supervisory models (clinical, conceptual, developmental, contextual, and differentiated), which acknowledged a developmental process for both the instructional leader and the teacher.

There are several instructional supervisory techniques Iloh, Nwaham, Igbinedion and Ogogor (2016). There techniques classroom visitation/ observation, inter/intra school, team teaching practices, workshops, demonstration, clinical supervision and micro-teaching among others

Purpose of school supervision is to ensure to the stimulation of professional growth of the teachers and their entire school system and to motivate teachers, it equally ensures that the teacher do what is expected of them so that the students learn

Instructional supervisions are among the most important duties, which are required for administration of a desirable educational system. Its main goal is to modify and to improve educational status. Available instructional supervision plans and quality of its perpetuation in materialization of educational goals play a determining role. Nowadays, instructional supervisions practices support teachers and help them with educating in order to modify educational status, aiming at promotion of quality of teachers' performance and removal of

their problems through professional cooperation. Instructional supervisions in educational systems of different countries across the nation are named guide teacher, supervising teacher, counseling teacher, vice principal and principals.

The practice of the instructional supervisory activities of principals, Egwunyenga (2005) believes that supervisory procedures such as classroom visitation and evaluation, inter-school visitation, seminars, and micro-teaching are generally carried out by school principals. In addition, major teaching supervision functions performed by principals include monitoring the attendance of teachers during classes, monitoring and ensuring adequate preparation of lesson notes, verifying and ensuring the adequacy of the work scheme and documentation of work records (Ayeni, 2012). A study conducted in Finland showed that the concepts of supervision and practical implementation, and special methods of supervision are instructional supervision that promotes inclusive teaching (Alila et al., 2016). These include knowledge of similar strategies; thorough supervision preparation, regularity and long-term length, as well as sensitivity to the needs of teachers, varied techniques, and understanding of the supervisory process, respectively.

In Ghana, interpersonal relationships are considered as the greatest advantage of all types of educational supervision, which are often needed to achieve quality outcomes (Mensah et al., 2020). Instructional supervision is seen as the process of checking the work of teachers to ensure compliance with regulations and procedures and maintain loyalty to higher authorities (Wanzare, 2011). Esia-Donkoh and Baffoe (2018) found that in Ghana, educational supervision widely practiced to improve teacher motivation includes orientation of new teaching staff, reviewing the work record of teachers, provision of in-service instruction, observation of lessons and punctuality control.

However, research has shown that school principals face difficulties in discharging instructional supervisory duties, including a lack of supervisor preparation, a weak relationship between teachers and supervisors and a lack of support for supervisors from higher offices (Rashid, 2001). In their field of study, supervisors may often be competent but may lack professional qualifications and continuing training to update their educational knowledge and skills required for proper supervision (Ankoma-Sey and Marina, 2016). The overwhelming workload on school supervisors, such as administrative routines and personal lessons, often provides insufficient time inside their respective schools to perform realistic instructional supervisory exercises (Enaigbe, 2009; Ngole and Mkulu, 2021).

The lack of ample time during school supervision presents a threat to teaching and learning in the sense that principals would not be able to inspect all of the school's teaching and learning activities (Ampofo et al., 2019). Supervision is often grossly inadequate without sufficient teaching resources to promote the quest for information by teachers and learners (Enaigbe, 2009). Principals in schools are therefore encouraged to provide teachers and students with the necessary teaching and learning materials to be effective in supervising and holistically developing both the teacher and the student (Akinfolarin et al., 2017).

In addition, supervisors are challenged by the un-cooperative attitudes of teachers in the form of unpreparedness to write lesson notes, inefficient use of teaching hours, lateness and absenteeism (Osei et al., 2020). Some school supervision challenges include student and teacher examination malpractices, high school dropout rates, and mass movements of students from schools (Kirimu et al., 2017). In some cases, principals do not involve teachers in formulating school rules and providing new teachers with mentorship to facilitate supportive induction (Onyali and Akinfolarin, 2017). More so, the attitude of fault-finding among supervisors, lack of motivation for teachers, lack of training and retraining of teachers through refresher courses, nomenclature of teachers and irregular allocation of funds to provide in-service capacity building training are some of the issues facing adequate supervision (Tubosun& Umar, 2016; Dewodo et al., 2020).

The challenges that observed are that Secondary school level is the bridge between the primary and tertiary level of education in Nigeria. The lack of understanding significance of secondary education made the federal government to maintain that the broad aims of secondary education is the preparation of secondary school leavers for functional living within the society and for tertiary education. The underline principle advances that secondary schools should be able to offer standard secondary to the recipients. However, it appears that secondary schools in Nigeria do not optimally performing their fundamental obligations due to ineffective supervision of personnel and instruction which has been the bane of failure in secondary school educational policies in the country (Issa &Jailani, 2014; Lamidi &Afariogun, 2020). The growing complexity in Nigerian school system, the enlargement of socialization, teachers' participation in policy formulation and decision making in the 21st century requires supervisors that are considerable in action (Ogunsaju, 2012). The need for effective supervision of secondary schools depends on the responsiveness of government, educational agencies, supervisors, parents and germane stakeholders in educational industry. Already, there is evidence of confusion and ineffectiveness plaguing the

type of educational system in Nigeria, thus resulting from pitiable, deplorable supervision and supervisor (Blase&Blase, 2014; Ezikwensili, 2017).

Positive work environments can be defined as those workplaces where there is trust, cooperation, safety, risk-taking support, accountability, and equity. There are some abstract concepts when thinking about a positive work environment. You want to strive for shared purpose, values, and trust (Harzer et al., 2021). Positive schooling considers both traditional academic aspects like mastering school tasks and non-academic aspects like students' character strengths, satisfaction, and enjoyment at schools. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate (Harzer et al., 2021).

A positive classroom environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students. When educators foster a positive learning culture; learners are more likely to acquire higher motivation that leads to wonderful learning outcomes (Konu, Joronen, & Lintonen, 2015).

Research has shown that an engaged learning environment increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills. The five components that considered in the good learning environment are Establish a supportive learning culture, Each member of the learning community should have the feeling of connectedness, address Learners' needs, keep it Positive, provide Feedback, Celebrate Success, create Safety and Employ Interactive Games and Activities (Jayawickreme et al., 2012).

The present research was designed to investigate the interplay among different types of variables expected to be relevant for positive schooling. Positive schooling considers both traditional academic aspects like mastering school tasks and non-academic aspects like students' character strengths, satisfaction, and enjoyment at school (Harzer et al., 2021). Harzer et al. (2021) present one way to study the aforementioned interplay in a structured way. Positive schooling considers both traditional academic aspects like mastering school tasks and non-academic aspects like students' character strengths, satisfaction, and enjoyment at school (e.g., Harzer et al., 2021). Harzer et al. (2021) present one way to study the

aforementioned interplay in a structured way. They describe an engine model of positive schooling, based on Jayawickreme et al.'s (2012) original framework of an "engine model of wellbeing." Such processes affect individuals' choices, and in turn lead individuals to exhibit specific intrinsically motivated and valuable behaviors (i.e., outcomes), like being engaged and acting meaningfully (Jayawickreme et al., 2012). These components may be reciprocally related to each other (see Figure 1; Harzer et al., 2021). Harzer et al. (2021) adapted Jayawickreme et al.'s (2012) wellbeing specific approach in order to describe relevant aspects of positive schooling broadly construed (Harzer et al., 2021).

1.2. Statement of the Problem

Good supervisors seem to have many of the same qualities of good teachers and good counselors. They are empathic, genuine, open, and flexible. As they respect their supervisees as persons and as developing professionals, and are sensitive to individual differences (e.g., gender, race, and ethnicity) of supervisees. They are comfortable with the authority and evaluative functions inherent in the supervisor role, giving clear and frequent indications of their supervision of the counselor's performance. Even though, good supervisors really enjoy supervision, are committed to helping the counselor grow and evidence commitment to the supervision enterprise by their preparation for and involvement in supervision sessions. These supervisors' evidence high levels of conceptual functioning, have a clear sense of their own strengths and limitations as a supervisor, and can identify how their personal traits and interpersonal style may affect the conduct of supervision (Tesfaw and Hofman,2012).

The strength and effectiveness of instructional supervision is one of the key aspects for improvement of teaching learning process, teachers' professional development and achievement of students. To achieve this goal, schools supported by committed and skillful supervisors. Instruction can be successful and improved by regular and adequate Support of instructional supervisors. But there are problems and challenges in instructional supervision. In order to address the different problems and challenges, many countries have initiated processes of their supervision system. Ethiopia is one of the countries that addressed the process of supervision system to improve teaching-learning system and to assure education quality. The need to initiate system of instructional supervision and reduce the challenges that face in the area will improve students' learning and their achievements. According to (UNESCO,2007). Order to improve the teaching-learning process in general and learner's achievement in

particular. The overall education system should be supported by educational supervision. According to Tesfaw and Hofman,(2012), supervision is the process in which supervisors provide professional support for school principals and teachers to strengthen the teaching and learning process. But there are causes of ineffectiveness in instructional supervision. As stated in Five Years Growth and Transformation Plan and Ethiopian Renaissance(2003 E.C) basically there is no doubt that education sector didn't assure quality education because stakeholders of the sector haven't become effective in

Their performance meaningfully even though it differs from place to place. (MoE,2002). mentioned poor facilities in all levels of education to support instruction and weak supervisory and administrative support for school as problem associated with quality. This indicated that there is weak supervisor practice in the region.

It is impossible to say our country's education has made learners to get required knowledge to develop problem-solving skills in its objective, content, access, input, output and student achievement. It is (Education and Training Policy,1994). It is obvious that education and training system of the country hadn't created effective supervisory skills in instructional supervisors. The Policy put direction for educational administration to be decentralized and hence supervision becomes democratic which involves the participation of stakeholders who are concerned to take part in planning feedback (positive or negative) result in higher morale and productivity among workers than no feedback (Creswell, 2007). the previous study that have been conducted by (Enaigbe,2009), (Alemayehu,2016), (Glickman, Gordon & Ross-Gordon,2004) and(Tesfaw and Hofman,2012) indicated that supervisors are ineffective in their supervisory tasks of giving feedback, correction, criticism, observing teachers' instructions in the classrooms. Observing instruction in classroom is the task many skilled supervisors neglect. The other issue many instructional supervisors neglect is breakdown of communication between supervisors and teachers.

The success of any organization is closely tied to the job performance of its employees (Mohammed, 2014). Thus, the quality of workplace environment has impact on employees' motivation level as well as their performance (Ajala, 2012). Accordingly, Razig and Maulabakhsh (2015) noted that organisation must satisfy the needs of its employees by providing good working conditions which in turns will increase efficiency, effectiveness, productivity and the job commitment of employees. This is line

with Tio (2014) study that work environment significantly determines job satisfaction. Similarly, that a proper workplace environment helps in reducing the number of absenteeism which in turn increase organizational performance in today's competitive and dynamic business world. Oludeyi (2015) noted that work environment is the settings, situations, conditions and circumstances under which people work. This involves policies, laws, community, resources, working relationships, workplace and internal and external environmental factors, all of which impact the way workers conduct their work functions.

Chandrasekhar, (2011) inform that workplace environment is set in place to impacts employees' morale, productivity and engagement - both positively and negatively. In addition, workplace environment factors such as well-ventilated staffrooms and classrooms, teaching aids and instructional materials, workplace reward, management /leadership skills, training etc play an important role towards employees' performance. This is corroborated in the findings of Nanzushi (2015) that work environmental factors that enhance employee performance were physical environmental factors, such as reward, management/ leadership style, training and development and work-life balance. However, the findings further reveal the dissatisfaction of employees in the study due to management style and promotions in their organization. This shows that workplace environmental factors have an immense impact on employees' performance either towards positive or negative outcomes.

Previous global studies were reviewed to identify the gap that will be filled by the current study. The previous global study was conducted by Heliyon in 2021 on the supervisory practices by senior high school principals in Greater Monrovia, Liberia and the challenges faced during supervision. The study employed qualitative design and included 30 participants. Findings indicated that senior high school principals used supervisory practices such as inspection of teachers' lesson notes, punctuality, organized in-service training and inspection of classroom managerial skills of teachers. Notwithstanding these supervisory practices by school principals, the study found that supervision was impeded by lack of resources for teaching and learning, limited teaching staff, inexperience teachers, and improper attitudes by teachers and students.

The local study that conducted by Sintayehu,(2011), on identified that supervisory practices were affected by different problems such as: problems related to the school, problems related to the supervisor and problems related to clients take major positions. Furthermore; researchers within our locality, (Luel, 2009; Sintayehu, 2011; Belayneh, 2011, &Anmew,

2010), found out in their studies that, the woreda education experts who was assigned to provide instructional supervisory support at school were not able to solve the school problems. Sometimes they went to schools, but, they do nothing except collecting information from the hands of school principals. Moreover, teachers are not properly supported by supervisors in tackling problems as well as in implementing new curriculum, and instructional approaches. As they explained, the majority of teachers, school based supervisors together with principals and woreda supervisors confirmed that supervision was not in the way of arranging and promoting situations conducive to instructional improvement. They were not also capable of shouldering responsibility of facilitating the supply of instructional materials to teachers, as well as arrange programs to solve instructional problems. Moreover, Belilign (2011) found that, the recruitment and selection of supervisors were not to the level of the standard. Most of the supervisors assigned in primary schools were diploma holders and also they were selected mainly for political reasons irrespective of their capacity. He also noted that supervisors were perceived as friendly helpers and moderately controllers. However, their practices, knowledge and skills adequacy to provide proper support were perceived negatively and their support system didn't improve the instructional process. Teachers self-learning and professional development didn't initiate teachers to work for curriculum development. Similarly, Amlaku (2011) also reported in his study on practices and problems of instructional supervision that supervisory services were not effective in curriculum, staff and instructional development. Teachers were not supported and encouraged to develop their profession.

The local study was conducted on practices and challenges of instructional supervision in government secondary schools of Bedele Zone. The findings of the study indicated that instructional supervisors didn't give regular and adequate support to teachers in professional and curriculum development. They didn't give training to teachers either in pedagogical issues or in importance of instructional supervision. Instead of spending more support time in academic tasks, they spend their time doing administrative tasks. On the other hand, instructional supervisors faced different challenges that influenced effective implementation of supervision. These were: problem in selecting and assigning right persons as instructional supervisor, lack of supervision manuals, lack of adequate budget, facilities and materials, resistance of teachers to supervision due to lack of awareness for teachers in importance of supervision, excessive workloads of principals and lack of right training for supervisors.

The appropriate policy was not formulated for supervisor practice that has been supported by professional merit. The policy has not given due attention for professionalism. The policy provide more opportunities for those who have been loyal for politics.

Adequate , Global, national and local studies were not conducted in the area of supervisory practice that can create positive working environment in the secondary schools. Especially adequate local studies had not been conducted the setting area of this study. Therefore, the current study will fill the gap since the current study will be conducted in selected secondary schools of Buno Bedele zone.

The other local study was conducted practices and challenges of instructional supervision of some selected primary schools in Chenchaworeda, GamoGofa Zone Ethiopia by AyalewAbera in 2020. The findings of the study indicated that majority of cluster supervisors were not trained and unskilled to carry out instructional supervision. Similarly, school-site supervisors were also found to be deficient in providing the expected support of the schools for the contributions to the improvement of the teaching-learning process. The current practices of instructional supervision in the study area was full of challenges and proper attention was not given by the teachers, school-site supervisors, and cluster in the Scholl system. Therefore, there was the research gap that filled by this study since previous studies were not conducted in the current setting areas of the study. There was the knowledge gap that filled by this current study since there were no adequate studies from which knowledge was obtained.

Therefore, conducting current study on instruction supervisory practices and challenges in creating positive working environment in the selected secondary schools of Buno Bedele zone is very important to make cross-check on the result of the above previous study with the result of current study will be important since there is the gap of time between the previous studies and the current study. Furthermore, the instructional supervision practices continuous activities that have been practiced continuously. Therefore, identifying the current status of the instructional supervision practices is also mandatory. Then conducting the study on the instructional supervision practice and identifying the challenges is the instructional supervision practice is important to arrange future plan for the improvement of the instructional supervision practices in the secondary schools.

1. What is the current status of working environment in secondary schools of Buno Bedele zone?
2. What is the current supervisory practice in in the secondary schools of Buno Bedele Zone?
3. To what extent is the supervisory practice has been practiced in creating positive working environment in the secondary schools of Buno Bedele Zone?
4. What the role of supervisory practice in creating positive working environment in the secondary schools of Buno Bedele Zone?
5. What are the challenges of the current supervisory practice that affect the creation of positive working environment in the secondary schools of Buno Bedele Zone?

1.3. Objectives of the Study

1.3.1. General Objective

The main objective the study was to assess instructional supervisory practices and challenges in creating positive working environment in Buno Bedele Zone Secondary Schools.

1.3.2. Specific Objectives

The specific objectives of the study were:

- To assess the current status of working environment in secondary schools of Buno Bedele zone.
- To identify the current supervisory practice in creating positive working environment in the secondary schools.
- To assess extent is the supervisory practice has been practiced in creating positive working environment in the secondary schools of Buno Bedele Zone.
- To investigate the role of supervisory practice in creating positive working environment in the secondary schools of Buno Bedele Zone.
- To identify the challenges of the supervisors in creating positive working environment in the secondary schools of Buno Bedele Zone.

1.4. Significance of the Study

The result of this study is important for the teachers, principals as well as for supervisors to get information about the practices and challenges in creating positive working environment in Buno Bedele Zone Secondary Schools. Moreover, principals and supervisors of educational offices at regional level, zonal level, woreda level and school level get information about practices and challenges in creating positive working environment in Buno Bedele Zone Secondary Schools. On the basis of the information that will be obtained from the result of this study they will jointly plan to improve practices and challenges in creating positive working environment in Buno Bedele Zone Secondary Schools. Additionally, the result of this study will be used as the sources of information for the future researchers those who will be interested to conduct research on this area.

1.5. Scope of the Study

The study was conducted in the selected secondary schools of Buno Bedele zone. Then geographically the study was delimited to selected secondary schools of Buno Bedele zone. The conceptual delimitation of this study was assessing the supervisory practice and challenges in creating the positive working environment. The variables that were under focus in this study were delimited to supervisor's supervisory practices and challenges in creating positive working environment through providing professional support for teachers in Buno Bedele Zone Secondary Schools.

1.6. Limitation of the Study

The absence recent study in the setting area of the study from which the information had been gained was the limitation of the study. Time constraint would be assumed as the limitation of this study since the study would be conducted side by side with regular work. The other limitation that would be assumed as the limitation of study would be the reluctance of sample respondents to give their responses. Additionally, the absence of available local literatures would be assumed as the limitation of the study. However, the researcher would plan his time properly to conduct the study. The researcher would convince the respondents through addressing the objective of the study and its significance for the improvement of the teaching learning process.

1.7. Operational Definitions of Terms

Challenge is an objection to something as not being true, genuine, correct, or proper or to a person (as a juror) as not being correct, qualified, or approved. 2: a call or dare for someone to compete in a contest or sport. 3: a difficult task or problem memorizing the poem was a challenge.

Instructional supervision is the work of ensuring the implementation of the educational mission of a school by overseeing, equipping, and empowering.

Positive working environment is the environment which suitable for the teaching learning process in the context of school.

Supervision is a process that involves a manager meeting regularly and interacting with worker(s) to review their work. Supervision aims to provide accountability for both the supervisor and supervise exploring practice and performance.

Supervisory practices in any context reflect the predominant views about the nature of teaching, the roles of teachers and how they learn to teach.

1.8. Organizations of the Study

This study would be organized in to five chapters. The first chapter deals with introduction part focusing on presenting, background of the study, statement of the problem, objectivities of the study, significance of the study and scope and limitation of the study. The second deals with presenting the closely related literature review to the topic of this study. In the third part of this study, under research methodology of this study, research design, data source and method of collection, population and sample design and method of data analysis would be presented. In the fourth part of this study, the collected data would be analyzed and presented in tables. In the last part of this study, major findings, conclusions and recommendations would be presented under chapter five of this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presented the existing international, national and regional literatures in the area of supervisory practice. It began with describing the concepts and definition of supervision, tasks of supervision, effective instructional supervisory practice enhances positive working environment in secondary schools of buno bedele zone

2.1. The Concepts of Supervision

The concept of supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to students improved learning and success (Sergiovanni&Starratt, 2002; Sullivan &Glanz, 2000). The term “supervision” has been given different definitions, but from an educational view, the definition implies supervision as a strategy that emphasizes on offering professional support for the improvement of instruction. Supervision is a complex process that involves working with teachers and other educators in a collegial, collaborative relationship to enhance the quality of teaching and learning within the schools and that promotes the career long development of teachers (Beach &Reinhartz, 2000). Similarly, Glickman et al. (2004) shared the above idea as supervision denotes a common vision of what teaching and learning can and should be, developed collaboratively by formally designated supervisors, teachers, and other members of the school community.

According to Donmez, (2009); Grauwe, and Zepeda (2007), School supervision, as a field of educational practice has passed through many changes. Traditionally, inspection and supervision were used as important tools to ensure efficiency and accountability in the education system. Later adherents of the terminologies of inspection and school supervision are used by different countries in different ways. In many developed countries, such as United Kingdom (UK) and United States, much more attention has been given to the term inspection than school supervision (Lee, Dig & Song, 2008). The modern supervision was emerged by the definition of a professional advisory appraised for assessing teachers to improve their teaching performance. The word supervision itself became modified by such

words as collaborative, cooperative, democratic and consultative. This change of focus has continued and intensified in to the present. The priority of all countries, especially the developing ones, is to improve the quality of schools and the achievement of students since

learning outcomes depend largely on the quality of education being offered (De Grauwe, 2001). But quality education partly depends on how well teachers are trained and supervised since they are one of the key inputs to education delivery. De Grauwe (2001), posits that national authorities rely strongly on the school supervision system to monitor both the quality of schools and key measures of its success, such as student achievement. 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. As Sullivan and Glanz (2000) defined, supervision is a school-based or school-college based activity, practice, or process that engages teachers in meaningful, non- judgmental and on-going instructional dialogue and reflection for the purpose of improving teaching and learning. As for, Association for the Development of Education in, supervision is a developmental approach where a practitioner assists a client to carry out an assignment more easily and more effectively in order to achieve improved results.

Many researchers believe that supervision of education has the potential to improve classroom management and practices, and can contribute to greater student success in academics through the professional growth and improvement of teachers (Sergiovanni&Starratt, 2002). Benjamin, (2003), asserts that, School based supervision in the modern era centers on the improvement of the teaching-learning situation to the benefits of both the teachers and learners, helps in the identification of areas of strength and weaknesses of teachers, follow-up activities that should be directed at the improvement of identified areas of teachers’ weaknesses and give recognition to the teachers and create a cordial working atmosphere based on good human relations. Supervision has been defined in several ways by different authors to suit their specific purposes, (Bernard & Goodyear, 2004), defined supervision as a relationship between senior and junior members of a profession that is evaluative, extend over time, serves to enhance the skills of the junior person, monitors the quality of services offered by the junior person and, act as gate keeping to the profession. Supervision is one of the administrative tools which individuals as well as groups of people employ in the day-to-day administration of their work or organizations.

Supervision is seen as the stimulation of professional growth and development of teachers, a selection and revision of educational objectives, materials of instruction, methods of teaching, and the evaluation of instruction (Bessong and Ojong, 2009).Do dd (2008), also explains supervision as a way of advising, guiding, refreshing, encouraging, stimulating, improving,

and over-seeing certain groups with the hope of seeking their co-operation to enable supervisors become successful in their supervision tasks. Generally, Supervision defined as instructional leadership that relates perspective to behaviors clarifies purpose, contributes to and support organizational actions coordinated instructions provides for maintenance and improvement of the instructional program and assess goals achievement according to Igwe (2001), supervise means to guide, assist, direct, oversee, or to make sure that anticipated principles are met.

2.2. Basic Principles of Practice of Supervision

As it has been mentioned above, practice of supervision is an act of supporting teachers to improve the instructional process at school level. To this effect, it needs to have some principles to be followed. Supporting this, "Modern supervision at its finest" said Neagley and Evens (2008), "is both dynamic and democratic reflecting in vitality of enlightened and informed leadership". All human beings in the educative process - students, teachers, administrators, and supervisors are individuals of worth, endowed with unique talents and capacities. The primary aim of supervision must be to recognize the inherent value of each person, to the end that full potential of all will be realized. The philosophy of democracy, the psychology of group dynamics interpersonal relationships, professional leadership etc. have left indelible imprint on the theory and practice of modern supervision. In the democratic social order, education is a dynamic force. Hence supervision becomes dynamic in character

2.3. Democratic and Cooperative in Spirit and Organization

Democracy does not mean "laissez-faire", which lets everybody go one's own way. Rather it implies a dynamic understanding and cooperative leadership role. Internal supervision is concerned with providing effective leadership and implies cooperative working relationships. Supporting this, Robert Marzano et al. (2011) have depicted leaders as those persons who have greater insight into the needs of the persons with whom they work. They added that modern supervision is based on the assumption that education is a creative and cooperative enterprise in which all teachers, pupils, parents and administrators participate and supervisors are their academic leaders who stimulate, guide and advise them in improvement of instruction. Also Full an and Hargreaves (2009), comparing authoritarian with democratic leadership, have observed that in a group with democratic leadership, there are more

objectives, attitudes, more cooperative efforts, more constructive suggestions, great feeling of "we-ness" and more felling of joint goals

2.4. Existing Research and Literature

Supervisory Practices. A survey of the literature reveals a variety of practices and procedures that instructional supervisors, such as school principals, may employ as they work with teachers. Supervisory practices refer to specific procedures and techniques that supervisors use when working with teachers and which are essential to supervisors in the observation and documentation of teaching–learning behaviors and which contribute to the overall effectiveness of the instructional supervision process (Beach and Reinhartz, 2000). Several terms have been used to refer to supervisory practices: (1) mechanics of supervision (Beach and Reinhartz, 2000). Supervisory options (Sergiovanni and Starratt, 2002); and (8) models of supervision (Beach and Reinhartz, 2000). Glickman et al. (2001) suggested that supervisors should use different supervisory practices derived from their own philosophies and beliefs.

However, as Sergiovanni and Starratt (2002) noted, the choice of a particular supervisory practice will be depend on unique teacher characteristics as well as school context. Since supervisory practice is a matter of choice, the supervisor should select a practice to match the needs of the teacher (Kosmoski, 1997). Teachers might react more positively to a supervisory practice that is responsive to their needs and professional aspirations. Instructional supervisors may work with teachers either directly or indirectly, methods that direct and significantly affect teacher instruction and, as a result, student learning.

Direct Supervisory Practices. Direct instructional leadership practices include the immediate interactions with teachers and other personnel to address classroom teaching, student performance

and curricular concerns. These practices can be grouped into two broad categories relative to supervision: curriculum supervision and instructional supervision (Drake and Roe, 2003). Curriculum encompasses (1) all in-school experiences, including classroom, learning experiences, student activities, use of learning resource center, assemblies, use of the cafeteria and social functions; and (2) out-of-school learning experiences directed by the school, including homework, field trips and use of community resources (Oliva and Pawlas, 2001). A principal's most important responsibilities regarding curriculum supervision include (1) providing the forum to facilitate teacher curriculum discussion, (2) ensuring curriculum

implementation, (3) promoting teacher reflection on key components and (4) helping teachers to select appropriate concepts to be taught and the methods for implementation (Curtis, 2002; Robbins and Alvy, 2003). Research reports indicate that curriculum supervision is a key component of the principal's instructional leadership role. For example, Meyer and Macmillan (2001), in a study that explored the views of in-service administrators in Nova Scotian (Canada) school boards regarding principals' tasks, reported that curriculum development was cited as one of the principal's major tasks toward instructional improvement in Nova Scotian schools. According to Drake and Roe (2005), instructional supervision is the process through which the principal attempts to work with teachers and other staff members cooperatively to improve teaching and learning in the school. Used in this sense, supervision of instruction, by design, is a developmental process through which instructional leaders can reinforce teaching practices that improve student learning. Effective principals provide leadership in instruction, coordinate instructional programs and emphasize high academic standards and expectations (DiPaola and Tschannen Moran, 2003). Direct supervisory practices have two major advantages (Blase and Blase', 2008; Oliver and Pawlas, 2001). First, they engage instructional supervisors and teachers in shared work central to curriculum and instruction and, second, they help to ensure that management and policy decisions will be implemented collaboratively. However, direct supervisory practices tend to constrain instructional supervisors who usually have other administrative matters to address (Meyer and Macmillan, 2001).

Indirect supervisory activities are concerned with the school's internal and external environments, physical and internal contexts of the classrooms, teaching, curriculum, and the meaning of the instructional supervisor's actions for teachers (Kleine-Kracht, 2007). Instructional supervisors involved in indirect supervisory practices facilitate leadership in other personnel in the schools (for example, teachers and departmental heads) in the following major ways (Wanzare and da Costa, 2001) (1) by improving teaching and learning conditions (for example, by ensuring clean, safe, healthy, and productive learning environments, being aware of and dealing with minor problems and issues before they become major problems, and providing teaching and learning resources, materials, and incentives to pursue new ideas and create new options); (2) by helping to set school-level instructional standards; (3) by gaining an understanding of teachers' instructional concerns and classroom conditions and offering needed assistance to address them; and (4) by delegating some of their responsibilities to other personnel, such as departmental heads, vice-

principals, colleague teachers and curriculum specialists (Wanzare and da Costa, 2001). As Yerkes and Guaglianone (1998) noted, instructional leadership is a shared responsibility in which decisions are made through collaboration shared decision making. A growing number of researchers (Deborah, 2002; Elmore, 2000; Wanzare and da Costa, 2001) also assert that instructional leadership is a shared responsibility distributed across the school community, with principals, vice-principals, departmental heads, teachers and policymakers having complementary responsibilities. According to James et al. (2000), distribution of instructional leadership role does not mean that key players work isolated; instead their efforts are interdependent, frequently spanning boundaries.

2.5.Challenges Associated with Instructional Supervision

Supervisor Incompetence. Garubo and Rothstein (2008) observed that initial problems of instructional supervisors are usually related to their own sense of competence. Chapman and Burchfield (1994), in reflecting specifically on the African situation, observed that those individuals selected for headship may lack formal training in instructional supervision and, consequently, they may not command sufficient respect among teachers to operate effectively as instructional supervisors.

A supervisor unfamiliar with proven supervisory techniques and strategies will perform poorly Orwell slide into ‘supervision avoidance’ (Kosmoski, 2008).Time Constraints. Instructional supervision is often a secondary task for many school principals whom not have time to devote to curriculum and instructional leadership because they are too busy with other day-to-day operations in their schools which tend to be much more ‘do-able’ than the demands for instructional leadership (Oliva and Pawlas, 2001). In reporting the state of teacher evaluation in the state of Connecticut, USA, Iwanicki and Ridone (2009) observed that the administrators studied experienced difficulty in managing a teacher evaluation program and in evaluating meaningful professional development growth plans for all teachers because of time constraints. And, more recently, Curtis (2002), in a study of the issues high school principals encounter with instructional supervision in the state of Georgia, US, reported that the principals studied unanimously agreed that time constraints and unexpected interruptions frustrated their endeavors to effect meaningful teacher supervision. Teachers’ Attitudes toward Instructional Supervision.

Research indicates that teachers do not always readily accept instructional supervision by principals. For example, findings in Curtis' (2002) study indicated that none of the principals studied believed teachers viewed supervision by principals as a positive process, and that for many teachers, supervision was a meaningless exercise that had little value to them other than completion of their evaluation forms. Sergiovanni and Starratt (2006) observed that teachers' encounters with their supervisors lead directly to evaluative judgments based on the skimpiest of evidence. Such encounters, they argued, are destructive of autonomy, self-confidence and personal integrity. And, more recently, Sullivan and Glanz (2000) noted that the evaluation function of instructional supervision is rooted in bureaucratic inspectional—type supervision the function of which is to fulfill organizational requirements—to measure and to assess teaching effectiveness. Other potential problems that may frustrate instructional supervision include the lack of agreed upon definition of instructional supervision (Waite, 2007) and insufficient incentives for instructional supervision on the part of school principals (Wanzare and da Costa, 2001).

2.6. Components of Supervisory Practices

The greatest need of instructional leaders of this century is expeditious conformity with instructional practices that will fast-track healthy and productive school environment. Cloud (2010) encapsulates it that in order to ensure a healthy and sustainable communities, we need to apply an ever-expanding body of knowledge, employ an ever-changing set of skills; and develop the attitudes that are most likely to create favorable conditions for us to thrive in the constantly metamorphosing age.

Instructional supervision is normally understood to mean the formal process of professional support accorded to practitioners to enable them develop knowledge, competence and assume responsibility for their own practice. It is the process of helping, guiding and mentoring a teacher with the sole purpose of improving their delivery of classroom instruction and consequently student learning. It is an intervention that is provided by senior member of a profession to a junior member(s) of that profession with the intention of enhancing professional functioning of the junior member(s) (Bernard & Goodyear, 2001). Through supervision of instruction, the supervisors assist in improving classroom instructions because teachers are made more competent and efficient, parents 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).

A lot of researchers have taken interest in understanding the relationship between supervision of instruction and professional development in the past decades (Beach &Reinhartz as cited by Kiptum,2015) and various authors have stated that instructional supervision has an implicit connection with professional development (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 instructional supervisors and the way they view and think about instructional supervision is very important in determining the outcomes of the supervision process. Stark McGhee, and Jimerson (2017) advocate for 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. Bernard and Goodyear (2012) opine that a developmental approach is intuitively appealing because most people believe that they have become better or will be better with experience and training. Developmental supervision exists in three phases. At the very initial stage, the supervisor diagnoses the developmental level of the teacher and then selects an interpersonal approach that would create the best supervisory match. In the second phase, the teacher employs the chosen interpersonal approach that would help the teacher to solve his or her own instructional problems. Finally, the supervisor changes his or her approach in order to relinquish control of the problem to the teacher in the third phase. This occurs only if the teacher is ready to undertake more active decision-making.

According to Kiptum (2015), the most excellent form of developmental supervision is clinical supervision. Clinical supervision is the model of instructional supervision that is intended to help the teacher to modify the existing patterns of teaching in a way that is sensible to them (Sergiovanni as cited by Ekyaw, 2014). It gives the teacher absolute and unlimited opportunity to develop, grow and improve his/her professional and instructional competency. Holland and Adam (2002) stressed that clinical supervision administered in schools does help in increasing the teaching development of teachers while at the same time enable teachers to make improvements on their teaching practice to be more effective. Furthermore, they also describe clinical supervision as one size fits all-practice. Ekyaw (2014), while citing Beach and Reinhartz, explains that this type of supervision churns out

responsible teachers who are able and willing to evaluate their own instruction, accept criticism and use it for change. Glickman, Gordon, and Ross-Gordon (2014) outline 5 steps in the process of clinical supervision.

2.6.1.Preconference

Here, the teacher and the supervisor set the purpose, focus and the method of the observation to be used. These resolutions supply direction and clarity to the whole process. This stage also helps the supervisor and the teacher to connect and establish a relationship of mutual trust and respect

2.6.2.Observation.

This involves description of the events in the classroom. The observer may use a variety of methods which include categorical frequencies, performance indicators, visual diagramming, space utilization, verbatim, detached open-ended narratives participant observation, focused questionnaire, and tailored observation system. Acheson and Gall (2007) further emphasizes that selection of the instrument of observation plays a significant role in sharpening the teacher's thinking about instruction. Ekyaw (2014), while quoting Gold hammer, states that the teachers' attitude towards supervision would be tremendously changed if supervisors spent more energy in classroom visits followed by helpful conferences.

2.6.3.Analysis and Planning.

After the classroom observation, the results obtained are analyzed and the post-conference is planned for. The analysis may involve counting up the frequencies, looking for recurring patterns, isolating major occurrence, or discovering which performance indicators present and those that are not. After which, the supervisor goes ahead and chooses the interpersonal approach to use with the teacher in the post conference based on the individual teacher's level of development, expertise, and commitment in choosing the supervisory approach. The supervisor may decide to use directive

informationalcollaborative, or nondirective approaches to supervision.

2.6.4.Post-conference.

The post-conference is held to share the observation data and analysis, interpret the meaning of the data, and produce a plan for instructional improvement (Glickman et al., 2014). The supervisor meets the teacher armed with the completed observation form, completed analysis, and the chosen interpersonal approach. The teacher is allowed into what was observed as he

or she reflects on the same. The supervisor then employs previous chosen interpersonal approach in handling the issues that rise before the conference finally comes to an end with a plan for further improvement.

2.6.5.Critique.

Critique involves a brief discussion on the suitability of the format and procedures from the preconference through post-conference. The teacher's responses and feedback gives the supervisor an opportunity to decide on what practices to continue revise or change before the next session.

2.6.6.Collegial Supervision.

Collegial supervision has a close connection with clinical supervision. They share a number of principles. Ekyaw (2014) views it as cooperative professional development which means a process of fostering teacher growth through systematic collaboration with peer and which includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and

action research projects. Glickman et al. (2014), on the other hand, describes a collegial school as one characterized by purposeful adult interactions about improving school wide teaching and learning.

2.6.7.Peer Coaching

Glickman et al. (2014) observe that teachers offer peer assistance to their colleagues has become formalized and well-received as a way of direct assistance to every staff member. Ladder teachers, mentor-teachers, master teachers, grade-level chairpersons, team leaders, and department heads have supplied extended responsibility in assisting colleague teachers to improve their instruction. Peer coaching is thus understood to mean the use of teachers to help other teachers through clinical supervision. This will earn great result because teachers would rather seek assistance from a colleague than the principal Glickman et al. (2014) identify other popular forms of direct teacher assistance in schools:

2.6.8.Demonstration Teaching

This is the occasion where the expert peer is the guest teacher demonstrating a new teaching model or method for the teacher requesting assistance. The teacher desiring to learn new skills can alternatively visit the expert peer's classroom for a demonstration classroom.

2.6.9.Co-teaching

This is another way of establishing trust and rapport as well as fostering collegiality, dialogue and mutual reflection that inspires the teacher's growth. Here, the expert peer and the teacher seeking assistance plan, teach and evaluate a lesson.

2.6.10.Assistance with Resources and Materials

It is one thing to supply the needed instructional resources and materials but it is another to explain and demonstrate how these materials and resources can be put into a useful purpose. It may just be as useless not providing the materials if the teacher does not have any idea on how they would be utilized.

2.6.11.Mentoring

Mentoring is referring to the assistance provided by an experienced teacher to a beginning teacher. This assistance may include but not limited to expert coaching, demonstration teaching, and co-teaching. In the process, the mentor and the beginning teacher bonds together and join up in a trusting, helping relationship which results to a successful entrance to a profession.

2.6.12.Self-directed Supervision

In this model, the teacher sets professional development goals and then presents them to the supervisor says Ekyaw (2014). Upon completion of the set time period, the teacher and the supervisor conference to review data that represents the teacher's work towards the goal and reflect upon what was learnt

before setting new goals. It is generally accepted in the spheres of organizations that growth in knowledge and operational expertise is anchored on interaction with other workers in the collective quest for improvement (Kiptum,2015). Wagner et al. (2006) express their sound conviction that, "We firmly believe that creating a system focused on the ongoing improvement of instruction must be the central aim of any education improvement effort. . Student achievement will not improve unless and until we create schools and districts where all educators are learning how to significantly improve their skills as teachers and as instructional leaders." (chapter 2) Sergiovanni, as cited by Kiptum (2015), emphasizes that if the teacher development is to move to the center stage in the school's improvement process, then the schools need to create supervisory systems and growth strategies that inspire reflection, acknowledge teacher individuality, and emphasize collaborative relationships.

Many supervisors have failed flat in their work, despite the overwhelming research findings that have given supervision a facelift based on the modern theories.

Supervision has been a challenging task to most administrators yet the most important aspect of administration. Many supervisors maintain the erroneous view of supervision. They have perceived it as a ritual they participate in according to well established scripts without much consequence (Sergiovanni, cited by Kiptum, 2015). Sullivan and Glanz (2000) found that clinical supervision has not been administered adequately. A study by Sergiovanni (1995) discovered that school principals give less attention to clinical supervision and dedicate most of their time on the administration aspects. Another study by Taher and Swanson (1995) discovered that principals neglect to supervise their teachers and if otherwise, the supervisions are bureaucratic, autocratic and hierarchical.

2.7. Concept of Positive Work Environment in the Context of School

Positive work environments can be defined as those workplaces where there is trust, cooperation, safety, risk-taking support, accountability, and equity. There are some abstract concepts when thinking about a positive work environment. You want to strive for shared purpose, values, and trust (Cohen, 2006).

Positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate (Cohen, 2006).

2.7.1. School-level Environment: School Climate

The systematic study of school climate has its roots in organizational psychology and research on school effectiveness. There are various definitions of school climate. Researchers agree that school climate essentially reflects a subjective view of the learning environment at the school level (Cohen, 2006). Relevant aspects of the school environment are the physical environment, the social system, relationships between principals, teachers and students, a sense of community, teacher and student morale, norms among peers, and safety. School climate is fundamental for the quality of schooling and instruction. A growing body of research shows that school climate affects students' academic achievement and their well-being and personal and social development (e.g. Blum et al., 2002; Rutter et al., 1979).

Creating safe and supportive environments (SSE) emphasizes aspects of the school environment that encourage students to be more engaged in their school life and feel connected to important adults at school and at home. Connecting students to their schools and families is an important protective factor that can reduce students' risk for human immunodeficiency virus, sexually transmitted diseases, and unintended pregnancy. Protective factors such as feeling connected, help reduce high-risk substance use* and mental health issues, and help keep students from committing or being victims of violence. These are behaviors and experiences that are associated with sexual risk and poor academic outcomes. School environments that are safe and supportive are successful at connecting adolescents to a network of caring peers and adults, including parents, other primary caregivers, and teachers. Strengthening school and family environments can have substantial and long-term impacts for students(Sergiovanni, cited by Kiptum, 2015).

Reinforcing positive behavior through praise and establishing rules, routines, and expectations are classroom management techniques that promote higher levels of school connectedness. Schools, families, and communities should work together to build a safe environment for youth at school and at home. Activities to improve school environments should aim to promote three protective factors School connectedness, which is the belief held by students that adults and peers in the school care about their learning and about them as individuals, monitoring, which refers to parental knowledge of adolescents' companions, whereabouts, and activities, as well as enforcement of rules, particularly about friends and dating and Parent-adolescent communication, both generally and specifically about sex(Mwesiga and Okendo, 2018).

2.8. Empirical Review Literature

The purpose of the study was to analyze principals' supervisory practices and the challenges they face in supervising educational activities. Findings have shown that regular supervisory procedures were conducted by principals, and during instructional periods there were visits to the different classes to observe the teacher's teaching approach and management skills in the classroom. The results showed that, as part of their procedures, principals reviewed teachers' lesson plans and schedules every week. This was done by the directors to get to know whatever teachers were going to teach during the week, how they intended to accomplish this mission, and give their feedback to it. This review of the lesson plan was performed by the principals through weekly inspections. The results agree with the statement that educational

supervisors conduct their regular teaching and learning supervisory tasks differently in secondary schools, since conditions in the school setting inform the supervisory process (Mwesiga and Okendo, 2018).

Moreover, principals checked the school's use of teaching hours and even checked lesson plans to see that they were up to date. This result coincides with previous studies that showed that school principals play the role of coaches and mentors by coordinating educational events with teachers as it helps to encourage mutual trust and support between teachers and principals (Mulatu, 2016; Allida et al., 2018). During meetings with all stakeholders in the education sector, principals fulfilled their supervisory positions by representing their respective schools. Moreover, it was found that, as part of their supervisory procedures, school principals had a routine audit on events in the classrooms. Newly recruited and novice teachers were constantly observed to track their deficiencies during teaching hours. Following the report, if the need arose, administrators provided practical assistance to educators to help them provide effective and productive teaching. This affirms Kotirde and Yunos' (2015) assertion that principals are responsible for helping teachers do their job better by joint efforts and could be done during instructional time by paying daily visits and observation to classrooms.

Principals arranged annual seminars for them to upgrade the skills and knowledge of teachers. The results showed that in-service training programs organized by principals were present. As stated by Egwunyenga (2005), the principals' workshop in their supervisory activities allows teachers to address and find solutions for common problems. It is clear that professional development programs for teachers help expand teachers' awareness and skills and enhance their competence and effectiveness in the classroom (Menasah and Jonathan, 2016). Emphasizing this, Abdulrazak (2020) found that teacher-organized professional development programs are necessary for teacher upgrading to meet increasing challenges. Principals required teachers to sign attendance books while they attended school, as well as signing them after every period of class. The results showed that initiatives were put in place to check both teachers and students' punctuality. This was based on the assumption that one factor that is really important for supervision in schools is discipline. The results agree with the statement that instructional supervision requires a closer, frequent and consistent internal supervisory procedure for school heads/supervisors to ensure quality teaching and learning (Allida et al., 2018). The research showed that principals ensured consistency as part of their discipline among both teachers and students. Principals provided the requisite syllabi required

for teaching, and to promote successful teaching and learning, it was done side by side with proper time management. In general, supervisory activities carried out in schools by educational supervisors are intended to help teachers recognize their deficiencies and change their actions appropriately in order to have a positive impact on their professional performance (Aldaihani, 2017).

The research found that principals faced challenges that impeded their supervision as they exercised their supervisory positions. Some teachers were found to be inexperienced, which jeopardized the success of supervision by principals. Their inexperience in planning a lesson plan and teaching threatened teaching and learning effectiveness. Besides, results indicate that limited resources such as income, classroom chairs, teaching and library books, and teaching and learning materials were required to enhance school teaching and learning. This corroborates with the argument by Enaigbe (2009) that supervision becomes grossly inadequate without sufficient teaching materials to stimulate the search for knowledge by teachers and learners. In addition, Mensah et al. (2020) revealed that the key problems that adversely affect the successful conduct of educational supervision in schools are supervisor incompetence, inadequate supervisor training, uncooperative attitude of teachers, inexperienced supervisors and lack of resources for supervision. Reiterating Terra (2019), educational supervisors are often concerned with administrative activities, thus neglecting their central supervisory mandate. The energy, time and resources of educational supervisors, teachers and students are wasted by such heavy and complex workloads because it does not give supervisors adequate time for intense instructional supervision and support for teachers (Tyagi, 2010). Educational supervision is currently seen as moving from teaching and learning, but is limited to fault-finding rather than giving teachers practical guidance (Tyagi, 2010). On the other hand, their job is hampered by a lack of manual supervision, a lack of sufficient budget and teacher resistance to supervision due to a lack of knowledge of the value of supervision for teachers (Terra, 2019).

Furthermore, the population of students was high to be overseen by principals which served as a challenge. Also, some teachers sexually assaulted female students and students displayed poor conduct, such as stealing, smoking and drinking, which impeded the supervision of principals. Inadequate teaching staff, poor qualifications of some teachers, and the dismissive attitudes of some teachers towards supervision was other causes that the research found to have threatened supervision by principals. Osei, Mensah, and Agbofa (2020) argue that the supervisory exercise will not have the desired impact unless teachers perceive supervision as

a means of facilitating professional development and student learning. It is important to remember that supervisory success depends on the collective efforts and cooperation of instructional supervisors and teachers (Mulatu, 2016).

2.9. Conceptual frame work

A Conceptual framework is a visual representation that helps to illustrate the expected relationship between variables. The conceptual framework presented in figure 2.5. 1 constitutes the rationale of the study. It highlights the linkage between the key concepts related to supervisory practice and challenges in creating positive working environment in the secondary schools of Buno-Bedele zone . It highlights the linkage between the key concepts related of the dependent and independent variables will be drawn up in the frames. Accordingly, the independent (Professional support of supervisors practices, Effectiveness of supervisors practices in doing supervision tasks and The main challenges instructional supervisors face during supervision) will be variables under which items were designed to collect data that related to dependent variables relationship is shown conceptually as follows.

Independent variable Dependent variable

Current status supervisors practices. Positive working environment.

The extent at which supervisors practices effective

The main challenges instructional

Supervisors face during supervision.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter contains the research design, the research method, sources of data, study site and population, sample size, sampling technique, instruments of data collection, procedures of data collection, methods of data analysis and ethical considerations.

3.1. Research Design

Research design is a plan for action that links philosophical assumptions to specific methods. (Creswell, 2007). According to Govinda and Tapan,(1999).descriptive survey design gives a better and deeper understanding of the phenomena that helps for fact-finding. In the descriptive survey design both quantitative and qualitative approaches were used since quantitative data were collected through questionnaire and qualitative data were collected through interview questions. It is adequate and accurate to analyze and interpret data. As stated by Cohen (1994). It helps to gather data at a particular point in a given period of time. This research design helps to describe the existing situation of the issue. This design was selected to examine the current practices and challenges instructional supervision in creating positive working environment in the secondary schools of Buno -Bedele zone.

3.2. Research Method

In order to assess practices and challenges of instructional supervision, the quantitative and qualitative method were used. The method explores practices and challenges that face instructional supervisors during supervisory activities. It is one in which both quantitative and qualitative methods are used to answer research

3.3. Sources of Data

The primary data were used as the source of the study that were collected from six secondary schools of Buno Bedele zone. The primary data were the first hand data that were used as sources of data for this study. These primary data sources were collected from teachers, principals and supervisors. The primary data were more confidential since first hand data were collected for the study.

3.4. Population, Sample and Sampling Techniques

3.4.1. Population

The populations of the study were teachers, principals and supervisors. The population of teachers those would be selected as the sample respondents of the study would be considered as the study population of the study. Sample respondents of principals and supervisors would also be considered as the study population of the study.

3.4.2. Sampling Techniques

Cluster sampling is defined as a sampling method where the researcher creates multiple clusters of people from a population where they are indicative of homogeneous characteristics and have an equal chance of being a part of the sample. The researcher would divide ten woredas in Buno-Bedele zone East, West, North and South clusters. From the west part of woreda in the zone one woreda, from the East one woreda, from the North one woreda and from the south one woreda totally four woredas would be taken as sample woredas from ten woredas. From four cluster woredas 6 secondary schools was selected from 12 secondary schools.

To select the sample respondents stratified simple random sampling technique was used to select 154 teachers since the sample respondents' would be selected from eight different secondary schools of Buno Bedele zone. Simple random sampling is used to select the sample respondents of teachers from attendance lists of teachers in six secondary schools would be taken and the data of the sample respondents would be taken proportionally from each secondary school's attendance lists (total number of teachers in each secondary schools times sample population of teachers divided by the total numbers of teachers in the seven secondary schools). 6 principals and three woreda supervisors would be also taken through purposive sample under the decision of the researcher based on the importance of responses that would be collected from principals. The sample would be taken by (Yemane formula 1967

3.4.3. Population

No	Name of the secondary school	Total population of teachers	Sample population of teachers	stratified Sampling technique
1	Boracha	45	28	stratified Simple random sampling
2	Bedele district	43	27	stratified Simple random sampling
3	Gachi	40	25	stratified Simple random sampling
4	Danbi	41	26	stratified Simple random sampling
5	Chora	40	25	stratified Simple random sampling
6	Dega	39	24	stratified Simple random sampling
Total	6	248	154	

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

$$n = \frac{248}{1 + 248(0.05)^2}$$

$$248/1.6$$

$$n = 154$$

3.5 Instruments of Data Collection

In this study, questionnaires and interviews were used to collect data regarding practices and challenges of instructional supervision in government secondary and preparatory schools of Buno Bedele Zone.

3.5.1. Questionnaires

Questionnaires are suitable for survey research it makes a research less expensive and gives more accurate information. Because of this the researcher selects questionnaires as a part of data gathering tools for this study. Questionnaires were designed and distributed 154 sample teachers and the questionnaires were designed in English language since the data were collected from teachers. Questionnaires would be five scales Likert closed ended items. Self-developed questions were designed to collect the quantitative data. The questions 41 close-ended were designed in English since the data were collected from teachers. The questionnaire were self-developed questionnaire. Hence, closed-ended type of questions have five rating scales, 5=strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree.

3.5.2. Interview

Interview is a form of self-report that is a relatively simple approach to data collection; although simple it can produce a wealth of information. An interview can cover any number of content areas and is a relatively inexpensive and efficient way to collect a wide variety of data does not require formal testing.

3.6. Pilot Testing of the Instrument

Although the term 'reliability' is a concept used for testing, according to Joppe (2000). Reliability is extent to which repeated measurements undertaken using a tool or instrument by different individuals given similar results. Reliability is the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. A measure is considered reliable if it would give us the same result repeatedly. A reliability test would be performed to check the consistency and accuracy of the measurement scales.

One of the methods to estimate the reliability of the scores on a test or measurements is Cronbach's coefficients alpha method. Hence, Cronbach's coefficients alpha refers to the extent to which there is interrelatedness among the responses to the multiple items comprising in the Likert scale. Hence, as explored by Field (2009), if Alpha Coefficients was above 0.750, consistency and suitability was high. Therefore, 30 sample respondents were taken from teachers and the designed questions were distributed and responses were collected from Dabo secondary school. The collected responses were analyzed and the reliability was checked for the self-developed questions with the standard to confirm the reliability of data collecting instrument. The result obtained from the pilot test was 0.875. The result obtained was above 0.750. Therefore, the instrument used for the study was reliable since the result obtained from the pilot test was 0.875

3.7. Data Collection Procedure.

The researcher obtained a research permit from the department and educational bureau of Buno Bedele zone through the letter written from the educational planning and management department. An introduction letters were written to each secondary school directors from. The after that researcher visited the selected schools and sought permission from the head teacher to collected data for the study through distributing questionnaires and collecting from sample respondents of teachers.

3.8. Methods of Data Analysis

In order to conduct data analysis both quantitative and qualitative methods were used. Data collected through close ended questions were organized in table and analyzed using frequency, mean, standard deviation and Pearson correlation; Qualitative data collected through interview were analyzed using narration, verbatim and summary of respondents' words.

Descriptive statistical analysis was used to analyze the data. Mean was used to calculate the average value of the responses of the respondents. The standard deviation was used to shows the relation that set of scores has to the mean of the sample. Percentages and frequency distribution was used to analyze the distribution of responses for each item of choice. Pearson correlation was used as inferential statistics to give meaningful conclusion for the data that were analyzed in descriptive statistical analysis. Pearson correlation was used to show the relation between the dependent variable and the independent variables. Data were analyzed in SPSS 21 software and qualitative analysis was used to analyze the data that were collected through interviews. Text explanation was used to analyze the qualitative data.

3.9. Ethical Considerations

To make the research ethical, clear information were given to respondents. Objective of the study was informed in the introductory part of questionnaires and interviews guide to the respondents; and confirmed that confidentiality of responses were protected. Respondents were informed that their participation in the study was based on their consent. The research is not personalized any of the respondent's response during data presentations, analysis and interpretations. In addition to this, all the materials used for this research were acknowledged.

CHAPTER FOUR

4. Data Presentation, Analysis and Interpretation

Under this chapter the collected data had been analyzed in numbers and presented in tables and followed with text explanations. In the first part of the analysis the demographic information had been analyzed and followed in text explanations. In the second part of the analysis the responses that had been collected through close-ended questions were analyzed and followed with text explanations. In the last part of the analysis the qualitative data had been collected through interview questions and analyzed in text explanations.

4.1. Background Information of Respondents

The respondents' personal information like sex, age, Educational level, position and working experiences were analyzed and presented in the tables below.

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Sex	Male	121	78.57	79.1	79.1
	Female	33	21.42	20.9	100.0
	Total	154	100.0	100.0	

As it was described in the above table 4.1.1, sex has been presented. As it has been indicated in the above table 4.1.1, 121(78.57%) and 33(21.42%) of the respondents were male and female respectively. This implies that most of the respondents of this study were male respondents. This implies that more data were collected from male respondents.

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Age	18-25	5	3.24	2.5	2.5
	26-35	42	27.27	27.4	29.9
	36-45	91	59.09	59.7	89.6
	46 and above	16	10.38	10.4	100.0
	Total	154	100.0	100.0	

As it was indicated in the above table 4.1.2, the ages of the respondents were identified and presented in the above table, the age of the respondents has been ranged below 18 and 46 and above years. 91(59.09%) of the respondents age was ranged between 36 and 45 years. 42(27.27%) of the respondents age was ranged between 26 and 35 years. 16(10.38%) of

the respondents age was ranged between 46 and above years and 5(3.24%) of the respondents age was ranged between 18 and 25 years. This implies that respondents of different age groups were participated as the respondents of this study.

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Education	Diploma	3	2.94	1.5	1.5
	B.A/Bsc	112	85.81	89.6	91.0
	M.A/MS	39	29.88	9.0	100.0
	Total	154	100.0	100.0	

As presented in the above table 4.1.3, the educational background of the respondents of this were collected and analyzed in the above table. The analyzed data were discussed as follows. The respondents of 112(85.81%) educational level was B.A/BSc, The respondents of 39(29.88%) educational level was M.A/MS and 3(1.5%) of the respondents educational level was diploma. This implies that respondents of different educational background were provided their responses for this study. Responses that obtained from these respondents were very important for this study.

Variable		Frequency	Percent	Valid Percent	Cumulative Percent
Service	1- 5 year	14	9.09	9.0	9.0
	6-10	26	16.88	23.9	32.8
	11-15	41	26.62	32.3	65.2
	16 -20	43	27.92	34.8	100.0
	21 and above	30	19.48		
	Total	154	100.0	100.0	

As it was indicated in the above table 4.1.5, data were collected on the working experiences of the respondents and presented in the above table. The analyzed data were discussed as follows. 43 (37.92%) of the respondents working experience was between 16 and 20 years. 41(26.62%) of the respondents working experience was ranged between 11 and 15 years .30(19.48%) of the working experiences of the respondents was ranged between 21 and above years and

14(9.09%) working experiences of the respondents was ranged between 1 and 5 years. This implies that the respondents of different working experiences were provided their responses for this study. The responses that obtained from respondents of different working experiences were very important for the result that obtained from this study.

4.2. Analysis on the Responses Collected through questionnaire

Close ended questions have been designed and data were collected for this study. The collected data were analyzed quantitatively and presented in the tables and followed with discussions. The descriptive statistics like frequency and percentage that were used to analyze the distributions of responses for the given alternative choices of items, mean that was used to analyze the average of the distributions of response and standard deviation that was used to analyze the distributions of responses around the to the sample as well as inferential statistics like regression analysis was used to give meaningful conclusions for the data analyzed in descriptive statistics to identify that the independent variables were explained by the dependent variable of this study.

Table.4.2.1.A The current supervisory practice in creating positive working environment in the secondary schools.

Items	Alternative choices	Frequency	Percent	mean	SD
Supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers.	Strongly disagreed	9	5.84	3.03	1.244
	Disagreed	24	5.58		
	Undecided	87	56.49		
	Agreed	25	16.23		
	Strongly agreed	9	5.84		
	Total	154	100		
Supervisors helped the teachers to put resources into a useful purpose.	Strongly disagreed	10	6.49	2.97	1.252
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100		
Supervisors established trust and rapport to foster collegiality, dialogue and mutual reflection that inspire the teacher's growth	Strongly disagreed	7	4.54	3.00	1.241
	Disagreed	17	11.03		
	Undecided	62	40.25		
	Agreed	48	31.16		
	Strongly agreed	20	12.98		
	Total	154	100		
Supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation.	Strongly disagreed	11	7.14	3.02	1.252
	Disagreed	23	14.93		

	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100		
Supervisor provided absolute and unlimited opportunity for teachers to develop, grow and improve his/her professional and instructional competency	Strongly disagreed	62	40.25	2.97	1.252
	Disagreed	19	12.33		
	Undecided	27	17.53		
	Agreed	21	13.63		
	Strongly agreed	25	16.23		
	Total	154	100		
Supervisors observed and documented the teaching-learning behaviors	Strongly disagreed	10	6.49	3.00	1.306
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100.0		

As it was presented in the above table 4.2.1A, data were collected on eight items under the status of school leadership practice in the selected in secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to assess that supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers ..The results of the responses indicated that9 (5.84%) of the respondents strongly disagreed,24(15.58%) of the respondents disagreed, 87(56.49%) of the respondents undecided, 25(16.23%) of the respondents agreed and 9(5.84%) of the respondents strongly agreed on that supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers. The average of distributions of the percentages were summarized in to

mean and standard. Therefore, the average of the distribution was 3.03 mean score and 1.244 standard deviation.

The second item asked was to investigate that supervisors helped the teachers to put resources into a useful purpose. The results of the responses indicated that 10 (6.49%) of the respondents strongly disagreed, 60 (38.96%) of the respondents disagreed, 45 (29.22%) of the respondents undecided, 22 (14.28%) of the respondents agreed and 17 (11.03%) of the respondents strongly agreed on that supervisors helped the teachers to put resources into a useful purpose. The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was mean score 2.97 and 1.252 standard deviation.

The third item asked was to identify that that supervisors established trust and rapport to foster collegiality, dialogue and mutual reflection that inspire the teacher's growth. The results of the responses indicated that 7 (4.54 %) of the respondents strongly disagreed, 17 (11.03%) of the respondents disagreed, 62 (40.25%) of the respondents undecided, 48 (31.16%) of the respondents agreed and 20 (12.98%) of the respondents strongly agreed on that that supervisors established trust and rapport to foster collegiality, dialogue and mutual reflection that inspire the teacher's growth. The average of distributions of the percentages were summarized in to mean and standard. Thus, the average of the distribution was 3.00 mean score and 1.241 standard deviation..

The fourth item asked was to assess that supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation. The results of the responses indicated that 11 (7.14%) of the respondents strongly disagreed, 23 (14.93%) of the respondents disagreed, 65 (42.20%) of the respondents undecided, 45 (29.22%) of the respondents agreed and 10 (6.49%) of the respondents strongly agreed on that supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.02 mean score and 1.252 standard deviations.

The fifth item asked was to investigate that supervisor provided absolute and unlimited opportunity for teachers to develop, grow and improve his/her professional and instructional competency. the results of the responses indicated that 62 (40.25%) of the respondents strongly

disagreed , 19(12.33%) of the respondents disagreed, 27(17.53%) of the respondents undecided, 21(13.63%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that supervisor provided absolute and unlimited opportunity for teachers to develop, grow and improve his/her professional and instructional competency. The averages of distributions of the percentages were summarized in to mean and standard. then , the average of the distribution was 2.97mean score and 1.252standard deviation.

Table.4.2.1.B.The current supervisory practice in creating positive working environment in the secondary schools.

Items	Alternative choices	Frequenc y	Percent	mean	SD
Supervisors observed and documented the teaching-learning behaviors	Strongly disagreed	10	6.49	3.00	1.306
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100.0		
Helping teachers to select appropriate concepts to be taught and the methods for implementation	Strongly disagreed	8	5.19	3.01	1.295
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100.0		
Supervisors fostered teacher growth through systematic collaboration with peer and which includes a variety of approaches such as professional dialogue, curriculum	Strongly disagreed	12	7.79	3.07	1.294
	Disagreed	35	22.72		
	Undecided	40	25.97		
	Agreed	38	24.67		
	Strongly agreed	29	18.83		

development, peer observation and feedback and action research projects.	Total	154	100.0		
Supervisors monitored the attendance of teachers during classes.	Strongly disagreed	62	40.25	3.09	1.322
	Disagreed	19	12.33		
	Undecided	27	17.53		
	Agreed	21	13.63		
	Strongly agreed	25	16.23		
	Total	154	100.0		
Supervisors ensured the presence of adequate preparation of lesson notes.	Strongly disagreed	10	6.49	3.04	1.285
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100.0		

As it was presented in the above table 4.2.1 B, data were collected on eight items under the status of school leadership practice in the selected in secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to assess that supervisors observed and documented the teaching–learning behaviors. The results of the responses indicated that 10 (6.49%) of the respondents strongly disagreed , 60(38.96%) of the respondents disagreed, 45(29.22%) of the respondents undecided, 22(14.28%) of the respondents agreed and 17(11.03%) of the respondents strongly agreed on that supervisors observed and documented the teaching–learning behaviors. The average of distributions of the percentages was summarized in to mean and standard. deviation. The averages of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was 3.00 mean score and 1.306standard deviation.

The second item asked was to investigate that helping teachers to select appropriate concepts to be taught and the methods for implementation. the results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed , 29(18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided,41 (26.62%) of the respondents agreed and25 (16.23%) of the respondents strongly agreed on that helping teachers to select appropriate concepts to be taught and the methods for implementation The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was 3.01mean score and 1.295standard deviation.

The third item asked was to identify that supervisors fostered teacher growth through systematic collaboration with peer and which includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and action research projects.

The results of the responses indicated that 12(7.79%) of the respondents strongly disagreed , 35(22.72%) of the respondents disagreed,40(25.97%) of the respondents undecided, 38(24.67%) of the respondents agreed and 29(18.83%) of the respondents strongly agreed on that supervisors fostered teacher growth through systematic collaboration with peer and which includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and action research projects. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 3.07mean score and 1.294standard deviation.

The fourth item asked was to assess that supervisors monitored the attendance of teachers during classes. The results of the responses indicated that 62(40.25%) of the respondents strongly disagreed,19(12.33%) of the respondents disagreed,27 (17.63%) of the respondents undecided, 21(13.63%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that supervisors monitored the attendance of teachers during classes. The average of distributions of the percentages was summarized in to mean and standard. Then, the average of the distribution was 3.09mean score and 1.322standard deviation.

The last item asked was to investigate those supervisors ensured the presence of adequate preparation of lesson notes. The results of the responses indicated that 10 (6.49 %) of the respondents strongly disagreed,60(38.96%) of the respondents disagreed, 45(29.22%) of the

respondents undecided, 22(14.28%) of the respondents agreed and 17(11.03%) of the respondents strongly agreed on that supervisors ensured the presence of adequate preparation of lesson notes. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.04mean score and 1,285standard deviation.

Table.4.2.1.C.The current supervisory practice in creating positive working environment in the secondary schools.

Items	Alternative choices	Frequency	Percent	mean	SD
Supervisors established interpersonal relationships among teachers and students.	Strongly disagreed	7	4.54	3.05	1.264
	Disagreed	17	11.03		
	Undecided	62	40.25		
	Agreed	48	31.16		
	Strongly agreed	20	12.98		
	Total	154	100.0		
Supervision widely practiced to improve teacher motivation that includes orientation of new teaching staff, reviewing the work record of teachers, provision of in-service instruction, observation of lessons and punctuality control.	Strongly disagreed	8	5.19	3.07	1.294
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100.0		
Supervisors provided the requisite syllabi required for teaching, and to promote successful teaching and learning,	Strongly disagreed	11	7.14	2.99	1.325
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		

	Strongly agreed	10	6.49		
	Total	154	100.0		
Supervisors ensured consistency as part of their discipline among principals, teachers and students.	Strongly disagreed	8	5.19	3.07	1.294
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100.0		
Initiatives were put in place to check both teachers and students' punctuality.	Strongly disagreed	11	7.14		
	Disagreed	23	14.93		
	Undecided	65	42.20	3.00	1.280
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100.0		

As it was presented in the above table 4.2.1C, data were collected on eight items under the status of school leadership practice in the selected in secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to identify that supervisors established interpersonal relationships among teachers and students. The results of the responses indicated that 7 (4.54%) of the respondents strongly disagreed , 17(11.03%) of the respondents disagreed, 62(40.25%) of the respondents undecided and 48(31.16%) of the respondents agreed on that supervisors established interpersonal relationships among teachers and students. The average of distributions of the percentages were summarized in to mean and standard. Thus, the average of the distribution was 3.05mean score and 1.264standard deviation.

The second item asked was to assess that supervision widely practiced to improve teacher motivation that includes orientation of new teaching staff, reviewing the work record of teachers, provision of in-service instruction, observation of lessons and punctuality control. The results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed, 29(18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided, 41(26.62%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that supervision widely practiced to improve teacher motivation that includes orientation of new teaching staff, reviewing the work record of teachers, provision of in-service instruction, observation of lessons and punctuality control. The average of distributions of the percentages were summarized in to mean and standard. Then, the average of the distribution was 3.07mean score and 1.294 standard deviation.

The third item asked was to assess that supervisors provided the requisite syllabi required for teaching, and to promote successful teaching and learning, The results of the responses indicated that 11(7.14%) of the respondents strongly disagreed, 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45 (29.22%) of the respondents agreed and 10(6.49%) of the respondents strongly agreed on that supervisors provided the requisite syllabi required for teaching, and to promote successful teaching and learning. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 2.99mean score and 1.325standard deviation. The fourteenth item asked was to assess that supervisors ensured consistency as part of their discipline among principals, teachers and students. The results of the responses indicated that 8(5.19%) of the respondents strongly disagreed, 29(18.83%) of the respondents disagreed, 51 (33.11%) of the respondents undecided and 41 (26.62%) of the respondents agreed on that supervisors ensured consistency as part of their discipline among principals, teachers and students. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 3.07mean score and 1.294standard deviation. The last item asked was to assess that initiatives were put in place to check both teachers and students' punctuality. The results of the responses indicated that 11 (7.14%) of the respondents strongly disagreed, 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45(29.22%) of the respondents agreed and 10 (6.49%) of the respondents strongly agreed on that initiatives were put in place to check both teachers and students' punctuality. The average of distributions of the percentages were

summarized in to mean and standard. Then, the average of the distribution was mean score and standard deviation.

Table.4.2.2.A. Extent at which the current supervisory practice is effective in creating positive working environment in the secondary schools of BunoBedele Zone.					
Items	Alternative choices	Frequency	Percent	mean	SD
Supervisors established interpersonal relationships among teachers and students as required. –learning behaviors significantly.	Strongly disagreed	12	7.79	3.09	1.266
	Disagreed	22	14.28		
	Undecided	85	55.19		
	Agreed	21	13.63		
	Strongly agreed	14	9.09		
	Total	154	100		
Supervisors observed and documented the teaching	Strongly disagreed	20	12.98	3.04	1.285
	Disagreed	20	12.98		
	Undecided	76	49.35		
	Agreed	29	18.83		
	Strongly agreed	9	5.84		
	Total	154	100		
Supervisors monitored the attendance of teachers during classes effectively.	Strongly disagreed	15	9.74	3.07	1.294
	Disagreed	29	18.83		
	Undecided	63	40.90		
	Agreed	31	20.12		
	Strongly agreed	16	10.38		
	Total	154	100		

Supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation significantly.	Strongly disagreed	14	9.09	3.07	1.294
	Disagreed	17	11.03		
	Undecided	61	39.61		
	Agreed	36	23.37		
	Strongly agreed	26	16.88		
	Total	154	100.0		
Supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers effectively.	Strongly disagreed	12	7.79	3.00	1.280
	Disagreed	18	11.68		
	Undecided	71	46.10		
	Agreed	28	18.18		
	Strongly agreed	25	16.23		
	Total	154	100		

As it was presented in the above table 4.2.2, data were collected on five items under School principals leadership Practice in Decision Making Process. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to assess that supervisors established interpersonal relationships among teachers and students as required.–learning behaviors significantly. The results of the responses indicated that 12(7.79%) of the respondents strongly disagreed,22(14.28%) of the respondents disagreed, 85(55.19%) of the respondents undecided, 21(13.63%) of the respondents agreed and 14(9.09%) of the respondents strongly agreed on that supervisors established interpersonal relationships among teachers and students as required. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was3.09 means score and1.266 standard deviation.

The second item asked was to investigate that supervisors observed and documented the teaching. the results of the responses indicated that 20 (12.98%) of the respondents strongly disagreed , 20(12.98%) of the respondents disagreed, 76(49.35%) of the respondents undecided,

29(18.83%) of the respondents agreed and 9(5.84%) of the respondents strongly agreed on that supervisors observed and documented the teaching. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.04 mean score and 1.285 standard deviation.

The third item asked was to identify that supervisors monitored the attendance of teachers during classes effectively. The results of the responses indicated that 15(9.74%) of the respondents strongly disagreed, 29(18.83%) of the respondents disagreed, 63(40.90%) of the respondents undecided, 31(20.12%) of the respondents agreed and 16(10.38%) of the respondents strongly agreed on that. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 3.07 means score and 1.294 standard deviation.

The fourth item asked was to assess that supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation significantly. The results of the responses indicated that 14(9.09 %) of the respondents strongly disagreed , 17(11.03%) of the respondents disagreed, 61(39.61%) of the respondents undecided, 36(23.37%) of the respondents agreed and 26 (16.88%) of the respondents strongly agreed on that supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation significantly. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.07 mean score and 1.294 standard deviation.

The last item asked was to investigate that t supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers effectively. The results of the responses indicated that 12 (7.79%) of the respondents strongly disagreed , 18(11.68%) of the respondents disagreed, 71(46.10%) of the respondents undecided, 28(18.18%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers effectively. The average of distributions of the percentages was summarized in to mean and standard. Then, the average of the distribution was mean score and standard deviation.

Table.4.2.2.B.Extent at which the current supervisory practice is effective in creating positive working environment in the secondary schools of BunoBedele Zone.

Items	Alternative choices	Frequency	Percent	mean	SD
Varied supervisor techniques were significantly used in supporting teachers.	Strongly disagreed	8	5.19	3.04	1.310
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100.0		
Supervisors helped the teachers to put resources into a useful purpose significantly.	Strongly disagreed	11	7.14	3.01	1.295
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100.0		
promotion of quality of teachers' performance and removal of their problems through professional cooperation were significantly used in supervisor practices	Strongly disagreed	8	5.19	3.04	1.285
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100.0		
The practices of the instructional	Strongly	11	7.14	3.23	1.275

supervisory activities of supervisors were significantly used in the secondary schools.	disagreed				
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100.0		
Supervisory responsibilities have been well practiced by the supervisors	Strongly disagreed	7	4.54	3.00	1.280
	Disagreed	17	11.03		
	Undecided	62	40.25		
	Agreed	48	31.16		
	Strongly agreed	20	12.98		
	Total	154	100.		

As it was presented in the above table 4.2.2 B, data were collected on eight items under the status of school leadership practice in the selected in secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to assess that varied supervisor techniques were significantly used in supporting teachers. The results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed , 29(18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided, 41(26.62%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that varied supervisor techniques were significantly used in supporting teachers. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was mean score and standard deviation. The second item asked was to investigate that supervisors helped the teachers to put resources into a useful purpose significantly. the results of the responses indicated that 11(7.14%) of the respondents strongly disagreed , 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45(29.22%) of the respondents agreed and 10(6.49%) of the respondents strongly agreed on that supervisors helped the teachers to put resources into a useful purpose significantly. The

average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.01 mean score and 1.295 standard deviation.

The third item asked was to identify that promotion of quality of teachers' performance and removal of their problems through professional cooperation were significantly used in supervisor practices. The results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed ,29 (18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided and 41(26.62%) of the respondents agreed on that promotion of quality of teachers' performance and removal of their problems through professional cooperation were significantly used in supervisor practices The average of distributions of the percentages were summarized in to mean and standard. Thus, the average of the distribution was 3.04 mean score and 1.285 standard deviation.

The fourth item asked was to assess that the practices of the instructional supervisory activities of supervisors were significantly used in the secondary schools. The results of the responses indicated that 11 (7.14%) of the respondents strongly disagreed, 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45(29.22%) of the respondents agreed and 10(6.49%) of the respondents strongly agreed on that the practices of the instructional supervisory activities of supervisors were significantly used in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Then, the average of the distribution was 3.23 mean score and 1.275 standard deviation.

The last item asked was to investigate that supervisory responsibilities have been well practiced by the supervisors. The results of the responses indicated that 7 (4.54 %) of the respondents strongly disagreed, 17(11.03%) of the respondents disagreed, 62(40.25%) of the respondents undecided, 48 (31.16%) of the respondents agreed and 20(12.98%) of the respondents strongly agreed on that supervisory responsibilities have been well practiced by the supervisors The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was 3.00 mean score and 1.280 standard deviation.

Table.4.3.A The challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools of BunoBedele Zone.

Items	Alternative choices	Frequency	Percent	mean	SD
The attitude of fault-finding among supervisors challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	14	9.09	3.07	1.294
	Disagreed	17	11.03		
	Undecided	61	39.61		
	Agreed	36	23.37		
	Strongly agreed	26	16.88		
	Total	154	100		
Lack of supervisor preparation challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	12	7.79	3.09	1.266
	Disagreed	18	11.68		
	Undecided	71	46.10		
	Agreed	28	18.18		
	Strongly agreed	25	16.23		
	Total	154	100		
Weak relationship between teachers and supervisors challenged supervisory practice in creating positive working environment in the secondary schools	Strongly disagreed	8	5.19	3.07	1.294
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100		
Lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	11	7.14	3.01	1.295
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100		
Supervisors are challenged by the un-cooperative attitudes of teachers.	Strongly disagreed	8	5.19	2.95	1.320
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100		

As it was presented in the above table 4.2.3A, data were collected on sixteen items under the challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The first item asked was to assess that the attitude of fault-finding among supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 14(9.09%) of the respondents strongly disagreed, 17(11.03%) of the respondents disagreed, 61(39.61%) of the respondents undecided, 36(23.37%) of the respondents agreed and 26(16.88%) of the respondents strongly agreed on that the attitude of fault-finding among supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.07 mean score and 1.294 standard deviation.

The second item asked was to investigate that lack of supervisor preparation challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 12 (7.79 %) of the respondents strongly disagreed , 18(11.68%) of the respondents disagreed, 71, 46.10(%) of the respondents undecided, 28 (18.18%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.09 mean score and 1.266 standard deviation.

The third item asked was to identify that weak relationship between teachers and supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed , 29(18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided, 41(26.62%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that weak relationship between teachers and supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 3.07 mean score and 1.294 standard deviation.

The fourth item asked was to assess that lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 11 (7.14%) of the respondents strongly disagreed ,23 (14.93%) of the respondents disagreed, 65(%) of the respondents undecided,45 (29.22%) of the respondents agreed and10 (6.49%) of the respondents strongly agreed on that lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was3.01 means score and 1.295standard deviation.

The fifth item asked was to investigate that supervisors are challenged by the un-cooperative attitudes of teachers. The results of the responses indicated that 8(5.19%) of the respondents strongly disagreed , 29(18.18%) of the respondents disagreed, 51(33.11%) of the respondents undecided, 41(26.62%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on thatsupervisors are challenged by the un-cooperative attitudes of teachers. The average of distributions of the percentages was summarized in to mean and standard. then , the average of the distribution was 2.95mean score and 1.320 standard deviation.

Table.4.3.B The challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools of BunoBedele Zone.

Items	Alternative choices	Frequency	Percent	mean	SD
Lack of motivation for teachers challenged supervisory practice in creating positive working environment in the secondary schools	Strongly disagreed	11	7.14	3.01	1.295
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100		
Lack of training and retraining of teachers through refresher courses challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	7	4.54	3.09	1.266
	Disagreed	17	11.03		
	Undecided	62	40.25		
	Agreed	48	31.16		
	Strongly agreed	20	12.98		
	Total	154	100		
Lack of sufficient teaching resources to promote the quest for information by teachers and learners challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	11	7.14	3.07	1.294
	Disagreed	23	14.93		
	Undecided	65	42.20		
	Agreed	45	29.22		
	Strongly agreed	10	6.49		
	Total	154	100		
. Lack professional qualifications of supervisors challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	62	40.25	3.07	1.294
	Disagreed	19	12.33		
	Undecided	27	17.53		
	Agreed	21	13.63		
	Strongly agreed	25	16.23		
	Total	154	100		
Inefficient instructional supervision	Strongly	10	6.49	2.94	1.183

plans and quality of its perpetuation in materialization of educational goals challenged supervisory practice in creating positive working environment in the secondary schools.	disagreed				
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100		
Unfamiliar with proven supervisory techniques and strategies challenged supervisory practice in creating positive working environment in the secondary schools	Strongly disagreed	8	5.19	2.94	1.181
	Disagreed	29	18.83		
	Undecided	51	33.11		
	Agreed	41	26.62		
	Strongly agreed	25	16.23		
	Total	154	100		
Limited resources such as income, classroom chairs, teaching and library books, and teaching and learning materials challenged supervisory practice in creating positive working environment in the secondary schools	Strongly disagreed	12	7.79	3.03	1.173
	Disagreed	35	22.72		
	Undecided	40	25.97		
	Agreed	38	24.67		
	Strongly agreed	29	18.83		
	Total	154	100		
The key problems that adversely affect the successful conduct of educational supervision in schools are supervisor incompetence.	Strongly disagreed	62	40.25	2.90	1.173
	Disagreed	19	12.33		
	Undecided	27	17.53		
	Agreed	21	13.63		
	Strongly agreed	25	16.23		
	Total	154	100		
Inexperienced supervisors and lack of resources for supervision challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	10	6.49	3.12	1.173
	Disagreed	60	38.96		
	Undecided	45	29.22		
	Agreed	22	14.28		
	Strongly agreed	17	11.03		
	Total	154	100		

Inadequate supervisor training challenged supervisory practice in creating positive working environment in the secondary schools.	Strongly disagreed	7	4.54	2.90	1.173
	Disagreed	17	11.03		
	Undecided	62	40.25		
	Agreed	48	31.16		
	Strongly agreed	20	12.98		
	Total	154	100		
The recruitment and selection of supervisors were not to the level of the standard.	Strongly disagreed	12	7.79	3.00	1.280
	Disagreed	18	11.68		
	Undecided	71	46.10		
	Agreed	28	18.18		
	Strongly agreed	25	16.23		
	Total	154	100		

As it was presented in the above table 4.2.3 B. data were collected on sixteen items under the challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools. Based on data collected on the basis of these items analysis was made and the analyzed data were discussed as follows.

The sixth item asked was to assess that lack of motivation for teachers challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 11(7.14%) of the respondents strongly disagreed , 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45(29.22%) of the respondents agreed and (%) of the respondents strongly agreed on that lack of motivation for teachers challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was3.01 mean score and 1.295standard deviation.

The seventh item asked was to investigate that lack of training and retraining of teachers through refresher courses challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 7(4.54%) of the respondents strongly disagreed ,17 (11.03%) of the respondents disagreed, 62(40.25%) of the respondents undecided, 48(31.16%) of the respondents agreed and20 (12.98%) of the respondents strongly

agreed on that lack of training and retraining of teachers through refresher courses challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.09 mean score and 1.266 standard deviation.

The eight item asked was to identify that lack of sufficient teaching resources to promote the quest for information by teachers and learners challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 11 (7.14%) of the respondents strongly disagreed , 23(14.93%) of the respondents disagreed, 65(42.20%) of the respondents undecided, 45(29.22%) of the respondents agreed and 10(6.49%) of the respondents strongly agreed on that lack of sufficient teaching resources to promote the quest for information by teachers and learners challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 3.07 means score and 1.294 standard deviation.

The ninth item asked was to assess that lack professional qualifications of supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 62(40.25%) of the respondents strongly disagreed, 19(12.33%) of the respondents disagreed, 27(17.53%) of the respondents undecided, 21 (13.63%) of the respondents agreed and 25 (16.23%) of the respondents strongly agreed on that lack professional qualifications of supervisors challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Then, the average of the distribution was 3.07 mean score and 1.294 standard deviation.

The tenth item asked was to investigate that inefficient instructional supervision plans and quality of its perpetuation in materialization of educational goals challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 10 (6.49 %) of the respondents strongly disagreed 60,(38.96%) of the respondents disagreed, 45(29.22%) of the respondents undecided, 22(14.28%) of the respondents agreed and 17(%) of the respondents strongly agreed on that inefficient instructional supervision plans and quality of its perpetuation in materialization of educational goals challenged supervisory practice

in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 2.94 mean score and 1.1183 standard deviation.

The eleventh item asked was to identify that that unfamiliar with proven supervisory techniques and strategies challenged supervisory practice in creating positive working environment in the secondary schools. the results of the responses indicated that 8 (5.19%) of the respondents strongly disagreed , 29(18.83%) of the respondents disagreed, 51(33.11%) of the respondents undecided, 41(26.62%) of the respondents agreed and 25(16.23%) of the respondents strongly agreed on that unfamiliar with proven supervisory techniques and strategies challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Thus, the average of the distribution was 2.94 means score and 1.181 standard deviation.

The twelfth item asked was to assess that limited resources such as income, classroom chairs, teaching and library books, and teaching and learning materials challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 12(7.79%) of the respondents strongly disagreed, 35(22.72%) of the respondents disagreed, 40(25.97%) of the respondents undecided, 38(24.67%) of the respondents agreed and 29(18.83%) of the respondents strongly agreed on that limited resources such as income, classroom chairs, teaching and library books, and teaching and learning materials challenged supervisory practice in creating positive working environment in the secondary schools. The average of distributions of the percentages was summarized in to mean and standard. Then, the average of the distribution was 3.03 mean score and 1.173 standard deviation.

The thirteenth item asked was to assess that the key problems that adversely affect the successful conduct of educational supervision in schools are supervisor incompetence. The results of the responses indicated that 62 (40.25%) of the respondents strongly disagreed 19,(12.33%) of the respondents disagreed, 27(17.53%) of the respondents undecided, 21(13.63%) of the respondents agreed and 25 (16.23%) of the respondents strongly agreed on that the key problems that adversely affect the successful conduct of educational supervision in schools are supervisor incompetence. The average of distributions of the percentages were summarized in to mean and standard. Therefore, the average of the distribution was 2.90 mean score and 1.173 standard

deviation. The fourteenth item asked was to assess that inexperienced supervisors and lack of resources for supervision challenged supervisory practice in creating positive working environment in the secondary schools. The results of the responses indicated that 10(6.49%) of the respondents strongly disagreed,60(38.96%) of the respondents disagreed, 45(29.22%) of the respondents undecided, 22(14.28%) of the respondents agreed and17(11.03%) of the respondents strongly agreed on that The average of distributions of the percentages were summarized in to mean and standard. Thus, the average of the distribution was3.12 mean score and1.173 standard deviation.

The fifteenth item asked was to assess that Inadequate supervisor training challenged supervisory practice in creating positive working environment in the secondary schools.

The results of the responses indicated that7 (4.54%) of the respondents strongly disagreed,17(11.03%) of the respondents disagreed, 62(40.25%) of the respondents undecided, 48(31.16%) of the respondents agreed and 20(12.98%) of the respondents strongly agreed on that inadequate supervisor training challenged supervisory practice in creating positive working environment in the secondary schools. The averages of distributions of the percentages were summarized in to mean and standard. Then, the average of the distribution was 2.90mean score and 1.173standard deviation.

The last item asked was to point out that the recruitment and selection of supervisors were not to the level of the standard. the results of the responses indicated that 12(7.79 %) of the respondents strongly disagreed , 18(11.68%) of the respondents disagreed, 71(46.10%) of the respondents undecided, 28(18.18%) of the respondents agreed and25 (16.23%) of the respondents strongly agreed on that the recruitment and selection of supervisors were not to the level of the standard. The averages of distributions of responses were summarized in mean and standard deviation. The average of distributions of the percentages was summarized in to mean and standard. Therefore, the average of the distribution was 3.00mean score and 1.280standard deviation.

4.3. Correlation analysis the relation between the supervision practice and the positive working Environment.

This section includes the analysis of data related to the positive working environment component and the supervisory practice. To investigate the relation between the working environment and the supervisory practice Pearson product correlation coefficient was used. The Pearson product moment correlation coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of correlation coefficient (+ or -) indicates the direction of the relationship between -1 and +1.

Variables may be positively or negatively correlated. A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Leary, 2004). Measuring the strength and the direction of a linear relationship that occurred between variables is, therefore, important for further statistical significance.

Interpretation of the strength of the correlation coefficient of table 4.4.1 was done based on Amin's (2005) approach. This approach emphasizes that at 0 there is no relationship, above 0 to .2 it is a very weak relationship, above .2 to .4 it is a weak relationship, above .4 to .6 it is a moderate relationship, above .6 to .8 it is a strong relationship, and above .8 to 1 it is a very strong relationship.

Examine the relation between the effect of Supervisory Practices and Positive Working Environment

Correlations			
		Positive working environment	Supervisory practice
Positive working environment	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	102	102
Supervisory practice	Pearson Correlation	.687**	1
	Sig. (2-tailed)	.000	
	N	102	102
** . Correlation is significant at the 0.01 level (2-tailed).			

Pearson correlation test was conducted to see the degree of relationship between the effect of Supervisory Practices and Positive Working Environment . The results of the correlation between these variables are shown in the table above; there is significant correlation between Positive working environment and the Supervisory practice In other hand, Positive working environment have a positive strong relationship with Supervisory practice ($r=0.687$ with $p<0.05$).

4.4. Analysis of the qualitative data

Eight principals were selected from six secondary schools and qualitative data were collected through structured interview questions. The first interview question was asked to assess the presence relation between positive working environment and supervisory practice. The responses of the principals indicated that there was relation between positive working environment and supervisory practice. The second interview question was asked to investigate that the high status of positive working environment and supervisory practice.. The responses of the principals showed that the high status of positive working environment in creases supervisory practice. The third interview question was asked to show that the low status of positive working environment creases provisory practice. The responses of the principals showed that the low status of positive working environment decrease supervisory practice. The fourth interview question was asked to assess that the positive working environment support supervisory practice. The responses of the respondents showed that the positive working environment support supervisory practices. The fifth interview question was asked to the presence of challenges to supervisory practice. All the responses indicated that there were challenges to supervisory practice. The last interview question was asked to identify the major to supervisory practice. The responses of the principals were similar, in that the responses indicated that the major to school supervisory practice were budget Constraints challenges for leadership practice, lack of school facilities, level of conflict between teachers and principal, absence of teachers commitment and community roles

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The main objective the study was to assess effective instructional supervisory practice enhances positive working environment in secondary schools of buno bedele zone.. To achieve the intended objective of this study descriptive survey research method was used with quantitative and qualitative approaches. Quantitative approach was used in this study for collecting the quantitative data from 201 female students. Stratified Simple random sampling technique was used to select the sample respondents of teachers. Data were collected from sample respondents through five scale liberated close-ended questionnaire. The qualitative data were collected through interview from 4 principals. The collected quantitative data were analyzed in percentages, mean standard deviation and Pearson correlation to analyze the relation between school leadership practice and teachers commitment. The qualitative data that were collected through interview questions were discussed in text explanations. On basis of the analysis made of this study, the conclusions were made and the findings of this study were identified and presented with the research questions side by side as follows.

1. The first research question was asked to investigate the current status of working environment in the secondary schools of Buno Bedele Zone. The result of this study revealed that the current the current status of working environment was medium and positive.
2. The second research question was asked to identify the current supervisory practice in creating positive working environment in the secondary schools. The result of this study showed that the current supervisory practice in creating positive working environment in the secondary schools was medium since the result the mean scores was ranged above 2.82 mean score
3. The third research question was asked to assess extent at the current supervisory practice is effective in creating positive working environment in the secondary schools of Buno Bedele Zone. The finding of this study indicated that the extent to which the current supervisory practice is effective in creating positive working environment in the secondary schools of BunoBedele zone was medium since the result the mean scores was ranged above 3.05mean score.

4. The fourth research question was asked to identify the extent at which supervisors effective in supervisory practice in creating positive working environment in the secondary schools of Buno Bedele Zone. The finding of this study showed that the extent at which supervisors effective in supervisory practice in creating positive working environment in the secondary schools was at medium level since the result the mean scores was ranged above 3.01 mean score.

5. The last research question was asked to investigate the challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools of Buno Bedele Zone. The finding of this study revealed that challenges of supervisory practice were the un-cooperative attitudes of teachers, lack of supervisor preparation in creating positive working environment in the secondary schools, The attitude of fault-finding among supervisors in creating positive working environment in the secondary schools, Weak relationship between teachers and supervisors in creating positive working environment in the secondary schools and Lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools.

5.2. Conclusions

Based on the above findings of this study, the researcher addressed the conclusions of this study as follows. The researcher concluded that the status of supervisory practice in the selected in secondary schools of Buno Bedele zone was not done at high level .Next the researcher concluded that effectiveness of supervisory practice in creating positive working environment in the secondary schools was not done at expected level. Moreover, the researcher concluded the presence of challenges that challenged supervisory practice that influenced the supervisors to practice supervisory activities to create positive working environment in the secondary schools at required level. The philosophy of democracy, the psychology of group dynamics, interpersonal relationship, professional leadership, etc have left enable important on the theory and practice of modern supervision. In the democratic social order, education is dynamic force. Hence supervision becomes dynamic in character.

5.3. Recommendations

Based on the above findings of this study the following recommendations were given as follows:

- A positive workplace environment is one where teachers feel their hard work is valued and recognized. Rewards are necessary to encourage certain behaviors in individuals. This is also known as positive reinforcement. A positive school environment helps improve attention, reduce anxiety, and supports emotional and behavioral regulation of students. Therefore, supervisors, principals and teachers will foster a positive learning culture in that learners are more likely to acquire higher motivation that leads to wonderful learning outcomes.
- Positive learning environment increases students' attention and focus, promotes meaningful learning experiences, encourages higher levels of student performance, and motivates students to practice higher-level critical thinking skills. Therefore, the supervisory practice will be increased at high level by supervisors of different level and principals to create Positive learning environment in secondary schools.
- The supervisory practice that will be done by supervisors to establish a supportive learning culture, get each member of the learning community to feel connectedness, address Learners' needs, keep it Positive, provide Feedback, Celebrate Success, create Safety and Employ Interactive Games and Activities.
- Characteristics of a positive working environment like Productive atmosphere, Open and honest communication, Compassionate team members, Positive reinforcement, Growth opportunities, Positive thinking and Good work-life balance will be exhibited by the teachers, principals and supervisors.

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APPENDIX: A
JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for teachers in selected secondary school of Buno-Bedele zone

General instruction

Dear the teachers, the objective to collect data on effective instructional supervisory practice enhances positive working environment in secondary schools of buno bedele zone These questionnaires are designed to provide you the opportunity to express your opinions about instructional supervisory practices and challenges in creating positive working environment in BunoBedele Zone Secondary Schools.

Thus your genuine responses are important to achieve the intended objective of the study. They are no right or wrong responses, so do-not hesitate to mark the responses frankly. We kindly request you to give your responses by marking (✓) in the space provided for each items. Please do not record your name on this document. All the responses you provide are confidential and will not be used for other purposes other than the objective.

Sex: M-----F-----

Age: 18-25-----26-35-----36-45 46 and above

Educational qualification: Diploma-----Degree-----second degree-----

Working Experience: 1—5 years-----6-10 years----11-15 years-----16-20 years -----21 and above.

Note: Strongly disagree (1), Disagree (2), undecided (3), Agree (4) and strongly agree (5)

No	Items	1	2	3	4	5
A	The current supervisory practice in creating positive working environment in the secondary schools.					
1	Supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers.					
2	Supervisors helped the teachers to put resources into a useful purpose.					
3	Supervisors established trust and rapport to foster collegiality, dialogue and mutual reflection that inspire the teacher's growth.					
4	Supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation.					
5	Supervisor provided absolute and unlimited opportunity for teachers to develop, grow and improve his/her professional and instructional competency.					
6	Supervisors observed and documented the teaching-learning behaviors.					
7	Helping teachers to select appropriate concepts to be taught and the methods for implementation.					
8	Supervisors fostered teacher growth through systematic collaboration with peer and which includes a variety of approaches such as professional dialogue, curriculum development, peer observation and feedback and action research projects.					
9	Supervisors monitored the attendance of teachers during classes.					
10	Supervisors ensured the presence of adequate preparation of lesson notes.					
11	Supervisors established interpersonal relationships among teachers and students.					
12	Supervision widely practiced to improve teacher motivation that includes orientation of new teaching staff, reviewing the work					

	record of teachers, provision of in-service instruction, observation of lessons and punctuality control.					
13	Supervisors provided the requisite syllabi required for teaching, and to promote successful teaching and learning,					
14	Supervisors ensured consistency as part of their discipline among principals, teachers and students.					
15	Initiatives were put in place to check both teachers and students' punctuality.					
B	Extent at which the current supervisory practice is effective in creating positive working environment in the secondary schools of BunoBedele Zone.					
1	Supervisors established interpersonal relationships among teachers and students as required.					
2	Supervisors observed and documented the teaching-learning behaviors significantly.					
3	Supervisors monitored the attendance of teachers during classes effectively.					
4	Supervisors implemented supervisory procedures such as classroom visitation, evaluation and inter-school visitation significantly.					
5	Supervisors arranged annual seminars for them to upgrade the skills and knowledge of teachers effectively.					
6	Varied supervisor techniques were significantly used in supporting teachers.					
7	Supervisors helped the teachers to put resources into a useful purpose significantly.					
8	promotion of quality of teachers' performance and removal of their problems through professional cooperation were significantly used in supervisor practices					
9	The practices of the instructional supervisory activities of supervisors were significantly used in the secondary schools.					
10	supervisory responsibility have been well practiced by the supervisors.					
C	The challenges of the supervisors in their supervisory practice in creating positive working environment in the secondary schools of BunoBedele Zone.					
1	The attitude of fault-finding among supervisors challenged supervisory practice in creating positive working environment in the secondary schools.					
2	Lack of supervisor preparation challenged supervisory practice in creating positive working environment in the secondary schools.					
3	Weak relationship between teachers and supervisors challenged supervisory practice in creating positive working environment in the secondary schools.					

4	Lack of support for supervisors from higher offices challenged supervisory practice in creating positive working environment in the secondary schools.					
5	Supervisors are challenged by the un-cooperative attitudes of teachers.					
6	Lack of motivation for teachers challenged supervisory practice in creating positive working environment in the secondary schools.					
7	Lack of training and retraining of teachers through refresher courses challenged supervisory practice in creating positive working environment in the secondary schools.					
8	Lack of sufficient teaching resources to promote the quest for information by teachers and learners challenged supervisory practice in creating positive working environment in the secondary schools.					
9	Lack professional qualifications of supervisors challenged supervisory practice in creating positive working environment in the secondary schools.					
10	Inefficient instructional supervision plans and quality of its perpetuation in materialization of educational goals challenged supervisory practice in creating positive working environment in the secondary schools.					
11	Unfamiliar with proven supervisory techniques and strategies challenged supervisory practice in creating positive working environment in the secondary schools.					
12	Limited resources such as income, classroom chairs, teaching and library books, and teaching and learning materials challenged supervisory practice in creating positive working environment in the secondary schools.					
13	The key problems that adversely affect the successful conduct of educational supervision in schools are supervisor incompetence.					
14	Inexperienced supervisors and lack of resources for supervision challenged supervisory practice in creating positive working environment in the secondary schools.					
15	Inadequate supervisor training challenged supervisory practice in creating positive working environment in the secondary schools.					
16	The recruitment and selection of supervisors were not to the level of the standard.					

APPENDIX:B

Interview questions for principals

The first interview question was asked to assess the presence of the relation between positive working environment and supervisory practice.

1. Is there relation between positive working environment and supervisory practice?
2. Does the high status of positive working environment increase supervisory practice?
3. Does the low status of positive working environment decrease supervisory practice?
4. Does positive working environment support supervisory practice?
5. Are there challenges to supervisory practice?
6. What are the major supervisory practices?